UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university’s accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013, 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Association of Colleges and Schools.

Widener University’s graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Colleges of Nursing Commission on Collegiate Nursing Education (School of Nursing), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology and Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (Master of Business Administration in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for Education).

Widener University’s graduate programs hold membership in the following: Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

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School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Education
  Certification Programs
  Master of Education (MEd)
  Doctor of Education (EdD)

Center for Social Work Education
  Master of Social Work (MSW)
  Doctor of Philosophy (PhD)

Institute for Graduate Clinical Psychology
  Doctor of Psychology (PsyD)

Institute for Physical Therapy Education
  Doctor of Physical Therapy (DPT)

PHILOSOPHY AND PURPOSE
OF THE PROGRAMS

The School of Human Service Professions aspires to prepare individuals to become innovative scholars-practitioners-citizens. The disciplines of the school use dynamic teaching, active scholarship, personal attention, and community involvement in order to foster leadership, ethical and professional decision-making, interdisciplinary dialogue, a competent responsiveness to the needs of a culturally diverse community, and a commitment to the value of lifelong learning.

COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations. Schedules are available online at www.widener.edu.

DROP/ADD POLICY

Students taking a course in the Center for Education may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting of the course. Students taking a course in the clinical psychology program, the social work program, or the physical therapy program may withdraw from the course up to four weeks prior to the last day of classes for the semester and receive the grade of W.

Graduate students begin the withdrawal process by notifying their program director’s office of their intent to withdraw, either orally or in writing. The program director’s office submits a drop/add form, which includes the student’s last date of attendance at an academically related activity, to the Registrar’s Office.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the program director’s office.

AUDITING

Students will be permitted to audit courses in the graduate program with the approval of the instructor. No grade or credit is given for auditing a course, and examinations need not be taken; however, the registration procedure and fee structure are the same as that for other students.

GRADING SYSTEM

Grades are recorded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7*</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.0</td>
</tr>
<tr>
<td>W (Withdrawal without prejudice)</td>
<td>0.0</td>
</tr>
<tr>
<td>P/NP (Pass/No Pass)**</td>
<td>0.0</td>
</tr>
<tr>
<td>AU (Audit—no credit)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*for physical therapy courses only
**only for courses offered on a Pass/No Pass basis

Note: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. In the social work program, the student receiving a grade of I must have a plan to make up the incomplete work approved by the instructor within two weeks from the end of the course. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener’s academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.
If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled “Standards for Academic Integrity” in the Graduate Student Handbook.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin.

Those who expect to receive either the master’s or doctoral degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; a graduation petition must be submitted by the student to the appropriate program office by March 1. A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; a graduation petition must be submitted by the student to the appropriate program office by July 1. A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; a graduation petition must be submitted by the student to the appropriate program office by Nov. 1 of the previous year. The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.

STUDENT STATUS

Students pursuing a course of study in the Center for Education are considered to be full-time graduate students when they are enrolled in 9 or more hours of graduate study or when they are enrolled in ED 999 Dissertation Research. It is recommended that students take no more than 12 semester hours of graduate study. Students in these programs who enroll in at least 5 semester hours of graduate study are considered to be half-time students.

Students pursuing a course of study in the clinical psychology or physical therapy programs or the full-time option in the social work program must register for at least 12 semester hours each semester until all course work in the program has been completed. Students in the clinical psychology, physical therapy, and social work programs may not register for more than 18 credits a semester.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar. The first transcript offered on behalf of any student is provided without cost.

CAMPUS SAFETY

Widener University is committed to the safety and security of all members of the Widener community. The Widener University website contains information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. It also contains statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The annual Campus Safety security reports for the Main and Exton Campuses are available online at www.widener.edu by selecting “Quick Clicks” then “Campus Safety.” The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting “More Links,” then “Campus Safety.” If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

FINANCIAL AID


ACADEMIC CALENDAR

At the start of each semester, students should check online at CampusCruiser’s “Calendars” section for their graduate program’s academic calendar and deadline information.
MATRICULATION
A matriculated student is one who has been officially admitted to an approved program leading to a graduate degree or certificate.

SPECIAL STATUS
A “special status” student is a nonmatriculated student. Special status students typically register for courses for professional development. While a student in this category can take an unlimited number of courses, a student must become matriculated in order to pursue a degree or certification through the Center for Education. Courses completed under special status will not automatically transfer toward a degree or certificate program. No more than six credits should be taken before matriculating.

GRADUATE ASSISTANTSHIPS
A limited number of graduate assistantships are available each year for full-time graduate students. Students receive tuition remission for approximately 21 credits of course work and a stipend based on 20 hours of work per week. Graduate assistants work with the center’s faculty and administration on special research and administrative projects. For further information, contact the associate dean/director of the Center for Education.

EDUCATIONAL SUPPORT SERVICES

CHILD DEVELOPMENT CENTER
The Center for Education runs a full-time laboratory preschool for children from two to six years of age. This school, the Widener University Child Development Center, is one location where many students pursuing certification complete field experiences. The school is licensed by the Pennsylvania Department of Education as a nursery school and by the Welfare Department as a childcare center. The Child Development Center is a National Association for the Education of Young Children (NAEYC) accredited program.

COMPUTER LABORATORY
The Center for Education has a multimedia computer laboratory with state-of-the-art resources for classroom use.

CURRICULUM LIBRARY
Located on the fourth floor of the Wolfgram Library, the collection includes textbook series, children’s and young adult’s literature, and other classroom instructional materials.

SCIENCE TEACHING CENTER
The Widener University Science Teaching Center was established to develop and maintain partnerships between the center and local school districts, schools, and teachers and to promote standards-based, inquiry-centered science education. Courses, symposia, and workshops are offered with the goal of promoting excellence and innovation in science education.

GRADING AND DISMISSAL
Graduate students in the Center for Education are expected to maintain satisfactory rates of progress toward their graduate degree. The graduate record for students begins with the first course in which they enroll and includes all subsequent courses.

Students who earn a grade of less than B in courses totaling six semester hours will be subject to academic dismissal. If a student earns a grade of B or below, the course may be repeated only once. Both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the GPA. When a student is found to have violated Widener’s academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation. To graduate, students must achieve an overall GPA of 3.0 on a standard 4.0 system. No student will graduate from education programs with an incomplete grade.

Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is grounds for dismissal from the program.

PASS/NO PASS
Almost all graduate courses in education will give standard letter grades. Occasionally, the special nature of some courses will require that they be graded on a pass/no pass basis. The decision to grade on a pass/no pass basis will be included on the course syllabus and will apply to only that course. This is not an option for any course except one in which the instructor has determined this to be the appropriate form of grading.

OFF-CAMPUS COURSES
The Center for Education offers graduate courses at different locations throughout the region. Courses toward certification and degree programs in educational leadership are offered at Widener’s Harrisburg Campus and various other off-campus locations.

A partnership was formed with Kutztown University to offer an EdD in reading/language arts at its site. Kutztown offers the first 36 credits in the program leading toward a master’s degree, and Widener offers the remainder of the course work, including the dissertation courses.

Off-campus courses are offered with the assumption that they are taught at the same level of instructional quality as courses offered at the Main Campus. Students have full access to academic advising, research resources, and library facilities.

GRADUATION
Students planning to graduate must file a petition. (For particulars, see section titled “Graduation Requirements and Awarding of Degrees,” on page 3.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.
MASTER OF EDUCATION

GOALS
The master of education program has a commitment to the development of advanced learning experiences that are appropriate to the needs of practicing professionals and provide opportunities for professional enrichment and development.

ADMISSION
Application for admission to the certificate and master of education programs should be made to: Committee on Graduate Admissions, Center for Education, Widener University, One University Place, Chester, PA 19013
The following procedures and requirements must be met:
• Complete the application form.
• Pay the nonrefundable application fee of $25 (not applicable for online applications).
• Have an official transcript sent from all previous graduate and undergraduate programs.
• Submit two letters of recommendation from colleagues, supervisors, or college professors.
• Complete a writing sample. Contact the Writing Center at 610-499-4332 to schedule an appointment.
• Submit scores on either the MAT or GRE (MAT is preferred).
• Applicants for programs in higher education and human sexuality education must have an interview with a faculty advisor.
A bachelor’s degree from a regionally accredited institution of higher education is a prerequisite for admission to graduate study. Occasionally, undergraduate students in their senior year are admitted into the graduate program. In order for an undergraduate student to be admitted, he or she must submit a current transcript of all undergraduate studies and a list of all courses in which he/she is currently enrolled. A student must submit a final transcript once the undergraduate program of study is completed.
No decision will be made on an application for admission until all of the appropriate forms and transcripts have been received and filed with the Center for Education. A faculty committee makes admission decisions based on the following criteria:
• Undergraduate overall GPA of 3.0 (may consider special cases).
• Written recommendations.
• A passing score on the writing sample.
• Scores from the MAT or GRE.
Once admitted, the student must meet with the assigned advisor to prepare a program of study.
International Students
International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

DEGREE REQUIREMENTS
To qualify for the master of education degree, the candidate must:
• Complete all the degree requirements within a total of six calendar years from the date of matriculation.
• Complete at least 30 semester hours of credit in the graduate program, including transfer credit and replacements for waived courses. Some majors may require more than 30 semester hours. (Consult section entitled “Majors.”) These credits must be distributed in three areas:
  • Educational Research (a minimum of three semester hours).
  • Educational Foundations (a minimum of six semester hours). Foundation courses provide a broad conceptual framework for the more specific courses in the educational program and are approved by the student’s advisor from among the following:
    ED 501 Anthropology in Education
    ED 502 Politics of Education
    ED 503 Foundations of Educational Measurement
    ED 504 Social Foundations of Education
    ED 505 Alternative Educational Models
    ED 506 School Law and Child Rights
    ED 507 Instructional Psychology
    ED 508 History and Philosophy of Education
    ED 509 Curriculum Theory
    ED 517 Psychology of the School Age Child
    ED 518 Adolescent Psychology
    ED 519 Early Childhood Development: From Birth to the Early School Years
    ED 544 Multicultural Education
    ED 583 Education of Adults from a Developmental Perspective
  • Professional Core (at least 12–21 semester hours). A student’s advisor must approve the program sequence, which may include electives. Credits earned for student teaching and most internships and practica cannot be applied toward completion of master’s degree requirements. Consult your advisor for further information.
  Please note that a waiver of any required courses for the master’s degree must be approved in writing by the major advisor and the associate dean/director of the Center for Education.
No credit is granted for waived courses.

TRANSFER CREDIT
Students who have been officially admitted to the master of education program may transfer a maximum of six semester hours of graduate course work. A grade of A, B, or Pass (only if taken on a Pass/No Pass grading system) must be achieved if transfer credit is to be awarded, and the course work must be recent (within seven calendar years). For this transfer process to occur, students must file official transcripts from all other graduate institutions in which course work was completed and must meet with their advisor for a transcript analysis. Under no circumstances will an in-service education credit awarded through a state education department or professional association be transferred as graduate credit. Research courses can only be approved for transfer credit by a member of the research committee following a syllabus review.

CERTIFICATION
The State Board of Education adopted changes that affect all of Pennsylvania’s teacher certification programs by adding 9 credits, or 270 hours or equivalent combination, for adaptations and accommodations for diverse students in an inclusive setting and 3 credits, or 90 hours or equivalent combination, to meet the instructional needs of English language learners. Although these regulatory changes became effective on September 22, 2007, the PA Department of Education has not yet developed final requirements for colleges and universities to follow. Therefore, additional program requirements will be developed and incorporated into your certification program to comply with new regulations for certifying teachers that became effective on January 1, 2013.
The State Board of Education also adopted changes specific to early childhood, elementary (K–6), and special education. New certification guidelines will apply January 1, 2013, regardless of a candidate’s enrollment date. Candidates seeking current certifications must complete their program by December 31, 2012.

Initial certification in Pennsylvania as a teacher (Instructional I) can be earned through the graduate division. Students seeking certification must complete a separate application form available from the Office of Field Experiences and Certification or online at www.widener.edu/academics/cfe/certapplications.asp. To earn one of these certificates at the graduate level, students must successfully complete an approved program of study, which includes a student teaching experience. In addition, students must maintain a grade of B (3.0) or better in all courses and must successfully complete a writing sample requirement. Students may also be required to complete certain prerequisite undergraduate courses, which include a minimum of 6 credits of college-level mathematics, 3 credits of English composition, and 3 credits of American or British literature. When this is required, students must maintain a minimum grade of B in those courses. Students wishing to pursue a teacher certification program must be admitted into the graduate program.

All candidates for teacher certification in Pennsylvania must receive a passing score on PRAXIS I and II tests. All candidates must also complete a portfolio according to the guidelines established by the Center for Education. Classroom teachers in Pennsylvania holding Instructional I certification are required to complete 24 semester hours of post-baccalaureate studies and complete three years of successful teaching to qualify for the Instructional II certificate. Graduate courses taken at Widener University can be used to meet the course work requirement for the Instructional II certificate.

Certain certificates (specialist, supervisor, principal, and superintendent) have additional requirements for entry into and completion of the certificate program. Please consult with an advisor for more information.

The Center for Education at Widener University offers the following programs for professional certification. See pages 7–17 for more information.

**TEACHER CERTIFICATION**

Biology*
Chemistry*
Comprehensive General Science*
Early Childhood Education*
Earth and Space Science*
Elementary Education
English
French*
Mathematics
Physics*
Social Studies*
Spanish (and ESL qualifications)*
Special Education (mentally or physically disabled)

*Contact the Center for Education to consult with an advisor about course requirements for this particular certification.

**SPECIALIST CERTIFICATION**

Home and School Visitor (School Social Worker)
Instructional Technology
Reading
School Counselor (Elementary or Secondary)
School Nurse

**SUPERVISOR CERTIFICATION**

Curriculum and Instruction
Early Childhood Education
Pupil Personnel Services
Reading
Special Education

**PRINCIPAL CERTIFICATION**

K–12 Principal

**LETTER OF ELIGIBILITY**

Assistant Superintendent
Superintendent

**Must have appropriate previous certification and experience.

**TEACHER INTERN PROGRAM**

The Teacher Intern program is an alternate route to certification for those seeking a career change. The program pertains to all certification areas previously listed in this catalog. Requirements for admission to the Teacher Intern program include:

- five years of work experience.
- a baccalaureate degree from an accredited institution. (Secondary education applicants must have majored in the area for which they are seeking certification.)
- admission to the master’s degree or certificate programs in graduate education (see admissions requirements).
- a completed application form.
- a nonrefundable fee ($25).
- two letters of recommendation.
- official transcripts of all previously completed undergraduate and graduate work.
- interviews with the director of the Teacher Intern program and the certification area advisor.

To receive an intern certificate from the Commonwealth of Pennsylvania, accepted students must complete certain prescribed courses (see below), receive passing scores on the PRAXIS I and II tests (Professional Assessments for Beginning Teachers), and receive a Letter of Intern Candidacy.

The prescribed courses are listed below. (Students must consult with the director of the Teacher Intern program and an advisor in the area of certification prior to beginning any course work.)

**For Early Childhood Teacher Certification**

ED 511 Introduction to Education
ED 513 Classroom Management and School Discipline
ED 519 Early Childhood Development: From Birth to the Early School Years
ED 521 Reading and Language Arts I
ED 561 Analysis, Innovation, and Evaluation of Early Childhood Curriculum
ED 570 Mathematics in the Elementary School and in Early Childhood

**For Elementary Teacher Certification**

ED 507 Instructional Psychology
or
ED 517 Psychology of the School Age Child
ED 511 Introduction to Education
ED 513 Classroom Management and School Discipline
ED 521 Reading and Language Arts I
ED 570 Mathematics in the Elementary School and in Early Childhood
SCED 575 Strategies and Materials for Teaching Science in the Elementary School and Early Childhood
or
ED 593 Teaching Social Studies in the Preschool and Elementary School
For Secondary Teacher Certification
ED 507  Instructional Psychology
or
ED 518  Adolescent Psychology
ED 511  Introduction to Education
ED 513  Classroom Management and School Discipline
ED 524  Teaching Reading in the Content Areas, Grades 4–12
Appropriate methods course in area of certification

For Special Education Certification
ED 507  Instructional Psychology
or
ED 517  Psychology of the School Age Child
or
ED 518  Adolescent Psychology
ED 511  Introduction to Education
ED 513  Classroom Management and School Discipline
ED 521  Reading and Language Arts I
or
ED 524  Teaching Reading in the Content Areas, Grades 4–12
ED 551  Introduction to Special Education
Appropriate methods course(s)

Once the Intern Certificate has been issued, candidates then qualify for a full-time, paid teaching position (which must be secured by the intern) and will be supervised by university faculty. (Note that additional courses in the area of certification are required for full certification. Consult the appropriate sections of this catalog and meet with a certification area advisor.)

Upon completion of a successfully supervised teaching experience over a minimum one-year period and completion of the remaining course work, the candidate will be eligible for the “Pennsylvania Instructional I” certificate. Every intern MUST meet with the director prior to starting courses.

MAJORS

Various majors within the master of education degree have been organized by the faculty. These majors represent the suggested guidelines for students in these various disciplines. They do not necessarily represent the minimum requirements for certification, but rather the ways that educators can enhance their professional background in these different fields. The requirements for Teacher Certification and Educational Specialist Certification are published separately. The majors available to students in the graduate program include:

- Adult Education
- Counselor Education
- Early Childhood Education
- Educational Foundations
- Educational Leadership/Principalship
- Educational Psychology
- Elementary Education
- English & Language Arts Education
- Home & School Visitor (School Social Work)
- Human Sexuality Education
- Instructional Technology
- Mathematics Education
- Middle School Education
- Reading
- Science & Technology Education
- Secondary Education
- Social Studies Education
- Special Education
- Student Personnel Services & Counseling in Higher Education
- Supervision

ADVISORS

Matriculated students have assigned advisors and must contact their advisors for advising plans.

CURRICULUM FOR INDIVIDUAL MAJORS

ADULT EDUCATION

<table>
<thead>
<tr>
<th>Research (3 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510  Applications of Educational Research</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations (6 semester hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ED 503  Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 505  Alternative Educational Models</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core (21 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 528  Adults as Learners and Readers</td>
<td>3</td>
</tr>
<tr>
<td>ED 583  The Education of Adults from a Developmental Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ED 584  Program Development in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 697  Capstone Project in Education</td>
<td>3</td>
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</tbody>
</table>

Nine hours of electives

TOTAL: 30

COUNSELOR EDUCATION

<table>
<thead>
<tr>
<th>Research (3 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510  Applications of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations (9 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 503*  Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 507*  Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 517*  Psychology of the School Age Child</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED 518*  Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core (18 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 18 hours from the following:</td>
<td></td>
</tr>
<tr>
<td>ED 544*  Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 551*  Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 650*  Introduction to School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ED 651*  Career Development across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>ED 652*  Group Process and Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ED 653*  Models, Theories, &amp; the Practice of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ED 659*  Field Experience &amp; Counseling Practicum for Counselors</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Internship (6 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 704/705*  Internship in Elementary School Counseling</td>
<td>6</td>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED 706/707*  Internship in Secondary School Counseling</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED 716/717  Internship &amp; Field Experience in Community Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL: 36

* Required for school counselor (elementary or secondary) certification. Consult with your advisor for more information.

†For students pursuing a master’s degree and certification, more than 36 hours may be required.
### EARLY CHILDHOOD EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research (3 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 510</td>
<td>Applications of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundations (6 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 504</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 506</td>
<td>School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 507</td>
<td>Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 517</td>
<td>Psychology of the School Age Child</td>
<td>3</td>
</tr>
<tr>
<td>ED 519*</td>
<td>Early Childhood Development: From Birth to the Early School Years</td>
<td>3</td>
</tr>
<tr>
<td><strong>Professional Core (21 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 510</td>
<td>Applications of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundations &amp; Professional Core (27 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 503</td>
<td>Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 504</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 505</td>
<td>Alternative Educational Models</td>
<td>3</td>
</tr>
<tr>
<td>ED 506</td>
<td>School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 507</td>
<td>Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 508</td>
<td>History &amp; Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 509</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
<tr>
<td>ED 695</td>
<td>Independent Study in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 696</td>
<td>Curriculum Development Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

* Required for early childhood certification. Certification students must also enroll in and complete a student teaching or intern teaching experience if this is the initial certification. Additional undergraduate content courses may be required for certification. Consult an advisor.

† For students pursuing a master’s degree and certification, more than 30 hours may be required.

### EDUCATIONAL FOUNDATIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research (3 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 510</td>
<td>Applications of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundations &amp; Professional Core (27 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 503</td>
<td>Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 504</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 505</td>
<td>Alternative Educational Models</td>
<td>3</td>
</tr>
<tr>
<td>ED 506</td>
<td>School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 507</td>
<td>Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 508</td>
<td>History &amp; Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 509</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
<tr>
<td>ED 695</td>
<td>Independent Study in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 696</td>
<td>Curriculum Development Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td>30</td>
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</table>

Six hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>ED 513</td>
<td>Classroom Management &amp; School Discipline</td>
<td>3</td>
</tr>
<tr>
<td>ED 543</td>
<td>Needs &amp; Nurture of Gifted Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 555</td>
<td>Current Issues in Elementary &amp; Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 503</td>
<td>Computers &amp; Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>Three hours of an elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Three hours from the following:</td>
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<td></td>
</tr>
<tr>
<td>ED 695</td>
<td>Independent Study in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 696</td>
<td>Curriculum Development Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>30</td>
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</table>

### EDUCATIONAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research (3 semester hours)</strong></td>
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<td></td>
</tr>
<tr>
<td>ED 510</td>
<td>Applications of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundations (6 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 503</td>
<td>Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 507</td>
<td>Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Professional Core (18–20 semester hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 506</td>
<td>School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 513</td>
<td>Classroom Management &amp; School Discipline</td>
<td>3</td>
</tr>
<tr>
<td>ED 517</td>
<td>Psychology of the School Age Child</td>
<td>3</td>
</tr>
<tr>
<td>ED 518</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 535</td>
<td>Diagnosis &amp; Remediation of Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED 551</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 583</td>
<td>Education of Adults from a Developmental Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ED 662</td>
<td>Education of Students with Developmental Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>ED 663</td>
<td>Education of Students with Emotional or Behavioral Disabilities</td>
<td>4</td>
</tr>
<tr>
<td><strong>Capstone Project (3 semester hours)</strong></td>
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<tr>
<td>ED 697</td>
<td>Capstone Project in Education</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>30–32</td>
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</table>

Each student’s program is tailored to his or her individual needs. Consult with your advisor for inclusion of other courses.
### EDUCATIONAL LEADERSHIP/PRINCIPALSHIP

<table>
<thead>
<tr>
<th>Research (3 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510 Applications of Educational Research</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Foundations (12 semester hours)</th>
<th>semester hours</th>
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</thead>
<tbody>
<tr>
<td>ED 502 Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED 504 Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 503 Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 506* School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 508 History &amp; Philosophy of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core (18 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 545* Supervision in Public Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 546* Analysis, Innovation, &amp; Evaluation of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 547* Seminar in School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED 555* Current Issues in Elementary &amp; Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 747* Personnel Management for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>ED 750* Organization &amp; Administration of K–12 Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum (6 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 810/811* Practicum in School Administration I &amp; II</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL 39**

*Courses required for principal certification. Certification also requires completion of 48 post-baccalaureate semester hours and five years of appropriate professional experience.*

### ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>Research (3 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510 Applications of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations (6 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hours from the following:</td>
<td></td>
</tr>
<tr>
<td>ED 503 Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 504 Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 506 School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 507* Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED 517* Psychology of the School Age Child</td>
<td>3</td>
</tr>
<tr>
<td>ED 509 Curriculum Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core (21 semester hours)</th>
<th>semester hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve hours from the following:</td>
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</tr>
<tr>
<td>ED 511* Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 513 Classroom Management &amp; School Discipline</td>
<td>3</td>
</tr>
<tr>
<td>ED 521* Reading &amp; Language Arts I</td>
<td>3</td>
</tr>
<tr>
<td>ED 522* Reading &amp; Language Arts II</td>
<td>3</td>
</tr>
<tr>
<td>ED 530 Creative Dramatics with Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 531 Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>ED 539* Literature for Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 551* Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 552* Specialized Topics in the Elementary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 570* Mathematics in the Elementary School &amp; in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ED 593* Teaching Social Studies in the Preschool &amp; Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>SCED 575* Strategies &amp; Materials for Teaching Science in the Elementary School &amp; Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>TED 503* Computers &amp; Technology for Educators</td>
<td>3</td>
</tr>
<tr>
<td>Nine hours of electives</td>
<td>9</td>
</tr>
</tbody>
</table>

**TOTAL 30**

*Required for elementary certification. Certification students must also enroll in and complete a student teaching or intern teaching experience if this is the initial certification. Additional undergraduate content courses may be required for certification. Consult an advisor.*

†For students pursuing a master’s degree and certification, more than 30 hours may be required.
## English and Language Arts Education

<table>
<thead>
<tr>
<th>Research (3 semester hours)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ED 510 Applications of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations (6 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hours from the following:</td>
<td></td>
</tr>
<tr>
<td>ED 503 Foundations of Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ED 504 Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 505 Alternative Educational Models</td>
<td>3</td>
</tr>
<tr>
<td>ED 506 School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 507 Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 508 History &amp; Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 509 Curriculum Theory</td>
<td>3</td>
</tr>
<tr>
<td>ED 518* Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core (21 semester hours)</th>
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</thead>
<tbody>
<tr>
<td>Eighteen hours from the following:</td>
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</tr>
<tr>
<td>ED 511* Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 513 Classroom Management &amp; School Discipline</td>
<td>3</td>
</tr>
<tr>
<td>ED 524* Teaching Reading in the Content Areas, Grades 4-12</td>
<td>3</td>
</tr>
<tr>
<td>ED 530 Creative Dramatics with Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 531* Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>ED 532* Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>ED 534* Teaching English in the Secondary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 537* Teaching Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ED 538 Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>ED 539 Literature for Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 540 Folkslore in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 543 Needs &amp; Nurture of Gifted Children</td>
<td>3</td>
</tr>
<tr>
<td>ED 549 Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>ED 551* Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>GLS 511 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>GLS 516 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Three hours of an elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

*Required for secondary English certification. Certification students must also enroll in and complete a student teaching or internship teaching experience if this is the initial certification. Additional undergraduate content courses may be required for certification. Consult an advisor.

