



Widener University

Center for Human Sexuality Studies
2016 Graduate Catalog



Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information 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: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013; tel. 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; tel. 610-499-1266; or Dean of Students, Widener University Delaware Law School, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of non-compliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Assistant Director for Employee Relations Grace Karmioli, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail gckarmioli@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Continuing Studies students: Assistant Dean for Student Development and Engagement Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4390; e-mail cafeminella@widener.edu. For Athletics: Assistant Director of Athletics Larissa Gillespie, One University Place, Chester, PA 19013; tel. 610-499-4434; e-mail lagillespie@widener.edu. For students and employees on the Wilmington, DE, campus: Associate Dean for Student Services Susan Goldberg, Widener University Delaware Law School, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Assistant Dean Keith Sealing, Widener University Commonwealth Law School, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-3952; e-mail kesealing@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at www.ed.gov/about/offices/list/ocr/index.html. Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

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 Commission on Higher Education.

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 Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (Delaware Law School), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Center for Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (Commonwealth Law School), 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: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (Delaware Law School and Commonwealth Law School), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (Delaware Law School and Commonwealth Law School), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

Center for Human Sexuality Studies 2016 Graduate Catalog

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BUSINESS OFFICES

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

CAMPUS SAFETY

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

FINANCIAL AID

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

LIBRARIES

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

REGISTRAR

Main Campus, 610-499-4142

Delaware Campus, 302-477-2009

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School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Human Sexuality Studies

Master of Education (MEd)
Doctor of Philosophy (PhD)

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.

GRADING SYSTEM

Grades are recorded as follows:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
XF (Failure due to academic fraud)	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0
P/NP (Pass/No Pass)*	0.0
AU (Audit—no credit)	0.0

**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. 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."

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.

DROP/ADD POLICY

Graduate students may withdraw from a course up to four weeks prior to the last day of classes for the semester and receive the grade of W. 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.

Due to the unique nature of CHSS courses, please see CHSS Additional Drop/Add Policy on page 8.

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.

STUDENT STATUS

Students pursuing a course of study in the physical therapy program must register for at least 12 semester hours each semester until all course work in the program has been completed. Students in the physical therapy program may register for more than 18 credits a semester only with approval from the director. Half-time enrollment is defined as a minimum of 6 credits per semester.

ACADEMIC CALENDAR

At the start of each semester, students should check Campus-Cruiser for academic calendar and deadline information.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY STATEMENT

Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

DEFINITION OF VIOLATIONS OF THE STANDARDS FOR ACADEMIC INTEGRITY

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

DEFINITION OF PLAGIARISM

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT ON PLAGIARISM

PLAGIARISM—passing off the work of others as your own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY

Informal Process

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the

matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his/her school or college the nature of the charges made against the student and how the matter was resolved.

- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member's school or college.

Formal Process

- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.
- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college where the student is matriculated.
- An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under 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.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

PENALTIES

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.

- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

These policies and procedures were approved by Faculty Council on April 28, 2008.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

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 a graduate 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; **the student must submit a graduation petition online via CampusCruiser by August 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; **the student must submit a graduation petition online via CampusCruiser by December 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; **the student must submit a graduation petition online via CampusCruiser by May 1.** 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.

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.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website and on CampusCruiser.

ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational

interests. A university official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information, including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202
- The right to withhold public disclosure of any or all items of “directory information” by written notification to the Registrar’s Office of the university or the School of Law, as applicable, within two weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term “directory information” includes, without limitation, a student’s name, home and campus address, telephone listing(s), electronic mail address, photographs, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

CAMPUS SAFETY

CAMPUS SECURITY AND FIRE SAFETY REPORTS

Widener is committed to the safety and security of all members of the Widener University community. The university’s annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings

and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university’s policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university’s procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports are available online:

Main Campus: www.widener.edu/campussafety

Delaware Campus: delawarelaw.widener.edu and click on Current Students then Campus Safety.

Harrisburg Campus: commonwealthlaw.widener.edu and click on Current Students 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.

