



Widener University

Center for Education
2018 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 Administration and Finance, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4151. 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 Director of Employee Relations Alison Kiss Dougherty, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail akdougherty@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Extended Learning students: Assistant Dean for Student Development and Engagement Catherine Feminella, One University Place, Chester, PA 19013; tel. 610-499-4392; e-mail cafeminella@widener.edu; or Chief of Campus Safety Kevin Raport, tel. 302-477-2202; e-mail kjraport@widener.edu. For students and employees on the Wilmington, DE, campus: Dean of Students 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: Supervising Attorney and Director, of Student Organizations Mary Catherine Scott, Widener University Commonwealth Law School, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-0320; e-mail mescott9055@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 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 Education 2018 Graduate Catalog

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School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Education

- Master of Education (MEd)
- Doctor of Education (EdD)

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)

Occupational Therapy Program

- Doctor of Occupational Therapy (OTD)

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
C-	1.7
F	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

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 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. Schedules are available online at www.widener.edu.

DROP/ADD POLICY

Students may withdraw from a 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.

Graduate students begin the withdrawal process by notifying their advisor of their intent to withdraw, either orally or in writing. The advisor 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 dean'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.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY POLICY

The Academic Integrity Policy was approved by the Faculty Council. Additional regulations are excerpted and paraphrased from the "Minutes of the Academic Council." These regulations

explain Widener University's expectations regarding students' academic conduct and describe procedures related to those expectations. Exceptions to the regulations may be made only by special action of the school/college academic councils of the Academic Review Board. References in this catalog refer to the Main Campus only.

STATEMENT ON ACADEMIC INTEGRITY

Widener University strongly supports the concept of 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 unacceptable; they are serious violations of university policy. In some circumstances, students' conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university 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.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- inspecting, duplicating or distributing test materials without authorization.
- cheating, attempting to cheat, or assisting others to cheat.
- altering work after it has been submitted for a grade.
- plagiarizing.
- using or attempting to use anything that constitutes unauthorized assistance.
- fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Each student's program may have on record additional specific acts particular to a discipline that constitutes academic fraud. These specific acts are specified in relevant handbooks or course syllabi.

STATEMENT ON PLAGIARISM

One of the most common violations of 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 will be held to the definition of plagiarism that follows:

Definition of Plagiarism

Plagiarism—submitting the work of others as one's 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 citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

FACULTY AND STUDENT RESPONSIBILITIES

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the Widener community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- When expectations for a course are not addressed in this policy, it is the responsibility of the instructor to provide

students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.

- It is the responsibility of every student to seek clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases of collaborative work, all students within the collaborative group may be responsible for “unauthorized” assistance to any individual student within the collaborative group.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report that violation to the associate provost or their dean. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

RESOLUTION AT THE FACULTY/STUDENT LEVEL FOR ACADEMIC FRAUD OCCURRING IN A COURSE

Process and Reporting

A faculty member who becomes aware of possible academic fraud in a course will:

1. Collect and preserve all evidence of the suspected fraud.
2. Inform the suspected student(s) in writing. The faculty member may contact the associate provost for additional support and guidance.
3. Provide the student with the opportunity to respond to the charges within five business days of his/her receipt of, or refusal to accept, notice of the suspected fraud. If the student fails to respond to this opportunity, the student forfeits any right to appeal the decision to the school or college level where the course is taught, and the faculty member will determine the penalty.
4. Discuss the academic fraud with the student and agree to pursue student/faculty resolution. If no such agreement is reached, the faculty member refers the matter to the dean of the school or college level where the course is taught and will be processed at the school/college level.
5. In cases where a faculty member takes action for a case of academic fraud, the faculty member will send a report describing the academic fraud and the penalty being imposed to the student, the dean of the school or college where the course involved is taught, the dean of the school or college where the student is enrolled, and the Office of the Associate Provost for Graduate Studies and Extended Learning as the office of record. Please contact the associate provost for guidelines and templates for constructing the reports.

If the faculty member is not satisfied with the sanctions available, he or she may refer the case to the dean responsible for the course in question.

If the student does not accept responsibility for the academic fraud or disagrees with the sanction imposed by the faculty member, the student may appeal the outcome at the school or college level according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught.

Penalties

The suggested penalty for academic fraud in any course is failure in the course. However, faculty members may take alternative steps. Penalties available to faculty members include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.

- A failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense for which the student has received a failing grade (F or XF) in a course for each offense or a case in which a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE SCHOOL/COLLEGE LEVEL

Process and Reporting

When a faculty member or any other employee of the university becomes aware of possible academic fraud occurring outside a course, the faculty member or employee will:

1. Collect and preserve all evidence of the suspected fraud.
2. Refer the matter to the dean of the school or college where the student is enrolled.

When a case of academic fraud occurring in a course is referred to the dean of the school or college where the course is taught or when a case of academic fraud occurring outside a course is referred to the dean of the school or college where the student is enrolled:

1. The dean will notify the student and the associate provost in writing of the charge of academic fraud, the penalty to be imposed, and all rights of appeal, if any.
2. If a student wishes to contest the charge of academic fraud or disagrees with the sanction imposed, the student may do so according to the process stipulated in the bylaws or student handbook of the school or college where the course is taught. In such a case, the student will also be informed of the process as stipulated by the school or college.
3. In cases where the penalty results in dismissal of the student from the school or college, the student may appeal the decision at the university level in writing to the Academic Review Board via the associate provost.

Penalties

The maximum penalty imposed in school or college resolution for individuals convicted of academic fraud shall be dismissal from the school or college. Lesser penalties may include:

- Formal warning.
- Reduction in grade for the assignment.
- Reduction in the grade for the course.
- Failing grade for the assignment.
- Failing grade (F) in the course.
- A failing grade (XF) in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Required attendance at an academic integrity workshop or tutorial.

Offenses Subject to Expulsion

All reports of academic fraud will be reviewed by the associate provost to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the associate provost finds that the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense or a case where a student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal cases resulting in expulsion to the Academic Review Board.

RESOLUTION AT THE UNIVERSITY LEVEL— REPEAT OFFENSES / THEFT OF EXAMINATION MATERIALS

Process

The associate provost will review all reports of academic fraud.

1. If the associate provost finds the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.
2. If the associate provost finds the case is a repeat offense where the student has not received a failing grade for both offenses, the case will be referred to the Academic Review Board.
3. If the student has stolen or attempted to steal an examination, the associate provost will expel the student from the university. The student may appeal the case to the Academic Review Board.

Penalties

The maximum penalty imposed by the Academic Review Board for individuals convicted of academic fraud shall be expulsion from the university. Penalties include:

- An XF grade in the course (a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
- Removal of the privilege of representing the university in extracurricular activities, including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use university facilities or receives university funds.
- Suspension from the university for up to one academic year. Students suspended for academic fraud cannot transfer into Widener any credits earned during the suspension.
- Dismissal from the university. Students dismissed for academic fraud must apply for readmission according to the Academic Review Board guidelines. Readmission applications by students suspended for academic fraud must be approved by the Academic Review Board.
- Expulsion from the university without the opportunity for readmission.

Reporting

The associate provost will send a report describing the academic fraud and the penalty being imposed to the student, the affected faculty members, the dean of the school or college where the course involved is taught, and the dean of the school or college where the student is enrolled, as well as maintain a copy as the office of record.

STUDENT APPEALS/DECISIONS— EXPULSION/DISMISSAL

When a student is expelled or dismissed by the associate provost, the student may initiate his or her appeal to the Academic Review Board by notifying the associate provost in writing of the request for an appeal, together with a concise statement of the grounds for the appeal.

Written notice of the student's request for appeal, together with the concise statement of the student's grounds for the appeal, must be received by the associate provost no more than ten business days following the decision of the faculty, school/college, or university.

When a case is referred to the Academic Review Board, the associate provost shall notify the student in writing of the time and location for the Academic Review Board hearing.

The membership of the Academic Review Board consists of the provost, the associate provost, the dean, the chair of the faculty, and the chair of the Faculty Council Academic Affairs Committee; provided, however, that any majority of the foregoing members shall constitute a quorum for purposes of conducting any

matters to come before the Academic Review Board pursuant to these standards. Any faculty member on the Academic Review Board involved in the original accusations will not participate in deliberations in that case.

At an appeal before the Academic Review Board, the student shall have the opportunity to be heard and the right to produce witnesses or introduce evidence subject to the reasonable discretion of the Academic Review Board. The student may also be accompanied by a representative of his or her choosing who may not participate in the appeal. The Academic Review Board shall not be subject to any evidentiary rules but shall accept or reject evidence in its sound discretion. All appeals shall be closed to the public and no stenographic record shall be required unless requested at the expense of the requesting party. In the absence of a stenographic record, the Academic Review Board shall provide, in its sole discretion, either a recorded record or notes of the proceedings taken by a member of the Academic Review Board.

The results of all appeals to the Academic Review Board, permitted in the Academic Integrity Policy, shall be final.

Any matter submitted to a faculty member, the school/college, or the university for decision or review under this policy will be decided in a timely manner and the parties will use their best efforts to conclude the proceedings within the semester in which the alleged offense has occurred or the appeal is received, provided, however, that any delay in the proceedings will in no way operate as a waiver of the university's right to assess any or all of the sanctions permitted hereunder. References to the associate provost also includes his/her designee, except with respect to membership on the Academic Review Board.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provost, the deans of each school/college, the vice chair of the University Council, and the chair of the University Council Academic Affairs Committee. Duties of the board include (1) hearing petitions for the waiver of academic regulations that transcend a single school or college (e.g., distribution or residency requirements, walk-through policy), and (2) serving as the appeal body in cases of 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 catalog.