†For students pursuing a master’s degree and certification, more than 30 hours may be required.

## Home and School Visitor (School Social Work)

<table>
<thead>
<tr>
<th>Research (3 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510 Applications of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations (9 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 506* School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 518* Adolescent Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Core (18 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 514* Social Work Intervention Skills for the Educational Setting</td>
<td>3</td>
</tr>
<tr>
<td>ED 515* Social Welfare Policy &amp; the Educational Context</td>
<td>3</td>
</tr>
<tr>
<td>ED 516* Social Work in the Schools, an Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>ED 551* Introduction to Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum (6 semester hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 605/606* Practicum in School Social Work I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

*Required for home and school visitor certification. ED 605/606 may be waived in whole or in part, but only after review of a student’s field experiences in a public school under the supervision of a home-and-school visitor.

**See the Center for Social Work Education Graduate Bulletin.
### MASTER OF EDUCATION IN HUMAN SEXUALITY  
**Sem. Hours**

#### Research (3 semester hours)
- ED 510 Applications of Educational Research 3

#### Foundations (6 semester hours)
Six hours from the following:
- ED 502 Politics of Education 3
- ED 505 Alternative Educational Models 3
- ED 509 Curriculum Theory 3
- HSED 501 Sexuality & Society in a Cross-Cultural Perspective 3
- HSED 594 History & Ethics in Human Sexuality 3
- SW 501 Human Behavior & the Social Environment I 3
- SW 504 Sociocultural Dimensions of Social Work 3

#### Professional Core (30 semester hours)
- ED 513 Classroom Management & School Discipline 3
- ED 517 Psychology of the School Age Child 3
- ED 518 Adolescent Psychology 3
- ED 519 Early Childhood Development: From Birth to the Early School Years 3
- ED 544 Multicultural Education 3
- ED 555 Current Issues in Elementary & Secondary Education 3
- ED 583 The Education of Adults from a Developmental Perspective 3
- ED 652 Group Process & Dynamics 3
- ED 682 Health Education Curriculum & Methods 3
- ED 693 Women—Learning & Leading in Education 3
- HSED 588 Special Topics in Human Sexuality (Master’s Level) 3
- HSED 592† Concepts in Human Sexuality 3
- HSED 593† Behavioral Foundations in Human Sexuality 3
- HSED 625† Human Sexuality for the Education & Counseling Professional I 3
- HSED 626* Human Sexuality for the Education Professional II 3
- HSED 627† Foundations of Clinical Sexology 3
- HSED 642† Sexual Dysfunctions & Their Treatment 3
- HSED 643* Theories of Development & Education in Human Sexuality 3
- HSED 644† Biological Foundations of Human Sexuality 3
- HSED 645 Sexual Minorities 3
- HSED 718* Teaching Sensitive Issues in Human Sexuality 3
- HSED 719† Sensitive Issues in Clinical Sexology 3
- HSED 748 Marital & Relationship Therapy 3
- HSED 750 History & Policy of Religious Belief Systems 3
- HSED 751 Sexuality & Chronic Illness/Disabilities 3
- HSED 788 Special Topics in Human Sexuality (Doctoral Level) 3
- SW 672 Women’s Issues 3

#### Practicum (3/6 semester hours)
- HSED 601 Practicum in Sexuality Education 3
- HSED 602 Practicum in Clinical Sexology 3
- HSED 612/613 Practicum in Clinical Sexology for Dual Degree MSW/PsyD Students 3

#### TOTAL 42/45

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*Required core courses for education track.
†Required core courses for clinical track.
††Students must meet with their advisors to determine the appropriate practicum depending on their needs, interests, and goals. The practica are part of the fulfillment of the American Association of Sexuality Educators, Counselors, and Therapists (AASECT) requirements for certification.

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### DUAL DEGREE: MASTER OF SOCIAL WORK and MASTER OF EDUCATION IN HUMAN SEXUALITY

#### YEAR ONE

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 510</td>
<td>HSED 592</td>
</tr>
<tr>
<td>SW 520</td>
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</tr>
<tr>
<td>HSED 592</td>
<td>SW 501</td>
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<td>SW 510</td>
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<td>HSED 625</td>
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<td>HSED 751</td>
<td>SW 506</td>
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<td>SW 535</td>
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<td>SW 672</td>
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#### Summer Session
- ED 711 Advanced Research Methods
- ED 714 Qualitative Research Methods in Education
- SW 502 Human Behavior & the Social Environment II

#### YEAR TWO

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<td>SW 550</td>
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<td>SW 535</td>
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<td>SW 635</td>
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#### YEAR THREE

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<td>HSED 748</td>
<td>HSED 719</td>
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<td>HSED 751</td>
<td>SW 639</td>
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<tr>
<td>SW 650</td>
<td>SW 651</td>
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</tbody>
</table>

Graduate with the MSW degree
- Summer Session

Graduate with the MEd degree
# DUAL DEGREE: ADVANCED STANDING MASTER OF SOCIAL WORK and MASTER OF EDUCATION IN HUMAN SEXUALITY*

## YEAR ONE

### Summer Session
- SW 502 Human Behavior & the Social Environment II
- SW 600 Foundations for Clinical Social Work Practice

### Fall Semester
- ED 510 Applications of Educational Research
- HSED 592 Concepts in Human Sexuality
- HSED 593 Behavioral Foundations in Human Sexuality
- SW 633 Social Work Practice with Families

### Spring Semester
- HSED 594 History & Ethics of Human Sexuality
- HSED 642 Sexual Dysfunctions & Their Treatment
- HSED 644 Biological Foundations of Human Sexuality
- HSED 751 Sexuality & Chronic Illness/Disabilities

## YEAR TWO

### Summer Session
- SW 632 Policy Practice
- SW 635 Social Work Practice with Groups

### Fall Semester
- HSED 612 Practicum in Human Sexuality I—A
- HSED 625 Human Sexuality for the Education & Counseling Professional I
- SW 630 Social Work Practice with Individuals
- SW 650 Field Practicum III

### Spring Semester
- HSED 613 Practicum in Human Sexuality I—B
- HSED 627 Foundations of Clinical Sexology
- HSED 748 Marital & Relationship Therapy
- SW 639 Advanced Social Work Practice Seminar
- SW 651 Field Practicum IV

*Graduate with the MSW degree*

## YEAR THREE

### Summer Session
- HSED 645 Sexual Minorities
- HSED 719 Sensitive Issues in Clinical Sexology

*Graduate with the MEd degree*

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*Students from an accredited BSW program are eligible to apply for advanced standing MSW admission through the Center for Social Work Education. Beginning with a summer session in May, advanced standing dual degree students can complete the program in a condensed period of time.

## HUMAN SEXUALITY AND SCHOOL COUNSELOR

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td><strong>Research (3 semester hours)</strong></td>
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<tr>
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<tr>
<td><strong>Foundations (6 semester hours)</strong></td>
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<tr>
<td>ED 653 Models, Theories, &amp; the Practice of Counseling</td>
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<tr>
<td>ED 544 Multicultural Education</td>
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<td>or HSED 501 Sexuality &amp; Society in a Cross-Cultural Perspective</td>
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<td>ED 650 Introduction to School Counseling</td>
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<td>ED 652 Group Process &amp; Dynamics</td>
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<td>HSED 627 Foundations of Clinical Sexology</td>
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<tr>
<td>HSED 643 Theories of Development &amp; Education in Human Sexuality</td>
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<tr>
<td>HSED 644 Biological Foundations of Human Sexuality</td>
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<td>HSED 719 Sensitive Issues in Clinical Sexology</td>
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<tr>
<td><strong>Practica and Internship (9 credits)</strong></td>
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<tr>
<td>ED 704-05 Internship in Elementary School Counseling</td>
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<tr>
<td>ED 706-07 Internship in Secondary School Counseling</td>
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<tr>
<td>HSED 613 Practicum in Human Sexuality 1-B</td>
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## INSTRUCTIONAL TECHNOLOGY*

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<tr>
<td>ED 510 Applications of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Foundations (9 semester hours)</strong></td>
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</tr>
<tr>
<td>ED 503 Foundations of Educational Measurement</td>
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<tr>
<td>ED 507 Instructional Psychology</td>
<td>3</td>
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<tr>
<td>ED 509 Curriculum Theory</td>
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<tr>
<td>or ED 546 Analysis, Innovation, &amp; Evaluation of Curriculum</td>
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<td><strong>Professional Core (18 semester hours)</strong></td>
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<td>TED 502* Software Application &amp; Integration</td>
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<td>TED 503 Computers for Educators</td>
<td>3</td>
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<tr>
<td>TED 504* Technology &amp; Leadership</td>
<td>3</td>
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<tr>
<td>TED 505* Hardware/Software Systems</td>
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<tr>
<td>TED 521* The Internet for Educators</td>
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<tr>
<td>TED 530* Instructional Design &amp; Integration</td>
<td>3</td>
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<tr>
<td>TED 531* Hypermedia Development &amp; Application</td>
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<td>TED 532* Media Design &amp; Integration</td>
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<tr>
<td>TED 533* Assistive Technology</td>
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<tr>
<td>TED 540* Internship in Instructional Technology</td>
<td>3</td>
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<tr>
<td>ED 695 Independent Study in Education</td>
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</table>

*Required for instructional technology specialist certification.

†For students pursuing a master’s degree and certification, more than 30 hours may be required.
MATHEMATICS EDUCATION  

**Research (3 semester hours)**  
ED 510* Applications of Educational Research ...... 3

**Foundations (6 semester hours)**  
Six hours from the following:  
- ED 503 Foundations of Educational Measurement ...... 3  
- ED 504* Social Foundations of Education .......... 3  
- ED 505 Alternative Educational Models ............. 3  
- ED 506 School Law & Child Rights ................. 3  
- ED 507* Instructional Psychology ................. 3  
- or  
- ED 518* Adolescent Psychology ................. 3  
- ED 509 Curriculum Theory .................. 3

**Professional Core (21 semester hours)**  
Three hours from the following:*  
- TED 503 Computers & Technology for Educators ...... 3  
- TED 521 The Internet for Educators ................ 3  
- TED 542 Introduction to PASCAL ................... 3  
- TED 543 Programming in C++ ..................... 3  
- TED 545 Programming in Java ..................... 3  

Fifteen hours from the following:  
- ED 511* Introduction to Education .................. 3  
- ED 524* Teaching Reading in the Content Areas, Grades 4–12 .......... 3  
- ED 551 Introduction to Special Education .......... 3  
- ED 570 Mathematics in the Elementary School & in Early Childhood .......... 3  
- MAED 541* Teaching Developmental Mathematics ...... 3  
- MAED 542* Teaching Geometry in the Secondary School .... 3  
- MAED 543* Teaching Algebra ..................... 3  
- MAED 544* The Development of Analysis since Newton ...... 3  
- MAED 545* Mathematical Modeling ................. 3  
- MAED 546* Number Theory ................... 3  
- TED 551 Algorithms & Data Structures ............ 3  

Three hours of an elective .................. 3  

**TOTAL** 30

*Required for mathematics certification. Certification students must also enroll in and complete a student teaching or intern teaching experience if this is the initial certification. Additional undergraduate content courses may be required for certification. Consult an advisor.

†For students pursuing a master’s degree and certification, more than 30 hours may be required.

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MIDDLE SCHOOL EDUCATION  

**Research (3 semester hours)**  
ED 510 Applications of Educational Research ...... 3

**Foundations (6 semester hours)**  
ED 509 Curriculum Theory .................. 3  
ED 518 Adolescent Psychology ................. 3

**Professional Core (21 semester hours)**  
ED 620 The Middle School ................... 3  
ED 621 Models for Teaching & Learning in the Middle School .......... 3  
ED 622 Reading & Writing across the Middle School Curriculum .......... 3  
ED 696 Curriculum Development Project ............ 3  

Nine hours from the following:  
- ED 503 Foundations of Educational Measurement ...... 3  
- ED 506 School Law & Child Rights .................. 3  
- ED 508 History & Philosophy of Education .......... 3  
- ED 524 Teaching Reading in the Content Areas, Grades 4–12 .......... 3  
- ED 532 Adolescent Literature ................ 3  
- ED 540 Folklore in the Classroom ................ 3  
- ED 550 Diagnostic & Prescriptive Teaching .......... 3  
- ED 551 Introduction to Special Education .......... 3  
- ED 555 Current Issues in Elementary & Secondary Education .......... 3  
- ED 582 Introduction to Sex Education ............ 3  
- ED 594 Teaching Social Studies in the Secondary School .......... 3  

or  
Other discipline-related methods courses for middle school ...... 3

**TOTAL** 30†
### READING

<table>
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<th>Research (3 semester hours)</th>
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<tbody>
<tr>
<td>ED 510</td>
<td>Applications of Educational Research</td>
</tr>
<tr>
<td><strong>Foundations (6 semester hours)</strong></td>
<td></td>
</tr>
<tr>
<td>ED 503*</td>
<td>Foundations of Educational Measurement</td>
</tr>
<tr>
<td>ED 507*</td>
<td>Instructional Psychology</td>
</tr>
<tr>
<td>or</td>
<td>ED 517*</td>
</tr>
<tr>
<td>or</td>
<td>ED 518*</td>
</tr>
<tr>
<td><strong>Professional Core (21 semester hours)</strong></td>
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</tr>
<tr>
<td>Twenty-one hours from the following:</td>
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<tr>
<td>ED 511**</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>ED 520</td>
<td>Teaching Reading to the New Adult Learner</td>
</tr>
<tr>
<td>ED 521*</td>
<td>Reading &amp; Language Arts I</td>
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<td>ED 522*</td>
<td>Reading &amp; Language Arts II</td>
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<td>ED 524*</td>
<td>Teaching Reading in the Content Areas, Grades 4–12</td>
</tr>
<tr>
<td>ED 527*</td>
<td>Practicum for Reading Specialists</td>
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<tr>
<td>ED 528</td>
<td>Adults as Learners and Readers</td>
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<tr>
<td>ED 529*</td>
<td>Role of the Reading Specialist in the School</td>
</tr>
<tr>
<td>ED 531</td>
<td>Teaching Writing</td>
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<td>ED 532*</td>
<td>Adolescent Literature</td>
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<tr>
<td>or</td>
<td>ED 539*</td>
</tr>
<tr>
<td>or</td>
<td>ED 535*</td>
</tr>
<tr>
<td>or</td>
<td>ED 536*</td>
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</table>

*Required for reading specialist certification depending upon background of applicant. Certification students must also enroll in and complete a student teaching or intern teaching experience if this is the initial certification. Additional undergraduate content courses may be required for certification. Consult an advisor.

**Required for all graduate students who do not have an undergraduate background in education. It should be taken during the student's first semester. ED 511 contains a fieldwork component.

†For students pursuing a master’s degree and certification, more than 30 hours may be required, and the practicum ED 527 must be completed.

### SCIENCE AND TECHNOLOGY EDUCATION*

<table>
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<td><strong>Foundations (6 semester hours)</strong></td>
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<td>ED 508</td>
<td>History &amp; Philosophy of Education</td>
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<td>ED 509</td>
<td>Curriculum Theory</td>
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<td>ED 518</td>
<td>Adolescent Psychology</td>
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<td><strong>Professional Core (21 semester hours)</strong></td>
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<tr>
<td>SCED 589</td>
<td>Integrated Science, Technology, &amp; Methods for Elementary Education</td>
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<td>Computers &amp; Technology for Educators</td>
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<td>or</td>
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<td>Twelve hours from the following:</td>
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<td>ED 697</td>
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<td>SCED 575</td>
<td>Strategies &amp; Materials for Teaching Science in the Elementary School &amp; Early Childhood</td>
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<td>SCED 577</td>
<td>Physical Science for Elementary &amp; Middle School Educators</td>
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<td>SCED 582</td>
<td>Biology for Elementary &amp; Middle School Educators</td>
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<tr>
<td>SCED 583</td>
<td>The New Generation of Science Curricula</td>
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<td>SCED 585</td>
<td>Field Ecology for Teachers</td>
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<td>SCED 586</td>
<td>Methods &amp; Materials for Teaching</td>
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<td>Environmental Science</td>
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<td>SCED 588</td>
<td>Special Topics</td>
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</table>

*This graduate level program is designed to earn a degree with an emphasis in elementary/middle school science. It is intended to meet the needs of both those who teach science and/or those who have special science education leadership responsibilities within their schools. Students seeking science certification should see an advisor regarding required education and content area courses.

†For students pursuing a master’s degree and certification, more than 30 hours may be required.
### SECONDARY EDUCATION

**Research (3 semester hours)**
- ED 510 Applications of Educational Research 3

**Foundations (9 semester hours)**
- ED 509 Curriculum Theory 3
- ED 503 Foundations of Educational Measurement 3
- ED 504 Social Foundations of Education 3
- ED 505 Alternative Educational Models 3
- ED 506 School Law & Child Rights 3
- ED 507 Instructional Psychology 3
- ED 518 Adolescent Psychology 3

**Professional Core (18 semester hours)**
- ED 511* Introduction to Education 3
- ED 513 Classroom Management & School Discipline 3
- ED 518 Adolescent Psychology 3
- ED 524 Teaching Reading in the Content Areas, Grades 4-12 3
- ED 531 Teaching Writing 3
- ED 534 Teaching English in the Secondary Curriculum 3
- ED 543 Needs & Nurture of Gifted Children 3
- ED 550 Diagnostic & Prescriptive Teaching 3
- ED 551 Introduction to Special Education 3
- ED 582 Introduction to Sex Education 3
- TED 503 Computers & Technology for Educators 3
- Nine hours of electives 3

**TOTAL** 30

*Required for all graduate students who do not have an undergraduate background in education. It should be taken during the student’s first semester. ED 511 contains a fieldwork component.

†Students pursuing a master’s degree and certification may be required to take additional courses in areas of instruction. Certification students must also enroll in and complete a student teaching or intern teaching experience if this is the initial certification.

### SOCIAL STUDIES EDUCATION

**Research (3 semester hours)**
- ED 510 Applications of Educational Research 3

**Foundations (9 semester hours)**
- ED 508 History & Philosophy of Education 3
- Six hours from the following:
  - ED 504 Social Foundations of Education 3
  - ED 505 Alternative Educational Models 3
  - ED 507* Instructional Psychology 3
- ED 509 Curriculum Theory 3
- ED 518 Adolescent Psychology 3

**Professional Core (18 semester hours)**
- ED 506 School Law & Child Rights 3
- ED 511* Introduction to Education 3
- ED 513 Classroom Management & School Discipline 3
- ED 515 Social Welfare Policy & the Educational Context 3
- ED 524* Teaching Reading in the Content Areas, Grades 4-12 3
- ED 543 Needs & Nurture of Gifted Children 3
- ED 551 Introduction to Special Education 3
- ED 594* Teaching Social Studies in the Secondary School 3
- Nine hours of electives 9

**TOTAL** 30†

*Required for Social Studies certification. Certification students must also enroll in and complete a student teaching or intern teaching experience if this is the initial certification. Additional undergraduate content courses may be required for certification. Consult an advisor.

†For students pursuing a master’s degree and certification, more than 30 hours may be required.
### SPECIAL EDUCATION  
**semester hours**

**Research (3 semester hours)**
- ED 510  Applications of Educational Research ........ 3

**Foundations (6 semester hours)**
Six hours from the following:
- ED 503*  Foundations of Educational Measurement ........ 3
- ED 507*  Instructional Psychology .......................... 3
- ED 517*  Psychology of the School Age Child ............ 3
  or
- ED 518*  Adolescent Psychology .......................... 3

**Professional Core (21 semester hours)**
Twenty-one hours from the following:
- ED 511*  Introduction to Education ........................ 3
- ED 521*  Reading & Language Arts I ....................... 3
- ED 522*  Reading & Language Arts II ....................... 3
- ED 543  Needs & Nurture of Gifted Children .............. 3
- ED 551*  Introduction to Special Education ............... 3
- ED 660*  Instructional Design in Special Education ....... 3
- ED 661*  Education of Students with Learning Disabilities or Neurological Impairments . 4
- ED 662*  Education of Students with Developmental Disabilities .......................... 4
- ED 663*  Education of Students with Emotional or Behavioral Disabilities ................. 4
- ED 664*  Education of Students with Physical or Multiple Disabilities ...................... 4
- ED 665  Young Children with Disabilities: Assessment & Intervention ........................ 3
- ED 667*  Effective Collaboration & Team Building ......... 3
- ED 670  Introduction to Acquired Brain Injury in Children .................................. 3
- TED 533  Assistive Technology ............................. 3

**TOTAL**  30†

*Required for special education certification. Students seeking certification must take ED 503, 507, and either ED 517 or 518. Students seeking certification must also complete student teaching or in-service teaching. ED 661, 662, 663, and 664 include a fieldwork component.

†For students pursuing a master’s degree and certification, more than 30 hours may be required.

### STUDENT PERSONNEL SERVICES AND COUNSELING IN HIGHER EDUCATION  
**semester hours**

**Research (3 semester hours)**
- ED 510  Applications of Educational Research ........ 3

**Foundations (12 semester hours)**
- ED 503  Foundations of Educational Measurement ........ 3
- ED 544  Multicultural Education ........................... 3
- ED 583  The Education of Adults from a Developmental Perspective ......................... 3
- ED 653  Models, Theories, & the Practice of Counseling .................................. 3

**Professional Core (18 semester hours)**
Eighteen hours from the following:
- ED 584  Program Development in Adult Education ........ 3
- ED 651  Career Counseling across the Lifespan ............ 3
- ED 652  Group Process & Group Dynamics .................. 3
- ED 655  Counseling in a College Environment .............. 3
- ED 656  The College Student in America ................... 3
- ED 693  Women Learning & Leading in Education ........ 3
- ED 694  Organization, Services, and Skills in Student Personnel in Higher Education .... 3
- ED 744  Professional Development in Education ........... 3
- ED 775  Student Services & Programs in Higher Education .................................. 3

**Capstone Course (3 semester hours)**
- ED 658  Practicum in Student Personnel Services & Counseling in Higher Education ..... 3
  or
- ED 697  Capstone Project in Education ...................... 3

**TOTAL**  36
### Supervision (3 semester hours)

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### Foundations (12 semester hours)

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 506*</td>
<td>School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 502</td>
<td>Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 504</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 505</td>
<td>Alternative Educational Models</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ED 507</td>
<td>Instructional Psychology</td>
</tr>
<tr>
<td>ED 509</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Core (15 semester hours)

Fifteen hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 545*</td>
<td>Supervision in Public Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 546*</td>
<td>Analysis, Innovation, &amp; Evaluation of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 547*</td>
<td>Seminar in School Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ED 548*</td>
<td>Seminar in Pupil Personnel Services</td>
<td>3</td>
</tr>
<tr>
<td>ED 551</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 555</td>
<td>Current Issues in Elementary &amp; Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 583</td>
<td>The Education of Adults from a Developmental Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ED 584</td>
<td>Program Development in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 660†</td>
<td>Instructional Design in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 666†</td>
<td>Supervision in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 667†</td>
<td>Collaboration &amp; Team Building</td>
<td>3</td>
</tr>
</tbody>
</table>

### Practicum (6 semester hours), Required for Certification††

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 601/602*</td>
<td>Practicum in School Supervision I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>ED 613/614**</td>
<td>Practicum in Supervision of Pupil Personnel Services I &amp; II</td>
</tr>
<tr>
<td>or</td>
<td>ED 677/678†</td>
<td>Practicum in Special Education Supervision I &amp; II</td>
</tr>
</tbody>
</table>

**TOTAL 30††**

*Required for supervisor certification. Certification also requires a master’s degree and five years of appropriate professional experience.

**ED 548 and ED 613/614 replace ED 546 and ED 601/602 for students seeking supervisor of pupil personnel services certification.

†In addition to ED 506, ED 545, ED 546, and ED 547, students seeking supervisor of special education certification must also complete ED 660, ED 666, and ED 667; ED 677/678 replaces ED 601/602.

††For students pursuing a master’s degree and certification, more than 30 hours may be required.

### Other Certifications

#### School Nurse Certification*

**Courses required for certification in PA:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 506</td>
<td>School Law &amp; Child Rights</td>
<td>3</td>
</tr>
<tr>
<td>ED 507</td>
<td>Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 551</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 603</td>
<td>Practicum in School Nursing**</td>
<td>3</td>
</tr>
</tbody>
</table>

Also required: Current certification in CPR

*Students applying for School Nurse Certification must have a Bachelor of Science in Nursing (BSN).

**For ED 603, students are required to obtain child abuse clearance and criminal clearance. Please check specific state requirements in which the practicum is completed.