CENTER FOR HUMAN SEXUALITY STUDIES INFORMATION

ADMISSION

Application for admission to the MEd or PhD in human sexuality should be made to:

Committee on Graduate Admissions
 Center for Human Sexuality Studies
 Widener University
 One University Place
 Chester, PA 19013.

Admission is based on a deadline rather than rolling admissions process, which includes:

- Two deadlines (preferred admission in January and regular admission in March).
- Interview days for invited applicants.
- Notification timetable: April for preferred and May for regular admission.

The following procedures and requirements must be met for admission:

- For MEd: a bachelor's degree from an accredited institution of higher learning with a GPA of 3.0 or higher.
- For PhD: a master's degree from an accredited institution of higher learning with a GPA of 3.5 or higher.
- Complete the application form.
- Have an official transcript sent from **all** previous graduate and undergraduate programs.

- Submit a résumé or curriculum vitae that indicates professional and/or volunteer experience as a record of work in the field.
- Submit a personal and professional goals essay statement and an autobiographical essay. These are evaluated as a writing sample.
- Submit three letters of recommendation: two academic and one professional/volunteer.
- Submit scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT).

A personal or group interview will be scheduled after receipt of the completed application and all required documentation.

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 Human Sexuality Studies. A faculty committee makes admission decisions based on a combination of all admissions information and the interview.

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.

MATRICULATION

A matriculated student is one who has been officially admitted to an approved program leading to a graduate degree.

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 through the Center for Human Sexuality Studies. Courses completed under special status will not automatically transfer toward a degree program. No more than three credits should be taken before matriculating.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available each year for graduate students. Students receive tuition remission for 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 director of the Center for Human Sexuality Studies.

GRADING AND DISMISSAL

Graduate students in the Center for Human Sexuality Studies 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 below a B, 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 CHSS programs with an incomplete grade.

Students must achieve a grade of B or better in all practicum courses. Failure to do so will require repetition of the course and may suspend a student’s progression to subsequent coursework.

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 human sexuality 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.

CHSS ADDITIONAL DROP/ADD POLICY

Students may drop or add courses in the normal drop/add period as permitted by the university system (see page 4). Permission for cap overrides must be obtained from the program director for the degree (MEd or PhD).

Courses may be dropped or added after the official drop/add period if the class has not met yet for the semester. This must be done through the CHSS office. Once a class has met, a student must get permission from the course instructor to drop the course without academic penalty.

TRANSFER CREDIT

Students who have been officially admitted to the MEd in human sexuality program may transfer a maximum of six semester hours of graduate course work. PhD transfer credit decisions rest with the CHSS faculty. 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 faculty member who teaches that course following a syllabus review.

LEAVE OF ABSENCE

Those individuals who have achieved candidacy and are unable to remain continuously enrolled during any semester must petition for a leave of absence. The “Petition for an Approved Leave of Absence” is available online. 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 director of the Center for Human Sexuality Studies in consultation with the student’s dissertation chair or advisor. Students who are on leave of absence shall have no access to professors or facilities. On returning from leave of absence, doctoral students must petition to be reassigned to a dissertation chair. Doctoral students should also know that in taking a leave, the currency of their dissertation study may be affected.

ADVISORS

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

TRACKS/DEGREES

There are a number of tracks and degrees available to students in the graduate programs. These include:

- MEd in Human Sexuality Studies–Sexuality Education
- MEd in Human Sexuality Studies–Sex Therapy*
- PhD in Human Sexuality Studies–Sexuality Education**
- PhD in Human Sexuality Studies–Sex Therapy**

Interdisciplinary Programs:

- MEd in Human Sexuality Studies–Sex Therapy and Master of Social Work
- MEd in Human Sexuality Studies–Sex Therapy and Doctor of Clinical Psychology
- MEd in Human Sexuality Studies–Sexuality Education and PA School Counseling Certification

**Students in the Sex Therapy tracks should already possess a licensable mental health degree or must be enrolled in one of the interdisciplinary clinical degrees.*

***Students in this track must already have a master's degree in another discipline.*

MASTER OF EDUCATION IN HUMAN SEXUALITY

The master of education (MEd) in human sexuality program provides knowledge, skills, and experience needed to become a sexuality educator or therapist. Some students apply to this program already having a clinical master's degree and are seeking specialization in sex therapy to enhance their knowledge and practice. Students holding a licensable mental health degree typically pursue the clinical track. Those who do not hold a clinical degree and are primarily interested in sexuality education take the educational track. The educational track allows students to focus their studies toward educational philosophy, teaching methodology, and curriculum development. The MEd is an ideal degree for practitioners.