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; **the student must submit a graduation petition**

online at www.widener.edu/registrar 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; **the student must submit a graduation petition online at www.widener.edu/registrar 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; **the student must submit a graduation petition online at www.widener.edu/registrar by November 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 will be an August graduate may participate in the Commencement ceremony in May of that year. The student must petition to participate by April 30, and the student must be registered for a three-credit course at the time of the petition.

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

Please note that a waiver of any requirement for the degree must be approved in writing by the Office of the Dean.

CHALLENGE EXAMINATIONS

A challenge examination may be taken for select graduate courses. Not all graduate courses may be challenged. If interested in challenging a course, please see the director of SBA graduate programs. There is a fee for each examination, and the grade received is either Pass or Fail. An elective course successfully challenged must be replaced with another course. Courses challenged do NOT satisfy residency requirements. Students may not receive more than a total of 6 credits for challenged and transferred courses. Students may not challenge courses in the last six credits of their degree program.

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 at www.widener.edu/campusafety. 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.

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 at www.widener.edu/admissions/graduate/financial_aid.

GENERAL INFORMATION

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.

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 graduate students. Students receive partial 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 associate dean.

GRADING AND DISMISSAL

Graduate students 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 selected graduate courses at different locations throughout the region. Courses toward certification and degree programs in educational leadership may be offered at various off-campus locations. Please contact the Center for Education for more information. Off-campus courses 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. (See "Graduation Requirements and Awarding of Degrees" on page 7.) 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 can be done online at widener.edu/admissions.

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.

The following requirements must be met for admission:

- Complete the application form.
- 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.
- Applicants for programs in counselor education and higher education may have an interview with a faculty advisor.

Additional Admission Criteria for the Principal Certification Program

- Writing sample is an essay on how principals shape learning in their schools.
- Compliance with state requirements of teaching experience in Pennsylvania.
- Application includes documented evidence of leadership potential and excellent communication skills, including evidence of being able to give an oral presentation.
- Two letters of recommendation that refer to the candidate's potential.
- Undergraduate GPA of 3.0 or higher.

Additional Admission Criteria for the Assistant Superintendent & Superintendent (Letter of Eligibility) Program:

- Application portfolio.
- Writing sample is an essay on how superintendents shape learning in their districts.
- Personal interview with the program director incorporating a problem-based learning activity and an explanation of the candidate's educational philosophy.
- Compliance with state requirements of teaching and administrative experience in Pennsylvania (in current criteria).
- Application includes documented evidence of leadership potential and excellent communication skills, including evidence of being able to give an oral presentation.
- Two letters of recommendation that refer to the candidate's potential.
- Undergraduate GPA of 3.0 or higher.

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 (see 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.
 - 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 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 B or better, 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. The State Board of Education also adopted changes specific to early childhood, elementary (K–6), and special education. The new certification guidelines went into effect on January 1, 2013, regardless of a candidate's enrollment date.

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 in the Center for Education. To earn a certificate 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 formally admitted into the graduate program.

All candidates for teacher certification in Pennsylvania must receive a passing score on the PECT series of tests, including PAPA and content area 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.

Specialist, supervisor, principal, and superintendency certificates have additional requirements for entry completion. Please consult with an advisor for more information.

The Center for Education at Widener University offers the following programs for professional certification:

TEACHER CERTIFICATION

Biology*
Chemistry*
Earth and Space Science*
Elementary Education: The Early Years, PreK–4
English*
Mathematics*
Physics*
Social Studies*
Spanish*
Special Education (PreK–8)*

**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 (K–12)

SUPERVISOR CERTIFICATION**

Curriculum and Instruction
Pupil Personnel Services
Reading
Special Education

PRINCIPAL CERTIFICATION**

K–12 Principal

LETTER OF ELIGIBILITY**

Superintendent

***Must have appropriate previous certification and experience.*

ENDORSEMENTS

Instructional Coaching

CERTIFICATES

Online Teaching

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 requirement).
- 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 tests, and receive a Letter of Intern Candidacy. Additionally, students seeking intern certification must secure a teaching position before they can apply for an intern teaching certificate.

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 & School Discipline
ED 519 Early Childhood Development: From Birth to the Early School Years
ED 521 Reading & Language Arts I
ED 561 Analysis, Innovation, & Evaluation of Early Childhood Curriculum
ED 570 Mathematics in the Elementary School & in Early Childhood

For Secondary Teacher Certification

ED 507 Instructional Psychology *or* ED 518 Adolescent Psychology
ED 511 Introduction to Education
ED 513 Classroom Management & School Discipline
ED 524 Teaching Reading in the Content Areas, Grades 4–12
Appropriate methods course in area of certification

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. Nine credits to satisfy PDE diversity credits include additional courses in special education and English language learners. 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.

CERTIFICATES

For Online Teaching Certificate

TED 521 Internet for Educator
TED 530 Instructional Design
TED 554 Emerging Educational Technology Trends & Professional Responsibilities
TED 558 Assessment of Online Learning

The Online Teaching Certificate is offered for educational professionals who currently possess a minimum of a bachelor's degree in education or other related field. (Note that current K–12 licensure is not a requirement for this certificate, but it would be required if the candidate desires the Pennsylvania Department of Education Online Teaching Endorsement.)

ENDORSEMENTS

For Instructional Coaching Endorsement

ED 545 Instructional Leadership *OR* ED 566 Foundations of Literacy Coaching
ED 546 Analysis, Innovation and Evaluation of Curriculum
ED 547 Seminar in School Leadership
ED 567 Practicum in Instructional Coaching

Instructional Coaching is a Pennsylvania Department of Education approved endorsement program and a peer coaching framework in PK–12 classrooms. Once accepted into the program, candidates have the option of becoming an instructional coach or choose to specialize in literacy (Instructional Coaching-Literacy Emphasis Endorsement). The Instructional Coaching Endorsement is available for reading specialists who desire to further strengthen their professional knowledge and skills in instructional coaching. Requirements for admission to the Instructional Coaching Endorsement program include:

- A Instructional I or II Certification
- Pennsylvania Reading Specialist Certification (only required for Instructional Coaching-Literacy Emphasis Endorsement)
- At least three years of teaching experience

MAJORS

The majors represent suggested guidelines for students in the 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 areas of study available to graduate students include:

- Counselor Education
- Educational Foundations
- Educational Leadership/Principalship
- Elementary Education: The Early Years, PreK–4
- English & Language Arts Education
- Higher Education Leadership
- Home & School Visitor (School Social Work)
- Instructional Technology
- Reading
- Science Education
- Secondary Education
- Social Studies Education
- Special Education (PreK–8)
- Special Education: Assistive Technology
- Student Affairs Leadership
- Supervision

CURRICULUM FOR INDIVIDUAL MAJORS

COUNSELOR EDUCATION

Research & Foundations (9 semester hours)

ED 510	Applications of Educational Research
ED 517	Psychology of the School Age Child
ED 544*	Multicultural Education

or

ED 624	Teaching English Language Learners
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Professional Core (18 semester hours)

ED 650	Professional School Counseling & Social Work Foundations
ED 651	Career Counseling Across the Lifespan
ED 652	Group Dynamics, Practices, and Interventions
ED 653	Counseling Theories and Interventions**
ED 657	Ethical & Legal Issues in Counseling
ED 666*	School Leader's Role in Special Education and/or ED 5500**

Field Experience & Internship (9 semester hours)

ED 659	Orientation to Professional Counseling & Field Experience
ED 671	Internship in Counseling I
ED 672	Internship in Counseling II

TOTAL CREDITS

36.

*SPED requirement.

**Determined by candidate's prior coursework in special education.

Unless otherwise noted and determined by program coordinator, all courses and 36 total credits are required for the master's degree and K–12 school counselor certification eligibility in Pennsylvania.

EDUCATIONAL FOUNDATIONS⁺

Research (3 semester hours)

ED 510	Applications of Educational Research
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Foundations & Professional Core (27 semester hours)

Twelve hours from the following:

ED 504	Social Foundations of Education
ED 505	Alternative Educational Models
ED 506	School Law & Child Rights
ED 507	Instructional Psychology or ED 517 Child Psychology

ED 508	History & Philosophy of Education
ED 544	Multicultural Education

Nine hours from the following:

ED 513	Classroom Management & School Discipline
ED 555	Current Issues in Elementary & Secondary Education

TED 503	Computers & Technology for Educators
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Six hours from the following:

ED 546	Analysis, Innovation, & Evaluation of Curriculum Open Education Elective
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TOTAL CREDITS

30

⁺This program is offered in an online format.

K–12 EDUCATIONAL LEADERSHIP/ PRINCIPALSHIP

Research (3 semester hours)

ED 510	Applications of Educational Research
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Foundations (9 semester hours)

ED 506*	School Law & Child Rights
ED 508	History & Philosophy of Education
ED 820	Policy & Public Relations in K–12 Education

Professional Core (21 semester hours)

ED 545*	Instructional Leadership
ED 546*	Analysis, Innovation, & Evaluation of Curriculum
ED 547*	Seminar in School Leadership
ED 555*	Current Issues in Elementary & Secondary Education
ED 666*	The School Leader's Role in Special Education
ED 747*	Personnel Management for School Administrators
ED 750*	Organization & Administration of K–12 Schools

Practicum (6 semester hours)

ED 810/811*	Practicum in School Administration I & II
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TOTAL CREDITS

39

*Courses required for principal certification. Certification also requires completion of three years of appropriate professional experience and satisfactory achievements on the PA required test.