**NOTE:** Applicants interested in New Jersey certification must meet with a faculty advisor about program requirements.

#### Assistant Superintendent/Superintendent (Letter of Eligibility)

Students seeking the Letter of Eligibility must have six years of teaching or other professionally certified service, three years of which must be in supervisory or administrative positions. Students must also consult with an advisor. The following are required:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 502</td>
<td>Politics of Education</td>
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<tr>
<td>or</td>
<td>ED 504</td>
<td>Social Foundations of Education</td>
</tr>
<tr>
<td>or</td>
<td>ED 503</td>
<td>Foundations of Educational Measurement</td>
</tr>
<tr>
<td>or</td>
<td>ED 703</td>
<td>Special Topics in Testing</td>
</tr>
<tr>
<td>or</td>
<td>ED 505</td>
<td>Alternative Educational Models</td>
</tr>
<tr>
<td>or</td>
<td>ED 507</td>
<td>Instructional Psychology</td>
</tr>
<tr>
<td>or</td>
<td>ED 506</td>
<td>School Law &amp; Child Rights</td>
</tr>
<tr>
<td>or</td>
<td>ED 508</td>
<td>History &amp; Philosophy of Education</td>
</tr>
<tr>
<td>or</td>
<td>ED 509</td>
<td>Curriculum Theory</td>
</tr>
<tr>
<td>or</td>
<td>ED 546</td>
<td>Analysis, Innovation, &amp; Evaluation of Curriculum</td>
</tr>
<tr>
<td>or</td>
<td>ED 510</td>
<td>Applications of Educational Research</td>
</tr>
<tr>
<td>or</td>
<td>ED 517</td>
<td>Psychology of the School Age Child</td>
</tr>
<tr>
<td>or</td>
<td>ED 518</td>
<td>Adolescent Psychology</td>
</tr>
<tr>
<td>or</td>
<td>ED 545</td>
<td>Supervision in Public Education</td>
</tr>
<tr>
<td>or</td>
<td>ED 547</td>
<td>Seminar in School Leadership</td>
</tr>
<tr>
<td>or</td>
<td>ED 555</td>
<td>Current Issues in Elementary &amp; Secondary Education</td>
</tr>
<tr>
<td>or</td>
<td>ED 648</td>
<td>Collective Bargaining</td>
</tr>
<tr>
<td>or</td>
<td>ED 747</td>
<td>Personnel Management for School Administrators</td>
</tr>
<tr>
<td>or</td>
<td>ED 649</td>
<td>Public Relations in School Administration</td>
</tr>
<tr>
<td>or</td>
<td>ED 715</td>
<td>School Architecture &amp; Plant Management</td>
</tr>
<tr>
<td>or</td>
<td>ED 746</td>
<td>Financial Management Concepts for School Administrators</td>
</tr>
<tr>
<td>or</td>
<td>ED 750</td>
<td>Organization &amp; Administration of K–12 Schools</td>
</tr>
<tr>
<td>or</td>
<td>ED 801/802</td>
<td>Internship in School Superintendency</td>
</tr>
<tr>
<td>or</td>
<td>ED 845/846</td>
<td>Special Topics for School Administration I &amp; II</td>
</tr>
</tbody>
</table>

**TOTAL 60**
DOCTOR OF EDUCATION

GOALS
The goals of the Doctor of Education program at Widener University are rooted in the mission and goals of the university itself. To that end, the doctoral program is committed to the following:

• to foster an understanding of theory and its relevance to problem solving, and the expansion of our knowledge base.
• to contribute to the improvement of leadership by encouraging the spirit of critical inquiry and analysis through problem solving.
• to anticipate future societal trends and needs, and to be able to develop plans of action to meet those needs.

ADMISSION
Criteria for admissions to the doctoral program include:

• a bachelor’s degree from an accredited institution.
• documentation of appropriate professional background and experience in postsecondary education or in related fields.
• satisfactory academic performance in previous baccalaureate and post-baccalaureate activity. (To satisfy this criterion, students must have achieved a GPA of 3.5 in academic work completed at the master’s level or a GPA of 3.0 for work completed at the bachelor’s level.)
• two letters of recommendation.
• submission of scores on either the MAT or GRE (MAT is preferred). (Like all predictive measures of achievement, standardized test scores must be interpreted in the context of overall academic achievement.)
• An interview with a program faculty advisor for higher education and human sexuality applicants.
• a writing sample. (Contact the Writing Center at 610-499-4332 to make an appointment to do this.)

The final decision to admit a student is based on a combination of all admissions information.

International Students
International students should follow additional guidelines specified on page 5, under the master’s degree admissions information.

MATRICULATION AND ACADEMIC PROGRESS
A matriculated student is one who has been officially accepted into a doctoral program. Students may register for a maximum of six credits prior to achieving matriculated status. Students should meet regularly with their assigned academic advisors, beginning as soon as possible after admission, to plan their program of study.

All students are expected to maintain satisfactory rates of progress toward their degrees, beginning with the first course in which they enroll and in all subsequent courses. Students who earn a grade of less than B in courses totaling more than six semester hours will be subject to academic dismissal. Please refer to the current Widener University Graduate Studies Center for Education Bulletin and the Widener University Graduate Student Handbook for a complete review of the Center for Education’s policy on grading and dismissal.

DOCTORAL CANDIDACY
Doctoral candidacy occurs upon successful completion of the comprehensive examination and requires continuous enrollment.

CONTINUOUS ENROLLMENT
Candidacy requires students to enroll continuously in an ED 901, ED 902, ED 903, and ED 999 sequence of Dissertation Seminars for a minimum of 18 credits. The process of working on the dissertation should be a continuous one, and these courses are more in the nature of highly individualized independent studies than seminars. Students should observe the following sequence of registration for dissertation study:

ED 901 3 credits
ED 902 3 credits
ED 903 3 credits (Students who have not successfully defended the dissertation proposal at the end of ED 902 must maintain continuous enrollment in ED 903 until the dissertation proposal has been accepted following a formal defense.)
ED 999A 6 credits (must be taken for six credits)
ED 999A 6 credits (must be taken for six credits)
ED 999B 3 credits (Students will take this course for additional semesters as needed until the dissertation is completed. See below.)

The requirement of 12 semester hours (two six-credit semesters) of ED 999 is a minimum requirement. If the dissertation is not completed within 12 semester hours, students must continuously enroll for additional dissertation credit until they have successfully defended the dissertation. (See “Dissertation” section for additional information.) Students must be enrolled or pre-registered for the upcoming semester to maintain library privileges during the summer and winter break.

LEAVE OF ABSENCE
Those individuals who have achieved candidacy and are unable to remain continuously enrolled during any semester must petition the dissertation chair for a leave of absence. The “Petition for an Approved Leave of Absence” is available in the associate dean’s/director’s office in the Center for Education or on the web at www.widener.edu/academics/cfe/gradapps.asp. A petition must be submitted during any semester when a student is not continuously enrolled. A leave of absence may not exceed two years or four academic semesters. Exceptions may be granted only by the associate dean/director of the Center for Education in consultation with the student’s dissertation chair. Students who are on leave of absence shall have no access to professors or facilities. On returning from leave of absence, students must petition to be reassigned to a dissertation chair. Students should also know that in taking a leave, the currency of their dissertation study may be affected.

COMPREHENSIVE EXAMINATION
Students must pass a comprehensive examination that will be administered following the completion of 60 semester hours of course work. The examination will be composed of written portions covering topics included in the program of studies in the field of higher education, human sexuality, reading/language arts, or school administration. Students must pass all parts of the examination. If a student fails to pass the examination or any portion thereof, he or she may retake the exam or portion of the exam one time. Two consecutive failures will result in dismissal from the program. Policies and procedures governing these examinations are available in the Handbook for Doctoral Students, which is available online at www.widener.edu/cfe/docprogs.asp. Doctoral students must have all grades of Incomplete changed to a course grade before petitioning to take the comprehensive examination.
FINANCIAL CLEARANCE

Students must be financially cleared if they are to be advised during the dissertation process. Students who are not financially cleared by the census date set by the Registrar’s Office forfeit continuous enrollment status. Such individuals may either (a) complete a “Petition for an Approved Leave of Absence,” or (b) request retroactive reinstatement from the dean of the School of Human Service Professions through the associate dean/director of the Center for Education. Students who have achieved candidacy must petition their dissertation chairs for a leave of absence.

DISSERTATION

The dissertation experience requires a minimum of 18 semester hours. Students should enroll in ED 901 (3 credits) immediately after successful completion of the comprehensive examination. The sequence of subsequent courses should be as follows: ED 902 (3 credits), ED 999 (6 credits), ED 999 (6 credits). If a student has not defended the dissertation proposal in ED 902, then the student must register for ED 903 each semester until the proposal has been accepted. (See “Continuous Enrollment” section for additional information.) If the dissertation has not been completed, then the student must register for 3 credit hours of ED 999 each succeeding semester. (Refer to the Handbook for Doctoral Students for more information about policies and procedures governing dissertations.)

The dissertation problem addressed by the candidate’s research must pertain to higher education, human sexuality, reading/language arts, or one of the four tracks in school administration. The scope of the project must be such that it will contribute to improved practice within the field and not be limited to an institutional problem. Students must complete their doctoral dissertations within four years of doctoral candidacy.

TRANSFER CREDIT

Transfer credit will be considered on an individual basis. This decision will be made after the time of admission, by a student’s academic advisor. A decision to award transfer credit will be based on the recency and similarity of courses required by a program of study. A grade of A, B, or Pass is required for transfer credit. All decisions regarding transfer credit rest with the faculty of the Center for Education. Research courses can only be approved for transfer credit by a member of the research committee following a syllabus review.

DEGREE REQUIREMENTS

The minimum requirements for the Doctor of Education degree are the completion of 78 semester hours of graduate credit, successful completion of the comprehensive examination, and successful completion of the doctoral dissertation. A minimum of 60 semester hours of course work must be completed before a student can sit for the comprehensive examination. After passing all three parts of the comprehensive examination, the student may begin the doctoral dissertation. The doctoral dissertation phase includes a minimum of 18 credit hours of Dissertation Seminar and Dissertation Research related to the dissertation activity. Please note that a waiver of any requirement for the degree must be approved in writing by the student’s academic advisor and the associate dean/director of the Center for Education.

AREAS OF STUDY

FOUNDATIONS OF EDUCATION

These courses investigate fundamental concepts, theories, and principles which ground the study of historical and philosophical aspects of pedagogy, administration, and governance, as well as curriculum and contemporary problems of leadership.

RESEARCH

Research courses examine research methodology, educational measurement, and educational statistics. The research series is intended to achieve the following aims of inquiry: becoming independent scholars; becoming critical consumers of educational research; making connections between quantitative/qualitative research and educational policymaking; applying statistical techniques to solve pedagogical problems; understanding how statistical methods can be used to show how information about school-based practices can lead to development of educational theory; and making decisions about practices that are informed by quantitative/qualitative analysis.

PROFESSIONAL CORE

These courses expose students to the study of the major discipline through organizational dynamics and the administration and governance of educational institutions and programs.

ELECTIVES

Students select elective credits in consultation with their advisors. Graduate courses in the humanities, social sciences, or natural sciences broaden the student’s perspective and thereby enhance his or her leadership and decision-making capabilities. These courses also acquaint the student with the concerns and approaches to teaching of university faculty in academic areas generally represented in institutions of higher education.

DUAL DEGREE PROGRAMS

Three dual degree programs are available. They are a combined MEd (adult education) / EdD (human sexuality) program, a combined MSW (social work) / EdD (human sexuality) program, and a combined MEd (human sexuality) / PsyD (clinical psychology) program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 583</td>
<td>The Education of Adults from a Developmental Perspective</td>
</tr>
<tr>
<td>ED 708</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>ED 709</td>
<td>Curriculum in Higher Education</td>
</tr>
<tr>
<td>ED 710</td>
<td>Proseminar in Higher Education</td>
</tr>
<tr>
<td>ED 721</td>
<td>Improving the Teaching &amp; Learning Environment in Higher Education</td>
</tr>
<tr>
<td>ED 631</td>
<td>Writing for Academic Research</td>
</tr>
<tr>
<td>ED 711</td>
<td>Educational Statistics</td>
</tr>
<tr>
<td>ED 712</td>
<td>Advanced Research Methods</td>
</tr>
<tr>
<td>ED 714</td>
<td>Qualitative Research Methods in Education</td>
</tr>
<tr>
<td>ED 693</td>
<td>Women Learning &amp; Leading in Education</td>
</tr>
<tr>
<td>ED 745</td>
<td>Leadership, Communication &amp; Decision Making</td>
</tr>
<tr>
<td>ED 804</td>
<td>Current Issues in Higher Education</td>
</tr>
<tr>
<td>ED 584</td>
<td>Program Development in Adult Education</td>
</tr>
<tr>
<td>ED 656</td>
<td>The College Student in America</td>
</tr>
<tr>
<td>ED 693</td>
<td>Women Learning &amp; Leading in Education</td>
</tr>
<tr>
<td>ED 718</td>
<td>Values &amp; Ethics in Education</td>
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<tr>
<td>ED 744</td>
<td>Professional Development in Education</td>
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<td>Leadership, Communication &amp; Decision Making</td>
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<tr>
<td>ED 756</td>
<td>Legal Aspects of Postsecondary Education</td>
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<td>ED 875</td>
<td>Technology in Higher Education</td>
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<td>ED 896</td>
<td>Curriculum Development Project</td>
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<td>ED 901</td>
<td>Dissertation Seminars I</td>
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<td>ED 902</td>
<td>Dissertation Seminars II</td>
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<tr>
<td>ED 903</td>
<td>Dissertation Seminars III</td>
</tr>
<tr>
<td>ED 999</td>
<td>Dissertation Research (12 semester hours)</td>
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</tbody>
</table>

**Doctor of Education in Higher Education Administrative Leadership**

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<td>ED 583</td>
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<tr>
<td>ED 708</td>
<td>History of Higher Education</td>
</tr>
<tr>
<td>ED 709</td>
<td>Curriculum in Higher Education</td>
</tr>
<tr>
<td>ED 710</td>
<td>Proseminar in Higher Education</td>
</tr>
<tr>
<td>ED 721</td>
<td>Organization &amp; Administration of Higher Education</td>
</tr>
<tr>
<td>ED 755</td>
<td>Philosophical Inquiry in Higher Education</td>
</tr>
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<td>ED 631</td>
<td>Writing for Academic Research</td>
</tr>
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<td>ED 710</td>
<td>Educational Statistics</td>
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<td>Qualitative Research Methods in Education</td>
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<td>ED 693</td>
<td>Women Learning &amp; Leading in Education</td>
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<td>ED 745</td>
<td>Leadership, Communication &amp; Decision Making</td>
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<td>Current Issues in Higher Education</td>
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<td>The College Student in America</td>
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<tr>
<td>ED 756</td>
<td>Legal Aspects of Postsecondary Education</td>
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<tr>
<td>ED 775</td>
<td>Student Services &amp; Programs in Higher Education</td>
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<tr>
<td>ED 793</td>
<td>Improving the Teaching &amp; Learning Environment in Higher Education</td>
</tr>
<tr>
<td>ED 820</td>
<td>Policy Development in Education</td>
</tr>
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<td>ED 890</td>
<td>Resource Development in Higher Education</td>
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<tr>
<td>ED 891</td>
<td>Higher Education Finance</td>
</tr>
<tr>
<td>ED 892</td>
<td>Technology in Higher Education</td>
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<tr>
<td>ED 901</td>
<td>Dissertation Seminars I</td>
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<tr>
<td>ED 902</td>
<td>Dissertation Seminars II</td>
</tr>
<tr>
<td>ED 903</td>
<td>Dissertation Seminars III</td>
</tr>
<tr>
<td>ED 999</td>
<td>Dissertation Research (12 semester hours)</td>
</tr>
</tbody>
</table>
DOCTOR OF EDUCATION IN HUMAN SEXUALITY

Foundations (6 semester hours)
Six hours from the following:
ED 502 Politics of Education
ED 505 Alternative Educational Models
ED 509 Curriculum Theory
HSED 501 Sexuality & Society in a Cross-Cultural Perspective
HSED 594 History & Ethics of Human Sexuality
SW 501† Human Behavior & the Social Environment I
SW 504† Sociocultural Dimensions of Social Work

Research (12 semester hours)
ED 510 Applications of Educational Research
ED 710 Educational Statistics
ED 711 Advanced Research Methods
ED 714 Qualitative Research Methods in Education

Professional Core (30 semester hours)
ED 652 Group Process & Dynamics
HSED 588 Special Topics in Human Sexuality (Master’s Level)
HSED 592† Concepts in Human Sexuality
HSED 593† Behavioral Foundations in Human Sexuality
HSED 625† Human Sexuality for the Education & Counseling Professional I
HSED 626† Human Sexuality for the Education Professional II
HSED 627† Foundations of Clinical Sexology
HSED 642† Sexual Dysfunctions & Their Treatment
HSED 643* Theories of Development & Education in Human Sexuality
HSED 644† Biological Foundations of Human Sexuality
HSED 645 Sexual Minorities
HSED 718* Teaching Sensitive Issues in Human Sexuality
HSED 719† Sensitive Issues in Clinical Sexology
HSED 748 Couple & Relationship Therapy
HSED 750 History and Policy of Religious Belief Systems
HSED 751 Sexuality & Chronic Illness/Disabilities
HSED 788 Special Topics in Human Sexuality (Doctoral Level)
HSED 831† Literature in Human Sexuality
HSED 832* Theoretical Underpinnings of Human Sexuality

Electives** (9 semester hours)

Practicum†† (3/6 semester hours)
HSED 810 Practicum in Sexuality Education
HSED 811 Practicum in Clinical Sexology
HSED 812/813 Practicum in Clinical Sexology for dual degree MSW/PsyD students

Dissertation (18 semester hours)
ED 901 Dissertation Seminar I
ED 902 Dissertation Seminar II
ED 999 Dissertation Research (12 semester hours)

* Required core courses for education track.
† Required core courses for education track.
** Electives can be taken from courses offered by the Center for Education and the Council for Relationships. Electives must be approved by the student’s advisor.
†† Students must meet with their advisors to determine the appropriate practicum depending on their needs, interests, and goals. The practica are part of the fulfillment of the American Association of Sexuality Educators, Counselors and Therapists (AASECT) requirements for certification.

DUAL DEGREE: MASTER OF EDUCATION IN ADULT EDUCATION AND DOCTOR OF EDUCATION IN HUMAN SEXUALITY

Foundations (6 semester hours)
ED 503* Foundations of Educational Measurement
ED 505* Alternative Educational Models

Research (12 semester hours)
ED 510* Applications of Educational Research
ED 710 Educational Statistics
ED 711 Advanced Research Methods
ED 714 Qualitative Research Methods in Education

Professional Core (39 semester hours)
ED 528 Adults as Learners and Readers
ED 583 The Education of Adults from a Developmental Perspective
ED 584 Program Development in Adult Education
HSED 588 Special Topics in Human Sexuality (Master’s Level)
HSED 592 Concepts in Human Sexuality
HSED 593 Behavioral Foundations in Human Sexuality
HSED 625 Human Sexuality for the Education & Counseling Professional I
HSED 626 Human Sexuality for the Education Professional II
HSED 643 Theories of Development & Education in Human Sexuality
HSED 644 Biological Foundations of Human Sexuality
HSED 718 Teaching Sensitive Issues in Human Sexuality
HSED 831 Literature in Human Sexuality
HSED 832 Theoretical Underpinnings of Sexuality

Plus one of the following courses:
HSED 748 Couple & Relationship Therapy
HSED 750 History and Policy of Religious Belief Systems
HSED 751 Sexuality & Chronic Illness/Disabilities

Practicum† (3 semester hours)
HSED 810 Practicum in Sexuality Education

Dissertation (18 semester hours)
ED 901 Dissertation Seminar I
ED 902 Dissertation Seminar II
ED 999 Dissertation Research (12 semester hours)

* Required by both degree programs.
† Students must meet with their advisors to determine the appropriate practicum depending on their needs, interests, and goals. The practica are part of the fulfillment of the American Association of Sexuality Educators, Counselors and Therapists (AASECT) requirements for certification.
### DUAL DEGREE: MASTER OF EDUCATION IN HUMAN SEXUALITY AND DOCTOR OF PSYCHOLOGY*

#### YEAR ONE

**Fall Semester**
- DPSY 501 Human Development
- DPSY 502 Child & Adolescent Psychopathology
- DPSY 503 Introduction to Cognitive Behavioral Therapy
- DPSY 504 Basic Concepts of Psychodynamic Theory
- DPSY 505 Introduction to Intellectual Functioning w/ Lab
- DPSY 887 Practicum Supervision

**Spring Semester**
- DPSY 506 Foundations of Clinical Personality Assessment
- DPSY 507 Introduction to Individual Dynamic Therapy
- DPSY 508 Basic Psychopathology
- DPSY 509 Diversity
- DPSY 563 Human Sexuality for the Psychologist
  or
- HSED 592 Concepts in Human Sexuality
- DPSY 887 Practicum Supervision

**Summer Session**
- HSED 645** Sexual Minorities

#### YEAR TWO

**Fall Semester**
- DPSY 510 Health Psychology
- DPSY 511 Legal Rights of Patients and Clients
- DPSY 512 Introduction to Behavioral Research
- DPSY 513 Introduction to Exner w/ Lab
- DPSY 514 Theories of Learning and Motivation
- DPSY 887 Practicum Supervision

**Spring Semester**
- DPSY 515 Introduction to Statistics
- DPSY 516 Introduction to Family Therapy
- DPSY 518 Introductory Personality Assessment
  Case Conference
- DPSY ### Elective
- DPSY 887 Practicum Supervision
- HSED 593 Behavioral Foundations of Human Sexuality

#### YEAR THREE

**Fall Semester**
- DPSY 523 Introduction to Group Psychotherapy
- DPSY 533 Professional Issues & Ethics
- DPSY 538 Introduction to Neuropsychology
- DPSY 887 Practicum Supervision
- HSED 642 Sexual Dysfunctions & Their Treatment

**Spring Semester**
- DPSY 566 Physiological Foundations of Behavior
- DPSY 568 Historical & Philosophical Foundations of Psychology
- DPSY 569 Social Psychology & Consultation in Education & Other Organizational Settings
- DPSY ### Case Conference I
- HSED 627 Foundations of Clinical Sexology

#### YEAR FOUR

**Fall Semester**
- DPSY 689 Evidence-Based Practice & Outcome Evaluation
- DPSY 998 Introduction to the Dissertation
- DPSY ### Case Conference I or II
- DPSY ### Elective
- DPSY 889 Internship Supervision
- HSED 625 Human Sexuality for the Education & Counseling Professional I

**Spring Semester**
- DPSY 842 Psychopharmacology
- DPSY 850 Advanced Differential Diagnosis
- DPSY ### Case Conference I or II
- DPSY ### Elective
- DPSY ### Elective
- DPSY 889 Internship Supervision
- HSED 748 Couple & Relationship Therapy

**Summer Session**
- HSED 719 Sensitive Issues in Clinical Sexology

#### YEAR FIVE

**Fall Semester**
- DPSY 833 Issues in Supervision
- DPSY ### Case Conference I or II
- DPSY ### Elective
- DPSY ### Elective
- DPSY 889 Internship Supervision
- HSED 644 Biological Foundations of Human Sexuality

**Spring Semester**
- DPSY ### Case Conference I or II
- DPSY 875 Final Clinical Examination Preparation
- DPSY ### Elective
- DPSY ### Elective
- DPSY 889 Internship Supervision
- HSED 811 Clinical Practicum in Human Sexuality
- HSED 751 Sexuality & Chronic Illness

*This dual degree program offers students both a PsyD and a MEd in human sexuality. Students must be accepted into the PsyD program and be a student of good standing for one year before applying to the Center for Education for the MEd in human sexuality. For PsyD application information, contact 610-499-1206. Students in the PsyD program must maintain full-time status in the fall and spring semesters. Full-time status requires that students register for at least 12 credits.