DEGREE REQUIREMENTS

To qualify for the MEd in human sexuality, the candidate must complete all the degree requirements within a total of six calendar years from the date of matriculation.

INTERDISCIPLINARY PROGRAM: MASTER OF SOCIAL WORK and MASTER OF EDUCATION in HUMAN SEXUALITY

This program requires admission to both CHSS and Widener's Center for Social Work Education. Full-time enrollment and local residency is required for completion. The curriculum includes all required courses from the standard MEd in Human Sexuality Studies–Sex Therapy track, as well as MSW required coursework. The degree is completed in three years of full-time study, including required summer courses.

INTERDISCIPLINARY PROGRAM: ADVANCED STANDING MASTER OF SOCIAL WORK and MASTER OF EDUCATION in HUMAN SEXUALITY

This program also requires admission to both CHSS and Widener's Center for Social Work Education. Full-time enrollment and local residency is required for completion. The curriculum includes all required courses from the standard MEd in Human Sexuality Studies–Sex Therapy track, as well as MSW required coursework. The degree is completed in two years of full-time study, including required summer courses.

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.

INTERDISCIPLINARY PROGRAM: MASTER OF EDUCATION in HUMAN SEXUALITY and DOCTOR OF PSYCHOLOGY

This program requires admission to both CHSS and Widener University Institute for Graduate Clinical Psychology. Full-time enrollment and local residency is required for completion. The curriculum includes all required courses from the standard MEd in Human Sexuality Studies–Sex Therapy track, as well as the PsyD. The degree is completed in five years of full-time study, including required summer courses.

In year one, the program requires students to take 15 doctoral clinical psychology credits per semester and does not allow registration for additional credits. In years two and three, the program requires students to take 12 doctoral clinical psychology credits per semester, although students may elect to take a greater number either within the program or outside. In years four and five, the program requires students to take a minimum of 9 doctoral clinical psychology credits per semester, although students must still choose either electives or courses outside clinical psychology (e.g., a joint degree course) to meet the minimum of 12 credits per semester. A student must have a cumulative 3.0 grade point average at graduation and pass all PsyD courses to graduate.

Beginning in the spring semester of the third year, a minimum of one case conference is required each semester. Third year students are eligible to take only Level I case conferences while 4th and 5th year students are eligible to enroll in Level I or Level II case conferences. In completing the case conference requirements, students must take two Level II (Final Clinical Oral Exam Preparation) case conferences (one in assessment and one in therapy).

CURRICULUM

MASTER OF EDUCATION IN HUMAN SEXUALITY sem. hours

Research (3 semester hours)

HSED 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)

Thirty hours from the following:

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 562[†] Sex Therapy I 3

HSED 570 Sexuality & Technology 3

HSED 571 Clinical Issues in Transgender Communities . 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 624[†] Education & Training Methods for Clinical
Sexologists 3

HSED 625* Human Sexuality for the
Education & Counseling Professional I 3

HSED 626* Human Sexuality for the
Education Professional II 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 662[†] Sex Therapy II 3

HSED 718* Teaching Sensitive Issues in Human Sexuality 3

HSED 719[†] Sensitive Issues in Clinical Sexology 3

HSED 750 History & Policy of Religious Belief Systems 3

HSED 751 Sexuality & Chronic Illness/Disabilities 3

HSED 762[†] Sex Therapy III 3

SW 672 Women's Issues 3

Practicum (3/6 semester hours)^{††}

HSED 690* Practicum in Human Sexuality Education 3

HSED 695[†] Practicum in Clinical Sexology I 3

HSED 696[†] Practicum in Clinical Sexology II 3

TOTAL 42/45

**Required courses for Sexuality Education track*

†Required courses for Sex Therapy track.