**ELEMENTARY EDUCATION:
THE EARLY YEARS (PRE-K–4)**

Research (3 semester hours)

ED 510[†] Applications of Educational Research
(for master's degree students only)

Foundations (6 semester hours)

Six hours from the following:

ED 5150* Early Childhood Development:
Prenatal, Birth, Pre-K to Grade 4

ED 504 Social Foundations of Education

ED 506 School Law & Child Rights

ED 507* Instructional Psychology

or

ED 517* Psychology of the School Age Child

Professional Core (24 semester hours)

ED 624* Teaching English Language Learners

ED 5100* Introduction to Teaching

ED 5200* Foundations of Early Childhood

ED 5300* Early Literacy Foundation & Assessment

ED 5400* Social Studies

ED 5410* Science Methods

ED 5420* Math Foundations & Assessment

ED 5500* Introduction to Special Education

ED 5600* Literacy Instruction & Intervention for
Learners with Diverse Needs

(10 hours stage two field experience)

TED 5100* Introduction to Instructional &
Assistive Technologies

Student Teaching (9 semester hours)

ED 5900* Student Teaching (6 credits)

ED 6600* Collaboration & Inclusion

TOTAL CREDITS

30^{††}

*Required for certification. Certification requires an additional 6 credits of special education course work and 3 credits of English language learners (see page 9).

[†]Students pursuing a master's degree and certification are required to take this course in research. The master's degree requires a minimum of 30 credit hours.

^{††}Approximately 36 credit hours are required to earn certification only. Approximately 42 credit hours are required to earn the master's degree and certificate with existing certification in pre-K–4.

ENGLISH & LANGUAGE ARTS EDUCATION[†]

Research (3 semester hours)

ED 510 Applications of Educational Research

Foundations (6 semester hours)

Six hours from the following:

ED 504 Social Foundations of Education

ED 505 Alternative Educational Models

ED 506 School Law & Child Rights

ED 507 Instructional Psychology

ED 508 History & Philosophy of Education

ED 518* Adolescent Psychology

Professional Core (21 semester hours)

Eighteen hours from the following:

ED 513 Classroom Management & School Discipline

ED 522 Reading & Language Arts II

ED 530 Creative Dramatics with Children

ED 531* Teaching Writing

ED 532* Literature for Children & Adolescents

ED 534* Teaching English in the Secondary Curriculum

ED 537* Teaching Grammar

ED 538 Sociolinguistics

ED 539 Literature for Children

ED 540 Folklore in the Classroom

ED 543 Needs & Nurture of Gifted Children

ED 549 Storytelling

ED 551 Introduction to Special Education

GLS 511 Shakespeare

GLS 516 Intercultural Communication

ED 624* Teaching English Language Learners

Three hours of an elective

TOTAL CREDITS

30[†]

[†]This program is only offered as a master's degree. See "Secondary Education."

*Required for certification. Certification requires an additional 6 credits of special education course work and 3 credits of English language learners (see page 9).

HIGHER EDUCATION LEADERSHIP**Research (3 semester hours)**

ED 510 Applications of Educational Research

Foundations (15 semester hours)

ED 625 Administration in Higher Education

ED 626 Organization & Governance
in Higher EducationED 627 Institutional Effectiveness in
Higher Education

ED 640 History of Higher Education

ED 687 Current Issues in Higher Education

Electives (9 semester hours)

ED 588 Special Topics

ED 691 Service Learning & Civic Engagement
in Higher Education

ED 616 Student Development Theory

ED 629 Student Affairs in Higher Education

ED 656 The College Student in America

ED 684 Legal Issues in Higher Education

ED 674 Higher Education Planning & Strategy

ED 675 The American Community College

ED 676 Seminar in the Policy & Leadership
in Higher Education

ED 734 Leadership in Higher Education

ED 736 Assessment of Student Learning

Capstone (3 credits)

ED 697 Practicum in Higher Education Leadership

TOTAL CREDITS**30****HOME AND SCHOOL VISITOR****Research & Foundations (6 semester hours)**

ED 510 Applications of Educational Research

ED 518* Psychology of the School Age Child
or

A human development course**

Professional Core (18 semester hours)ED 515* Social Welfare Policy *or* SW 540 (for
certification)

ED 544* Multicultural Education

*Twelve hours from the following:*ED 650* Professional School Counseling &
Social Work FoundationsED 652 Group Dynamics, Practices, and Processes *or*
SW 635 Group CourseED 653 Counseling Theories & Interventions *or*
SW 501 or 630ED 657* Ethical & Legal Issues in Counseling *or*
ED 506ED 666** School Leader's Role in Special
Education****Practicum (6 semester hours)**ED 605/606* Practicum in School Social Work I & II *or*
SW Practica in place of either ED 605 or 606**TOTAL CREDITS****30****Required for home and school visitor certification in
Pennsylvania.****PDE SPED requirement with competencies (3–6 credits deter-
mined by candidate's prior course work in special education).***HUMAN SEXUALITY and
SCHOOL COUNSELOR CERTIFICATION****Research (3 semester hours)**

ED 510 Applications of Education Research

Foundations (9 semester hours)ED 653 Models, Theories, & the Practice of Counseling
ED 544 Multicultural Education ***OR*** HSED 501
Sexuality & Society in a Cross-Cultural
Perspective

ED 657 Ethical & Legal Issues in Counseling

Professional Core (39 semester hours)

ED 624 Teaching English Language Learners

ED 650 Professional School Counseling &
Social Work Foundations

ED 651 Career Counseling across the Lifespan

ED 652 Group Process & Dynamics

ED 659 Orientation to Professional Counseling
& Field Experience

ED 5500 Introduction to Special Education

HSED 592 Concepts in Human Sexuality

HSED 593 Behavioral Foundations in Human Sexuality

HSED 625 Human Sexuality for the Education
& Counseling Professional I

HSED 627 Foundations of Clinical Sexology

HSED 643 Theories of Development

& Education in Human Sexuality

HSED 644 Biological Foundations of Human Sexuality

HSED 719 Sensitive Issues in Clinical Sexology

Practica and Internship (9 credits)

ED 671 Internship in Counseling I

ED 672 Internship in Counseling II

HSED 690 Practicum in Human Sexuality Education

TOTAL CREDITS**60**

INSTRUCTIONAL TECHNOLOGY**

Research (3 semester hours)

ED 510 Applications of Educational Research

Foundations (6 semester hours)

ED 507 Instructional Psychology
ED 546 Analysis, Innovation, &
Evaluation of Curriculum

Professional Core (21 semester hours)

Eighteen hours from the following:

TED 502* Software Application & Integration
TED 503 Computers for Educators
TED 504* Technology & Leadership
TED 505* Hardware/Software Systems
TED 521* The Internet for Educators
TED 530* Instructional Design & Integration
TED 531* Hypermedia Development & Application
TED 532* Media Design & Integration
TED 533* Assistive Technology
TED 540* Internship in Instructional Technology
ED 5500** Introduction to Special Education
ED 5600** Literacy Intervention in the Content Areas
for Learners with Disabilities
ED 624** Teaching English Language Learners
ED 695 Independent Study in Education
ED 6600** Effective Collaboration & Team Building

TOTAL CREDITS **30[†]**

[†]This program is offered in an online format.

*Required for instructional technology specialist certification.

**If this is the student's initial certification, then the following courses must be taken: ED 5500, ED 5600, ED 624, ED 6600.

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

**For Mathematics Education and Science Education, see
"Secondary Education."**

READING

Research & Foundations (9 semester hours)

ED 510 Applications of Educational Research
ED 507* Instructional Psychology
ED 546 Analysis, Innovation, &
Evaluation of Curriculum

Professional Core (27 semester hours)

ED 521* Reading & Language Arts I
ED 522* Reading & Language Arts II
ED 527* Practicum for Reading Specialists (6 credits)
ED 529* Role of the Reading Professional
ED 532* Literature for Children & Adolescents
ED 535* Diagnosis & Remediation of
Reading Difficulties
ED 536* Advanced Diagnosis & Remediation of
Reading Difficulties
ED 624* Teaching English Language Learners

TOTAL CREDITS **36[†]**

*Required for reading specialist certification depending upon background of applicant. Certification students must have initial teacher certification.

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

SECONDARY EDUCATION

Students can take secondary education as certification only or as a master's degree with certification.

Available Certifications*

- biology
- chemistry
- earth and space science
- English/language arts
- French
- general science
- mathematics
- physics
- social studies
- Spanish

*Students must have the requisite background in the subject area or pass the Praxis content exam.

SECONDARY EDUCATION FOR MASTER'S DEGREE WITH CERTIFICATION OPTION

Research[†] (3 semester hours)

ED 510 Applications of Educational Research

Foundations (9 semester hours)

ED 507 Instructional Psychology *or*
ED 518 Adolescent Psychology (10 hours stage two
field experience)
ED 546 Analysis, Innovation, &
Evaluation of Curriculum

Professional Core (18–24 semester hours)

ED 5100^{††} Introduction to Teaching (20 hours stage
one field experience) (1 credit)
ED 513 Classroom Management & School Discipline
ED 5500* Introduction to Special Education (10 hours
stage two field experience)
ED 5600* Literacy Intervention in the Content Areas
for Learners with Disabilities
ED 624* Teaching English Language Learners
(10 hours stage three field experience)
ED 6600 Effective Collaboration & Team Building
(SPED corequisite with student teaching)
ED 5900** Student Teaching (6 credits)
TED 5100 Instructional & Assistive Technologies
Field Experience for Secondary Educators*^{*,***}
(120 hours stage three field experience)
Methods for Secondary Educators* (see advisor for
appropriate course in math, English, etc.;
20 hours stage three field experience)
SPED Elective (if student teaching is NOT required)

TOTAL CREDITS **30–36**

[†]Students pursuing the master's degree with certification are required to take an additional course in research.