**HSED 645 may be taken during any summer session.**
DUAL DEGREE: MASTER OF SOCIAL WORK AND DOCTOR OF EDUCATION IN HUMAN SEXUALITY

YEAR ONE

Fall Semester
ED 510 Applications of Educational Research
or
SW 520 Methods of Social Work Research
HSED 592 Concepts in Human Sexuality
SW 501 Human Behavior & the Social Environment I
SW 510 Social Welfare Policy: History and Analysis

Spring Semester
HSED 593 Behavioral Foundations in Human Sexuality
HSED 594 History & Ethics of Human Sexuality
SW 504 Sociocultural Dimensions of Social Work Practice

Summer Session
ED 711 Advanced Research Methods
or
ED 714 Qualitative Research Methods in Education
SW 502 Human Behavior & the Social Environment II

YEAR TWO

Fall Semester
SW 505 Foundation Generalist Social Work Practice
SW 550 Field Practicum I
HSED 642 Sexual Dysfunctions & Their Treatment
HSED 644 Biological Foundations of Human Sexuality

Spring Semester
HSED 627 Foundations of Clinical Sexology
SW 506 Foundation Social Work Practice with Individuals, Families, & Groups
SW 535 Foundation Social Work Practice with Communities and Organizations
SW 551 Field Practicum II

Summer Session
SW 632 Policy Practice
SW 635 Social Work Practice with Groups

YEAR THREE

Fall Semester
HSED 625 Human Sexuality for the Education & Counseling Professional I
HSED 812 Practicum in Sexuality Education I-A
SW 630 Social Work Practice with Individuals
SW 633 Social Work Practice with Families
SW 650 Field Practicum III

Spring Semester
HSED 751 Sexuality & Chronic Illness/Disabilities
HSED 748 Couple & Relationship Therapy
HSED 813 Practicum in Sexuality Education II
SW 639 Advanced Social Work Practice Seminar
SW 651 Field Practicum IV

Graduate with the MSW degree

Summer Session
HSED 645 Sexual Minorities
HSED 719 Sensitive Issues in Clinical Sexology

YEAR FOUR

Fall Semester
ED 710 Educational Statistics
HSED 831 Literature in Human Sexuality

Spring Semester
ED 711 Advanced Research Methods
or
ED 714 Qualitative Research Methods in Education
HSED 832 Theoretical Underpinnings of Sexuality

Comprehensive Exams

Summer Session
ED 901 Dissertation Seminar I
ED 902 Dissertation Seminar II

YEAR FIVE

Fall Semester
ED 999 Dissertation Research

Spring Semester
ED 999 Dissertation Research

Graduate with the EdD degree
### DUAL DEGREE: ADVANCED STANDING MASTER OF SOCIAL WORK AND DOCTOR OF EDUCATION IN HUMAN SEXUALITY*

#### YEAR ONE

**Summer Session**
- SW 502 Human Behavior & the Social Environment II
- SW 600 Foundations for Clinical Social Work Practice

**Fall Semester**
- ED 510 Applications of Educational Research
- HSED 592 Concepts in Human Sexuality
- HSED 593 Behavioral Foundations in Human Sexuality
- SW 633 Social Work Practice with Families

**Spring Semester**
- HSED 594 History & Ethics of Human Sexuality
- HSED 627 Foundations of Clinical Sexology
- HSED 642 Sexual Dysfunctions & Their Treatment
- HSED 644 Biological Foundations of Human Sexuality

#### YEAR TWO

**Summer Session**
- SW 632 Policy Practice
- SW 635 Social Work Practice with Groups

**Fall Semester**
- HSED 625 Human Sexuality for the Education & Counseling Professional I
- HSED 812 Practicum in Sexuality Education I-A
- SW 630 Social Work Practice with Individuals
- SW 650 Field Practicum III

**Spring Semester**
- HSED 751 Sexuality & Chronic Illness/Disabilities
- HSED 748 Couple & Relationship Therapy
- HSED 813 Practicum in Human Sexuality I-B
- SW 639 Advanced Social Work Practice Seminar
- SW 651 Field Practicum IV

**Graduate with the MSW degree**

**YEAR THREE**

**Summer Session**
- HSED 645 Sexual Minorities
- HSED 719 Sensitive Issues in Clinical Sexology

**Fall Semester**
- ED 710 Educational Statistics
- ED 711 Advanced Research Methods
- HSED 831 Literature in Human Sexuality

**Spring Semester**
- ED 714 Qualitative Research Methods in Education
- HSED 832 Theoretical Underpinnings of Sexuality

**YEAR FOUR**

**Summer Session**
- ED 901/902 Dissertation Seminar I & II

**Fall Semester**
- ED 999 Dissertation Research

**Spring Semester**
- ED 999 Dissertation Research

**Graduate with the EdD degree**

*Students from an accredited BSW program are eligible to apply for advanced standing MSW admission through the Center for Social Work Education. By beginning with a summer session in May, advanced standing dual degree students can complete the program in less time.*

### DOCTOR OF EDUCATION IN READING/LANGUAGE ARTS

Select one of the two following tracks or meet with an advisor to design a program of study.

#### READING DIAGNOSTICIAN TRACK

**Foundations (6 semester hours)**
- ED 712 History & Philosophy of Reading Education

**Research (12 semester hours)**
- ED 510 Applications of Educational Research
- ED 710 Educational Statistics
- ED 711 Advanced Research Methods
- ED 714 Qualitative Research Methods in Education

**Professional Core (33 semester hours)**
- ED 723 Correlates of Reading
- ED 724 Word Identification & Vocabulary Development
- ED 725 Comprehension: Theories & Practice
- ED 726 Developmental Psycholinguistics
- ED 727 Assessment of Intellectual Functioning
- ED 728 Reading/Learning Disabilities: Diagnosis & Treatment
- ED 823 Ethnographic Study of Language
- ED 824 Seminar in the Psychology of Language
- ED 827 Reading Research: Past, Present, & Future
- ED 895 Independent Study: Advanced Clinical Experience in Reading Diagnosis
- DSPY 722 Diagnosis/Treatment of Learning Disabilities

**Electives (9 semester hours)**
- ED 723 Correlates of Reading
- ED 724 Word Identification & Vocabulary Development
- ED 725 Comprehension: Theories & Practice
- ED 726 Developmental Psycholinguistics
- ED 727 Assessment of Intellectual Functioning
- ED 728 Reading/Learning Disabilities: Diagnosis & Treatment
- ED 823 Ethnographic Study of Language
- ED 824 Seminar in the Psychology of Language
- ED 827 Reading Research: Past, Present, & Future
- ED 895 Independent Study: Advanced Clinical Experience in Reading Diagnosis
- DSPY 722 Diagnosis/Treatment of Learning Disabilities

**Dissertation (18 semester hours)**
- ED 901 Dissertation Seminar I
- ED 902 Dissertation Seminar II
- ED 999 Dissertation Research (12 semester hours)
### Reading Leadership Track

**Foundations (6 semester hours)**
- ED 712 History & Philosophy of Reading Education
- Three hours from the following:
  - ED 507 Instructional Psychology
  - ED 517 Psychology of the School Age Child
  - ED 518 Adolescent Psychology
  - ED 583 Education of Adults from a Developmental Perspective

**Research (12 semester hours)**
- ED 510 Applications of Educational Research
- ED 710 Educational Statistics
- ED 711 Advanced Research Methods
- ED 714 Qualitative Research Methods in Education

**Professional Core (33 semester hours)**
- ED 529 The Role of the Reading Specialist in the School
- ED 723 Correlates of Reading
- ED 724 Word Identification & Vocabulary Development
- ED 725 Comprehension: Theories & Practice
- ED 726 Developmental Psycholinguistics
- ED 744 Professional Development in Education
- ED 745 Leadership, Communication, & Decision Making
- ED 823 Ethnographic Study of Language
- ED 824 Seminar in the Psychology of Language
- ED 827 Reading Research: Past, Present, & Future
- ED 895 Independent Study: Advanced Clinical Experience in Reading/LA Supervision

**Electives (9 semester hours)**
- ED 506* School Law & Child Rights
- ED 545* Supervision in Public Education
- ED 547* Seminar in School Leadership

**Dissertation (18 semester hours)**
- ED 901 Dissertation Seminar I
- ED 902 Dissertation Seminar II
- ED 999 Dissertation Research (12 semester hours)

*Required for the supervisor certificate. ED 601 and ED 602, Practicum in School Supervision I & II, are also required for the supervisor certificate.

### Doctor of Education in School Administration

**Select one of the four following tracks or meet with an advisor to design a program of study.**

#### Curriculum, Instruction, & Staff Development Track

**Foundations (12 semester hours)**
- ED 546 Analysis, Innovation, & Evaluation of Curriculum
- ED 718 Values & Ethics in Education
- ED 745 Leadership, Communication, & Decision Making
- ED 820 Policy Development in Education

**Research (15 semester hours)**
- ED 503 Foundations of Educational Measurement
- ED 510 Applications of Educational Research
- ED 710 Educational Statistics
- ED 711 Advanced Research Methods
- ED 714 Qualitative Research Methods in Education

**Professional Core (24 semester hours)**
- Six hours from the following:
  - ED 505 Alternative Educational Models
  - ED 544 Multicultural Education
  - ED 545 Supervision in Public Education
  - ED 547 Seminar in School Leadership
  - ED 555 Current Issues in Elementary & Secondary Education
- Nine hours from the following:
  - ED 652 Group Process & Dynamics
  - ED 660 Instructional Design in Special Education
  - ED 693 Women—Learning & Leading in Education
  - ED 696 Curriculum Development Project
- Nine hours from the following:
  - ED 744 Professional Development in Education
  - ED 792 Improving the Teaching/Learning Environment
  - ED 805 Curriculum Issues in K–12 Education

**Electives (9 semester hours)**

**Dissertation (18 semester hours)**
- ED 901 Dissertation Seminar I
- ED 902 Dissertation Seminar II
- ED 999 Doctoral Dissertation (12 semester hours)
### INSTRUCTIONAL TECHNOLOGY TRACK

**Foundations (12 semester hours)**
- ED 506 School Law & Child Rights
- ED 546 Analysis, Innovation, & Evaluation of Curriculum
- ED 718 Values & Ethics in Education
- ED 745 Leadership, Communication, & Decision Making
- ED 820 Policy Development in Education
- TED 504 Technology and Leadership

**Research (15 semester hours)**
- ED 503 Foundations of Educational Measurement
- ED 510 Applications of Educational Research
- ED 710 Educational Statistics
- ED 711 Advanced Research Methods
- ED 714 Qualitative Research Methods in Education

**Professional Core (24 semester hours)**
- Six hours from the following:
  - ED 545 Supervision in Public Education
  - ED 547 Seminar in School Leadership
  - TED 502 Software Application & Integration
  - TED 505 Hardware/Software Systems
  - TED 521 The Internet for Educators
  - TED 531 Hypermedia Development & Application
  - TED 532 Media Design & Integration
  - TED 533 Assistive Technology
- Six hours from the following:
  - ED 652 Group Process & Dynamics
  - ED 693 Women—Learning & Leading in Education
  - ED 744 Professional Development in Education

**Electives (9 semester hours)**
- Dissertations (18 semester hours)
  - ED 901 Dissertation Seminar I
  - ED 902 Dissertation Seminar II
  - ED 999 Doctoral Dissertation (12 hours)

### PUPIL SERVICES LEADERSHIP TRACK

**Foundations (15 semester hours)**
- ED 503 Foundations of Educational Measurement
- ED 506* School Law & Child Rights
- ED 507 Instructional Psychology
- ED 544 Multicultural Education
- ED 718 Values & Ethics in Education
- ED 820 Policy Development in Education

**Research (15 semester hours)**
- ED 510 Applications of Educational Research
- ED 710 Educational Statistics
- ED 714 Advanced Research Methods
- ED 717 Qualitative Research Methods in Education
- ED 777 Assessment of Schools & Programs

**Professional Core (21 semester hours)**
- ED 545* Supervision in Public Education
- ED 547* Seminar in School Leadership
- ED 548* Seminar in Pupil Personnel Services
- ED 652 Group Process & Dynamics
- ED 660 Instructional Design in Special Education
- ED 693 Women—Learning & Leading in Education
- ED 744 Professional Development in Education
- ED 747 Personnel Management for School Administrators
- ED 803 Standards Based Assessment
- ED 855 Current Issues in Pupil Services

**Electives (9 semester hours)**
- Dissertations (18 semester hours)
  - ED 901 Dissertation Seminar I
  - ED 902 Dissertation Seminar II
  - ED 999 Dissertation Research (12 semester hours)

*Required for supervisor certification. ED 613 & 614, Practicum in Pupil Personnel Supervision I & II, are also required.

### SCHOOL SYSTEM LEADERSHIP TRACK

**Foundations (12 semester hours)**
- ED 507 Instructional Psychology
- ED 508 History & Philosophy of Education
- ED 718 Values & Ethics in Education
- ED 745 Leadership, Communication, & Decision Making

**Research (15 semester hours)**
- ED 503 Foundations of Educational Measurement
- ED 510 Applications of Educational Research
- ED 710 Educational Statistics
- ED 714 Qualitative Research Methods in Education

**Professional Core (24 semester hours)**
- ED 546 Analysis, Innovation, & Eval. of Curriculum
- ED 555 Current Issues in Elem. & Secondary Education
- ED 648 Collective Bargaining
  - ED 747 Personnel Mgmt for School Administrators
  - ED 715 School Architecture & Plant Mgmt
  - ED 750 Organization & Administration of K–12 Schools
  - ED 845/846 Special Topics in School Administration I & II

**Electives (9 semester hours)**
- Dissertations (18 semester hours)
  - ED 901 Dissertation Seminar I
  - ED 902 Dissertation Seminar II
  - ED 999 Doctoral Dissertation (12 semester hours)
Courses

Education (ED) .................................................. 27
Human Sexuality Education (HSED) ......................... 40
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EDUCATION

ED 501 ANTHROPOLOGY IN EDUCATION
Introduces students to major issues and concepts in anthropological studies of education; surveys current methods of ethno-graphic research; evaluates existing anthropological research in education. 3 semester hours

ED 502 POLITICS OF EDUCATION
Examines political issues in education and how they are resolved. Current topics for discussion include multicultural education, school choice, values education, and teacher accountability. Also studied are the internal power struggles in the school system, how powerful interest groups affect the curriculum, and the role of federal and state agencies. 3 semester hours

ED 503 FOUNDATIONS OF EDUCATIONAL MEASUREMENT
Explores the role of measurement, testing, and evaluation in education. Topics included are the principles of test construction, issues relating to the reliability of measurement instruments, methods of assessing the validity of test procedures and instruments, and techniques of item analysis. In addition, the course provides students with background information regarding the various sources of information about standardized tests, and specifically reviews major testing tools used in intelligence, aptitude, and standard academic achievement areas. Other topics include the measurement of interests and attitudes, personality, social development, and alternate assessment. Readings and discussions also focus on the issues of the ethics of educational evaluation, testing, and methods for disseminating and reporting test information. 3 semester hours

ED 504 SOCIAL FOUNDATIONS OF EDUCATION
This course examines models of the school and their relationship to the economy, organizational structure, cultural diversity, the family, and the nature of democratic consensus. Particular emphasis is given to investigating how the interaction of these various factors affects schooling practice and governance at all levels of the educational enterprise. In addition, it aims at developing analytic skills that tie in theory to educational practice. 3 semester hours

ED 505 ALTERNATIVE EDUCATIONAL MODELS
As educational systems move into the 21st century, classrooms and students are changing. Conventional approaches to educational instruction and organization may not continue to provide the most effective methods to facilitate learning and deal with the complexity and diversity of changing student populations. In this course, students explore issues and problems confronting teachers today. A problem-solving approach to curriculum development and delivery is examined. Alternative models are presented and analyzed. 3 semester hours

ED 506 SCHOOL LAW AND CHILD RIGHTS
Provides public school personnel with a basic working knowledge of the legal structure of public education. The course also acquaints educators and nonteaching educational professionals with information on the current state of pressing legal issues affecting education. Where possible, particular attention is paid to school systems within Pennsylvania. A special concern of this course is the rights of children within the legal system. 3 semester hours

ED 507 INSTRUCTIONAL PSYCHOLOGY
This course provides a critical survey of psychological theories that have influenced the field of education, with a focus on application. Social and psychological influences on behavior and motivation are examined in-depth along with current, cognitive models regarding perception, memory, and learning. Developmental and individual differences are also studied. Pre- or corequisite: ED 511. 3 semester hours

ED 508 HISTORY AND PHILOSOPHY OF EDUCATION
This course surveys the history of schooling with a particular focus on schooling in the United States together with the philosophies that influenced them. It focuses on how such philosophies still influence decision making in present approaches to schooling. In addition, it aims at developing analytic skills that tie in theory to educational practice. 3 semester hours

ED 509 CURRICULUM THEORY
The development and current character of the field of curriculum are “sets of intended learnings” for this course. Through historical, political, social, and economic analysis of curriculum development, the course traces the efforts and outcomes of contemporary problems and practices in curriculum development. Curriculum specialists in the field will make presentations on current curriculum trends. 3 semester hours

ED 510 APPLICATIONS OF EDUCATIONAL RESEARCH
Designed to help instructors read educational research and understand research methods in education so they can apply recent developments in their own teaching environments. 3 semester hours

ED 511 INTRODUCTION TO EDUCATION
In this course, students explore the role of the classroom teacher as a facilitator of learning and as a member of the educational community. This course provides an overview of the field of education from a practical perspective. This course introduces the professional responsibilities common to teachers of all grade levels, such as writing lesson plans, planning units of instruction, managing classroom behavior, integrating technology into the classroom, and working with students from diverse ethnic and socio-cultural backgrounds. This course is required for all graduate students who are planning to enter the field of education and do not have an undergraduate background in education, and should be taken during the students’ first semester. This course contains a fieldwork component in a classroom setting. Prerequisite: All students must have required clearances before the semester begins. Please contact the Office of Field Experience for more information. 3 semester hours

ED 513 CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE
A study of the issues involved with the control of behavior in a classroom setting. Topics include the identification of inappropriate behavior, psychological referral processes, psychological models for behavioral management in a classroom setting, educational solutions for inappropriate behavior, and the impact of inclusion upon classroom control. In addition, students have the
opportunity of exploring the ethical, legal, and moral issues involved in various approaches to the management of behavior in a classroom setting. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 514 SOCIAL WORK INTERVENTION SKILLS FOR THE EDUCATIONAL SETTING
Topics include social work philosophy, values, goals, and methods of intervention. Communication skills and interviewing techniques are stressed. Social work theory, as it relates to practice in the educational setting, is covered through class presentations, discussions, readings, and exercises. 3 semester hours

ED 515 SOCIAL WELFARE POLICY AND THE EDUCATIONAL CONTEXT
An in-depth exploration of major elements of the social welfare structure, as well as an introduction to the methods used in analysis and evaluation of social welfare policies. Special emphasis is placed on those policies relating to children. 3 semester hours

ED 516 SOCIAL WORK IN THE SCHOOLS, AN INTEGRATIVE APPROACH
A seminar course to be taken concurrently with ED 606. This course provides a final integrative piece for the curriculum related to school social work and addresses issues relating to the direct practice of school social work within diverse educational settings. It brings together theory and skills from all other courses within the school social work curriculum and helps students apply this information to direct work with clients in the school. Corequisite: ED 606. 3 semester hours

ED 517 PSYCHOLOGY OF THE SCHOOL AGE CHILD
An examination of psychomotor, cognitive, emotional, and social development. Theories of behavior and functioning during middle childhood are examined with respect to their descriptive accuracy, integrative ability, and underlying assumptions. Emphasis is placed upon an understanding of the interaction and integration of developmental themes. Pre- or corequisite: ED 511. 3 semester hours

ED 518 ADOLESCENT PSYCHOLOGY
This course explores the issues of socialization and social development, deviate and delinquent behavior, cognition and intellectual development, and the evolving self-understanding of adolescents. Topics include moral development, physiological changes and physical growth, and psychosexual development. Students review major theoretical approaches to understanding the development of the adolescent. Pre- or corequisite: ED 511. 3 semester hours

ED 519 EARLY CHILDHOOD DEVELOPMENT: FROM BIRTH TO THE EARLY SCHOOL YEARS
An inquiry into psychomotor, cognitive, emotional, physical, and social development during early childhood (i.e., from birth to eight years of age). Students critically review major theoretical approaches and social policy issues germane to early childhood development. There is an emphasis on the impact of family and school contexts on children’s development. 3 semester hours

ED 520 TEACHING READING TO THE NEW ADULT LEARNER
This course focuses on helping adults who have encountered difficulty reading and writing. Adult learning theory and teaching strategies to improve word identification, reading vocabulary, and comprehension skills, as well as writing ability, are explored. Other topics include motivation strategies, preparation for the GED, and family literacy. Opportunities to work directly with learners are included. 3 semester hours

ED 521 READING AND LANGUAGE ARTS I
This course is a comprehensive introduction to the field of reading and language arts. Topics include the study of emergent literacy/language development; theories of reading; and the connection of reading, writing, listening, and speaking. Students gain a theoretical background in the study of the reading process and the writing process from a holistic perspective, and learn methods of developing comprehension and word recognition skills, as well as writing skills. This course contains a fieldwork component in a classroom setting. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 522 READING AND LANGUAGE ARTS II
A continuation of ED 521, this course focuses on the development of reading and writing skills. Topics include content reading, reading/writing workshops, the tools of writing, and student assessment. A study of ways to meet the reading, writing, and spelling needs of divergent learners within the regular classroom will be stressed, as well as the use of computers and family literacy. This course contains a fieldwork component in a classroom setting. Prequisite: ED 521. 3 semester hours

ED 524 TEACHING READING IN THE CONTENT AREAS, GRADES 4–12
Intended for teachers and others who are responsible for instruction in mathematics, science, social studies, English, and other content area subjects, this course covers methods for teaching students how to read content area material and use study skills. Those enrolled learn methods for organizing instruction, teaching content area concepts, and evaluating and using materials for instruction. This course contains a fieldwork component in a classroom setting. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 527 PRACTICUM FOR READING SPECIALISTS
This course provides students with the opportunity to learn how to plan and implement a prescription for the remediation of an individual’s reading and writing disability. Comprehensive record-keeping procedures are used to show progress toward established goals. Each student has supervised responsibility for the remediation of disabled readers. Prerequisites: ED 521, 522, 524, 529, 535, 536, and either ED 532 or 539. Students who are not already certified teachers must also have completed ED 598 and 599 prior to beginning the practicum. 6 semester hours

ED 528 ADULTS AS LEARNERS AND READERS
An exploration of how adults learn and communicate with a focus on assessment and implementation of strategies that enhance reading and writing. This course is designed for those who interact with adults in educational or business settings. Prerequisite: ED 583 or permission of the instructor. 3 semester hours

ED 529 THE ROLE OF THE READING SPECIALIST IN THE SCHOOL
Designed for advanced students in the field of reading. A review of recent research in reading and language arts and their application to instructional practices is addressed. This course also considers the relationship of the reading specialist to the organization of the total school program and to individual staff members. Evaluation and improvement of established reading programs are emphasized. Prerequisites: ED 521, 522, 524, 535, 36, and either ED 532 or 539. 3 semester hours

ED 530 CREATIVE DRAMATICS WITH CHILDREN
This course provides teachers with the skills to revise language arts curricula and other elementary curricular areas to include the
use of creative drama. Students work both individually and in
groups to devise new approaches to teaching and learning. Topics
include improvisational drama, films, pantomime, character
development, puppetry, and story dramatization. Basic principles
of theater craft are also included in this course. Pre- or corequi-
sites: ED 507, 517, or 518 and 511. 3 semester hours

ED 531  TEACHING WRITING
Designed for pre-service and in-service teachers responsible for
writing instruction in grades 1–12, this course focuses on the the-
ories, approaches, methods, and their implications on the teaching
of writing. Motivation, process, assessment, resources, computer
literacy, and current writing models are emphasized in this course.
Various writing programs, holistic scoring, special needs of special
students, portfolios, and research options are also explored
through opportunities to experience each. Pre- or corequisites: ED
507, 517, or 518 and 511. 3 semester hours

ED 532  ADOLESCENT LITERATURE
Intended for those who teach adolescents, this course will provide
the opportunity to experience activities related to the nature, struc-
ture, and role of literature written for today’s teenaged population.
Of primary concern will be the selection and evaluation of appro-
priate adolescent literature, methods of motivating and sustaining
student interest, genre selection, designing thematic and socially
relevant topics, censorship, and the use of multimedia and other
forms of instructional technology aimed at this age group with
attention to students having special needs. Pre- or corequisites: ED
507, 517, or 518 and 511. 3 semester hours

ED 534  TEACHING ENGLISH IN
THE SECONDARY CURRICULUM
Designed as a comprehensive treatment of the role of the English
teacher as facilitator for learning, as classroom manager, and as
decision maker, this course examines, analyzes, and assesses the
four major areas of responsibility: reading, writing, listening, and
speaking. Current theories, approaches, methods, and their appli-
cations will be of primary importance. Resources, instructional
technology, and computer utilization will also be examined.
Standards recommended by the National Council of Teachers of
English will be emphasized throughout. Pre- or corequisites: ED
507, 517, or 518 and 511. 3 semester hours

ED 535  DIAGNOSIS AND REMEDIATION
OF READING DIFFICULTIES
This course introduces students to causes of difficulties in reading
and writing. Definitions of reading and writing disabilities are
examined. Students learn to administer both formal and informal
assessments, analyze findings, summarize results, and make rec-
ommendations for remediation in the case study format. Strategies
to meet the needs of divergent learners are explored. Prerequisites:
ED 510, 521, 522, 524, 532 or 539, 598, and 599. 3 semester
hours

ED 536  ADVANCED DIAGNOSIS AND REMEDIATION
OF READING DIFFICULTIES
Different diagnostic tests and methods are used to analyze dif-
ficulties experienced by reading/writing-disabled students. Class
members gain a broad knowledge of formal and informal assess-
ment procedures including intellectual functioning and emergent
literacy. Prerequisites: ED 510, 521, 522, 524, 532 or 539, and
535. 3 semester hours

ED 537  TEACHING GRAMMAR
The purpose of this course is to examine the origin, nature, and
function of grammar. Of primary importance is the parts of
speech; phrases, clauses, sentences; sentence structure and form;
punctuation; and graphic representation. Students are given the
opportunity to examine and to practice teaching grammar in the
context of writing. Teaching approaches and techniques are also
presented. The role of technology and its application to the teach-
ing of grammar are included. Pre- or corequisites: ED 507, 517, or
518 and 511. 3 semester hours

ED 538  SOCIOLINGUISTICS
This course provides an introduction to studies and applications
of sociolinguistics for teachers whose students are either speak-
ers of another dialect of English, or speakers of other languages
who acquire English as their second language. Students become
familiar with the literature of sociolinguistics concerning educa-
tional considerations in teaching bidialectal and bilingual stu-
dents. Students apply linguistic analyses of Black English and
‘academic’ English, and Spanish and English, in preparing teach-
ing materials that are appropriate and valid for alleviating some
of the learning problems that may be caused by language or lan-
guage-related differences. 3 semester hours