††Students must meet with the coordinator of field experience to determine the appropriate practicum depending on their needs, interests, and goals.

DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY

Doctor of Philosophy (PhD) students bring previous graduate study in a wide variety of fields, primarily in the social sciences and/or a licensable mental health master's degree such as social work, marriage and family therapy, or counseling psychology. Many are mid-career professionals who are already practicing as sexuality educators, counselors, or therapists.

Those who already hold a licensable mental health degree typically pursue the Human Sexuality Studies–Sex Therapy track, while those who do not hold a clinical degree and are interested in education typically pursue the educational track.

This program is ideal for those interested in research and scholarship. The PhD in human sexuality places emphasis on qualitative and quantitative research design and methodology.

DOCTORAL CANDIDACY

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

COMPREHENSIVE EXAMINATION

Students must pass a comprehensive examination that will be administered following the completion of all required course work. The examination will be composed of written portions covering topics included in the program of studies in the field of human sexuality. 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 *CHSS Student Handbook*, which is available online. 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 director of the Center for Human Sexuality Studies. 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 HSED 901 (3 credits) immediately after successful completion of the comprehensive examination. The sequence of subsequent courses should be as follows: HSED 902 (3 credits), HSED 910 (6 credits), HSED 920 (6 credits). If a student has not defended the dissertation proposal in HSED 902, then the student must register for HSED 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 HSED 930 each succeeding semester. (See the *Handbook for Doctoral Students* for more information regarding dissertations.)

The scope of the dissertation project must be such that it will contribute to improved practice or theoretical understanding 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 Center for Human Sexuality Studies faculty. Research courses can only be approved for transfer credit by a faculty member who teaches that course following a syllabus review. The maximum amount of transfer credits varies by program and ranges from 15 to 24.

DEGREE REQUIREMENTS

The minimum requirements for the doctoral degree are the completion of 78/81 semester hours of graduate credit, successful completion of the comprehensive examination, and completion of the doctoral dissertation. All required 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 director of the Center for Human Sexuality Studies.

INTERDISCIPLINARY PROGRAM: MASTER OF SOCIAL WORK and DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY

This program requires admission to both CHSS and Widener University Center for Social Work Education. Full-time enrollment and local residency is required for completion. The curriculum includes all required courses from the standard PhD in Human Sexuality Studies–Sex Therapy Track as well as the MSW. The degree is completed in four years of full-time study, including required summer courses, followed by a minimum of 18 credits of dissertation courses. Admission to this program requires a completed, appropriate master's degree from a fully accredited institution.

CURRICULUM

DOCTOR OF PHILOSOPHY 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)

- HSED 510^{†*} Applications of Educational Research
- HSED 714^{†*} Qualitative Research Methods in Education
- HSED 850^{†*} Advanced Quantitative Research Methods I
- HSED 851^{†*} Advanced Quantitative Research Methods II

Professional Core (30 semester hours)

- ED 652 Group Process & Dynamics
- HSED 562[†] Sex Therapy I
- HSED 588 Special Topics in Human Sexuality (Master's Level)
- HSED 592^{†*} Concepts in Human Sexuality
- HSED 593^{†*} Behavioral Foundations in Human Sexuality
- HSED 624[†] Education & Training Methods for Clinical Sexologists
- 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 645 Sexual Minorities
- HSED 662[†] Sex Therapy II
- HSED 718* Teaching Sensitive Issues in Human Sexuality
- HSED 719^{†*} Sensitive Issues in Clinical Sexology
- HSED 750 History and Policy of Religious Belief Systems
- HSED 751 Sexuality & Chronic Illness/Disabilities
- HSED 762[†] Sex Therapy III
- HSED 831^{†*} Literature in Human Sexuality
- HSED 832^{†*} Theoretical Underpinnings of Human Sexuality

*Electives** (9 semester hours)*

Practicum^{††} (3/6 semester hours)

- HSED 690* Practicum in Human Sexuality Education
- HSED 695[†] Practicum in Clinical Sexology I
- HSED 696[†] Practicum in Clinical Sexology II

Dissertation (18 semester hours)

- HSED 901^{†*} Dissertation Seminar I
- HSED 902^{†*} Dissertation Seminar II
- HSED 910^{†*} Dissertation Research (6 semester hours)
- HSED 920^{†*} Dissertation Research (6 semester hours)

* Required courses for the sexuality education track.