^{††}Required for all graduate students who do not have an undergraduate background in education. It should be taken during the student's first semester.

*Courses for certification only, not degree.

**Certification students must also enroll in and complete a student teaching or intern teaching experience if this is their initial certification.

***Taken three weeks prior to start of student teaching; may be waived for students with extensive field experience in education (i.e., substitute teaching, teaching assistance, etc.).

SOCIAL STUDIES EDUCATION***Research (3 semester hours)**

ED 510 Applications of Educational Research

Foundations (9 semester hours)

ED 508 History & Philosophy of Education

Six hours from the following:

ED 504 Social Foundations of Education

ED 505 Alternative Educational Models

or

ED 507 Instructional Psychology

ED 518 Adolescent Psychology

Professional Core (18 semester hours)

Nine hours from the following:

ED 506 School Law & Child Rights

ED 511 Introduction to Education

ED 513 Classroom Management & School Discipline

ED 515 Social Welfare Policy & the
Educational ContextED 524 Teaching Reading in the Content Areas,
Grades 4–12

ED 543 Needs & Nurture of Gifted Children

ED 5500 Introduction to Special Education

ED 594 Teaching Social Studies in the
Secondary SchoolED 5600 Literacy Intervention in the Content Areas
for Learners with Disabilities

ED 624 Teaching English Language Learners

ED 6600 Effective Collaboration & Team Building

Nine hours of electives

TOTAL CREDITS **30[†]****Master's degree only. For initial certification, see Secondary Education.**[†]For students pursuing a master's degree and certification, more than 30 hours may be required.***SPECIAL EDUCATION (PRE-K–8)****Research (3 semester hours)**ED 510[†] Applications in Educational Research (for
master's degree students only)**Foundations (6 semester hours)**

Two courses from the following:

ED 506 School Law & Child Rights

ED 507 Instructional Psychology

ED 513 Classroom Management

ED 517* Psychology of the School Age Child

ED 518* Adolescent Psychology

Professional Core (21 semester hours)

Seven courses from the following:

ED 5500[^] Introduction to Special EducationED 5600* Literacy Instruction & Intervention for Learners
with Diverse Needs

ED 624 Teaching English Language Learners

ED 630* Special Education Process & Procedures,
Screening, Assessment, IEP DevelopmentED 662*[#] Education of Students with Developmental
DisabilitiesED 663*[#] Evidence-Based Effective Instruction—Students
with Behavioral DisabilitiesED 664 Evidence-Based Effective Instruction—Students
Identified with L-I Disabilities

ED 666 The School Leader's Role in Special Education

ED 6600* Collaboration & Inclusion

TED 5100 Introduction to Instructional & Assistive
TechnologiesTED 534[^] Assistive Technologies for Individuals with
Communication DisordersTED 535[^] Assistive Technologies for Individuals with
Sensory ImpairmentsTED 536[^] Assistive Technology Assessment for Special
EducationTED 610[^] Practicum in Assistive Technology**TOTAL CREDITS** **30^{††}**** Required for the master's degree in special education or special education certification.**[†]Required of students pursuing a master's degree.**^{††}This is a Level II Instructional Certificate. Students must already hold a Level I Instructional Certificate or be in the process of completing a Level I Instructional Certificate. Students without previous coursework in foundations/introductions to special education need to take ED 5500 in their first semester and need to complete a total of 30 credits in special education (to include the 3 credits in ELL). Students without coursework in teaching English language learners need to take ED 624. Students without coursework in collaboration need to take ED 6600. A minimum of 30 credits is required for students pursuing a master's degree. For students pursuing a master's degree and certification, more than 30 hours may be required.**[#]This course requires field experience.**[^]Required for Certificate of Completion in Special Education Assistive Technologies.*

**SPECIAL EDUCATION:
ASSISTIVE TECHNOLOGY***

Research (3 semester hours)

ED 510[†] Applications of Educational Research

Foundations (6 semester hours)

ED 506 School Law & Child Rights
ED 507 Instructional Psychology
ED 513 Classroom Management

Professional Core (21 semester hours)

Select 3 of the following courses:

ED 5500* Introduction to Special Education
TED 502 Software Applications & Integration
TED 504 Technology and Leadership3
TED 530 Instructional Design & Integration 3
TED 531 Hypermedia Application & Integration
TED 532 Media Design & Integration
TED 533 Introduction to Assistive Technologies3

These 3 courses must be completed:

TED 534 Assistive Technologies for Individuals
with Communication Disorders
TED 535 Assistive Technologies for Individuals
with Sensory Impairments
TED 536 Assistive Technology Assessment
for Special Education

A field-based practical experience is required:

TED 610 Practicum in Assistive & Instructional
Technology

TOTAL CREDITS 30

**Students without previous coursework in foundations/introductions to special education must take ED 5500.*

[†]Required of all students pursuing a master's degree.

STUDENT AFFAIRS LEADERSHIP

Research (3 semester hours)

ED 510 Applications of Educational Research

Foundations (15 semester hours)

ED 616 Student Development Theory
ED 640 History of Higher Education
ED 656 The College Student in America
ED 687 Current Issues in Higher Education
ED 691 Service Learning & Civic Engagement
in Higher Education

Electives (9 semester hours)

ED 588 Special Topics
ED 618 Diversity in Higher Education
ED 629 Student Affairs in Higher Education
ED 656 The College Student in America
ED 674 Higher Education Planning & Strategy
ED 675 The American Community College
ED 676 Seminar in the Policy & Leadership
in Higher Education
ED 684 Legal Issues in Higher Education
ED 734 Leadership in Higher Education
ED 736 Assessment of Student Learning

Capstone Course (3 semester hours)

ED 658 Practicum in Student Affairs Leadership

TOTAL CREDITS 30

SUPERVISION**Research (3 semester hours)**

ED 510 Applications of Educational Research

Foundations (9 semester hours)

ED 506* School Law & Child Rights

ED 504 Social Foundations of Education

ED 505 Alternative Educational Models

or

ED 507 Instructional Psychology

Professional Core (18 semester hours)

ED 545* Instructional Leadership

ED 546* Analysis, Innovation, & Evaluation of Curriculum

ED 547* Seminar in School Leadership

ED 548** Seminar in Pupil Personnel Services

ED 5500* Introduction to Special Education

ED 555 Current Issues in Elementary & Secondary Education

ED 583 The Education of Adults from a Developmental Perspective

ED 584 Program Development in Adult Education

ED 660† Instructional Design in Special Education

ED 5600* Literacy Intervention in the Content Areas for Learners with Disabilities

ED 624* Teaching English Language Learners

ED 666† The School Leader's Role in Special Education

ED 6600*† Collaboration & Team Building

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

ED 601/602* Practicum in School Supervision I & II

or

ED 613/614** Practicum in Supervision of Pupil Personnel Services I & II

or

ED 677/678† Practicum in Special Education Supervision I & II

TOTAL CREDITS **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.

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:

ED 506 School Law & Child Rights

ED 545 Instructional Leadership

ED 546 Analysis, Innovation, & Evaluation of Curriculum

ED 547 Seminar in School Leadership

ED 555 Current Issues in Elementary & Secondary Education

ED 666 The School Leader's Role in Special Education

ED 703 Introduction to Educational Research Studies & Process

ED 715 School Architecture & Plant Management

ED 718 Values & Ethics in Education

ED 745 Leadership, Communication, & Decision Making

ED 746 Financial Management Concepts for School Administrators

ED 747 Personnel Management Concepts for School Administrators

ED 750 Organization & Administration of K-12 Schools

ED 820 Policy & Public Relations in K-12 in Education

ED 845 Special Topics for School Administration I

ED 846 Special Topics for School Administration II

ED 801/802 Internship in School Superintendency

TOTAL CREDITS**54**

DOCTOR OF EDUCATION

GOALS

The goals of the doctor of education programs at Widener University are rooted in the mission and goals of the university itself. To that end, the doctoral programs are 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 programs 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.
- a professional statement (part of the application packet)

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 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. 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.

DOCTORAL CANDIDACY

Doctoral candidacy occurs upon successful completion of the relevant coursework and requires continuous enrollment.

CONTINUOUS ENROLLMENT

Candidacy requires students to enroll continuously in an ED 901, 902, 903, and 999 sequence of dissertation seminars for a minimum of 18 credits. The process of working on the dissertation is a continuous one. 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 999	6 credits each (must be taken for 12 credits total)

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. Students continue to enroll for ED 999 until successful defense. (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 director's office in the Center for Education. 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 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.

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" (see above), or (b) request retroactive reinstatement from the dean of the School of Human Service Professions.

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 relevant coursework. 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. (See the *Handbook for Doctoral Students* for more information regarding dissertations.)

The dissertation problem addressed by the candidate's research must pertain to higher education, reading/language arts, or K–12 educational leadership. 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. 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 semester hours of graduate credit, including completion of 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 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.