ED 539  LITERATURE FOR CHILDREN
Students evaluate and discuss children’s literature from birth to
grade 6. Emphasis is on the appreciation of various genres with
focus on the multicultural aspect of each. Students also explore
strategies including drama and the arts to help children respond to
literature in the classroom. This course contains a fieldwork com-
ponent in a classroom setting. Pre- or corequisites: ED 507, 517,
or 518 and 511. 3 semester hours

ED 540  FOLKLORE IN THE CLASSROOM
Regarded as one of the highest interest and strongest of interdisci-
plinary subjects, folklore has tremendous potential in today’s
classroom regardless of grade level or content area. After having
defined folklore and its four major divisions—oral narrative,
belief systems, material culture, and popular culture—attention
will be given to the adaptation of folkloric material to each
teacher’s area of concentration. The end result will be another
curricular tool that can be used to instruct, enrich, further expand,
and instill curiosity in the given academic discipline and
grade level. Ethnographic field research, folk resources, inter-
view and field methods, and assessing folk from “fake” material
will be thoroughly explored. 3 semester hours

ED 541  PSYCHOLOGICAL, AFFECTIVE, AND
COUNSELING NEEDS: IMPLICATIONS FOR
THE GIFTED AND TALENTED
Examines psychosocial concepts related to personality, develop-
ment, and creativity. Students investigate motivation, self-con-
cept, and under-achievement in terms of their implications for
the gifted and talented. Also explored are interventions by coun-
selors, teachers, and parents that are intended to meet the unique
psychological and affective needs of gifted and talented students.
3 semester hours

ED 542  IDENTIFICATION, DIAGNOSIS, AND
EVALUATION OF THE GIFTED
Provides an opportunity to analyze some of the past and present
definitions of giftedness, review studies that deal with characteris-
tics of gifted students, and formulate definitions of giftedness that
 correlate with the practical needs of school personnel and are
defensible in terms of what research has suggested is true of gifted
students. Students will be provided with an opportunity to design
an instructional framework that will facilitate a comprehensive
course of action for the assessment and evaluation of gifted stu-
dents and their educational performance. 3 semester hours
ED 543 NEEDS AND NURTURE OF GIFTED CHILDREN
This course provides a study of the particular developmental characteristics of gifted children and an overview of the methods of identification of gifted children. Also included are teaching methods that are appropriate to the special learning and cognitive skills of such children. The implications of P.L. 94–142 with respect to gifted children are discussed, and the development of individualized educational programs for gifted children is reviewed. Prerequisite: ED 507 or ED 517 or permission of the instructor. 3 semester hours

ED 544 MULTICULTURAL EDUCATION
The focus of this course is to establish a forum to discuss the subject of diversity in a constructive way. The discussion of diversity often results in misunderstanding and lack of forthrightness. This course serves as a starting point for dialogues on the impact of diversity. 3 semester hours

ED 545 SUPERVISION IN PUBLIC EDUCATION
Students study the different models of supervision, emphasizing philosophy, supervisory styles, teaching styles and student learning, teacher development, observation and conference techniques, peer relations, and personnel implications. Current issues and problems are discussed. This course is intended for those educators who are aspiring to become supervisors, department heads, curriculum directors, or school principals. 3 semester hours

ED 546 ANALYSIS, INNOVATION, AND EVALUATION OF CURRICULUM
Participants have the opportunity to examine and analyze various components of the total K–12 instructional program, to determine effective means of evaluating curriculum strategies, and to develop realistic and promising approaches for designing an innovative curriculum. Technology is studied as a discipline in itself and as a system to revise curricular structure and instructional methods. Academic standards and testing are examined. Individual participants have the opportunity to incorporate these processes into their current professional activity, to study in detail a particular discipline, and to plan for future supervisory or administrative responsibilities. 3 semester hours

ED 547 SEMINAR IN SCHOOL LEADERSHIP
Students explore interpersonal relationships in the administration of education programs. The course emphasizes traits, behaviors, and theories of effective educational leadership. Organizational influences, communications, and decision-making are examined. The course focuses on contemporary problems and managing conflict through the reading and discussion of scenarios and cases on topics such as employee relations, community relations, budget and finance, ethics, technology, and facilities. The structure of the course is predicated on The Standards for School Leaders developed by the Interstate School Leaders Licensure Consortium (ISLLC). 3 semester hours

ED 548 SEMINAR IN PUPIL PERSONNEL SERVICES
Required for certification as a supervisor of pupil personnel services, the course explores historical views on pupil personnel services, the disciplines included in pupil personnel services, the functions of the pupil personnel supervisor, current problems affecting pupil personnel services, and related research. Guest speakers supply first-hand knowledge of challenges faced by school districts in providing essential services in the pupil personnel area. 3 semester hours

ED 549 STORYTELLING
It has been said that “Storytellers are indispensable agents of socialization.” Teachers should be aware of the role the school must play in the socialization process. This course has been designed to provide teachers with the knowledge and practice of storytelling as process, performance, and event. Major topics include socialization as process, functions of story and storytelling, memory development, the storytelling process, resources, storytelling events, and the interdisciplinary application of storytelling. 3 semester hours

ED 550 DIAGNOSTIC AND PRESCRIPTIVE TEACHING
Designed for classroom teachers who must individualize their program in order to meet the needs of children who have learning or physical disabilities. This course provides the student with methods of evaluating learning problems and of remedia
tion techniques that can be used in self-contained classes. The development of individualized educational programs and the implementation of such programs for inclusion are discussed. Prerequisite: ED 507. 3 semester hours

ED 551 INTRODUCTION TO SPECIAL EDUCATION
This course is designed to provide students with a critical overview of special education including its history, the classification and description of exceptionalities, and its legal regulation. Major issues related to identification, assessment, educational and therapeutic interventions, social/psychological aspects, and inclusion are examined. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 552 SPECIALIZED TOPICS IN THE ELEMENTARY CURRICULUM
The course focuses on the role of the teacher and the creation of an environment conducive to learning in the elementary setting. The course content includes basic principles and instructional methods in elementary issues such as classroom management, health, and physical education. Students are expected to demonstrate their ability to plan and implement age appropriate curriculum and classroom strategies. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 553 CURRICULUM, INSTRUCTION, AND ASSESSMENT
This course examines philosophical conceptions of curriculum, basic educational assessment and principles of planning and instruction. Learners develop critical skills necessary to evaluate curricular trends, develop an educational philosophy, and plan for and implement instructional strategies. Additionally, students will become familiar with standardized and teacher-made assessments, their interpretation, and meaningful reporting for their constituents. 3 semester hours

ED 555 CURRENT ISSUES IN ELEMENTARY AND SECONDARY EDUCATION
The purpose of this course is to examine the major issues that are having an impact on public education. A wide range of problems is identified, and proposals for improving the quality of public education are presented. Students have the opportunity in the form of a research project to develop an action plan related to an issue of importance to their educational community. 3 semester hours

ED 561 ANALYSIS, INNOVATION, AND EVALUATION OF EARLY CHILDHOOD CURRICULUM
This course provides early childhood educators an opportunity to explore historical data and emerging research on how children
grow, develop, and learn from birth to eight years of age. Programs and curriculum models in early childhood education will be analyzed and evaluated. Students will design developmentally appropriate curricula and incorporate these programs in their current professional activities. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 564 CONTINUING ISSUES IN EARLY CHILDHOOD EDUCATION
This course focuses on the identification and analysis of issues, innovations, trends, and policies of current importance in early childhood education. Topics may include government responsibility in early childhood care and education, the origins and significance of employer-supported child care, and infant/toddler education issues. Questions to be answered are who is responsible for early education, when should early education begin, what should early childhood curriculum contain, and how will early childhood education be evaluated. 3 semester hours

ED 570 MATHEMATICS IN THE ELEMENTARY SCHOOL AND IN EARLY CHILDHOOD
Instructional methods and materials for teaching early childhood and elementary school mathematics are presented. Principles and Standards for School Mathematics, a publication of the National Council of Teachers of Mathematics, provides a central focus for this course. Appropriate use of technology in mathematics instruction is emphasized. This course contains a fieldwork component in a classroom setting. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 582 INTRODUCTION TO SEX EDUCATION
Emphasizes three major goals including increased self-awareness, knowledge of appropriate approaches to use in sex education, and improved instructional skills and abilities for teaching sex education. Participants learn several basic methods and strategies appropriate to this area of study and are encouraged to use these approaches. 3 semester hours

ED 583 THE EDUCATION OF ADULTS FROM A DEVELOPMENTAL PERSPECTIVE
Designed to provide students with an introduction to the field of adult education within the context of adult learning and development. The course explores the foundations of adult education with a review of the philosophical concepts and their application to the practice of educating adults. Newly emerging theories of late adolescent and adult development provide a rich and comprehensive perspective on the educational motives and needs of adult students, as lifelong learning and mass education become realities. This course examines the implications of adult development theories for education, with particular attention to the increasing numbers of adult students in our various educational institutions. 3 semester hours

ED 584 PROGRAM DEVELOPMENT IN ADULT EDUCATION
This course explores the basic principles and practices involved in establishing and managing adult education programs. Students examine the design of effective learning experiences for adults in various settings: higher education, adult basic education, corporate training, and community and health education. Topics include program development, concepts of needs assessment, goals and program objectives, faculty/trainer selection and training, instructional design, ethical issues in design and delivery, and evaluation. Prerequisite: ED 583. 3 semester hours

ED 585 STUDENT TEACHING HEALTH PORTFOLIO
For school nurses who are seeking health education certification, this course may be substituted for student teaching. School nurses complete a minimum of 200 hours of health teaching and related activities over two semesters (3 semester hours per semester) and develop a portfolio under the supervision of a professor from the teacher education program. The professor makes biweekly observations. Prerequisite: Permission of the director of Field Experiences and Certification. 6 semester hours

ED 588 SPECIAL TOPICS
Topics which have special appeal to instructors and students because of their timely quality are periodically offered in the form of newly developed courses. Newly developed courses may be offered in this category prior to their formal approval and assignment of course numbers. 3 semester hours

ED 593 TEACHING SOCIAL STUDIES IN THE PRESCHOOL AND ELEMENTARY SCHOOL
The purpose of this course is to provide students with an understanding of the goals and objectives of elementary social studies education. Through assignments and instruction, students learn a variety of strategies that will enable them to teach effectively in a performance-based learning environment. Curriculum planning, authentic assessment, and cooperative learning are emphasized in the course. This course contains a fieldwork component in a classroom setting. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 594 TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Designed for pre-service and in-service secondary social studies teachers, this course provides students the opportunity to examine the major goals of social studies education. Students develop a variety of teaching strategies that enables them to teach successfully in a performance-based learning environment. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

ED 595 CURRENT TRENDS IN SOCIAL STUDIES
Provides students interested in teaching elementary and/or secondary social studies an opportunity to (1) examine the major issues and challenges in the field of social studies, (2) develop and present individual or collective curriculum models appropriate to the current and future needs of their students, and (3) experience through assignments and instruction a variety of strategies and materials that will enable them to teach effectively in a student-centered, performance-based learning environment. 3 semester hours

ED 597 METHODS OF TEACHING GEOGRAPHY
Designed to provide teachers with the content, methods, and instructional materials needed to improve instruction in geography for students in the middle school and high school. 3 semester hours

ED 598 STUDENT TEACHING SEMINAR
The student teaching seminar is taken in conjunction with ED 599, Student Teaching. It includes a sequence of topics that are addressed by full-time faculty, adjunct faculty, and invited school district and state professionals. Topics include lesson planning, diversity, inclusion, PRAXIS examinations, technology, classroom management, interviewing and hiring practices, state-based standards in K–12 education, and professional development. Corequisite: ED 599. 1 semester hour
ED 599  STUDENT TEACHING
During the 14-week student teaching experience, the student observes and teaches under the supervision of a cooperating teacher and a supervisor from the university. The experience requires daylong attendance in the school for the entire semester. In conjunction with this experience, student teachers are required to take ED 598, a weekly seminar. The course is open only to those who have completed all professional courses required for certification. Prerequisite: Passing scores on the Praxis I tests and permission of the director of field experiences and certification. 5 semester hours

ED 601-602  PRACTICUM IN SCHOOL SUPERVISION I & II
Required of candidates for certification as school district supervisors in curriculum and instruction. Students translate current issues of leadership in education into practical and effective solutions in the field. Both courses (360 clock hours of practicum experience) are required for certification. 3 semester hours each

ED 603  PRACTICUM IN SCHOOL NURSING I
This course provides students with the theory and practice of the specialty of school nursing. This course explores the health care and health education services provided by the nurse within a school setting. Students have clinical experiences within a school setting supervised by a certified school nurse. 3 semester hours

ED 604  PRACTICUM IN SCHOOL NURSING II
This course expands upon the theory and clinical experiences begun in ED 603. This course provides content on the school nurse's role in providing health services, as well as the organization and administration of the school health program. Special focus is on planning and implementing programs that promote health among school-aged children and staff employed in schools. The students collaborate with the certified school nurse and other teaching personnel in providing health counseling and formal classroom teaching. Knowledge of state policies and procedures serve to organize clinical experiences. Required for students seeking certification in New Jersey. 3 semester hours

ED 605-606  PRACTICUM IN SCHOOL SOCIAL WORK I & II
Students enrolled in this practicum spend 24 hours, or 3 days per week for one school semester, working in an educational setting. In this practicum course, students are expected to demonstrate appropriate professional commitment and ability to utilize proper skills and techniques appropriate to home and school visitors. Corequisite: ED 516. 3 semester hours each

ED 607-608  INTERN TEACHING
This internship provides a hands-on opportunity to teach in the intern's own classroom under biweekly supervision by experienced university faculty. The course is open only to those interns who have in hand the intern certificate issued by the Pennsylvania Department of Education obtained through the director of the Teacher Intern Program and who have been hired by the school or school district. Full-time, day-long attendance at the school where employed is required. In addition, interns are required to attend periodic seminar sessions throughout both semesters, the dates of which will be announced at each semester's beginning. This course does not count toward the master of education degree, for the credit can only be used for certification purposes. The position must be sought after and obtained by the intern. A minimum of one year to a maximum of three years of supervision will be required. Prerequisites: Permission of the program director, an intern certificate, and contractual offer by a school or school district. 3 semester hours each

ED 611  PRACTICUM IN SPECIAL EDUCATION
This course is an intensive fieldwork experience for students who currently hold certification in an area other than special education. During one academic semester, the student will be placed in a special education setting for seven weeks. The student observes and teaches under the supervision of the cooperating teacher and the university supervisor. The experience requires daylong attendance in the school for the seven weeks. This course is open to students who have completed all professional courses required for certification in special education with the exception of ED 667. Prerequisite:Permission of the director of field experiences and certification. 3 semester hours

ED 612  INSERVICE TEACHING
IN SPECIAL EDUCATION
This course is for students who are seeking certification in special education and are currently teaching full time in public schools under emergency certificates or are teaching in private schools. The student will be supervised weekly (14 weeks) by a university supervisor. In conjunction with this experience, students will be required to attend a weekly seminar. This course is open only to those who have completed all professional courses required for special education certification. Prerequisite: Permission of the director of field experiences and certification. 6 semester hours

ED 613-614  PRACTICUM IN PUPIL PERSONNEL SUPERVISION I & II
Required of candidates for certification as school district supervisors in pupil personnel. Students translate current issues of pupil personnel leadership in education into practical and effective solutions in the field. Both courses (360 clock hours of practicum experience) are required for certification. 3 semester hours each

ED 620  THE MIDDLE SCHOOL
This course examines the rationale for middle level education. The aim of the course is to sensitize teachers and administrators to the diversity of developmental models related to the young adolescent, and to foster understanding for middle level educational practices. Middle school structure, programs, teaching strategies, and effective discipline of middle level students will also be explored. Special attention will be given to the urban middle school and to the students who attend them. 3 semester hours

ED 621  MODELS FOR TEACHING AND LEARNING IN THE MIDDLE SCHOOL
This course explores the unique sociological and psychological aspects of the middle level learner and the implications of these aspects for teachers, counselors, and administrators. Models for teaching and learning at the middle level will be studied for the purpose of developing strategies appropriate to the middle level student. 3 semester hours

ED 622  READING AND WRITING ACROSS THE MIDDLE SCHOOL CURRICULUM
This course analyzes how the theory of reading and writing to learn applies to middle level instruction. Students will investigate the practical applications of reading and writing across the disciplines in the middle school setting and the research that leads to the development of those ideas. Models of exemplary practices will be studied for the purpose of developing strategies appropriate to the middle level student. 3 semester hours
ED 631  WRITING FOR ACADEMIC RESEARCH PURPOSES
This is a not a mechanics of writing course. Rather, the course helps students to (1) develop rubrics for evaluating their writing according to particular academic traditions, (2) use mutual support and advisement techniques to improve written communication skills, and (3) develop practical expertise with a variety of theories and epistemological approaches pertinent to research writing. Topics include operationalizing, theories of evidence, avoiding plagiarism, techniques of paraphrase and citation, criteria of criticism, institutional constraints on research, bias and objectivity, causation and correlation, writing for publication, using the internet, concepts of research validity, varieties of logic, preparing for written examinations, and rhetorical dimensions of proposal writing. 3 semester hours

ED 635  METHODS OF TEACHING MODERN LANGUAGES
This course is designed to develop competency in the theoretical foundations and practical applications of second language acquisition. Students will consider current methodologies and approaches to second language instruction, and will examine readings and demonstrations on models of language acquisition, curriculum development, instructional practices, and assessment of testing procedures. Prerequisite or corequisite: ED 507, 517, or 518. 3 semester hours

ED 648  COLLECTIVE BARGAINING
Designed to familiarize a wide variety of school personnel with current case law, strategies, historical trends, and current practices affecting negotiated labor agreements in basic education. 3 semester hours

ED 649  PUBLIC RELATIONS IN SCHOOL ADMINISTRATION
This course offers an in-depth, practical approach to school and school district public relations. Topics include developing and administering a public relations program, working with the media, marketing “products,” and communicating with parents and the community. A hands-on approach will be used for developing press releases, stories, editorials, newsletters, pamphlets, and brochures. 3 semester hours

ED 650  INTRODUCTION TO SCHOOL COUNSELING
This course introduces future elementary, middle, and secondary school counselors to the requisite information and skills needed to successfully work in a school setting. Specifically, the history of school (guidance) counseling and the recent evolution of the comprehensive guidance program model, curricular planning, consultation, team building, recognition of community resources, referral processes, and accountability practices is presented. The role of the professional school counselor is explored through the consultation, team building, recognition of community resources, issues, and resources. Principles and theories of career development, occupational and education information, and concepts and principles for effective educational and career planning and development are covered. 3 semester hours

ED 652  GROUP PROCESS AND DYNAMICS
This is a laboratory-oriented course designed to provide students with the knowledge base needed to work and understand group process, and an experience base in group dynamics and process. 3 semester hours

ED 653  MODELS, THEORIES, AND THE PRACTICE OF COUNSELING
This course provides students with the knowledge and skills needed to serve as a counselor, including an exploration of the major counseling models and theories used in service delivery. The exploration of theoretical models is directed toward the development of a personal theoretical model for the practice of counseling by the student. This course also focuses on the acquisition of those counseling skills so vital to clinical practice in this profession. 3 semester hours

ED 654  PROBLEMS IN COLLEGE COUNSELING
This course is one in which counseling students learn the techniques and methods needed to work with the special problems typical of an adult client base. A focus will be on the therapeutic techniques that can be used with a young adult population. 4 semester hours

ED 655  COUNSELING IN A COLLEGE ENVIRONMENT
This course provides students with the knowledge and skills needed to function as a counselor in a college environment. The treatment of problems of career and educational placement, academic stress, peer relationships, family, and sexual relationships are a part of this course. 3 semester hours

ED 656  THE COLLEGE STUDENT IN AMERICA
This course examines the developmental, cultural, and life issues facing today’s college students. These issues will be explored in relationship to students’ attitudes, values, and characteristics influencing their participation and growth in the higher education community. The changing student population with regard to diverse populations, age ranges, and special needs will also be explored. 3 semester hours

ED 658  PRACTICUM IN STUDENT PERSONNEL SERVICES AND COUNSELING IN HIGHER EDUCATION
This practicum provides students with supervised experiences in counseling and student services practice in higher education. The practicum enables students to develop skills and resources necessary to work professionally in a campus setting. Course requirements include a minimum of 80 hours on site, regularly scheduled meetings with the practicum supervisor, meetings with the course faculty, and a professional portfolio representing the practicum. 3 semester hours

ED 659  FIELD EXPERIENCE AND PRACTICA IN COUNSELING
This course is designed for pre-service elementary and secondary school counselor certification candidates, as well as pre-service community counselors. The role and responsibilities of the elementary and secondary school counselor are explored via a 75-hour field experience. The objective of the field experience is to promote and facilitate the process of becoming a professional, reflective, and competent school or community counselor through a variety of performance tasks in a school or community counseling setting. 3 semester hours
ED 660  INSTRUCTIONAL DESIGN IN SPECIAL EDUCATION
This course covers techniques of instructional design, assessment, and strategies with a focus on exceptional children. In addition to the basic principles of instructional design, the course presents methods for individualizing instruction and assessing student progress. Teaching approaches to planning and implementing instruction are taught, as well as special considerations for children with diverse needs. Prerequisite: ED 551. 3 semester hours

ED 661  EDUCATION OF STUDENTS WITH LEARNING DISABILITIES OR NEUROLOGICAL IMPAIRMENTS
This course provides a historical perspective and a critical overview of definitions, identification procedures, educational strategies, and service delivery options for students with learning disabilities and for those with neurological impairments. Current trends in assessment and educational interventions will be emphasized. This course includes a fieldwork component in a setting for students with learning disabilities. Prerequisite: ED 551. 3 semester hours

ED 662  EDUCATION OF STUDENTS WITH DEVELOPMENTAL DISABILITIES
This course will provide students with an understanding of the theoretical and conceptual issues currently under debate in the field of developmental disabilities. We will examine the identification criteria, instructional strategies, and program development for children with moderate to severe disabilities including mental retardation and autism/pervasive developmental disorder. Objectives will stress adapting environments, materials, and instruction to facilitate inclusion and teaching functional life skills within a special education curriculum. This course includes a fieldwork component in a setting for students with developmental disabilities. Prerequisite: ED 551. 4 semester hours

ED 663  EDUCATION OF STUDENTS WITH EMOTIONAL OR BEHAVIORAL DISABILITIES
This course emphasizes assessment and educational interventions for teaching andremediating the emotional and behavioral disorders of students with and without developmental disabilities. Support services available within the community to families of children with emotional/behavioral disabilities will be examined. This course includes a fieldwork component in a setting for students with emotional/behavioral disabilities. Prerequisite: ED 551. 4 semester hours

ED 664  EDUCATION OF STUDENTS WITH PHYSICAL OR MULTIPLE DISABILITIES
This course provides an overview of the causes, treatment, education, and management of individuals with physical and/or multiple disabilities, including neurological impairments resulting in physical disabilities, sensory impairments, and the combination of these. This course includes a fieldwork component in a setting for students with physical or multiple disabilities. Prerequisite: ED 551. 3 semester hours

ED 665  YOUNG CHILDREN WITH DISABILITIES: ASSESSMENT AND INTERVENTION
This course will provide students with a foundation in assessment and intervention principles and practices with young children with disabilities. It will emphasize developmentally appropriate early intervention practices within the context of family, school, and culture. Students will learn collaborative family-focus practices that support the development of children with special needs, ages birth through five years. Interdisciplinary models of assessment and intervention will be emphasized. This course contains a fieldwork component in a setting for young children with disabilities. 3 semester hours

ED 666  SUPERVISION IN SPECIAL EDUCATION
This course is designed to provide students with a foundation in the principles of supervision of special education programs including the application of state and federal regulations; budget development; tracking students from referral to placement; hiring and supervision of teachers, support staff, and paraprofessionals; facilities management/accessibility guidelines; and effective collaboration with parents, the school board, and community. 3 semester hours

ED 667  EFFECTIVE COLLABORATION AND TEAM BUILDING
The purpose of this course is to help students develop an understanding of the major issues involved in working as a member of a team and in helping others understand the perspective of a special education teacher. This course focuses on effective strategies for collaborating with families, regular and special educators, paraprofessionals, and other service providers in the school and community. This course is for advanced special education majors or students who are currently teaching in a special education setting. Corequisites: ED 599, 611, or 612. 3 semester hours

ED 670  INTRODUCTION TO ACQUIRED BRAIN INJURY IN CHILDREN
This course provides students with an understanding of acquired brain injury. It examines etiology, basic brain-behavior relationships, and theories of recovery following traumatic brain injury. A comparison between the unique learning needs of an individual with traumatic brain injury and other special populations is discussed. Cognitive deficits in the areas of attention/concentration, memory, organization, language, processing, problem solving, and executive functioning are thoroughly discussed. Considerable time is devoted to presenting classroom and therapeutic remedial and instructional strategies training. Issues regarding school re-integration, appropriate classification, accommodations, educational placement options, and working within an interdisciplinary team are discussed. The course also provides a working knowledge of both formal and informal screening tools to be administered in the classroom or therapy setting. 3 semester hours

ED 677-678  PRACTICUM IN SPECIAL EDUCATION SUPERVISION I & II
Required of candidates for certification as school district and/or intermediate unit supervisors in special education. Students translate current issues of leadership in special education into practical and effective solutions in the field. A log of activities with time records must be maintained and signed by the school-district mentor. A reflective analysis of these experiences is required and is to be organized according to the Standards for School Leaders, developed by the Interstate School Leaders Licensure Consortium (ISLLC). Both courses (360 total clock hours of practicum experience, 180 hours each) are required for certification. 3 semester hours each

