



# Widener University

Center for Human Sexuality Studies  
2018 Graduate Catalog

# Widener University Information

## UNIVERSITY POLICY

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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](mailto: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](mailto:cafeminella@widener.edu); or Chief of Campus Safety Kevin Raport, tel. 302-477-2202; e-mail [kjraport@widener.edu](mailto: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](mailto: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](mailto: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](http://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

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**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 Human Sexuality Studies 2018 Graduate Catalog

## **GRADUATE PROGRAM DIRECTORY**

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**ALLIED HEALTH EDUCATION: Maggie Place**

610-499-4284 • maplace@widener.edu

**BUSINESS ADMINISTRATION: José Proença**

610-499-4330 • jproenca@widener.edu

**CLINICAL PSYCHOLOGY: Sanjay R. Nath**

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**CRIMINAL JUSTICE: Shana Maier**

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**EDUCATION: Robin Dole**

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**HUMAN SEXUALITY STUDIES: Justin Sitron**

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**NURSING: Barbara Patterson**

610-499-4222 • bjpatterson@widener.edu

**OCCUPATIONAL THERAPY: Wendy Wachter-Schutz**

610-499-4372 • wlwacherschutz@widener.edu

**PHYSICAL THERAPY: Jill Black**

610-499-1277 • jdblack@widener.edu

**PUBLIC ADMINISTRATION: Jim Vike**

610-499-1120 • jevike@widener.edu

**SOCIAL WORK: Beth Barol**

610-499-1152 • bibarol@widener.edu

## **GENERAL DIRECTORY**

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**INFORMATION LINE**

610-499-4600

**BOOKSTORES**

Main Campus, 610-490-7012

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

**BUSINESS OFFICES**

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

**CAMPUS SAFETY**

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

**FINANCIAL AID**

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

**LIBRARIES**

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

**REGISTRAR**

Main Campus, 610-499-4142

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

## **CONTENTS**

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Widener University Information .....	2
School of Human Service Professions Information .....	4
Center for Human Sexuality Studies Information .....	9
Master of Education in Human Sexuality Program.....	10
Doctor of Philosophy in Human Sexuality Program.....	12
Advanced Transgender Mental Health Training.....	13
Advanced Transgender Training (ATT) Courses.....	14
Human Sexuality Education (HSED) Courses .....	14
The Council for Relationships (PCED) Courses .....	19
Faculty .....	20

# School of Human Service Professions Information

## GRADUATE PROGRAMS

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### 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

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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

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Grades are recorded as follows:

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

*\*only for courses offered on a Pass/No Pass basis*

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

The grade of I is given when a student has not completed course requirements because of excusable reasons, which are determined by the instructors. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a

dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity."

## COURSE OFFERINGS

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Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations.

## DROP/ADD POLICY

Graduate students may withdraw from a course up to four weeks prior to the last day of classes for the semester and receive the grade of W. Students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

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

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

## AUDITING

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

## STUDENT STATUS

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Students must enroll for a minimum of 3 credits each semester. Part-time students typically register for at least 6 credits, and full-time students register for at least 9 credits. Taking more than 10 credits a semester requires advisor approval. Students who do not

enroll in a semester must apply to the program director via the administrative office for a leave of absence (see Leave of Absence section for more information). Students who do not enroll for two or more subsequent semesters without permission will have their student status changed to inactive. After two years of inactive status, a student must reapply to the program and have their transcripts analyzed for currency.

## **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 bulletin.*

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit an online graduation petition by July 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 an online graduation petition by November 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 an online graduation petition by April 1.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited. Students who have six or fewer credits remaining toward the completion of their degree at the time of commencement may request permission to participate in commencement activities. The degree will not be awarded, however, until the six credits are successfully completed.

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

## TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

## FINANCIAL AID

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

## **ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS**

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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**

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### **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](http://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.



## CENTER FOR HUMAN SEXUALITY STUDIES INFORMATION

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### ADMISSION

Application for admission to the MEd or PhD in human sexuality can be done online at [widener.edu/admission](http://widener.edu/admission).

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

- PhD applicants: Deadline for admission is in January.
- MEd applicants: Deadline for admission is in March.
- Interview for invited applicants.
- Notification timetable: March for PhD and May for MEd.