DOCTOR OF EDUCATION IN HIGHER EDUCATION LEADERSHIP

Foundations (18 semester hours)

ED 626	Organization & Governance in Higher Education
ED 627	Institutional Effectiveness in Higher Education
ED 640	History of Higher Education
ED 656	The College Student in America
ED 687	Current Issues in Higher Education
ED 719	Proseminar in Higher Education

Research (12 semester hours)

ED 703	Introduction to Educational Research Studies & Process
ED 714	Qualitative Research Methods in Education
ED 850	Advanced Quantitative Research Methods I
ED 851	Advanced Quantitative Research Methods II

Professional electives (30 semester hours)

ED 618	Diversity in Higher Education
ED 619	Comparative & International Higher Education
ED 625	Administration in Higher Education
ED 629	Student Affairs in Higher Education
ED 674	Higher Education Planning & Strategy
ED 675	The American Community College
ED 676	Seminar in Policy & Leadership in Higher Education
ED 684	Legal Issues in Higher Education
ED 691	Service Learning & Civic Engagement in Higher Education
ED 734	Leadership in Higher Education
ED 744	Faculty Professional Development in Higher Education
ED 736	Assessment of Student Learning
ED 793	Teaching & Learning in Higher Education
ED 890	Resource Development in Higher Education
ED 893 A	Scholar Practitioner Leadership Project*
ED 893 B	Scholar Practitioner Leadership Project*

Dissertation (Minimum 18 hours)

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

Total Credits: 78 (60 + dissertation credits)

TOTAL CREDITS **78 (60 + dissertation credits)**

**With the approval of their advisor and ED 893 faculty.*

**DOCTOR OF EDUCATION IN
COGNITIVE STUDIES IN READING**

Foundations (9 semester hours)

- ED 719 Proseminar
- ED 723* Correlates of Reading
- ED 827 History & Philosophy of Reading Research

Research (12 semester hours)

- ED 703 Introduction to Educational Research Studies & Process
- ED 714 Qualitative Research Methods in Education
- ED 850 Advanced Quantitative Research Methods I
- ED 851 Advanced Quantitative Research Methods II

Professional Core (27 semester hours)

- ED 536 Advanced Diagnosis and Remediation of Reading Difficulties
- ED 547*** Seminar in School Leadership
- ED 566** Foundations of Literacy Coaching
- ED 588 Special Topics (Writing: Theories and Practice)
- ED 624 Teaching English Language Learners
- ED 724 Theories of Word Learning
- ED 725 Comprehension: Theories & Practice
- ED 726 Developmental Psycholinguistics
- ED 730 Writing for Academic Research

Electives (9 semester hours)**

- ED 841* Practicum in Advanced Clinical Experience in Reading/LA Supervision
- ED 546** Analysis, Innovation, & Evaluation of Curriculum
- ED 567** Practicum in Literacy Coaching

Dissertation (18 semester hours)

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

TOTAL CREDITS 75 (57 + dissertation credits)

**Required for the reading supervisor certificate. ED 506, ED 545, ED 601, and ED 745 are also required for the supervisor certificate.*

***Required for the literacy coaching endorsement*

****Required for both the reading supervisor certificate and literacy coaching endorsement*

Students who are not pursuing the reading supervisor certificate or literacy coaching endorsement may opt to take three other courses recommended by the advisor.

**DOCTOR OF EDUCATION IN
K–12 EDUCATIONAL LEADERSHIP**

Foundations (15 semester hours)

- ED 508 History & Philosophy of Education
- ED 547 Seminar in School Leadership
- ED 718 Values & Ethics in Education
- ED 745 Leadership, Communication, Decision-making
- ED 820 Policy & Public Relations in K–12 Education

Research (15 semester hours)

- ED 703 Introduction to Educational Research Studies & Process
- ED 714 Qualitative Research Methods in Education
- ED 850 Advanced Quantitative Research I
- ED 851 Advanced Quantitative Research II

Professional Core (24 semester hours)

Instructional Technology Leadership:

- ED 506* School Law
- ED 545 Instructional Leadership
- ED 6600 Collaboration & Team Building
- TED 502 Software Application & Integration
- TED 504* Technology & Leadership
- TED 521 Internet for Educators
- TED 532 Media Design & Integration
- TED 533 Assistive Technology
- TED 701* Advanced Web Page Design
- TED 702* Advanced Integration & Technology Design
- TED 703* Advanced Digital Media Concepts
- TED 801* Technology Issues in K–12 Education

Pupil Services Leadership:

- ED 506* School Law
- ED 545 Instructional Leadership
- ED 548 Seminar in Pupil Personnel Services
- ED 652 Group Process & Dynamics
- ED 666 The School Leader's Role in Special Education
- ED 746 Financial Management Concepts
- ED 747 Personnel Management
- ED 855 Current Issues in Pupil Services

School System Leadership:

- ED 506* School Law
- ED 545 Instructional Leadership
- ED 546 Analysis, Innovation, & Evaluation of Curriculum
- ED 555 Current Issues in Elem. & Sec. Education
- ED 666 School Leader's Role in Special Education
- ED 715 School Architecture & Plant Management
- ED 746 Financial Management Concepts
- ED 747 Personnel Management
- ED 750 Organization & Administration of K–12 Schools
- ED 845/846* Special Topics in School Administration I/II

Electives (6 Semester Hours)

TOTAL CREDITS 78 (60 + dissertation credits)

**Required concentration course*

Courses

Education (ED)	22
Human Sexuality Education (HSED)	37
Instructional Technology Education (TED)	38
Mathematics Education (MAED)	39
Science Education (SCED)	40

EDUCATION

ED 501 ANTHROPOLOGY IN EDUCATION

Introduces students to major issues and concepts in anthropological studies of education; surveys current methods of ethnographic research; evaluates existing anthropological research in education. 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 510 APPLICATIONS OF EDUCATIONAL RESEARCH

This course teaches students modern techniques for conducting educational research. They will 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 SCHOOLAGE 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. 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. Prerequisite: ED 521. 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, 529, 532, 535, 536, and 624. 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 PROFESSIONAL

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, 532, 535, 536, and 624. 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 corequisites: 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 theories, 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 LITERATURE FOR CHILDREN AND ADOLESCENTS

Intended for those who teach adolescents, this course will provide the opportunity to experience activities related to the nature, structure, and role of literature written for today's teenaged population. Of primary concern will be the selection and evaluation of appropriate 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 applications 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 recommendations for remediation in the case study format. Strategies to meet the needs of divergent learners are explored. 3 semester hours

**ED 536 ADVANCED DIAGNOSIS AND REMEDIATION
 OF READING DIFFICULTIES**

Different diagnostic tests and methods are used to analyze difficulties experienced by reading/writing-disabled students. Class members gain a broad knowledge of formal and informal assessment procedures including intellectual functioning and emergent literacy. Prerequisite: ED 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 teaching 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 speakers 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 educational considerations in teaching bidialectal and bilingual students. Students apply linguistic analyses of Black English and 'academic' English, and Spanish and English, in preparing teaching materials that are appropriate and valid for alleviating some of the learning problems that may be caused by language or language-related differences. 3 semester hours

ED 540 FOLKLORE IN THE CLASSROOM

Regarded as one of the highest interest and strongest of interdisciplinary 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, interview 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**

This course examines psychosocial concepts related to personality, development, and creativity. Students investigate motivation, self-concept, and under-achievement in terms of their implications for the gifted and talented. Also explored are interventions by counselors, 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**

This course provides an opportunity to analyze some of the past and present definitions of giftedness, review studies that deal with characteristics 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 are provided with an opportunity to design an instructional framework that facilitates a comprehensive course of action for the assessment and evaluation of gifted students 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

This course covers topics related to many aspects of diversity and cultural identities, as they relate to educational contexts, counseling, social work, professional roles, and student experiences. Multiple approaches to explore the aforementioned topics include a combination of theory, research, interviews, reflections, and current literature. Students engage in analysis of course readings aimed to develop individual and peer knowledge related to multiculturalism, diversity, and English language learners in counseling and educational contexts. Foundational skills to apply knowledge in professional practice is the intended outcome. 3 semester hours

ED 545 INSTRUCTIONAL LEADERSHIP

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 (or who presently are) supervisors, department heads, curriculum directors, instructional coaches, 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, instruction, and assessment 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 remediation 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 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 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 556 INTERNATIONAL CONTEXTS IN HIGHER EDUCATION

This course provides students with the opportunity to examine trends and issues related to postsecondary education in the host country through a combination of reading, discussions, writing and reflection, and site visits. Students use each of these to explore an area of interest related to postsecondary education in this specific national and regional context. 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 566 FOUNDATIONS OF LITERACY COACHING

This course focuses on introducing participants to best practices for K–12 literacy coaches. Topics include providing leadership for a school’s literacy program, collaboration with teachers and administrators, data analysis, curriculum issues, knowledge of literacy standards, and professional development facilitation. These foundations provide students with experience in working with teachers to improve their instructional practice as well as student achievement. Special attention is given to mastering the complexities of observing and modeling in classrooms and providing feedback to teachers. 3 semester hours

ED 567 PRACTICUM IN INSTRUCTIONAL COACHING

This course provides a variety of intensive fieldwork requirements (45 hours) in educational settings that build on the foundations of instructional coaching. Students translate current issues of K–12 instruction and assessment into practical, effective solutions in the field. The philosophy of Pennsylvania’s Standards Aligned System (SAS) is embedded in this course experience, as well as the required field experiences. The course professor will mentor and supervise students during on-site visits in addition to class sessions. Prerequisite: ED 545 or ED 566. 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