[†] Required courses for the sex therapy 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 the coordinator of field experience to determine the appropriate practicum depending on their needs, interests, and goals.

Courses

Human Sexuality Education (HSED) 12
Human Sexuality/The Council (PCED) 14

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 510 APPLICATIONS OF EDUCATIONAL RESEARCH

This course gives students the skills necessary to access, understand, synthesize, and critically evaluate empirical sexuality research, to identify practical applications of empirical research in human sexuality, and to communicate in an academic and scholarly manner. Students learn about a variety of methodological concepts, both in quantitative and qualitative research methods. *3 semester hours*

HSED 562 SEX THERAPY I: COUPLES AND RELATIONSHIP THERAPY

This is the introductory course on systems work in the context of sex therapy provision. 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 570 SEXUALITY AND TECHNOLOGY

This course helps inform students about the populations in which they will be working in their own teaching and counseling/therapy. Students develop knowledge, resources, and critical thinking about contemporary issues involving sexuality and technology. This course explores how technology, most specifically the Internet, can provide tools for assisting people with socialization skill development, or sexual exploration, and will consider difficult issues pertaining to sex and technology. Emphasis is placed on the various populations in which the Internet and other technology can offer powerful, positive opportunities. Prerequisite: HSED 592. *3 semester hours*

HSED 571 CLINICAL ISSUES IN TRANSGENDER COMMUNITIES

This course informs students about the counseling/therapy process, as well as specific education skills necessary to understand when working with transgender/gender variant populations. Students develop knowledge, resources, critical thinking, and practical skills pertaining to contemporary issues specifically involving this community. Prerequisite: HSED 592. *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-heterosexuality 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 624 EDUCATION AND TRAINING METHODS FOR CLINICAL SEXOLOGISTS

This course reviews theories and philosophies of education, such that students are prepared to develop interventions for use in psycho-education and professional training. Core content of the course includes community engagement, needs assessment, lesson planning, delivery, and evaluation/assessment techniques, and the development of rationale for educational decisions. Co-/prerequisite: HSED 662. *3 semester hours*

HSED 625 METHODS IN SEXUALITY EDUCATION I

This course prepares students to apply theoretical substrates to the development of lesson goals, objectives, and plans in sexuality education with explicit consideration of the rationale supporting all educational decisions. The course includes community engagement, needs assessment, lesson development, and delivery. Prerequisite: HSED 643. *3 semester hours*

HSED 626 METHODS IN SEXUALITY EDUCATION II

This course prepares students to apply key concepts of lesson planning to the development of curricula in sexuality education, with explicit consideration of the developmental and cultural needs of learners. The course includes scope and sequence development, lesson adaptation, evaluation, and assessment of complete curriculum. Prerequisite: HSED 625. *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. Prerequisite: HSED 592. *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 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, trans-identities, sexism, heterosexism, and homophobia. Prerequisite: HSED 592. *3 semester hours*

HSED 662 SEX THERAPY II: SEXUAL DYSFUNCTIONS AND TREATMENT

This course builds on the introductory courses HSED 592 and 593 and offers advanced understanding of assessment, diagnosis and treatment models for addressing various sexual dysfunctions. Students develop a solid understanding of the use of the systemic sex therapy in assessing and treating sexual dysfunctions. Assessment, diagnosis and treatment interventions will be explored using class lecture, discussions, guest speakers, videotape presentations, and role plays. Prerequisite: HSED 562. *3 semester hours*

HSED 690 PRACTICUM IN HUMAN SEXUALITY EDUCATION

This practicum is designed to provide students with the opportunity to develop the skills and resources necessary to provide age-appropriate sexuality education in a variety of settings and with diverse populations. Course requirements include supervised hours in the field, regular class meetings with faculty, and case presentations of work representing the practicum. Prerequisite: HSED 644 and 625. *3 semester hours*