The following procedures and requirements must be met for admission:

- For MEd: a bachelor's degree from an accredited institution of higher learning with a GPA of 3.0 or higher.
- For PhD: a master's degree from an accredited institution of higher learning with a GPA of 3.5 or higher.
- Complete the application form.
- Have an official transcript sent from **all** previous graduate and undergraduate programs.
- Submit a résumé or curriculum vitae that indicates professional and/or volunteer experience as a record of work in the field.
- Submit a professional goals and interests statement and a personal statement.
- Submit three letters of recommendation: two academic and one professional/volunteer.
- For PhD: An academic or professional writing sample.

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

No decision will be made on an application for admission until all of the appropriate forms and transcripts have been received and filed with the Center for Human Sexuality Studies. A faculty committee makes admission decisions based on a combination of all admissions information and the interview.

### International Students

International students should consult the International Student Services web page at [www.widener.edu](http://www.widener.edu) for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

### MATRICULATION

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

### SPECIAL STATUS

A "special status" student is a nonmatriculated student. Special status students typically register for courses for professional development. A student must become matriculated in order to pursue a degree through the Center for Human Sexuality Studies. Courses completed under special status will not automatically transfer toward a degree program. No more than three credits should be taken before matriculating.

### GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available each year for graduate students. Students receive tuition remission for course work and a stipend based on 20 hours of work per week.

Graduate assistants work with the center's faculty and administration on special research and administrative projects. For further information, contact the director of the Center for Human Sexuality Studies.

The Interdisciplinary Sexuality Research Collaborative (ISRC) occasionally offers graduate assistantships, dependent upon funding levels. For more information, e-mail [isrc@widener.edu](mailto:isrc@widener.edu).

### GRADING AND DISMISSAL

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

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

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

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

### PASS/NO PASS

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

### CHSS ADDITIONAL DROP/ADD POLICY

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

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

### TRANSFER CREDIT

Students who have been officially admitted to the MEd in human sexuality program may transfer a maximum of six semester hours of graduate course work. Students in the PhD program may transfer up to 12 credits. A grade of A, B, or Pass (only if taken on a Pass/No Pass grading system) must be achieved if transfer credit is to be awarded, and the course work must be recent (within seven calendar years). For this transfer process to occur, students must file official transcripts from all other graduate institutions in which course work was completed and must meet with their advisor for a transcript analysis. Under no circumstances will an in-service education credit awarded through

a state education department or professional association be transferred as graduate credit. Courses can only be approved for transfer credit by a faculty member who teaches that course following a syllabus review.

### LEAVE OF ABSENCE

Any student who is unable to remain continuously enrolled during any semester must petition for a leave of absence. The "Petition for an Approved Leave of Absence" is available online. A petition must be submitted during any semester when a student is not continuously enrolled. A leave of absence may not exceed two years or four academic semesters in total. Exceptions may be granted only by the director of the Center for Human Sexuality Studies in consultation with the student's dissertation chair or advisor. Students who are on leave of absence shall have no access to professors or facilities. On returning from leave of absence, doctoral students must petition to be reassigned to a dissertation chair. Doctoral students should also know that in taking a leave, the currency of their dissertation study may be affected.

### ADVISORS

Matriculated students have assigned advisors. If a student intends to change the sequence of their course of study in a way that differs from the prescribed curriculum ladder, they *must* contact their advisors for advising plans.

### TRACKS/DEGREES

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

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

*Interdisciplinary Programs:*

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

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

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

## MASTER OF EDUCATION IN HUMAN SEXUALITY

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The master of education (MEd) in human sexuality program provides knowledge, skills, and experience needed to become a sexuality educator or therapist. Some students apply to this program already having a clinical master's degree and are seeking specialization in sex therapy to enhance their knowledge and practice. Students holding a licensable mental health degree typically pursue the sex therapy track. Those who are primarily interested in sexuality education take the education track. The educational track allows students to focus their studies toward educational philosophy, teaching methodology, and curriculum development. The MEd is an ideal degree for practitioners.

### DEGREE REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

**INTERDISCIPLINARY PROGRAM: MASTER OF EDUCATION in HUMAN SEXUALITY and PENNSYLVANIA DEPARTMENT OF EDUCATION SCHOOL COUNSELOR CERTIFICATE**

The counselor education/human sexuality studies interdisciplinary program with the Center for Education provides students with a Pennsylvania Department of Education Certificate in school counseling and a master of education (MEd) in Human Sexuality Studies. Students pursuing this interdisciplinary program generally plan to work as counselors in elementary schools (K–8), secondary schools (7–12), or community settings. The school counseling certification/MEd program takes 3 years to complete full time.