This course provides 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 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 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
The practica is designed for students enrolled in the Home School Visitor program seeking PA certification. Specifically, consultation, individual planning, team building, collaboration with family and community partners, as well as the role and responsibilities of the home school visitor are explored via the practica experience. Each practica requires a minimum of 180 hours in a school setting under the supervision of a certified home school visitor. A combined total of 360 hours is required in ED 605 and 606. 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 615 PRACTICUM SUBSTANCE AWARENESS COUNSELOR
This course is designed for students seeking the student assistance counselor certification. Students are required to perform duties under the supervision of a certified student assistance counselor in a school district. Prerequisites; ED 650, 651, 652, 653, 659. 3 semester hours

ED 616 STUDENT DEVELOPMENT THEORY
This master's level course introduces students to the set of theories that help inform research and practice related to understanding and improving the college student experience, with primary emphasis on the undergraduate student population. The course focuses on the application of theoretical constructs to student affairs practice. 3 semester hours

ED 617 DIVERSITY IN HIGHER EDUCATION
The diversification of American higher education is one of the most promising, and challenging, issues of the modern era. This course integrates theory, research, and practice to explore issues related to diversity across multiple stakeholders and populations in higher education, with particular attention to the intersection of identity in institutional contexts. 3 semester hours

ED 619 COMPARATIVE AND INTERNATIONAL HIGHER EDUCATION
This course explores postsecondary education from a comparative perspective through the study and analysis of national contexts, trends, and models of higher education. Multinational and regional comparisons and in-depth explorations of individual models contribute to students' understanding of comparative and international issues and global higher education. 3 semester hours

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 is 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 624 TEACHING ENGLISH LANGUAGE LEARNERS
This course covers both culture and English language skills in a comprehensive format. It provides students with the theories, as well as practical and effective resources, necessary to meet the educational challenges faced by mainstream classroom teachers

of culturally diverse learners of English. Students study current and established theories of culture and language through a variety of formats, including readings, classroom observations, literature reviews, and class discussions. Upon completion of the course, students will have a basic understanding of the theoretical and foundational base of multicultural education and English as a second language, which will better equip them to accommodate diversity in the classroom. 3 semester hours

ED 625 ADMINISTRATION IN HIGHER EDUCATION

This course focuses on the administration and management of colleges and universities. Students examine the literature and current organization models of higher education that impact administrative practice. Administrative roles and functions associated with trustees, governance, human resources, and organizational models are discussed. 3 semester hours

ED 626 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION

This course explores the interrelationship between organizational culture, structure, administrative practice, and governance in American higher education. Students explore the impact of culture and type of institution on decision-making and leadership. This course focuses on collegial, political, bureaucratic, and other factors that impact various approaches to administration and governance of colleges and universities. 3 semester hours

ED 627 INSTITUTIONAL EFFECTIVENESS IN HIGHER EDUCATION

This course introduces students to strategic planning and assessment practices in American higher education. Increasingly, higher education leaders are asked to provide evidence of strategic, effective, mission-driven initiatives. Further, American colleges and universities are being asked to provide evidence of student learning and organizational and program-specific outcome effectiveness. This course provides an integrated approach to strategic planning, institutional effectiveness, and assessment. 3 semester hours

ED 629 STUDENT AFFAIRS 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 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 and 511. 3 semester hours

ED 640 HISTORY OF HIGHER EDUCATION

This course examines the history of post-secondary education in the United States with a focus on the societal contexts in which colleges and universities have developed. In this course, students focus on societal, economic, political, and cultural forces that have impacted various stages in the development of the American higher education enterprise. A primary course goal is to provide an introductory foundation to key events and timelines in the development of the American higher education system, and to link them with current and emerging issues. 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 PROFESSIONAL SCHOOL COUNSELING AND SOCIAL WORK FOUNDATIONS

An introduction to the profession of school counseling and school social work, including the requisite information and skills for success in the K–12 school setting. Specifically, the philosophy and rationale that underlie the ASCA National Model and comprehensive developmental guidance are presented. The history, objectives, organization, and current issues that impact designing, developing, implementing, and evaluating school counseling programs, as well as the personal qualities, skills, and aptitudes of an effective school social worker and counselor are explored. The evolution of the transformed school counselor, curricular planning, consultation, team building, community-based resources, referral processes, data collection/analysis, and accountability practices are reviewed. The role of the professional school counselor and school social worker with regard to delivery of services to support the academic, career, and personal/social needs of students is viewed through the lens of the ASCA national model. 3 semester hours

ED 651 CAREER COUNSELING ACROSS THE LIFESPAN

This course introduces future school counselors, as well as students in the higher education/student personnel services program, to the knowledge and skills essential to assisting others with career development and life span issues. The course presents an overview of career counseling theories, assessments, 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 DYNAMICS, PRACTICES, AND INTERVENTIONS

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 processes. 3 semester hours

ED 653 COUNSELING THEORIES AND INTERVENTIONS

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. This course also focuses on the acquisition of those counseling skills so vital to clinical practice in this profession. 3 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 657 ETHICAL AND LEGAL ISSUES IN COUNSELING

This course examines the underlying, historical, and current ethical and legal issues that are relevant to the counseling profession and schools. Aspects of ethical decision making, complications of confidentiality, privileged communication, student records, negligence, child abuse reporting, parent/ student rights and responsibilities are addressed. The relevant ethical codes from the American School Counselor Association (ASCA), the American Counseling Association (ACA), case studies, and position statements are analyzed and applied. Prerequisite: ED 650. 3 semester hours

ED 658 PRACTICUM IN STUDENT AFFAIRS LEADERSHIP

This practicum provides students with supervised experience in a professional area of practice within the student affairs profession. Under the guidance of the academic advisor and sponsoring supervisor, students develop a prospectus and prepare written reflections to facilitate a professional learning experience that complements traditional coursework and prepares students for professional opportunities in college and university settings. 3 semester hours

ED 659 ORIENTATION TO PROFESSIONAL COUNSELING AND FIELD EXPERIENCE

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. 4 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. 3 semester hours

ED 663 EDUCATION OF STUDENTS WITH EMOTIONAL OR BEHAVIORAL DISABILITIES

This course emphasizes assessment and educational interventions for teaching and remediating 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. 3 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 provides students with a foundation in assessment and intervention principles and practices with young children with disabilities. It emphasizes developmentally appropriate early intervention practices within the context of family, school, and culture. Students 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 are emphasized. This course contains a fieldwork component in a setting for young children with disabilities. 3 semester hours

ED 666 THE SCHOOL LEADER'S ROLE IN SPECIAL EDUCATION

This course develops special education competencies for school leaders. These include over-representation for diverse students in special education; prevention and early intervention; and effective instructional strategies for students with disabilities in inclusive settings. This course includes rigorous special education supervisory competencies, as well as provides the knowledge, skills, and ability to demonstrate supervising and evaluating these competencies in others. 3 semester hours

ED 669 ABILITY AND ACCESS IN HIGHER EDUCATION

This course examines research, policy, and practice related to the experiences of differently abled persons in higher education contexts. Attention is given to the issues that affect students, faculty members, staff, administrators, and institutional leaders. This includes both those who have physical disabilities and those whose institutional roles include providing support and access for

that population. Students use the literature as a point of entry into their own scholarship and practice about this population of participants in postsecondary education. The course design is based on a preparation-engagement-reflection model. 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 671 INTERNSHIP IN COUNSELING I

All pre-service K–12 school counselor certification candidates and community counselor candidates are required to enroll in this internship. The role, function, and responsibilities of counselors are explored via a 150-hour field experience. The Internship I is an opportunity for students to develop skills, practice counseling under the supervision of a cooperating counselor, and identify resources necessary to function in the role of a school or community counselor. Prerequisites: ED 650, ED 651, ED 652, ED 653, ED 657, ED 659, ED 666. 3 semester hours

ED 672 INTERNSHIP IN COUNSELING II

This advanced internship is required for pre-service K–12 school counselor certification candidates and community counselor candidates who have successfully completed the initial internship. The responsibilities of counselors are explored via a 150-hour field experience. The advanced internship is an opportunity to further develop skills, establish professional goals, lead or co-lead a counseling group, work with students individually, and develop a self-selected field-based project in the role of a school or community counselor. Aspects of leadership for the professional school counselor are explored via supervision. Prerequisites: ED 650, ED 651, ED 652, ED 653, ED 657, ED 659, ED 666, ED 671. 3 semester hours

ED 674 HIGHER EDUCATION PLANNING AND STRATEGY

This seminar helps students understand the development and application strategy and planning in American higher education. The seminar reviews research, concepts, models and practice associated with strategy development and strategic planning in higher education. The strategic planning process and methods of mission, vision, and guiding principles of development are reviewed during the seminar. Students engage in action research applying models of strategic planning to specific cases. 3 semester hours

ED 675 THE AMERICAN COMMUNITY COLLEGE

This course provides students with knowledge and understanding regarding the history and evolution of community colleges. Topics include the average American community college mission; students; assessment; resources and financing; developmental, terminal, and transfer education; workforce development and continuing education; faculty; governance; and leadership.