ED 680  FOUNDATIONS OF HEALTH EDUCATION
An overview of health education and related professions are provided in this course. Areas covered include historical, philosophical, psychological, scientific, and sociological foundations and principles. It also provides an introduction to career opportunities plus overall educational objectives of professional preparation programs. 3 semester hours
ED 681    SUBSTANCE ABUSE EDUCATION
This course provides an overview of the use and abuse of tobacco, alcohol, and other controlled substances. An overview of historical and sociological factors influencing the development of substance abuse is presented. Legal, physiological, and psychological effects of substance abuse on the educational process are examined. Special curriculum topics in substance abuse education are included. 3 semester hours

ED 682    HEALTH EDUCATION
CURRICULUM AND METHODS
This course focuses on the development and adaptation of curriculum in health education at various levels of schooling and for diverse and special populations. Methods of curriculum delivery are discussed and modeled. 3 semester hours

ED 685    CREATIVE PROBLEM SOLVING
Current theories of cognition and thought are applied to the development of a problem-solving curriculum for the gifted. 3 semester hours

ED 692    CREATIVE AND PRODUCTIVE THINKING
The first part of the course considers the meaning of the concept of thinking and then looks specifically at techniques of critical thinking. These techniques include most of the tools of informal logic such as linguistic logic, conceptual analysis, and the logic of inquiry. Specific emphasis is placed on the recognition of fallacious reasoning and the development of rationally defensible arguments. During the second half of the course, definitions of creativity and a review of the research on creativity are presented. Formal and informal assessment techniques for identifying the creative productive students are discussed. 3 semester hours

ED 693    WOMEN—LEARNING AND LEADING IN EDUCATION
The feminist literature, as well as the education and leadership literature focusing on women, has been growing over the last 20 years. Using a historical perspective, this course utilizes this literature to examine the role of women in education, both as learners and as leaders. The focus is on policy and leadership issues, as well as how education in our society has served the needs of women. It also examines women’s concepts of self in educational settings while incorporating women’s voices, past and present. An examination of current issues concerning women in education is also explored. (Cross-listed as GLS 548.) 3 semester hours

ED 694    ORGANIZATION, SERVICES, AND SKILLS FOR STUDENT PERSONNEL IN HIGHER EDUCATION
This course provides an introduction for graduate students pursuing a master’s in student personnel services and counseling in higher education. Topics give an overview of the world of higher education and give students a better understanding of the environment and services offered on college campuses. 3 semester hours

ED 695    INDEPENDENT STUDY
IN EDUCATION (MASTERS)
Designed to meet the needs and interests of master’s degree students who wish to pursue the study of topics beyond the range of the graduate curriculum. Each student enrolled in an independent study must work under the guidance and supervision of a member of the faculty of the education department. Prior approval by the associate dean/director of the Center for Education is necessary before a student may enroll in this course. 1 to 3 semester hours

ED 696    CURRICULUM DEVELOPMENT PROJECT
Designed so that students develop a complete and original curriculum on a special topic. This work must be done under the guidance of a member of the faculty, and prior approval is needed by the associate dean/director of the Center for Education before a student may enroll in this course. 3 semester hours

ED 697    CAPSTONE PROJECT IN EDUCATION
Designed to be a faculty-directed research project/thesis. Guidelines for preparing the Capstone Project proposal and for completing the course are available from the student’s advisor. 3 semester hours

ED 699    THESIS IN EDUCATION
A thesis is an individually initiated and self-directed experience that involves writing an acceptable proposal, carrying out a research project, and writing a manuscript of professional quality. This option is especially for students who wish to pursue advanced study beyond the master’s level. The student may elect to enroll for 3 or 6 credits in any one semester, but if the former option is elected, the student must enroll for another 3 credits in the following semester (summer session included). A maximum of two calendar years is permitted for the completion of the thesis, with an extension of one year possible by permission of the associate dean/director of the Center for Education, provided that the student can present evidence of satisfactory progress. When the thesis has been accepted by the Center for Education, a grade of P will be recorded, granting credit for the 3 or 6 semester hours. Prerequisites: 21 semester hours of graduate study, including one graduate course in educational research, and permission of the associate dean/director of the Center for Education. 3 or 6 semester hours

ED 703    SPECIAL TOPICS IN TESTING
Explores technical, conceptual, and ethical topics in testing that are essential to the test programs of colleges and other institutions, and to long-range planning for program evaluation. Topics investigated include item-response theory; reliability and error; validity and prediction; norms and standardization; test and item-bias; admission, placement, screening, and diagnosis; and the role of tests and instruments in program evaluation. Attention will be paid to modern developments in testing. 3 semester hours

ED 704-705    INTERNSHIP IN ELEMENTARY SCHOOL COUNSELING I & II
The elementary counseling internship is designed for pre-service elementary school counselor certification candidates. The role and responsibilities of the elementary school counselor are explored via two 150-hour internship experiences. The internship provides students with the opportunity to develop skills and resources necessary to function in the role of an elementary school counselor. Prerequisites: ED 650, 651, 652, 653, and 659. 3 semester hours each

ED 706-707    INTERNSHIP IN SECONDARY SCHOOL COUNSELING I & II
This practicum provides students with the opportunity to develop skills and resources necessary to function in the role of a secondary school counselor. The practicum is a combined effort of a university supervisor, the supervising counselor on site, and the student. Students will attend a regular seminar conducted on campus. These seminars will focus on cases, professionalism, and problems of communication and interpretation. Replaces ED 702. Prerequisites: ED 650, 651, 652, and 653. 3 semester hours each
ED 708  HISTORY OF HIGHER EDUCATION
This course examines the history of post-secondary education in the United States, paying attention to the social contexts in which institutions of higher education developed. Special attention is given to the image of the university in various media, and how this image has historically affected the growth and direction of all forms of higher education. Methods for deriving implications for future practice will be explored. 3 semester hours

ED 709  CURRICULUM IN HIGHER EDUCATION
This course examines curriculum development issues in the context of the purposes and needs of diverse populations of students, available institutional resources, and the politics of higher education. Particular attention is paid to the deliberative structures involved in curricular advocacy and analysis. In addition, it aims at developing analytic skills that tie theory to educational practice. 3 semester hours

ED 710  EDUCATIONAL STATISTICS
Investigates advanced univariate and multivariate statistical models designed to test hypotheses associated with inference and prediction in educational research. The course provides the student with an understanding of the ways to use major statistical programs available for computer applications of these models. Prerequisite: ED 503 or ED 703. 3 semester hours

ED 711  ADVANCED RESEARCH METHODS
This course focuses on research design and the evaluation of educational research. The context is both basic and higher education. Topics of the course include correlational, causal, and observational methods in research. The course also addresses methods of evaluation research, measurement, and assessment techniques in education, and the ethics of research in educational settings. Prerequisite: ED 503 or ED 703. 3 semester hours

ED 712  HISTORY AND PHILOSOPHY OF READING EDUCATION
This course examines theories about the nature of literacy instruction in the context of the history of American education from early times to present. Students will learn the historical and philosophical origins of contemporary theory and practice. Prerequisites: ED 521 and ED 522. 3 semester hours

ED 714  QUALITATIVE RESEARCH METHODS IN EDUCATION
This course is designed to clarify and explain some of the different approaches and methods by which qualitative research in education is being conducted, and to develop a sense of what is meant by the term ‘qualitative.’ The course is also designed to provoke discussion and further elaboration of the issues and methods that are represented—e.g., ethnography, historiography, content analysis, conceptual analysis, and grounded theory. 3 semester hours

ED 715  SCHOOL ARCHITECTURE AND PLANT MANAGEMENT
Structured to provide school administrators and other public officials with theory and techniques essential to effective management of schools and public buildings. Leadership requirements are emphasized and applied to: the planning and construction of new buildings; renovations to existing structures; and utilization, operation, and maintenance of facilities. In addition to school administrators, this course is applicable to public officials and leaders of community organizations who become involved with planning, constructing, and maintaining buildings such as churches, libraries, and municipal facilities. 3 semester hours

ED 716-717  INTERNSHIP AND FIELD EXPERIENCE IN COMMUNITY COUNSELING I & II
This internship experience provides students with the opportunity to develop skills and resources necessary to function in the role of a community counselor. The community counseling internship is a combined effort of a university supervisor, supervising counselor/mentor, and the students. Students meet with their supervisors and focus on client cases, professionalism, communication, and interpretation. Prerequisites: ED 651, 652, 653, and 659. 3 semester hours

ED 718  VALUES AND ETHICS IN EDUCATION
This course examines in detail how one justifies ethical choices and the nature of controversy resulting from differences in ethical perspective. It examines the role of education in relating values to behavior, and of personal choice to social choice. It looks at policies that purport to pursue various educational values, the conceptions of justice underlying them, and their relationship to both the mechanisms and actualities of benefit-cost distributions in our society. 3 semester hours

ED 719  PROSEMINAR IN HIGHER EDUCATION
As an interdisciplinary field of study, higher education combines practice, theory, and empirical research within an economic, social, cultural, and political context. This proseminar provides an overall introduction to the academic discipline of higher education, the process of doctoral study and research, and the Widener University program, procedures, and policies. It is required of all accepted students during their first year of study. Students explore the multifaceted aspect of doctoral work, including writing, reflection, critical analysis, research, application, and leadership development. 3 semester hours

ED 720  THEORIES OF ORGANIZATION
This course examines organizations in industrial and postindustrial societies by focusing on the major theories of organizations from Taylor’s Scientific Management and Weber’s Bureaucracy to Human Relations Theory and modern cultural and contingency theories. These theories are considered in relation to modern institutions of higher education. Also included are discussions of women and minorities in modern organizations. 3 semester hours

ED 721  ORGANIZATION AND ADMINISTRATION IN HIGHER EDUCATION
This course explores and contrasts major conceptual models that describe the structure, organization, and administrative processes employed in postsecondary educational institutions in the United States today. Topics include governance and management models, decision making in an institutional culture, sharing power and values, bureaucracy, politics and politicizing, and cybernetics. 3 semester hours

ED 722  PLANNING AND EVALUATION IN POSTSECONDARY EDUCATION
This course examines planning and evaluation strategies characteristic of postsecondary education. Students assess the scope of information needed by institutional leaders to plan and engage in decision making. Didactic materials and case studies explore knowledge creation and use, program reviews, outcome studies, accreditation, personnel evaluation, market analysis, and strategic planning. 3 semester hours

ED 723  CORRELATES OF READING
This course focuses on research of perceptual, cognitive, affective, and linguistic processes and the manner in which they interact and influence literacy, word recognition, and comprehension
of oral and written language. Students will critique research, identify trends, use findings to gain more in-depth knowledge of the reading process, and make implications for reading instruction, diagnosis, and remediation. Prerequisites: ED 521, 522, 535, and 726. 3 semester hours

ED 724 WORD IDENTIFICATION AND VOCABULARY DEVELOPMENT
This course examines word identification processes that readers and writers need to become independent learners. The development of vocabulary and its relationship to concept development will also be explored. Relevant theories, research, and instructional approaches will be discussed. Prerequisites: ED 521 and 522. 3 semester hours

ED 725 COMPREHENSION: THEORIES AND PRACTICE
This course provides an advanced study of theories of learning and comprehension. Students examine the process of comprehension, factors that influence that process, and the role of educators in promoting comprehension. Prerequisites: ED 507 or equivalent, 521, and 522. 3 semester hours

ED 726 DEVELOPMENTAL PSYCHOLINGUISTICS
The scope of the course includes theories of language development and their practical applications to the practice of teaching. Theoretical traditions are contrasted. Emphasis is placed on recent developments in the study of language—i.e., semantic acquisition, natural language theories, pragmatics, bidialectalism and bilingualism, mother-child interaction, discourse analysis, and conversational implicature. A methodological study of language is a requirement of the course. Prerequisite: ED 507. 3 semester hours

ED 727 ASSESSMENT OF INTELLECTUAL FUNCTIONING
This course explores the history of intelligence testing and its current use in educational settings. Special emphasis is placed on the interpretation of Wechsler Intelligence Scale for Children–III (WISC–III) profiles for use by counselors, reading specialists, and special educators. Prerequisite: ED 503. 3 semester hours

ED 728 READING/LEARNING DISABILITIES: DIAGNOSIS AND TREATMENT
This course will focus on the clinical procedures associated with the diagnosis and treatment of reading and learning disabilities. Included in the course will be a historical investigation of reading/learning disabilities. Prerequisites: ED 521, 522, 535, and 536. 3 semester hours

ED 744 PROFESSIONAL DEVELOPMENT IN EDUCATION
This course is designed for those who are or will be responsible for teacher/faculty in-service, staff, and professional development in schools, colleges, and other educational settings. Using an adult-learning perspective, the course presents information on developing, managing, and delivering in-service and staff development initiatives. Practical strategies for motivating teachers and faculty, establishing successful programs, and evaluating in-service needs will be presented. Students will critique professional development programs, develop such initiatives for their educational settings, and gain a thorough foundation from literature, research, and practice. The course offers practical steps to being an effective leader in the arena of professional development. 3 semester hours

ED 745 LEADERSHIP, COMMUNICATION, AND DECISION MAKING
The purpose of this course is to provide students an opportunity to examine areas in which educational practitioners must be most proficient: leadership, communication, and decision making. Through individual reflection and group process, students will study the theoretical foundations and practical implications of leadership in an era of transformation. Each student is responsible for analyzing an educational organization and developing a leadership action plan to bring about positive change in that organization. 3 semester hours

ED 746 FINANCIAL MANAGEMENT CONCEPTS FOR SCHOOL ADMINISTRATORS
This course examines resource allocation, including ways of setting financial priorities, selecting appropriate budget strategies, and determining the needs of the school for personnel, administrative and supportive staff, and school plant. The course also investigates methods for evaluating the effectiveness of resource allocation in achieving institutional goals and meeting academic needs, not only at the school level but also at the level of individual programs. Students are responsible for the completion of model budget projects in which they apply accounting concepts and selected accounting procedures to solve problems related to revenue management under several resource scenarios. 3 semester hours

ED 747 PERSONNEL MANAGEMENT FOR SCHOOL ADMINISTRATORS
An examination of policies and procedures concerning personnel management, this course explores the major organizational tasks of personnel management, including planning, recruitment, selection, placement and induction, staff development, appraisal, compensation, and collective bargaining. Special emphasis is given to such personnel issues as affirmative action, equal employment opportunity, employment termination, and the tenuring process. 3 semester hours

ED 750 ORGANIZATION AND ADMINISTRATION OF K–12 SCHOOLS
This course prepares graduate students for positions as principals, supervisors, and administrators. Organizational and leadership models are emphasized. The many duties, responsibilities, functions, and activities of the modern day principal are studied. The principal as the instructional leader of the school’s learning community is analyzed. The changing role of the principal driven by high stakes testing and academic standards is critiqued. Other topics include personnel and labor relations, teacher observation and evaluation, budgeting, central office relations, community and parent relations, facilities and grounds, and strategic planning within the context of the school. This course is organized around the six Standards for School Leaders, developed by the Interstate Consortium on School Leadership. Course content is applicable to certification. 3 semester hours

ED 755 PHILOSOPHICAL INQUIRY IN HIGHER EDUCATION
An examination of organizational and educational problems from the perspective of philosophical inquiry. Initially, the course evaluates major epistemological systems; then it explores the practical uses of inquiry in contemporary problem solving. Concerns of higher education arising from such diverse fields as ethics, moral philosophy, and moral action—as well as dialectics and change—are introduced throughout the course as the content that must be subjected to disciplined philosophical analysis. 3 semester hours
ED 756  LEGAL ASPECTS OF POSTSECONDARY EDUCATION
This course provides students with an understanding of the principles of law as related to the problems of administration in higher education. The course covers the study of topics related to contract law, the relationship of personnel policies to litigation, equal opportunity regulations, and laws relating to students in postsecondary education. In addition, the course familiarizes students with the principles of courtroom procedures, testimony, and evidence rules. 3 semester hours

ED 775  STUDENT SERVICES AND PROGRAMS IN HIGHER EDUCATION
This course familiarizes students with the development, philosophy, organization, administration, management, program content, and contemporary issues related to student affairs work in colleges and universities. 3 semester hours

ED 777  ASSESSMENT OF SCHOOLS AND SCHOOL PROGRAMS
In this course, students explore past and current practices used to monitor individual and group progress toward standards of knowledge and performance, assess achievement, report and explain assessment outcomes to the community and various school district stakeholders, interpret indicators and ratings of school performance, use assessment outcomes as incentives for improved performance, build school and individual capacity, and deliver sanctions for persistent success and failure. 3 semester hours

ED 788  SPECIAL TOPICS
Topics that have special appeal to instructors and students because of their timely quality and the particular qualifications of the instructor are periodically offered. Newly developed doctoral level courses may be offered in this category prior to their formal approval and assignment of course numbers. 3 semester hours

ED 790  SCHOOL REFORM
An overview of the history of school reform initiatives will precede a careful examination of present day efforts to change school goals and processes (e.g., America 2000 or former President Clinton’s 10-Point Plan). Proposals for change will be critically analyzed in terms of their proponents’ motivations, the coalitions of interest they purport to serve, the benefits they allege to provide, and the costs they have on various segments of society. To what extent can the school be an instrument of social stability, change, or reconstruction? Who are the stakeholders and the power holders in public education? 3 semester hours

ED 791  ANALYZING EDUCATIONAL CONTROVERSY
A variety of topical controversial issues in education will be examined to determine whether the apparent controversies are based on real conflicts; whether the underlying disputes can be reconciled or lead to impasse; and to what extent issues of understanding, fact, and value hinder reconciliation. A systematic technique for the analysis of controversy will be taught and practiced throughout the course. The course will focus on such issues as sloganeering, identifying authority, and the definition and operationalization of controversial educational claims, as well as value conflicts and the techniques of constructing compromise positions. 3 semester hours

ED 792  IMPROVING THE TEACHING/LEARNING ENVIRONMENT
Students will study academic theories, studies, and models that promote school and teacher improvement. Four major themes will be explored: commitment to education, school reform, creating change, and personal and organizational excellence. Through lecture, discussion, video, and experiential learning, students will develop a knowledge base about effective schools and teaching that will enhance their skill as educational leaders. 3 semester hours

ED 793  IMPROVING THE TEACHING AND LEARNING ENVIRONMENT IN HIGHER EDUCATION
Students will study academic theories, research, and models that promote teaching and learning effectiveness in higher education classrooms. This course serves as a foundation for understanding the various dimensions of learning in a college setting, and as a practical perspective on learning theories, teaching methods, evaluation, and curriculum planning. In addition, the value of teaching, the role of the professorate, academic ethics, and the reflective practice in teaching will also be covered. 3 semester hours

ED 801/802  INTERNSHIP IN SCHOOL SUPERINTENDENCY
This course is required of all candidates for the assistant superintendent and superintendent letter of eligibility certifications. The course provides field and internship experience as required by the Pennsylvania Department of Education and other states for certification as an assistant superintendent or superintendent. The student and university supervisor, who must have experience as a superintendent, in consultation with the appropriate school or school district administrator(s), design an individualized action plan that will provide the student with the opportunity to gain the experience, knowledge, and skill competencies required. A detailed record of experiences, projects, and activities is maintained by the student. Expectations by the state department of education and Educational Leadership Constituent Council of the NCACTE provide the core concepts for this experience. Monitoring evaluation of the student’s accomplishments and achievements in the practicum is done jointly by the university supervisor and school district-based personnel. 3 semester hours for each course yielding a total of 6 semester hours

ED 803  STANDARDS-BASED ASSESSMENT
In this course, students examine the various models currently being used in statewide and local assessments. This includes a critical review of assessment policy and procedures, as well as score interpretation and the data dissemination approaches now being employed. Measurement theory and statistical analysis are applied in these critical reviews. Classic topics covered include those of fairness vs. predictive bias, reliability, standard error, and validity. Finally, the course addresses the special problems of alternative and “authentic” assessment in this context. A case study approach is also used as one technique in this analytical effort. Prerequisites: ED 503 and 510. 3 semester hours

ED 804  CURRENT ISSUES IN HIGHER EDUCATION
This course focuses on the identification and analysis of issues, innovations, trends, and policies of current importance in higher education. Topics may include student retention, faculty development, lifelong learning, the job market and higher education, technology, and distance learning. 3 semester hours

ED 805  CURRICULUM ISSUES IN K–12 EDUCATION
This course provides students with an opportunity to examine a variety of curriculum issues facing educational leaders. Through individual reflection and group process, students will study the theoretical foundations and practical implications of curriculum leadership. Students will be responsible for analyzing curriculum and instruction in their own school communities and developing a professional leadership action plan to bring about positive
ED 810-811 PRACTICUM IN SCHOOL ADMINISTRATION I & II
This course is required for all candidates for Principal Certification. It is designed to provide field experience as required for certification. The student and supervisor, in consultation with the appropriate school or school district administrator, design an individualized action plan that provides the student with the opportunity to gain the experience, knowledge, and skill competencies required. Monitoring evaluation of the student's accomplishments and achievements in the practicum is done jointly by the university supervisor and school district–based personnel. 3 semester hours each

ED 820 POLICY DEVELOPMENT IN EDUCATION
Policy theory is examined in the special context of its application to educational institutions. Various models of policy are analyzed with an eye to their being effective, efficient, and moral. To be investigated are methods for judging the persuasiveness and utility of policy proposals. Cross-cultural and historical issues will be considered. 3 semester hours

ED 822 PERSONNEL MANAGEMENT IN HIGHER EDUCATION
This course provides an overview of the concepts in personnel management in general and specifically how they fit into the organizational framework of institutions of higher education. Both the formal and informal function of managing personnel are examined. Current topics in the field are investigated, such as leadership styles, interpersonal communication, staff development and training, diversity in the workforce, conflict management, and ethical issues. Students have opportunities to explore their own management styles, as well as the organizational culture of their institutions. 3 semester hours

ED 823 ETHNOGRAPHIC STUDY OF LANGUAGE
This course will investigate socially adaptive language and communication strategies in their natural contexts for use. The theoretical component of the course will explore conceptual models for describing and understanding language development, communicative competence, and relationships between schooling and language. Prerequisite: ED 726. 3 semester hours

ED 824 SEMINAR IN THE PSYCHOLOGY OF LANGUAGE
This course provides an in-depth examination of current topics in the psychology of language, particularly as they relate to reading. There is an emphasis on theory and the development of research grounded in theory. Prerequisites: ED 710, 726, or permission of the instructor. 3 semester hours

ED 827 READING RESEARCH: PAST, PRESENT, AND FUTURE
This course will examine, compare, and critique topics, methodologies, and conclusions from representative studies in the field of reading since the beginning of reading research in the late 1800’s. Trends will be noted and likely future topics, trends, and methodologies will be discussed. Prerequisites: ED 510, 521, and 522. 3 semester hours

ED 840 PRACTICUM IN ADVANCED CLINICAL EXPERIENCE IN CLINICAL DIAGNOSIS
This course is designed for those doctoral students who are in the reading diagnostician track. Students are supervised at various educational settings. Conferences are held with the supervisor at regular intervals to discuss the different projects and field assignments and how these assignments fulfill standards in the field. Students are expected to complete case studies and observe clinical situations. They are also expected to translate current issues of diagnostic practice into effective solutions in the field. 3 semester hours

ED 841 PRACTICUM IN ADVANCED CLINICAL EXPERIENCE IN READING/LANGUAGE ARTS SUPERVISION
This course is designed for those doctoral students who are in the reading leadership track. Students are supervised at various educational settings. Conferences are held with the supervisor at regular intervals to discuss the different projects and field assignments and indicate how their projects fulfill standards in the field. Students are expected to translate current issues of reading leadership in education into practical and effective solutions in the field. 3 semester hours

ED 845-846 SPECIAL TOPICS FOR SCHOOL ADMINISTRATION I & II
Open to all matriculated students in school administration programs. Required of all candidates for the Letter of Eligibility. The course is designed to provide students with in-depth exposure to the problems confronting educational leaders in contemporary educational settings. Political, social, and cultural influences on decision making and the decision-making skills required to achieve a synthesis between policy and pragmatic requirements of administration are the substance of seminar discussion. Guest lecturers from selected school districts are invited to supply the first-hand knowledge of administrative challenges confronted by leaders in school administration. May not be substituted for the Practicum (ED 810) in School Administration. ED 845 is a prerequisite for ED 846. 3 semester hours each

ED 855 CURRENT ISSUES IN PUPIL SERVICES
The purpose of this course is to provide students with basic information, traditional theories, and controversial issues in the field of pupil personnel as related to educational leadership. Students will study the changing societal conditions requiring these pupil services and the reasons for their integration. Using research findings in conjunction with contemporary issues and cases, students will further develop problem solving and decision-making skills required for leadership in the field of pupil services. Each student will design a pupil services division or department for his or her district with a philosophical preamble, supporting research, school board policy statement, mission statement, identified functions, necessary job descriptions, an organizational chart, and other elements of the student's choosing. Pre- or corequisites: ED 547 and 548. 3 semester hours

ED 890 RESOURCE DEVELOPMENT FOR HIGHER EDUCATION
Explores issues of development and funding for higher education programs. The course emphasizes roles played by foundations, grants, and federal agencies as well as traditional tuition support models. Policies of federal and state governments will be examined in terms of support for higher education programs. Grant resources and grant writing are explored. 3 semester hours