**CURRICULUM**

**MASTER OF EDUCATION IN HUMAN SEXUALITY sem. hours**

**Research (3 semester hours)**

HSED 510<sup>†\*</sup> Applications of Educational Research . . . . . 3

**Foundations (12 semester hours)**

HSED 501<sup>†\*</sup> Sexuality & Society in a Cross-Cultural Perspective . . . . . 3

HSED 591<sup>†\*</sup> Improving Intergroup Relations through Dialogue . . . . . 3

HSED 594<sup>†\*</sup> History & Ethics in Human Sexuality . . . . . 3

HSED 596<sup>†\*</sup> Foundations of Sexuality & Relationships across the Lifespan . . . . . 3

**Proseminars (2 semester hours)**

HSED 500<sup>†\*</sup> Proseminar 1A in Human Sexuality . . . . . 1

HSED 600<sup>†\*</sup> Proseminar 1B in Human Sexuality . . . . . 1

**Professional Core (24 semester hours)**

Thirty hours from the following:

HSED 562<sup>†</sup> Sex Therapy I . . . . . 3

HSED 570 Sexuality & Technology . . . . . 3

HSED 571 Clinical Issues in Transgender Communities . . . . . 3

HSED 588 Special Topics in Human Sexuality (Master’s Level) . . . . . 3

HSED 592<sup>†\*</sup> Concepts in Human Sexuality . . . . . 3

HSED 593<sup>†\*</sup> Behavioral Foundations in Human Sexuality . . . . . 3

HSED 618\* Teaching Sensitive Issues in Human Sexuality . . . . . 3

HSED 619<sup>†</sup> Sensitive Issues in Clinical Sexology . . . . . 3

HSED 624<sup>†</sup> Education & Training Methods for Clinical Sexologists . . . . . 3

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

HSED 626\* Human Sexuality for the Education Professional II . . . . . 3

HSED 643\* Theories of Development & Education in Human Sexuality . . . . . 3

HSED 644<sup>†\*</sup> Biological Foundations of Human Sexuality . . . . . 3

HSED 645 Sexual Minorities . . . . . 3

HSED 652 Sexuality & Chronic Illness/Disabilities . . . . . 3

HSED 662<sup>†</sup> Sex Therapy II . . . . . 3

HSED 669<sup>†</sup> Sex Therapy III . . . . . 3

HSED 750 History & Policy of Religious Belief Systems . . . . . 3

**Practicum (3/6 semester hours)<sup>††</sup>**

HSED 690\* Practicum in Human Sexuality Education . . . . . 3

HSED 695<sup>†</sup> Practicum in Clinical Sexology I . . . . . 3

HSED 696<sup>†</sup> Practicum in Clinical Sexology II . . . . . 3

**TOTAL 44/47**

*\*Required courses for the sexuality education track*

*†Required courses for the sex therapy track.*

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

## **DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY**

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

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

This program is ideal for those interested in conducting empirical research and contributing to sexuality scholarship. The PhD in human sexuality places emphasis on research design and methodology.

### **DOCTORAL CANDIDACY**

Doctoral candidacy occurs upon successful defense of the dissertation proposal.

### **FINANCIAL CLEARANCE**

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

### **DISSERTATION**

The dissertation experience requires a minimum of 18 semester hours. Students should enroll in HSED 901 (3 credits) immediately after successful completion of the comprehensive examination. The sequence of subsequent courses should be as follows: HSED 902 (3 credits), HSED 910 (6 credits), HSED 920 (6 credits). If a student has not defended the dissertation proposal in HSED 902, then the student must register for HSED 903 each semester until the proposal has been accepted. (See "Continuous Enrollment" section for additional information.) If the dissertation has not been completed, then the student must register for 3 credit hours of HSED 930 each succeeding semester. Students may register for 903 and 930 a maximum of two semesters. Students who have not successfully defended their proposal or dissertation must petition the PhD program director to register for additional semesters of either course. (See the *CHSS Student Policy Manual* and *CHSS Dissertation Manual* for more information regarding dissertations.)