Higher education policy decision impact and future trends are examined. 3 semester hours

ED 676 SEMINAR IN POLICY AND LEADERSHIP IN HIGHER EDUCATION

This seminar helps students understand the development and application of policy in American higher education. The seminar reviews current policy issues in higher education and examines the development of policy briefs and position papers. Students have an opportunity to examine the policymaking process, as well as methods of policy analysis and policy research. Proposed solutions to selected issues and problems and alternative solutions are developed and debated. 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 684 LEGAL ISSUES IN HIGHER 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 687 CURRENT ISSUES IN HIGHER EDUCATION

This course focuses on the identification and analysis of contemporary issues, innovations, and trends in higher education. Discussion topics may be related to teaching and learning, faculty, changing student profiles, assessment and accountability, technology, emerging models, and global trends. 3 semester hours

ED 691 SERVICE LEARNING AND CIVIC ENGAGEMENT IN HIGHER EDUCATION

This course introduces students to current theory, practices, and trends associated with civic engagement and service learning initiatives in higher education. The course examines how faculty

and students approach the design and implementation of student learning in response to community-identified concerns within the context of institutional university or college mission. Students explore the relationships between academic course work, student service-learning, and the development of citizenship skills. The role of federal and state policy, institutional mission and strategic planning, faculty engagement, curriculum, and societal trends are discussed. 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 IN HIGHER EDUCATION

This course examines the historical and current trends and issues related to women in higher education. Attention is given to the issues that affect female students, faculty members, staff and administrators, and institutional leaders. The course provides foundational knowledge about relevant research, theory, and practices addressing women in higher education. Students use the literature as a point of entry into their own scholarship about this population of participants in postsecondary education. 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 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 of the Center for Education before a student may enroll in this course. 3 semester hours

ED 697 PRACTICUM IN HIGHER EDUCATION LEADERSHIP

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 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 of the Center for Education. 3 or 6 semester hours

ED 703 INTRODUCTION TO EDUCATIONAL RESEARCH STUDIES AND PROCESS

This course provides students with the basic concepts and principles of educational research methods. The course teaches students to understand the research process and learn major types of research used in education and to become critical consumers of educational research. The course has a conceptual focus and encourages students to find applications for the concepts taught in class into everyday practice of education, especially with respect to research-based teaching and learning. 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 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 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 THEORIES OF WORD LEARNING

This course examines relevant theories, research, and instructional approaches to accessing orthographic, phonological, contextual, and semantic processes for skillful word identification. The inherent connections between word identification and vocabulary acquisition and development to reading comprehension are also explored. 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. 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. 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 730 WRITING FOR ACADEMIC RESEARCH PURPOSES

The writing done in graduate courses, culminating in dissertations, presents unique and specific challenges. This course explores the richness and variety of writing done within graduate courses, making connections to the writer's past experiences and focusing on the new rhetorical tasks required by various kinds of academic discourse. Topics include genres of academic discourse, such as summary, critique, analysis, literature review, comprehensive examination essay, proposal, and dissertation; use and documentation of sources; plagiarism; rhetorical tasks; structure and organization; and style. Besides discussing these topics and analyzing models, students serve as peer readers and confer individually with the instructor as they evaluate and revise their work. 3 semester hours

ED 734 LEADERSHIP IN HIGHER EDUCATION

This course provides an overview of leadership theories and explores their historical and current applications to the field of higher education. Traditional institutional leadership roles such as those of the president, provost, and dean are explored. In addition, students apply leadership theories to their own development and identities as leaders and contribute to research and practice related to the application of leadership to higher education administration. 3 semester hours

ED 736 ASSESSMENT OF STUDENT LEARNING

This course provides students with an overview of internal and external forces impacting trends and practice associated with the assessment of student learning. Students examine national, state, regional, and professional contexts of assessment. The course explores research, assessment models, literature, and best practices, which can inform various approaches to assessing student learning. 3 semester hours

ED 740 PROFESSIONAL DEVELOPMENT IN LITERACY EDUCATION

This course is designed for those who are or will be responsible for teacher or administrator professional development related to literacy. Using an adult learning perspective, the course presents information on developing and delivering staff development initiatives. Strategies for establishing successful literacy programs, monitoring initiated programs, and evaluating teachers' professional development needs, and critiquing others' professional development plans is a focus of the course. Students gain a thorough foundation for professional development in literacy education from current literature, research, and practical applications. 3 semester hours

ED 744 FACULTY PROFESSIONAL DEVELOPMENT IN HIGHER 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 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 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 study academic theories, studies, and models that promote school and teacher improvement. Four major themes are explored: commitment to education, school reform, creating change, and personal and organizational excellence. Through lecture, discussion, video, and experiential learning, students develop a knowledge base about effective schools and teaching that enhances their skills 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 state departments 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 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 change in areas related to curriculum development, delivery, and assessment. 3 semester hours

ED 810-811 PRACTICUM IN SCHOOL ADMINISTRATION I & II

These courses are required of all candidates for principal certification. They are 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 AND PUBLIC RELATIONS IN K-12 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 827 HISTORY AND PHILOSOPHY OF READING RESEARCH

This course examines, compares, and critiques topics, methodologies, and conclusions from representative studies in the field of reading since the beginning of reading research in the late 1800s. Trends are noted and likely future topics, trends, and methodologies are discussed. 3 semester hours

ED 840 PRACTICUM IN ADVANCED CLINICAL EXPERIENCE IN CLINICAL DIAGNOSIS

This course is designed for those doctoral reading students pursuing an advanced clinical experience in reading diagnosis. Students are supervised at various educational settings. Conferences are held with the practicum supervisor at regular intervals to discuss the different projects and field assignments and how the 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 850 ADVANCED QUANTITATIVE RESEARCH METHODS I

This course begins with the fundamental steps in the educational research process, including developing research questions and conducting literature review. It also provides an overview of basic research concepts, including sample and sampling approaches, validity and reliability of measurement results, and types of quantitative research designs. ED 850 mainly focuses on non-experimental designs and survey research, as well as commonly used

statistical methods for studies that utilize these designs. The course provides opportunities for students to learn statistical software such as SPSS. Prerequisite: 510. 3 semester hours

**ED 851 ADVANCED QUANTITATIVE
RESEARCH METHODS II**

This course is the continuation of ED 850. The class begins with a discussion of legal matters and ethics in research. The focus of the course is research methods and statistics that are used for group comparisons. Experimental studies along with causal-comparative studies are the research designs to be investigated. Statistics covered in this course are mainly parametric inferential statistics used for analysis of group comparison studies. This course also covers internal/external validity of research findings and control techniques of extraneous variables. The course provides opportunities for students to learn statistical software such as SPSS. Prerequisite: 850. 3 semester hours

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 AND FINANCE
IN HIGHER EDUCATION**

This course explores issues of resource development and funding for higher education organizations and programs. The course focuses on roles played by various public and private funding entities, as well as traditional tuition support models. Students examine the link between intuitional mission and revenue-driven initiatives and programs. 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 893 SCHOLAR PRACTITIONER
LEADERSHIP PROJECT**

This course is for students in the higher education doctoral program and is designed to provide experience in a higher education setting. The faculty member and the volunteer supervisor design an individualized experience that provides each student with an opportunity to gain experience, knowledge, and skills that are not easily conveyed in the classroom. Course requirements include regular meetings with the course instructor and a final paper summarizing the experience. 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 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 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 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

ED 5100 INTRODUCTION TO TEACHING

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. The 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. The course 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. 1 semester hour

**ED 5150 EARLY CHILDHOOD DEVELOPMENT:
PRENATAL, BIRTH, PRE-K–4**

In this course, students use typical developmental milestones in an effort to understand and evaluate atypical development. Students become acquainted with the prenatal and early developmental genetic and environmental influences that contribute to atypical developmental outcomes, the methods of assessment and instruction used by early intervention providers, and the legal and practical practices associated with these methods. The course focuses on how candidates use their understanding and knowledge about the complex characteristics of children’s families and communities to create and sustain respectful, reciprocal relationships that support and engage families, and to involve families in their children’s development and learning. An understanding of family values, community supports, evidence-based practice, and functional behavioral assessments are used to show how educators must include a view of the whole child when designing appropriate and effective instruction. This course contains a field experience component in the community. (Adapted from the *Pennsylvania Dept. of Education’s Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

ED 5200 FOUNDATIONS OF EARLY CHILDHOOD

This course provides early childhood educators an opportunity to explore historical data and emerging research on how children grow, develop, and learn from birth through grade four. Programs and curriculum models in early childhood education are analyzed and evaluated. The focus is on the development of the social child and the implications of this development for learning. Academic achievement is founded on emotional and social skills, and learning is a process that requires self-regulation, self-awareness, confidence, motivation, and problem-solving skills. Teacher candidates learn to integrate the development of social and personal skills, including getting along with others (parents, teachers, and peers), following directions, identifying and regulating one’s emotions and behavior, thinking of appropriate solutions to conflicts, persisting on task, engaging in social conversation and cooperative play, correctly interpreting others’ behaviors and emotions, and feeling good about self and others. The course centers on motor development, health, safety, and nutrition of the young child. The course also focuses on classroom organization and the establishment of an environment conducive to learning. The course celebrates diversity, motivating candidates to learn and foster partnerships with parents, schools, and community. This course is designed to prepare teachers to teach health, safety, nutrition, and physical education activities in the curriculum. This course includes a community outreach project field placement component for which students will plan, present, and evaluate developmentally appropriate lessons for young children. (Adapted from the *Pennsylvania Dept. of Education’s Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

**ED 5300 EARLY LITERACY
FOUNDATION & ASSESSMENT**

The core curriculum for reading education should equip teachers to produce readers who are successful in the classroom and on standardized tests and use reading effectively to negotiate the world. This course enables new teachers to understand and use effective instructional strategies. Coursework, field experiences, skills in assessment, and skills in developing intervention strategies are organized coherently to address the development of

strong reading skills and habits. The course and related experiences also include direct and specific linkages to content in mathematics, the sciences, and social science so that candidates acquire and demonstrate knowledge and skills for nonfiction literacy instruction, assessment, and interventions. (Adapted from the *Pennsylvania Dept. of Education’s Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