ED 891 HIGHER EDUCATION FINANCE
Reviews budgeting models appropriate to diverse programs in higher education today. This exploration focuses upon accounting methods and corresponding financial management strategies, which reflect methods of capital formation, risk management, resource allocation, revenue sources and capital structures, fiscal
planning, and the impact of governmental fiscal policies. 3 semester hours

ED 892 TECHNOLOGY IN HIGHER EDUCATION
In this course, students will explore the impact of technology on higher education, including use of computers and other technology in the educational process; technological development in educational media, library, and other services; policy considerations and issues related to the deployment of enterprise software on college/university campuses. Current problems, anticipated trends, and specific issues will be addressed from the perspective of the various stakeholders within the educational system: faculty, students, administrators, and public and governmental agencies. 3 semester hours

ED 895 INDEPENDENT STUDY IN EDUCATION (DOCTORAL)
Designed to meet the needs and interests of doctoral degree students who wish to pursue the study of topics beyond the range of the doctoral curriculum. Each student enrolled in an independent study must work under the guidance and supervision of a member of the faculty of the education department. Prior approval from the associate dean/director of the Center for Education is necessary before a student may enroll in this course. 1–3 semester hours

ED 896 CURRICULUM DEVELOPMENT PROJECT
This course is designed to meet the needs and interests of doctoral degree students who wish to develop a complete and original postsecondary curriculum on a special topic. This work must be done under the guidance and supervision of a member of the faculty of the education department. Prior approval from the associate dean/director of the Center for Education and the student's advisor is necessary before a student may enroll in this course. 3 semester hours

ED 901-902 DISSERTATION SEMINAR I & II
Students meet on a regular basis with their faculty advisors to develop appropriate research strategies, review ongoing research ideas, and develop a formal proposal for the doctoral dissertation. Students will enroll in this course for two consecutive academic semesters after they complete all course work and pass the comprehensive examination. 3 semester hours each

ED 903 DISSERTATION SEMINAR III
Students who have not successfully defended the dissertation proposal at the end of ED 902 will maintain continuous enrollment in ED 903 until their dissertation proposal has been accepted following a formal defense. 3 semester hours

ED 999 DISSERTATION RESEARCH
Students are continuously enrolled in dissertation credits for a minimum of 12 semester hours. During this time, they complete their dissertations. Minimum of 12 semester hours

HUMAN SEXUALITY EDUCATION

HSED 501 SEXUALITY AND SOCIETY IN CROSS-CULTURAL PERSPECTIVE
This course provides an anthropological approach to the norms and mores sanctioning and regulating human sexuality. It focuses on the extent to which sexual practices and beliefs are culturally determined and related to key symbols and key relationships that structure society. Sex and gender throughout the life cycle in a variety of traditional and complex societies are considered. 3 semester hours

HSED 588 SPECIAL TOPICS IN HUMAN SEXUALITY
Topics that have special appeal to instructors and students because of their timely quality are periodically offered in the form of newly developed courses. Newly developed courses may be offered in this category prior to their formal approval and assignment of course numbers. 3 semester hours

HSED 592 CONCEPTS IN HUMAN SEXUALITY
An overview of the concepts from current research in human sexuality. Students identify their own values, identify those of others, and become at ease discussing the many different topics of sexuality. This course is a prerequisite for all courses taken in the human sexuality program; students must have permission from the instructor to enroll in this course. 3 semester hours

HSED 593 BEHAVIORAL FOUNDATIONS IN HUMAN SEXUALITY
An examination of human sexual behavior, including identity, roles, orientation, lifestyles, love, and relationships. Included are problems that can affect sexual behavior. Pre- or corequisite: HSED 592. 3 semester hours

HSED 594 HISTORY AND ETHICS OF HUMAN SEXUALITY
This survey course traces sexual mores and concepts as expressed in the writings and art of various cultures and religions over time. Particular focus will be on the sexuality of the early civilizations of the Middle East, the beginnings of monotheism in Judaism, and the spread of Christianity across Europe and North America. These themes will be traced in the 19th, 20th, and 21st centuries here in the United States. Emphasis will be on identifying conflicting and changing sexual values concerning marriage, premarital and extra-marital sexuality, masturbation, fertility, contraception, gender roles, and homo-bi-heterosexual identity over time. The birthing and history of the field of sexology and sexuality education will be placed in the broader historical events of the 20th and 21st centuries. Ethical codes of conduct for professionals in sexology will be compared to other codes of conduct. 3 semester hours

HSED 601 PRACTICUM IN SEXUALITY EDUCATION
Students participate in a supervised human sexuality teaching experience at a variety of educational levels and with diverse student populations. All students enrolled in this course must complete 50 contact hours delivering educational services related to human sexuality. The course instructor and student meet for conferences at regular intervals to discuss curriculum and lesson development, evaluations, and assessment. These meetings must total a minimum of 25 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. The supervision and contact hours in this course fulfill supervision requirements for AASECT sexuality educator certification thorough Widener's special status agreement with AASECT. Note: Students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 625 and 644. 3 semester hours

HSED 602 PRACTICUM IN CLINICAL SEXOLOGY
Students participate in a supervised clinical sexology experience in varied situations with diverse populations. All students enrolled in this course must complete 250 contact hours delivering clinical services related to human sexuality to individuals, couples, or groups. The course instructor and student meet for
supervision at regular intervals to discuss assessment, diagnosis, and treatment planning. These meetings must total a minimum of 50 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. This course fulfills supervision requirements for AASECT sex therapist/counselor certification through Widener’s special status agreement with AASECT. Note: Students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 627, 642, 645, and 748. 3 semester hours

HSED 612/613 PRACTICUM IN HUMAN SEXUALITY I-A/B
Students participate in a supervised clinical sexology experience in varied situations with diverse populations. All students enrolled in this course must complete 250 contact hours delivering clinical services related to human sexuality to individuals, couples, or groups. The course instructor and student meet for supervision at regular intervals to discuss assessment, diagnosis, and treatment planning. These meetings must total a minimum of 50 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. This course fulfills supervision requirements for AASECT sex therapist/counselor certification through Widener’s special status agreement with AASECT. Note: Students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 627, 642, 645, and 748. 3 semester hours each

HSED 614/615 PRACTICUM IN HUMAN SEXUALITY EDUCATION II-A/B
Students participate in a supervised human sexuality teaching experience at a variety of educational levels and with diverse student populations. All students enrolled in this course must complete 30 contact hours delivering educational services related to human sexuality. The course instructor and student meet for conferences at regular intervals to discuss curriculum and lesson development, evaluation, and assessment. These meetings must total a minimum of 25 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. The supervision and contact hours in this course fulfill supervision requirements for AASECT sexuality educator certification through Widener’s special status agreement with AASECT. Note: students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 625 and 644. 1.5 semester hours each

HSED 625 HUMAN SEXUALITY FOR THE EDUCATION & COUNSELING PROFESSIONAL I
Preparation for human sexuality education and counseling in schools, agencies, and community. Focus is on the role of the educator/counselor in planning, implementing, and evaluating sexuality content for a variety of circumstances and groups. Pre- or corequisite: HSED 593. 3 semester hours

HSED 626 HUMAN SEXUALITY FOR THE EDUCATION PROFESSIONAL II
Emphasis is placed on exploring methods available for sexuality education, examining sensitive issues and materials, adapting existing education interventions to special populations, and developing strategies for working with communities. Prerequisite: HSED 625. 3 semester hours

HSED 627 FOUNDATIONS OF CLINICAL SEXOLOGY
This course provides a foundational understanding of clinical sexology. Clinical sexology is presented in the context of the joint understanding of the World Health Organization (WHO), Pan American Health Organization (PAHO), World Association of Sexual Health (WASH), and American Association of Sexuality Educators, Counselors, and Therapists (AASECT). Students examine clinical sexology as a specialty of the mental health discipline. 3 semester hours

HSED 642 SEXUAL DYSFUNCTIONS AND THEIR TREATMENT
The basic theory, principles, and research regarding the treatment of sexual dysfunctions are covered, including biological and psychological determinants. Designed for educators who plan to teach some aspect of sexual dysfunction. Pre- or Corequisite: HSED 593. 3 semester hours

HSED 643 THEORIES OF DEVELOPMENT AND EDUCATION IN HUMAN SEXUALITY
This course provides an overview of human development, sexual development, learning, and education theories. Content and assignments explore the intersections of these frameworks and theories. 3 semester hours

HSED 644 BIOLOGICAL FOUNDATIONS OF HUMAN SEXUALITY
This course is an examination of the human reproductive system, including fertility control, pregnancy, prenatal development, and birth. Included will be adult sexual functioning, the response cycle, and problems that can affect the system. Prerequisite: HSED 593. 3 semester hours

HSED 645 SEXUAL MINORITIES
This course covers homosexual and other sexual identities and how they have been the subject of speculation, misunderstanding, and, sometimes, violent attempts at “correction or elimination.” The topics include sexual orientation, gender expression, transsexuality, sexism, heterosexism, and homophobia. Prerequisite: HSED 592. 3 semester hours

HSED 718 TEACHING SENSITIVE ISSUES IN HUMAN SEXUALITY
This course emphasizes both process and practice in the communicating and teaching of very sensitive and controversial content. This is a capstone course in which students integrate past course work to better understand how to teach about sensitive issues in human sexuality. Students have an opportunity to take an active role in processing their own feelings, values, and attitudes regarding this content, as well as learning specific educational methodologies to teach these subjects. Prerequisites: HSED 625 and 626. 3 semester hours

HSED 719 SENSITIVE ISSUES IN CLINICAL SEXOLOGY
Building on the foundational work completed in earlier courses, this course examines clinical responses to sensitive issues in sexological practice. Professional insight, experience, and research highlight that the psychotherapeutic relationship is the most significant factor of change. In addition, clients’ value systems adjust to
that of their therapists during treatment and remain so after termination. As a result, this course emphasizes countertransference dynamics and their effects on the psychotherapeutic relationship. Content areas may include abortion, bisexuality, HIV infection, homophobia, pedophilia, pornography, sexual assault, sexual harassment, sexual pleasure, and power. Prerequisites: HSED 625 and 627. 3 semester hours

**HSED 748 COUPLE AND RELATIONSHIP THERAPY**

Case presentations and role-playing are used to illustrate couples’ treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy are addressed. Prerequisite: HSED 593. 3 semester hours

**HSED 750 HISTORY AND POLICY OF RELIGIOUS BELIEF SYSTEMS**

Sexuality, including marriage, monogamy, polygamy, celibacy, pre- and post-marital sexuality, orientation, cross-gender behaviors, reproduction, rape, and the like will be studied in review of Hebraic/Christian/Islamic religious texts and the policies and codes developed by organized religions over time. Students will be able to compare and contrast the policies of their own religious traditions and identify other traditions, as well as the values and principles of each change in policy. The sexual conduct of religious professionals will be studied comparing various professional and ethical codes of conduct. Prerequisite: HSED 593. 3 semester hours

**HSED 751 SEXUALITY AND CHRONIC ILLNESS/DISABILITIES**

This course uses an integrative model of sexual health across the life cycle as the central reference when evaluating or treating special populations, such as persons with chronic illness or disabilities. Physiological factors, disease factors, and treatment factors are examined regarding their roles with sexual dysfunctions. The combination of sexual counseling with medical treatment is examined. Specific illnesses and injuries, including cardiovascular disease, cancer, diabetes, chronic pain, infertility, spinal cord injuries, and their impact on sexuality are reviewed. Special focus is placed on persons with mental illnesses or significant cognitive limitations. The roles of sexuality policies with vulnerable populations are reviewed, with special attention on consenting issues. The ethical implications of practice are central. Prerequisites: HSED 593 and 644. 3 semester hours

**HSED 788 SPECIAL TOPICS IN HUMAN SEXUALITY**

Topics that have special appeal to instructors and students because of their timely quality and the particular qualifications of the instructor are periodically offered. Newly developed doctoral level courses may be offered in this category prior to their formal approval and assignment of course numbers. 3 semester hours

**HSED 810 PRACTICUM IN SEXUALITY EDUCATION**

Students participate in a supervised human sexuality teaching experience at a variety of educational levels and with diverse student populations. All students enrolled in this course must complete 50 contact hours delivering educational services related to human sexuality. The course instructor and student meet for conferences at regular intervals to discuss curriculum and lesson development, evaluation, and assessment. These meetings must total a minimum of 25 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. This practicum is designed to build scholarly, publishable quality skills in students. The supervision and contact hours in this course fulfill supervision requirements for AASECT sexuality educator certification through Widener’s special status agreement with AASECT. Note: students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 625 and 644. 3 semester hours

**HSED 811 PRACTICUM IN CLINICAL SEXUALITY**

Students participate in a supervised clinical sexology experience in varied situations with diverse populations. All students enrolled in this course must complete 250 contact hours delivering clinical services related to human sexuality to individuals, couples, or groups. The course instructor and student meet for supervision at regular intervals to discuss assessment, diagnosis, and treatment planning. These meetings must total a minimum of 50 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. This course fulfills supervision requirements for AASECT sex therapist/counselor certification through Widener’s special status agreement with AASECT. Note: Students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 627, 642, 645, and 748. 3 semester hours

**HSED 812/813 PRACTICUM IN SEXUALITY EDUCATION I/II**

Students participate in a supervised clinical sexology experience in varied situations with diverse populations. All students enrolled in this course must complete 250 contact hours delivering clinical services related to human sexuality to individuals, couples, or groups. The course instructor and student meet for supervision at regular intervals to discuss assessment, diagnosis, and treatment planning. These meetings must total a minimum of 50 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. This course fulfills supervision requirements for AASECT sex therapist/counselor certification through Widener’s special status agreement with AASECT. Note: Students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 627, 642, 645, and 748. 1.5 semester hours each

**HSED 814/815 PRACTICUM IN CLINICAL SEXUALITY I/II**

Students participate in a supervised human sexuality teaching experience at a variety of educational levels and with diverse student populations. All students enrolled in this course must complete 50 contact hours delivering educational services related to human sexuality. The course instructor and student meet for conferences at regular intervals to discuss curriculum and lesson development, evaluation, and assessment. These meetings must total a minimum of 25 hours in either a one-on-one or group format at the discretion of the instructor. Students are evaluated on standardized professional goals and others established with the instructor at the start of the field instruction. In addition to field work, students are required to complete a set of assignments as directed by the instructor. This practicum is designed to build scholarly, publishable quality skills in students. The supervision and contact hours in this course fulfill supervision requirements for AASECT sexuality educator certifi-
cation through Widener’s special status agreement with AASECT. Note: students must contact the director of field experience to enroll in this course. Prerequisites/corequisites: HSED 625 and 644. 1.5 semester hours each

HSED 831 LITERATURE IN HUMAN SEXUALITY
A review of the literature in human sexuality with special emphasis on the critique of philosophical stances and research/evaluation are employed. Prerequisites: ED 510 and HSED 718. 3 semester hours

HSED 832 THEORETICAL UNDERPINNINGS OF SEXUALITY
This course is designed to provide an appreciation of theory and its critical role in sexuality research, education, counseling/therapy, and healthcare. Since sexology embraces many disciplines, theories from a variety of these disciplines and their application in sexology will be examined. There is active and continuous writing, reporting, and restructuring in this course. Students analyze, debate, and discuss critical writing. In this process, students ultimately seek the bodies of literature that will support their doctoral research and exit with the tools and capabilities to write a critical review of the literature subtending the dissertation effort. Prerequisites: ED 510 and HSED 718. 3 semester hours

THE COUNCIL FOR RELATIONSHIPS

Widener’s human sexuality education program is affiliated with the Council for Relationships, which is a post-graduate certified training institute. The council is nationally accredited by the American Association of Marriage and Family Therapists (AAMFT).

Courses at the Council can be taken by human sexuality students as electives, with permission from their advisor. Tuition for these courses is paid directly to the Council for Relationships, with an additional fee charged for Widener credits by the Office of the Registrar.

PCED 530 SYSTEMS THEORY AND COUPLES THERAPY
This course provides students with a basic understanding of the major theoretical schools of systems theory. 3 semester hours

PCED 531 MARRIAGE AND FAMILY COLLOQUIUM
This course is taught by multiple instructors who each address a specific topic in couples therapy. The course presents a cross-sectional view of couples’ relationships as they deal with various interpersonal crises. 3 semester hours

PCED 532 PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN SYSTEMS THEORY
This course sensitizes the student to those professional and ethical issues common to a systems oriented therapy, as well as the legal liabilities inherent in such a professional practice. 3 semester hours

PCED 533 CHILD AND ADOLESCENT DEVELOPMENT AND PSYCHOPATHOLOGY
This course provides students with basic information about child and adolescent development and psychopathology within a systemic framework. 3 semester hours

PCED 534 RACIAL AND GENDER ISSUES IN THERAPY
This course develops the knowledge base and conceptual skills of a systems therapist to be able to initiate problem solving from ecological, systemic, and cultural perspectives. 3 semester hours

PCED 535 RESEARCH IN COUPLE/MARITAL AND FAMILY THERAPY
The purpose of this course is to educate clinicians to the importance, usefulness, and accessibility of applied psychotherapy research and to foster an interest in collaborative efforts between researchers and clinicians. 3 semester hours

PCED 730 COUPLE DYNAMICS AND THERAPY
This course provides students with basic information about theory and intervention strategies for couples and families. The course also has an experiential component. This component examines each participant’s style and approach to marital and family therapy, particularly around joining, engaging, and establishing the therapeutic alliance. 3 semester hours

PCED 731 THEORY AND PRACTICE OF FAMILY THERAPY
This course covers the history, major theories, and techniques of family therapy. Major umbrella concepts related to theories of change, family development, self in context, the nature of therapeutic reality, and the therapist’s use of self are addressed. 3 semester hours

PCED 732 ADULT PSYCHOPATHOLOGY FROM A SYSTEMS PERSPECTIVE
Students study how a diagnosis is made, based on examination, history, family history, and observation over time; how the Mental Status Examination is performed; the major disorder groupings laid out in the DSM-IV; and the basic understanding of the course of these disorders in the individual and the family and social system, including treatment options. 3 semester hours

PCED 733 ADULT DEVELOPMENT FROM A FAMILY SYSTEMS PERSPECTIVE
In this course, each adult life cycle stage from an individual and family systems perspective is explored, including gender, ethnicity, and class, with investigation of how these factors alter the life cycle. 3 semester hours

PCED 734 SEX THERAPY I: CONCEPTS IN HUMAN SEXUALITY
This course explores essential concepts of sexuality by examining the basic theory, principles, research, and practices regarding sexual issues for which clients seek understanding and treatment. Topics include sexual and reproductive anatomy and physiology, gender, religion, and other socio-cultural issues, sexual orientation, sexual trauma, sexual compulsivity, atypical sexual behaviors, chronic illness and disability, and sexual feelings in clinical practice. Students explore personal attitudes, values, and emotions as they relate to course material. This course also includes a mandatory one-day sexual attitude/values training experience. 3 semester hours

PCED 735 SEX THERAPY II: ASSESSMENT AND TREATMENT OF SEXUAL DYSFUNCTIONS
This course builds on the introductory course and offers advanced understanding of assessment, diagnosis, and treatment models for sex therapy practitioners. Students learn and engage in the practice of these therapeutic modalities throughout the course. Specific attention is paid to learning the techniques of sex-related assessment, diagnosis, and treatment of the psychosexual disorders as described in the current edition of the DSM. Theory and methods of both psychological and medical interventions are explored. This course includes a mandatory one day “Advanced Sexual Attitude/Values” training experience. 3 semester hours
PCED 738  FOUNDATIONS IN SYSTEMIC THERAPY
While models of couple and family therapy are established on the foundation of theoretical concepts that support the practice of varied clinical approaches, there are clinical practices and theoretical formulations that are common to all systemic therapies. This course highlights and defines the common practices that are foundational to systemic practice. Didactic material, tapes of therapy, and in-class exercises help explicate both the overt meaning and experiential impact of these common clinical approaches to systemic therapy. Included in the class instruction is an intensive review of how to do genograms in couple and family therapy. Distinctions between process and outcome are reviewed with an emphasis on learning process-based interventions. The role of “questions” in clinical work is practiced. The common dimensions of systemic practice are explored via the analysis of taped therapy sessions and transcripts of therapy sessions. The study of the multidimensional nature of “change” fosters the exploration of fit between the therapist and treatment approaches. 3 semester hours

PCED 739  CONTEMPORARY SYSTEMIC MODELS AND RELATIONSHIPS EDUCATION
This course provides students with an overview and introduction to contemporary issues in the field of couple and family therapy. Building on a foundation of systemic practice from a historical perspective, this course highlights advances in clinical practice based on theory, practice, and applied research. This course provides a framework for comprehensive practice and clinical formulation that includes couple and family therapy, education, and enrichment. Specific attention is given to the elements of the intersystem model. The overview includes models such as Gottman’s Marital Therapy: A Research-Based Approach, emotionally focused couples therapy (Johnson and Greenberg), internal family systems (Schwartz), attachment-based family therapy (Diamond), systemically oriented cognitive/behavioral therapy, collaborative couples therapy (Wile), emotional intelligence in couples therapy (Atkinson), EMDR, and other affective/experiential models such as relationship enhancement (RE). Preventive approaches to couples therapy/education, such as PREP and PAIRS, are examined in terms of theoretical formulations that guide clinical practice. 3 semester hours

INSTRUCTIONAL TECHNOLOGY EDUCATION

TED 502  SOFTWARE APPLICATION AND INTEGRATION
This course is designed to help educators understand how to use a variety of computer software applications to create an effective learning environment. Emphasis is on selection criteria for software, software evaluation, classification of software, and software to assist diverse learners. 3 semester hours

TED 503  COMPUTERS AND TECHNOLOGY FOR EDUCATORS
This course helps educators explore how to use present and emerging technologies in their classrooms. The course emphasizes computer skills development, computers as aids in record keeping, educational computer applications, and other technologies available for teaching and learning. Topics include course material preparation, computer-driven presentations, multimedia, the internet, online searching, and guidelines for software and technology evaluation. No prior experience with computers is necessary. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

TED 504  TECHNOLOGY AND LEADERSHIP
In this course, administrators and technology leaders explore how to plan for technology in their schools. The course emphasizes administrative uses of technology, long-term technology planning, assessing staff technology needs and skills, and technology staff development planning. Topics include equity, technology in administration and instruction, and planning for technology. 3 semester hours

TED 505  HARDWARE/SOFTWARE SYSTEMS
This course assists educators in designing, developing, and implementing the technology needs of an educational institute. Students develop an understanding of the hardware and software systems’ needs, as well as budgets and implementation concerns. 3 semester hours

TED 521  THE INTERNET FOR EDUCATORS
This course introduces students to the uses of the internet in an educational setting. Core to this course is web page development. Students explore the internet, construct internet activities, and discuss legal and ethical issues as they apply to the internet’s use in education. 3 semester hours

TED 530  INSTRUCTIONAL DESIGN AND INTEGRATION
Students examine current and new theoretical models of design and develop and evaluate instructional technology materials and software. Students also design instructional frameworks that infuse technology and select the appropriate software for that design. 3 semester hours

TED 531  HYPERMEDIA DEVELOPMENT AND APPLICATION
Students examine educational applications of hypermedia tools. This hands-on course covers all aspects of multimedia construction and design in three phases using three different authoring programs. Students learn how to incorporate digitized media (sound, photographs, and motion clips) into hypermedia. Educational implications and current research are discussed. Prerequisite: TED 530. 3 semester hours

TED 532  MEDIA DESIGN AND INTEGRATION
In this course, students explore all aspects of analog and digital media. Students develop a foundation in basic media production, including scanning, photo enhancements and design, video capture and editing, and storyboarding and project planning. Prerequisite: TED 531. 3 semester hours

TED 533  ASSISTIVE TECHNOLOGY
In this introductory course, students explore the use of assistive technologies in a classroom environment. The course focuses on the various applications, activities, and hardware devices used for special needs students. 3 semester hours

TED 540  INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY
This course gives the candidate seeking an Instructional Technology Specialist Certificate a minimum of 75 hours of field experience in an educational setting. The student and supervisor, in consultation with the selected school, design an implementation plan for the candidate. Monitoring and evaluation of the candidate is done jointly by the university supervisor and district personnel. 3 semester hours
TED 542  INTRODUCTION TO PASCAL
The objective of this course is to prepare educators to teach PASCAL programming with topics from structured programming. The course emphasizes techniques for classroom instruction and uses IBM PC and modern-based compilers. 3 semester hours

TED 543  PROGRAMMING IN C++
The objective of this course is to introduce and demonstrate the use of the C++ programming environment and PC-DOS. Emphasis is placed on the use of algorithms, proper documentation, program, structure, and top-down program design. A brief overview and history of the C++ language is presented, including the relationship to the development of algorithms and proper programming practices in computer science. 3 semester hours

TED 545  PROGRAMMING IN JAVA
The basic objective of this course is to prepare secondary computer science teachers to teach the entire A-level course content of the Advance Placement Examination using Java as the source code. Java is studied as an application language and not as used in internet programming. A brief overview and history of the Java language is presented, including its relation to the development of algorithms, data structures, and proper programming practices implemented in computer science as a problem solving methodology. An introduction to the Java programming environment and PC-DOS is given. Special attention is directed to the use and implementation of Java's object-oriented (OO) features, including its special classes and structures. Suggestions and discussions are directed toward methods and strategies for teaching of computer science, specifically, teaching Java in an advanced placement environment. The course includes all basic aspects of the Java language: fundamental storage units, I/O, branching, iteration, modularity, and implementation of OO classes. 3 semester hours