The scope of the dissertation project must be such that it will contribute to improved practice or theoretical understanding within the field and not be limited to an institutional problem. Students must complete their doctoral dissertations within five years of completing doctoral coursework.

### **TRANSFER CREDIT**

Transfer credit will be considered on an individual basis. This decision will be made after the time of admission, by a student's academic advisor. A decision to award transfer credit will be based on the recency and similarity of courses required by a program of study. A grade of A, B, or Pass is required for transfer credit. All decisions regarding transfer credit rest with the Center for Human Sexuality Studies faculty. Research courses can only be approved for transfer credit by a faculty member who teaches that course following a syllabus review. The maximum amount of transfer credits is 12.

### **DEGREE REQUIREMENTS**

The minimum requirements for the doctoral degree are the completion of 81/84 semester hours of graduate credit and completion of the doctoral dissertation. After passing all required coursework, the student may begin the doctoral dissertation. The doctoral dissertation phase includes a minimum of 18 credit hours of dissertation seminar and dissertation research related to the dissertation activity. Please note that a waiver of any requirement for the degree must be approved in writing by the student's academic advisor and the director of the Center for Human Sexuality Studies. All courses must be completed within seven years of the start date. Dissertation must be completed within five years of completing all coursework.

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

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

## CURRICULUM

### DOCTOR OF PHILOSOPHY IN HUMAN SEXUALITY

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#### *Foundations (12 semester hours)*

HSED 501†*	Sexuality & Society in a Cross-Cultural Perspective	
HSED 591†*	Improving Intergroup Relations through Dialogue	3
HSED 594†*	History & Ethics in Human Sexuality	3
HSED 596†*	Foundations of Sexuality & Relationships across the Lifespan	3

#### *Research (12 semester hours)*

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

#### *Proseminars (3 semester hours)*

HSED 500†*	Proseminar 1A in Human Sexuality	
HSED 600†*	Proseminar 1B in Human Sexuality	
HSED 701†*	Proseminar 2 in Human Sexuality	

#### *Professional Core (24 semester hours)*

HSED 562†	Sex Therapy I	
HSED 588	Special Topics in Human Sexuality (Master's)	
HSED 592†*	Concepts in Human Sexuality	
HSED 593†*	Behavioral Foundations in Human Sexuality	
HSED 618*	Teaching Sensitive Issues in Human Sexuality	
HSED 619†*	Sensitive Issues in Clinical Sexology	
HSED 624†	Education & Training Methods for Clinical Sexologists	
HSED 625*	Human Sexuality for the Education & Counseling Professional I	
HSED 626*	Human Sexuality for the Education Professional II	
HSED 643*	Theories of Development & Education in Human Sexuality	
HSED 644†*	Biological Foundations of Human Sexuality	
HSED 662†	Sex Therapy II	
HSED 669†	Sex Therapy III	
HSED 831†*	Literature in Human Sexuality	
HSED 832†*	Theoretical Underpinnings of Human Sexuality	

#### *Electives\*\* (9 semester hours)*

#### *Practicum†† (3/6 semester hours)*

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

#### *Dissertation (18 semester hours)*

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

**TOTAL** **81/84**

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\* Required courses for the sexuality education track.

† Required courses for the sex therapy track

\*\* Electives can be taken from courses offered across the university. Electives taken that do not have the HSED prefix must be approved by the student's advisor.

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

## ADVANCED TRAINING IN TRANSGENDER MENTAL HEALTH PROGRAM

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The Advanced Training in Transgender Mental Health program is for licensed mental health professionals who are working with or plan to work with transgender, gender non-conforming, and/or gender expansive children, youth, or adults as they are finding their voices and seeking support to live authentically. Many will seek out a therapist or counselor to provide support in addressing a spectrum of life challenges and promote their health and well-being. Few, if any, master's and doctoral counseling programs offer information and training specific to supporting the needs of transgender individuals. This program aims to fill this training need in our community. Contact your advisor or visit the CHSS website for application deadlines, requirements, and curricular specifics of the program.