ED 5400 SOCIAL STUDIES METHODS

This course helps preservice teachers to develop self reflection in the teaching/learning process, foster content knowledge of the social sciences, enhance skills related to learning theories, and create authentic and appropriate assessments. The goals of this course reflect the standards of the National Council for Social Studies’ National Standards for Social Studies Teachers (2000) “to ensure that (1) social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and (2) that they are able to create learning experiences that make these aspects of the subject matter meaningful for learners” (p. 17). (Adapted from the *Pennsylvania Dept. of Education’s Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

ED 5410 SCIENCE METHODS

As a result of this course, candidates will demonstrate their understanding of learning as a process that integrates all areas of development. Teachers encounter a wide range of students—those beginning school with previous exposure to high quality science experiences, those with learning challenges, and those whose innate curiosity about the world around them has yet to be tapped by effective science instruction. As a result, candidates learn to utilize a variety of instructional strategies. Candidates learn how to think like scientists and to help their students develop the same set of age-appropriate knowledge and skills. To this end, the course uses an inquiry-based perspective for teaching science. Science process skills are practiced and studied as a means of introducing students to science investigation. Teacher candidates explore the application of alternative learning theories to develop early childhood and elementary level hands-on, minds-on science unit plans. As part of this course, students participate in field experiences to apply these units. All students must have required clearances on file in the Office of Field Experiences and Certification. (Adapted from the *Pennsylvania Dept. of Education’s Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

**ED 5420 EARLY AND PRIMARY MATH
FOUNDATIONS & ASSESSMENT**

This course prepares new early childhood teachers to effectively teach mathematics to pre-K–4 students. *Early Childhood Mathematics: Promoting Good Beginnings*—a joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM)—and NCTM’s Curriculum Focal Points provide a central focus for this course. Topics include how young children learn mathematics; teaching strategies, techniques, and learning activities related to specific mathematical topics; use of technology, and assessment of mathematics learning. The Pennsylvania Department of Education (PDE) competencies covered in this course include those listed for number and operation, algebra, geometry, measurement, and data analysis and probability. As part of this course, students participate in field experiences that enable them to relate the course content to teaching.

(Adapted from the *Pennsylvania Dept. of Education's Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

ED 5500 INTRODUCTION TO SPECIAL EDUCATION

The 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 and psychological aspects, and inclusion are examined. 3 semester hours

ED 5600 LITERACY INSTRUCTION AND INTERVENTION FOR LEARNERS WITH DIVERSE NEEDS

This course focuses on the development and implementation of evidence-based methods, instructional strategies, materials, and assessments necessary to educate students with diverse needs in reading and writing. Coursework and field experiences prepare teachers to utilize universal design for learning (UDL) to design and implement instruction. Teacher candidates develop the ability to apply explicit and systematic instruction, adapt content area material to the student's instructional level, utilize assessment tools with appropriate accommodations to identify effectiveness of the standards-based curriculum and use effective instructional and assessment strategies with a wide range of differently abled learners, including students who are English language learners (ELL). (Adapted from the *Pennsylvania Dept. of Education's Pre-K–4 Program Specific Guidelines, 2008.*) 3 semester hours

ED 5900 STUDENT TEACHING, PRE-K–4

Student teachers observe and teach in classroom situations. The classroom experience is a period of fourteen weeks and is under the supervision of a professor from the teacher education program and also experienced teachers from local cooperating schools. The student teaching experience requires full-time presence in the school for one semester. All students must have required clearances before the semester begins. Please contact the Office of Field Experience and Certification for more information. Prerequisite: Permission of the director of field experience and certification. 6 semester hours

ED 6600 COLLABORATION AND INCLUSION

This course helps teachers develop an understanding of the major issues involved in working as a member of a team and in helping others from special education and multiple teaching positions in general. This course focuses on effective strategies for facilitating inclusion of students with special needs in the general education classroom, and collaboration with families, general and special educators, paraprofessionals, and related service providers in the school and community. A multidisciplinary approach to assessment and intervention is emphasized. (Adapted from the *Pennsylvania Dept. of Education's Pre-K–4 Program Specific Guidelines, 2008.*) 3 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 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 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 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 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 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. Prerequisites: HSED 625 and 627. 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 elements of effective online instruction, as well as tools that can facilitate active, cooperative online learning. Students plan online instruction that encourages active student participation and learning, discuss the importance of online presence and student feedback, and plan for diverse learners' needs. 3 semester hours

TED 530 INSTRUCTIONAL DESIGN AND INTEGRATION

Educators learn how to transform their teaching as they move from traditional face-to-face classrooms to online settings. This course provides an overview of the key principles of effective online instruction, emphasizes the power of the learner-centered approach, and discusses the technology tools that make online delivery and design possible. Universal Design for Learning and strategies for meeting students' needs are also covered. Course includes an online program capstone field experience. 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 534 ASSISTIVE TECHNOLOGIES FOR INDIVIDUALS WITH COMMUNICATION DISORDERS

This course offers assistive technologies in augmentative and alternative communications for people with severe communications problems in speech or language. The focus is on technologies to support self-determination, learning, social skills, and general communication. 3 semester hours

TED 535 ASSISTIVE TECHNOLOGIES FOR INDIVIDUALS WITH SENSORY IMPAIRMENTS

This course offers assistive technology assistance for individuals with hearing, visual, and tactile sensory difficulties. The course material addresses cultural perspectives, technologies, and resources. Tools to aid mobility training, learning and cognition, and social integration are emphasized. 3 semester hours

TED 536 ASSISTIVE TECHNOLOGY ASSESSMENT FOR SPECIAL EDUCATION

This course offers instruction on selecting, administering, and interpreting educational assessment tools, including Response to Instruction and Intervention (RtII), Individualized Education Plans (IEP), and Functional Behavior Assessment (FBA). 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 554 EMERGING EDUCATIONAL TECHNOLOGY TRENDS AND PROFESSIONAL RESPONSIBILITIES

This course explores new and evolving online educational technologies, as well as the evolving responsibilities of online educators. Students investigate educational technologies expected to have an impact on teaching and learning in the next one to five years. In addition, they demonstrate knowledge and understanding of digital citizenship, legal issues, confidentiality expectations, professional online interactions, and methods for effective online technology use to support student learning. 3 semester hours

TED 558 ASSESSMENT OF ONLINE LEARNING

This course introduces students to the use of technology as a tool for student learning and assessment. Educators find themselves faced with the challenge of ensuring that every student reaches proficiency in their course objectives. With increased interest and reliance on technology in K–12 schools and universities, it has also become important for educators to be able to effectively use technology as a learning and evaluation tool. This course prepares educators to infuse technology into the curriculum in ways that combine learning and assessment. In addition, this course enables educators to successfully identify and facilitate the integration of effective educational technology and to understand how to use educational technology to assess student achievement. 3 semester hours

TED 610 PRACTICUM IN ASSISTIVE AND INSTRUCTIONAL TECHNOLOGIES

Teacher candidates have opportunities to observe and implement a range of assistive technologies used with individuals of diverse abilities in the home, community, and schools. Consideration for facilitating universal design for adaptive environments is given. An emphasis is placed on collaborating with families, special and general educators, related specialists (OT, PT, and speech and language pathologists), technology facilitators, and AT specialists to design, implement, and assess the integration of assistive technology. This course requires 20 hours of fieldwork. 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

TED 5100 INTRODUCTION TO INSTRUCTIONAL AND ASSISTIVE TECHNOLOGIES

This course provides learning experiences that help develop knowledge of technology integration and its ability to support students with diverse abilities, including students who are English language learners (ELL). Students acquire instructional technology strategies that support differentiated practices and can be applied to the construction of lesson and activity plans, and instructional goals and objectives that incorporate content, pedagogy, and developmental considerations consistent with state learning standards. Participants have opportunities to create assessments utilizing a variety of technologies. Additionally, the course assists students' understanding of the various types of adaptive and assistive technologies used in special education. This course complements and complies with the *International Society for Technology in Education Foundation Standards for Teacher Preparation Programs and Competencies* as outlined by the Pennsylvania Department of Education. 2 semester hours

MATHEMATICS EDUCATION

MAED 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

MAED 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

MAED 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 include functions, systems of equations and inequalities, matrices, data analysis, sequences and series, and probability. The historical development of algebra is integrated throughout the course. Students are 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

MAED 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 will be taken, and proofs will be stressed throughout the course. Prerequisites: MATH 141 and 142, MAED 542 and 543, or permission of the instructor. 3 semester hours

MAED 545 MATHEMATICAL MODELING

This course provides students with an understanding of the mathematical systems used in the teaching of the physical, biological, and social sciences at the secondary level. Mathematical models using mainly discrete mathematics will be presented. The purpose of this course is to provide prospective mathematics teachers with an understanding of the process of applying mathematics. The mathematics content may include graphs and digraphs, paths and connectivity, statistics, probability, Markov analysis, game theory, theory of voting, and difference equations. Prerequisites: MATH 141 and 142, and ED 510 or permission of the instructor. 3 semester hours

MAED 546 NUMBER THEORY

This course provides students with an introduction to elementary number theory. Techniques of proof and rigor and the history of mathematics are stressed. Students are given an opportunity to practice their teaching skills through a class presentation. The mathematical content includes the Euclidean Algorithm, congruences, magic squares, diophantine equations, and other topics as time permits. Prerequisites: MATH 142 and MAED 544. 3 semester hours

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 curricula and engage in extended practice of reviewing actual curricula 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 curricula and engage in extended practice of reviewing actual curricula 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

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