TED 551  ALGORITHMS AND DATA STRUCTURES
This course prepares secondary computer science teachers to teach the A-B level course content of the College Board Advanced Placement Examinations in computer science. Emphasis is placed on the development and implementation of algorithms and data structures, object-oriented programming, and programming methodology. Prerequisite: TED 542, 543, or 545. 3 semester hours

TED 701  ADVANCED WEB PAGE DESIGN
This course focuses on the design, page layout, and graphic preparation skills necessary to produce full-functioning web pages. Students create several web page examples, incorporating more complex features and skills. Practical exercises are implemented to focus on specific production skills. Participants are shown how to set up and manage a website within Dreamweaver. The course explains advanced site management features, including statements and producing rollover images and forms. Prerequisite: TED 521 or equivalent. 3 semester hours

TED 702  ADVANCED INTEGRATION AND TECHNOLOGY DESIGN
This course examines technology's possibilities in instructional design. Topics include literacy in a technological age, learners as problem solvers, global influences, and how teachers use technology to design learning. Prerequisite: TED 502 or equivalent. 3 semester hours

TED 703  ADVANCED DIGITAL MEDIA CONCEPTS
This course enables students to continue mastering software applications such as Photoshop, Flash, Dreamweaver, and other digital media production tools. While honing their creative processes, students explore the various digital output options, such as DVD, the web, CD-ROM, and audio CD, developing skills in the design of web sites, information architecture, and interactivity. This course helps students acquire the skills necessary to learn how to use new and emerging software tools and technology on their own. Prerequisite: TED 532 or equivalent. 3 semester hours

TED 801  TECHNOLOGY ISSUES IN K–12 EDUCATION
This course examines the latest information and trends regarding educational technology. Topics such as emerging technologies, implementing technology for learning, and state of staff development will be examined. Prerequisite: TED 504 or equivalent. 3 semester hours

MATHEMATICS EDUCATION

MAE 541  TEACHING DEVELOPMENTAL MATHEMATICS
This course examines the structure of secondary school mathematics with a particular focus on developmental mathematics. The Principles and Standards for School Mathematics, a publication of the NCTM (National Council of Teachers of Mathematics), provides a focus for this course. A strong emphasis is placed on mathematics as problem solving, communication and reasoning, and mathematical connections. Appropriate methods for teaching secondary school mathematics are explored. Mathematical topics are also presented in a historical context and take into account students with special needs. Pre- or corequisite: ED 511 or permission of the instructor. 3 semester hours

MAE 542  TEACHING GEOMETRY IN THE SECONDARY SCHOOL
This course provides students with an overview of Euclidean and non-Euclidean geometries, and the impact of technology on the teaching of geometry. Techniques and methods for helping secondary school students learn the basic principles of geometry are explored. This course develops and uses geometry problem-solving processes, including the notions of proof. Through activities, students become familiar with using technology (Geometer's Sketchpad, the internet, and graphing calculators), constructions, and the historical development of geometry. Prerequisite: MATH 141 or permission of the instructor. 3 semester hours

MAE 543  TEACHING ALGEBRA
Students explore and evaluate what is happening in the algebra classroom of today and what might happen in the algebra classroom of the future. Topics covered include functions, systems of equations and inequalities, matrices, data analysis, sequences and series, and probability. The historical development of algebra will be integrated throughout the course. Students will be exposed to the uses of technology in the teaching of algebra, such as the graphing calculator, the internet, and the World Wide Web. Prerequisite: MATH 141 or permission of the instructor. 3 semester hours

MAE 544  THE DEVELOPMENT OF ANALYSIS SINCE NEWTON
This course provides students with an introduction to the field of mathematical analysis—in particular, real analysis. The mathematical content includes a review of the techniques of calculus, the Fundamental Theorem of Calculus, a rigorous approach to the concept of limits, sequences, infinite series, and the evolution of the idea of a function. A historical approach to these topics
SCIENCE EDUCATION

SCED 575   STRATEGIES AND MATERIALS FOR TEACHING SCIENCE IN THE ELEMENTARY SCHOOL AND EARLY CHILDHOOD
With a course focus on early childhood and elementary school science (emphasis K–6), students learn how to implement various teaching strategies in elementary school science. In addition to working through science activities developed from everyday materials, students participate in activities from current national science curriculum reform efforts. These activities exemplify using inquiry-based lessons to teach science. This course contains a fieldwork component in a classroom setting. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

SCED 576   STRATEGIES AND MATERIALS FOR TEACHING SCIENCE IN THE SECONDARY SCHOOL
Hands-on experiences with demonstration materials, student laboratory activities, computer simulation, and opportunities to observe science education in a field setting are included in this course. Planning, organization for teaching, assessment, and the selection of materials receive major emphasis. Pre- or corequisites: ED 507, 517, or 518 and 511. 3 semester hours

SCED 577   PHYSICAL SCIENCE FOR ELEMENTARY AND MIDDLE SCHOOL EDUCATORS
This course is designed to enhance elementary/middle school science teachers’ conceptual understanding of physical science through examination of everyday phenomena, rather than through the utilization of more common theoretical approaches. Emphasis will be on the search for and use of evidence to provide the basis for drawing scientific conclusions. 3 semester hours

SCED 582   BIOLOGY FOR ELEMENTARY AND MIDDLE SCHOOL EDUCATORS
This course focuses on instructing elementary and middle school teachers how to use biological knowledge as a way of teaching scientific inquiry. In addition, this course provides teachers with the framework, both content knowledge and techniques, to creatively teach students the basic principles of life science. Lessons are developed around national and state science standards. An emphasis is placed on hands-on laboratory activities. No previous training in life sciences is required. 3 semester hours

SCED 583   THE NEW GENERATION OF SCIENCE CURRICULA
This course is designed to introduce standards-based, inquiry-centered science curriculum models to both prospective and practicing teachers. Students will spend much of their time working with actual units from selected innovative programs. 1–3 semester hours

SCED 584   DEMONSTRATIONS FOR SECONDARY PHYSICAL SCIENCE EDUCATORS
Teachers not only master demonstration techniques and strategies for “getting the most mileage” from demonstrations, but also add several dozen physics and chemistry demonstrations to their repertoire. Required printed materials are provided. 3 semester hours

SCED 585   FIELD ECOLOGY FOR TEACHERS
Teachers learn how to use ecological inquiry as a means of teaching scientific inquiry. The course will demonstrate that ecology is an extremely accessible topic to teachers at all grade levels. Its design is based on the premise that teachers must experience the process of ecological inquiry to construct their own understanding of how to teach this process. Participants learn field ecology sampling techniques and data analysis to teach inquiry-based environmental education at the level appropriate to the students they teach during the school year. No previous training in environmental education is required. 3 semester hours

SCED 586   METHODS AND MATERIALS FOR TEACHING ENVIRONMENTAL SCIENCE
This course is designed to accommodate the needs of elementary and secondary teachers. Significant effort is invested in reviewing existing materials and programs for purposes that meet the needs of the individual teacher’s classrooms, schools, or districts. The development of teaching methods and strategies are important course outcomes. 3 semester hours

SCED 587   METHODS AND MATERIALS FOR TEACHING EARTH AND SPACE SCIENCE
Existing print and nonprint resources are reviewed and evaluated with emphasis on the needs students have for their own classrooms, and their schools and districts. Viewing earth science as a “fertile field” for interdisciplinary/integrated science studies will be an important outcome. The tools to look at earth and space science using both the 2061 Benchmarks and the National Science Education Standards are provided. 3 semester hours

SCED 588   SPECIAL TOPICS
Topics that have special appeal to instructors and students because of their timely quality and the particular qualifications of the instructor are periodically offered. Newly developed courses may be offered in this category prior to their formal approval and assignment of course numbers. When more than one special topics course is offered in a semester, the registrar may assign alternate course numbers for these offerings. 1–3 semester hours

SCED 589   INTEGRATED SCIENCE, TECHNOLOGY, AND METHODS FOR ELEMENTARY EDUCATION
This course is designed for elementary and middle school educators to integrate selected areas of content from life, earth/space, physical, and environmental sciences within the
contexts of scientific inquiries and investigations, demonstrations, and special topic areas. Hypermedia development and application in science education will be both discussed and practiced. Prerequisite: TED 503 or permission of instructor. 3 semester hours

SCED 590  PERUVIAN AMAZON ECOLOGY
This course is designed to provide teachers with a variety of hands-on rainforest field experiences and techniques that they can use in their own classroom environments. The course offers a structured introduction to tropical systems and consists of a minimum, three-week effort. Participants will assist scientists conducting research and will also construct an original research project that is relative to their teaching goals and standards. Three components of the course include at least 20 hours of pre-trip reading, more than 45 hours of field study, and 25 plus hours of reflection and application development. Field work takes place in the Amazon Biosphere Reserve at the Amazon Conservatory of Tropical Studies located in the heart of the Amazon Rainforest in Iquitos, Peru. 2 semester hours

SCED 630  EVALUATION AND ASSESSMENT I—ELEMENTARY EMPHASIS
Students examine a variety of existing standardized and teacher-made tests to identify the levels of learner understanding required by test items plus the “match” of knowledge being tested with such standards as Project 2061 Benchmarks and the NSRC Science Teaching Standards. The practice of inferring outcomes for existing test items leads to skill in the development of assessments for outcomes originating from the new standards and/or Project 2061 Benchmarks. 3 semester hours

SCED 631  EVALUATION AND ASSESSMENT I—SECONDARY EMPHASIS
Students examine a variety of existing standardized and teacher-made tests to identify the levels of learner understanding required by test items plus the “match” of knowledge being tested with such standards as Project 2061 Benchmarks and the NSRC Science Teaching Standards. The practice of inferring outcomes for existing test items leads to skill in the development of assessments for outcomes originating from the new standards and/or Project 2061 Benchmarks. 3 semester hours

SCED 632  THE USE OF TECHNOLOGY IN SCIENCE EDUCATION
This course enables students to examine all new technologies which are now available for teacher use. Understanding how the technology operates is strongly supported by efforts to use it in appropriate locations and context within the science curriculum and within detailed courses of study. 3 semester hours

SCED 633  MANAGING THE SCIENCE PROGRAM
Budgeting, sources of materials, short- and long-range planning, evaluating facilities, safety and storage, maintaining inventories, and developing instruments to gather data about materials and practices are included in this practical course required of all who have a leadership/managerial role in science education. 3 semester hours

SCED 634  SCIENCE CURRICULUM REVIEW AND REVISION I—ELEMENTARY
Students examine a variety of schema for reviewing science curriculum and engage in extended practice of reviewing actual curriculum as well as a variety of state frameworks and course syllabi. They use the NSRC (National Science Resource Center) Standards and the Project 2061 Benchmarks to design and develop curricular frameworks and course syllabi. The development and statement of outcomes are of major importance. 3 semester hours

SCED 635  SCIENCE CURRICULUM REVIEW AND REVISION II—SECONDARY
Students examine a variety of schema for reviewing science curriculum and engage in extended practice of reviewing actual curriculum as well as a variety of state frameworks and course syllabi. They use the NSRC (National Science Resource Center) Standards and the Project 2061 Benchmarks to design and develop curricular frameworks and course syllabi. The development and statement of outcomes are of major importance. 3 semester hours

FACULTY

Alida Anderson
Assistant Professor
BA, Colgate Univ.; MA, Northwestern Univ.; PhD, Univ. of Maryland
(special education, language development, early childhood education)

Marcia Bolton
Clinical Assistant Professor, Intern Director
BA, Univ. of Florida; MEd, Univ. of S. Carolina; EdD, Shenandoah Univ.
(education leadership, curriculum and instruction, reading)

Thomas Benedetti
Associate Professor
BA, LaSalle Univ.; PhD, Temple Univ.
(modern languages)

Kathleen Bowes
Assistant Professor
BA, C olgate Univ.; M A, N orthw estern Univ.; PhD, Univ. of Wisconsin
( Instructional technology)

Bernard R. Brogan
Professor
B S , C heyney Univ.; M S , W est C hester Univ.; EdD , Tem ple Univ.
( educational leadership, social studies)

Alonzo C. Cavin
Associate Professor Emeritus
BS, Cheyney Univ.; MS, West Chester Univ.; EdD, Temple Univ.
(Project Prepare, curriculum)

Betsy Crane
Director of Human Sexuality Education Program; Professor
BA, Nazareth College; MA, Univ. of Texas; PhD, Cornell Univ.
(human sexuality, relationships, gender equity)

Antonia DeGeus
Professor
BA, Univ. of Pennsylvania; MEd, PhD, Temple Univ.
(research and statistics, psychology)

Arlene Dowshen
Associate Professor
AB, Douglass College; MSW, Univ. of Pennsylvania; MEd, EdD, Temple Univ.
(mathematics education)
Donald Dyson  
*Assistant Professor*  
BA, Eastern Univ.; MSS, Bryn Mawr College; PhD, Univ. of Pennsylvania  
*(human sexuality, relationships, gender equity)*

J. Joseph Edgette  
*Professor Emeritus*  
BS, West Chester State College; MS, MA, PhD, Univ. of Pennsylvania  
*(intern program, English education, folklore, foundations)*

Lawrence A. Fehr  
*Professor*  
BA, Monmouth College; MA, Fairleigh Dickinson Univ.; PhD, Univ. of Cincinnati  
*(adolescent psychology, psychology of school-age children)*

Kathryn Healey  
*Associate Professor*  
BA, Vassar College; MA, PhD, Bryn Mawr College  
*(group dynamics, counseling)*

Annemarie B. Jay  
*Assistant Professor*  
BS, MEd, West Chester State College; PhD, Univ. of Pennsylvania  
*(early literacy, strategic teaching and learning, comprehension)*

Dana Korin  
*Assistant Professor*  
BA, George Washington Univ.; MA, New York Univ., PhD, Rutgers Univ.  
*(reading education)*

Patricia A. Lawler  
*Professor*  
BA, College of New Rochelle; MS, Villanova Univ.; EdD, Columbia Univ.  
*(adult education, higher education)*

Michael W. Ledoux  
*Associate Dean & Director; Associate Professor*  
BA, Boston College; MDiv, Weston School of Theology; EdD, Duquesne Univ.  
*(elementary & early childhood education, teacher education)*

Margaret J. Linn  
*Associate Professor*  
BS, MEd, Univ. of Pittsburgh; PhD, Univ. of Pennsylvania  
*(special education, school psychology, early childhood)*

Matthew Lynch  
*Assistant Professor*  
BA, Univ. of S. Mississippi; MA, EdD, Jackson State Univ.  
*(elementary education, social studies)*

Stephen R. Madigosky  
*Professor*  
BS, Univ. of Connecticut; MS, EdD, Ball State Univ.  
*(science education, environmental science)*

Thomas Marshall  
*Assistant Director, Assistant Professor*  
BA, Lock Haven Univ.; MA, Univ. of Wyoming; PhD, Temple Univ.  
*(philosophy of education, higher education ethics)*

Konstance A. McCaffree  
*Adjunct Professor & Senior Program Consultant*  
BS, Univ. of Wisconsin; MS, State Univ. of New York; PhD, New York Univ.  
*(human sexuality)*

Nadine K. McHenry  
*Associate Professor*  
BS, Pennsylvania State Univ.; MA Beaver College; EdD, Temple Univ.  
*(elementary education)*

Susan Schaming McNiff  
*Assistant Professor*  
BA, MS, EdD, Duquesne Univ.  
*(counselor education)*

Philip Rutter  
*Assistant Professor*  
BA, Penn State Univ., MEd, PhD, Temple Univ.  
*(human sexuality education, counseling, counselor education)*

Lori Simons  
*Assistant Professor*  
BA, Neumann College; MA, St. Joseph's Univ.; PhD, Temple Univ.  
*(psychology)*

William R. Stayton  
*Scholar in Residence*  
BA, Univ. of Redlands; MDiv, Andover Newton Theological School; ThD, Boston Univ.  
*(human sexuality education)*

Mary W. Strong  
*Associate Professor*  
BED, Duquesne Univ.; MA, EdD, West Virginia Univ.  
*(reading/language arts)*

Timothy Sullivan  
*Associate Professor*  
BA, Stonehill College; MBA, Bryant Univ., EdD, Nova Southeastern Univ.  
*(higher education)*

Richard Thurlow  
*Associate Professor*  
BS, PhD, Univ. of Minnesota  
*(instructional psychology, cognitive science, psychology of reading)*

Ning Wang  
*Assistant Professor*  
BS, MEd, Beijing Normal Univ., Peoples Republic of China;  
MS, PhD, Univ. of Pittsburgh  
*(educational statistics and measurement)*

David V. Ward  
*Professor*  
BA, Pennsylvania State Univ.; PhD, Temple Univ.  
*(philosophy, ethics)*

Stephen C. Wilhite  
*Professor*  
BS, Emory Univ.; DPhil, Univ. of Oxford  
*(learning and memory and research methods)*

Robert J. Wright  
*Professor—On leave*  
BSEd, Kutztown Univ.; MEd, West Chester Univ.; PhD, Temple Univ.  
*(research and statistics, psychology)*

Noreen M. Yoder  
*Assistant Professor & Director, Child Development Center*  
BS, MEd, Cabrini College; EdD, Widener Univ.  
*(early childhood education)*
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Adjunct Assistant Professor
BS, MEd, Shippensburg Univ.; EdD, Widener Univ.

Debra Barzarsky
Adjunct Instructor
BS, MS, Miami Univ. of Ohio

Robert E. Bleakley
Adjunct Instructor
BS, Kean Univ.; MEd, Springfield College

William Bleam
Adjunct Instructor
BS, Pennsylvania State Univ.; MA, West Chester Univ.

Geraldine Bloemker
Adjunct Assistant Professor
BA, MA, MS, Villanova Univ.; PsyD, Widener Univ.

Basil E. Bly
Adjunct Assistant Professor
BA, Univ. of Virginia; MA, West Chester Univ.; EdD, Widener Univ.

James Cantwell
Assistant Adjunct Professor
BA, Temple Univ.; MA, Temple Univ.; EdD, Widener Univ.

Carol Cobb-Nettleton
Adjunct Clinical Associate Professor
BA, MA, Univ. of Minnesota; DSW, Univ. of Pennsylvania

G. Michael Davis
Adjunct Assistant Professor
BS, MEd, West Chester Univ.; EdD, Univ. of Pennsylvania

Donna M. Fabrizio
Adjunct Assistant Professor
BS, St. Joseph’s Univ.; MEd, EdD, Widener Univ.

Sheri Lynn Falco
Adjunct Assistant Professor
BA, Univ. of North Carolina; JD, American Univ.

Henry Field
Adjunct Instructor
BS, West Chester Univ.; MS, Villanova Univ.

Eugene Fiorini
Adjunct Assistant Professor
BS, Pennsylvania State Univ.; MS, PhD, Univ. of Delaware

Maggi D. Gehman
Adjunct Instructor
BA, MEd, West Chester Univ.

Eleanor W. Gensemer
Adjunct Assistant Professor
BA, MEd, EdD, Widener Univ.

Stanley Goldhaber
Adjunct Assistant Professor
BS, Widener Univ.; MAEd, Beaver College; JD, Miami School of Law

Thomas C. Grubb
Adjunct Instructor
BS, Cheyney Univ.; MS, West Chester Univ.

Mary Hayburn
Adjunct Instructor
BS, Villanova Univ.; MEd, Widener Univ.

Margaret A. Herrick
Adjunct Assistant Professor
BA, Franciscan Univ. of Steubenville; MRC, Wright State Univ.; PhD, Pennsylvania State Univ.

Peter Idstein
Assistant Adjunct Professor
BA, Rutgers Univ.; MA, Rowan College; PhD, Univ. of Delaware

Raven James
Adjunct Assistant Professor
BS, Binghampton Univ.; MEd, EdD, Widener Univ.

Susan Kaye
Adjunct Assistant Professor
BA, Villanova Univ.; DHS, PhD, Institute for Advanced Study of Human Sexuality

Susan Kellogg-Spadt
Adjunct Professor
BSN, College of St. Theresa; MSN, Loyola Univ.; PhD, Univ. of Pennsylvania

Marie Kenis
Adjunct Instructor
BA, MEd, Widener Univ.

Patricia Bartholow Koch
Adjunct Professor
BS, Indiana Univ. of Pennsylvania; MS, New York Univ.; PhD, Pennsylvania State Univ.

Kenneth Koczur
Adjunct Assistant Professor
BA, MA, Rowan College; EdD, Widener Univ.

Catherine Kucowski
Adjunct Instructor
BA, Lock Haven Univ.; MEd, Temple Univ.

Susan D. Larson
Adjunct Instructor
BS, SUNY-Potsdam

Marianne Leagans
Adjunct Instructor
BS, SUNY-Cortland

Lee Lesisko
Adjunct Assistant Professor
BS, Bloomsburg Univ.; MS, Wilkes Univ.; EdD, Widener Univ.

Harold I. Lief
Adjunct Professor
AB, Univ. of Michigan; MD, New York Univ. College of Medicine

James J. Lynch
Adjunct Assistant Professor
BA, Kean College of New Jersey; EdM, EdD, Rutgers Univ.

Arlen Marks
Adjunct Assistant Professor
BA, Franklin & Marshall College; MS, Temple Univ.; EdD, Widener Univ.

Donald McKinney
Adjunct Instructor
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*Adjunct Assistant Professor*  
BA, LaSalle Univ.; MEd, Cheyney Univ.; EdD, Temple Univ.  

Barbara Mongelli-Hanes  
*Adjunct Instructor*  
BA, Cabrini College; MSEd, St. Joseph’s Univ.  

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BA, MA, PhD, Temple Univ.  

William O’Connor  
*Adjunct Instructor*  
BS, Drexel Univ.; MEd, Temple Univ.  

Anthony Pinnie  
*Adjunct Assistant Professor*  
BA, Pennsylvania State Univ.; MEd, Temple Univ.; JD, Widener Univ. School of Law  

Roger A. Place  
*Adjunct Associate Professor*  
BA, Ursinus College; MEd, Temple Univ.  

(education administration, counseling/guidance, economics)  

Susan Platt  
*Adjunct Assistant Professor*  
BA, Antioch Univ.; MEd, Temple Univ.  

David M. Rentschler  
*Adjunct Assistant Professor*  
BS, MEd, West Chester Univ.; EdD, Widener Univ.  

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*Adjunct Assistant Professor*  
BS, New Jersey Institute of Technology; MDiv, Seton Hall Univ.; MA, LaSalle Univ.; PhD, Univ. of Pennsylvania  

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BA, Millersville Univ.; MA, EdM, Temple Univ.  

Ann Robinson-Gordon  
*Adjunct Instructor*  
AB, Douglass College; MEd, Temple Univ.  

Brent Satterly  
*Adjunct Assistant Professor*  
MSS, LSW, Bryn Mawr College; PhD, Univ. of Pennsylvania  

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*Adjunct Instructor*  
BS, Villanova Univ.; MEd, Widener Univ.  

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*Adjunct Assistant Professor*  
BS, Kutztown Univ.; MEd, Lehigh Univ.; EdD, Widener Univ.  

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*Adjunct Assistant Professor*  
BS, Juniata College; MEd, Shippensburg Univ.; EdD, Widener Univ.  

Judy Simkin  
*Adjunct Instructor*  
BA, William Paterson Univ.; MEd, The College of New Jersey  

Debra K. Stein  
*Adjunct Assistant Professor*  
BS, St. Joseph's Univ.; MA, PhD, Temple Univ.  

Robert S. Stevens  
*Adjunct Assistant Professor*  
BS, Kutztown Univ.; MEd, Cheyney Univ.; EdD, Widener Univ.  

Timothy M. Sullivan  
*Adjunct Assistant Professor*  
AB, Stonehill College; MBA, Bryant College; EdD, Nova Southeastern Univ.  

Debra L. Sutton  
*Adjunct Instructor*  
BA, Univ. of Maine; MA, Univ. of Pennsylvania; MDiv, Eastern Seminary  

Michael A. Taylor  
*Adjunct Instructor*  
BS, Hahnemann Univ.; MS, Philadelphia Univ.  

Jean Thorpe  
*Adjunct Instructor*  
BA, Rutgers Univ.; MPH, Univ. of Michigan  

Kim Vindler  
*Adjunct Instructor*  
BS, Georgia Southern Univ.; MSW, Widener Univ.  

Susan Waller  
*Adjunct Instructor*  
BA, Grace College; MA, Hunter College; EdD, Widener Univ.  

Kathleen Ward-Gaus  
*Adjunct Instructor*  
BS, Temple Univ.; MEd, Univ. of Pennsylvania  

Beverly Whipple  
*Adjunct Professor*  
BS, Wagner College; MEd, MS, PhD, Rutger’s Univ.  

John N. Whitby  
*Adjunct Assistant Professor*  
BS, West Chester Univ.; MEd, EdD, Temple Univ.  

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BA, Queens College; MS, Villanova Univ.

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Adjunct Instructor  
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Adjunct Instructor  
BA, Smith College; MSW, Univ. of Chicago

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BSW, West Chester Univ.; MSW, Temple Univ.

Michele Southworth  
Adjunct Instructor  
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Howard C. Stevenson Jr.  
Adjunct Assistant Professor  
BA, Eastern College; MA, Fuller Theological Seminary; PhD, Fuller Graduate School of Psychology

Flo Guynn Stiffler  
Adjunct Assistant Professor  
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Diane L. Thompson  
Adjunct Assistant Professor  
BA, Fairfield Univ.; MS, PhD, Univ. of Georgia

Stephen R. Treat  
Adjunct Professor  
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