HSED 695 PRACTICUM IN CLINICAL SEXOLOGY I

This practicum is designed to provide students with the opportunity to develop the skills and resources necessary to provide age-appropriate, psychoeducational, individual or group intervention strategies, treatment goals, practice and evaluation for a variety of clinical cases in a variety of settings, and with diverse populations. Course requirements include supervised hours in the field, regular class meetings with faculty, and case presentations of work representing the practicum. This is the first of two required practica for the clinical track. Prerequisite: HSED 562. *3 semester hours*

HSED 696 PRACTICUM IN CLINICAL SEXOLOGY II

This practicum is a continuation of HSED 695. Course requirements include supervised hours in the field, regular class meetings with faculty and case presentations of work representing the practicum. This is the second of two required practica for the clinical track. Prerequisite: HSED 695. *3 semester hours*

HSED 714 QUALITATIVE RESEARCH METHODS

This course is designed to clarify and explain some of the different approaches and methods by which qualitative research 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*

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. Prerequisite: HSED 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 sexual 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. Prerequisite: HSED 762. *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 Hebrew/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 592. *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 762 SEX THERAPY III: ADVANCED SKILLS WITH SPECIAL POPULATIONS

This is a course on sexological approaches to understanding sexual dysfunctions/disorders that are related to special populations. It will include assessment and treatment considerations in providing sex therapy to special populations. This course is a blend of didactic, informational, and clinical sexology application. Prerequisite: HSED 662. *3 semester hours*

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: HSED 510 and 718 or 719. *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: HSED 831. *3 semester hours*

HSED 850 ADVANCED QUANTITATIVE RESEARCH METHODS I

This course provides a foundation in a variety of research strategies and philosophical and conceptual issues at the core of social science research strategy and design. The course addresses the fundamental steps in the research process, including conducting critical analysis of and strategic utilization of the research literature, developing research questions, designing and conducting research, and communicating research. The course provides an overview of core research design considerations, including sampling and measurement, and facilitates familiarity with ethical considerations and review processes necessary to protect research participants. HSED 850 mainly focuses on non-experimental designs and survey research. The course provides opportunities for students to learn statistical and survey software such as SPSS and Qualtrics. Prerequisite: 510 (or equivalent transfer). *3 semester hours*

HSED 851:

HSED 851 ADVANCED QUANTITATIVE RESEARCH METHODS II

This course provides a foundation in basic statistical techniques used in sexuality research. The overarching goals of this course are to prepare students to be active consumers of behavioral and social science research, to provide the necessary knowledge and skills to design and carry out research projects, and to prepare students to communicate in a scholarly fashion. The course is the continuation of Advanced Quantitative Research Methods I (HSED 850). Prerequisite: HSED 850. *3 semester hours*

HSED 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 enroll in this course for two consecutive academic semesters after they complete all course work and pass the comprehensive examination. Prerequisite for 902 is 901. *3 semester hours each*

HSED 903 DISSERTATION SEMINAR III

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

HSED 910 DISSERTATION RESEARCH

Students should enroll in this course the semester immediately after passing the dissertation proposal hearing. Prerequisite: HSED 902. *6 semester hours*

HSED 920 DISSERTATION RESEARCH

This is the second course post-proposal hearing for students in the dissertation process. Students must have completed HSED 910. *6 semester hours*

HSED 930 DISSERTATION RESEARCH

After taking HSED 920, students enroll in this course each semester until they complete their dissertation defense. This course can be repeated each semester until completion of the dissertation defense. Prerequisite: HSED 920. *6 semester hours*

COMPREHENSIVE EXAMS**HSED 700 CAP EXAM FOUNDATIONS****HSED 800 CAP EXAM PROFESSIONAL CORE****HSED 900 CAP EXAM RESEARCH****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* CAP

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*

FACULTY

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Professor

BA, Nazareth College; MA, Univ. of Texas; PhD, Cornell Univ.
(*human sexuality, relationships, gender equity*)

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