# Courses

Advanced Transgender Training (ATTT) . . . . .	14
Human Sexuality (HSED) . . . . .	14
Human Sexuality/The Council (PCED) . . . . .	19

## ADVANCED TRANSGENDER TRAINING

**ATTT 501 TRANSGENDER MENTAL HEALTH TRAINING I**  
This course focuses on self as therapist, foundations of gender and sexuality development, key areas of focus for clients, and developmental aspects of transition for children and youth. *3 semester hours*

**ATTT 502 TRANSGENDER MENTAL HEALTH TRAINING II**  
This course focuses on bio-psycho-socio-spiritual transition processes for youth, adults, couples, and families, including areas relating to legal and medical needs. *3 semester hours*

**ATTT 503 TRANSGENDER MENTAL HEALTH TRAINING III**  
This course focuses on client-specific needs, such as addiction, autism spectrum disorder, trauma, disordered eating, suicide, and psychosis. *3 semester hours*

## HUMAN SEXUALITY EDUCATION

**HSED 500 PROSEMINAR 1A IN HUMAN SEXUALITY**  
Proseminar 1A will be completed during the first semester of coursework and is designed to develop skills in academic writing and develop expectations for and skills to be a successful graduate student. The course includes two half-day in-person meetings led by several core faculty members, as well as supplemental online materials. The course includes assignments related to writing, engaging with sexuality literature, and time management. *1 semester hour*

**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 502 INTERNATIONAL STUDIES IN SEXUALITY**  
This course is offered in a variety of locations and offers students the opportunity to visit cultures, communities, and agencies in countries outside of the United States, so that they can learn about sexuality education, sex therapy, sex research, and the sexual cultures of other places. The course serves to broaden students' perspectives and offers time for them to reflect and see how the culture in the USA fits into a broader global context. Prerequisite: HSED 592. *3 semester hours*

**HSED 510 APPLICATIONS OF EDUCATIONAL RESEARCH**  
This course gives students the skills necessary to access, understand, synthesize, and critically evaluate empirical sexuality research, to identify practical applications of empirical research in human sexuality, and to communicate in an academic and scholarly manner. Students learn about a variety of methodological concepts, both in quantitative and qualitative research methods. *3 semester hours*

**HSED 562 SEX THERAPY I: COUPLES AND RELATIONSHIP THERAPY**  
This is the introductory course on systems work in the context of sex therapy provision. Case presentations and role-playing are used to illustrate couples' treatment dynamics and intervention strategies from initial contacts through the treatment process. Special issues in couple therapy are addressed. Prerequisite: HSED 593. *3 semester hours*

**HSED 570 SEXUALITY AND TECHNOLOGY**  
This course helps inform students about the populations in which they will be working in their own teaching and counseling/therapy. Students develop knowledge, resources, and critical thinking about contemporary issues involving sexuality and technology. This course explores how technology, most specifically the Internet, can provide tools for assisting people with socialization skill development, or sexual exploration, and will consider difficult issues pertaining to sex and technology. Emphasis is placed on the various populations in which the Internet and other technology can offer powerful, positive opportunities. Prerequisite: HSED 592. *3 semester hours*

**HSED 571 CLINICAL ISSUES IN TRANSGENDER COMMUNITIES**  
This course informs students about the counseling/therapy process, as well as specific education skills necessary to understand when working with transgender/gender variant populations. Students develop knowledge, resources, critical thinking, and practical skills pertaining to contemporary issues specifically involving this community. Prerequisite: HSED 592. *3 semester hours*

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

**HSED 591 IMPROVING INTERGROUP RELATIONS THROUGH DIALOGUE**  
This course promotes intergroup cooperation and understanding through dialogue. The course uses Transformational Intergroup Dialogue, a social justice education model that fosters intergroup engagement and learning across social differences based on race, gender, sexual orientation, religion, class, and ability. The main goal of the course to improve students' capacity to facilitate, teach, lead and manage diverse groups through dialogue. The course provides an opportunity for students to identify the individual, emotional and socio-cultural factors affecting their ability to form productive relationships across social differences. As students participate in various intergroup dialogue exercises, they explore strategies for gaining the trust and respect of individuals who are culturally different from themselves and develop an awareness of their own obstacles to intergroup interaction, engagement and leadership. *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. Pre- or corequisite HSED 591. *3 semester hours*

**HSED 593 BEHAVIORAL FOUNDATIONS  
IN HUMAN SEXUALITY**

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

**HSED 594 HISTORY AND ETHICS OF HUMAN SEXUALITY**

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

**HSED 596 FOUNDATIONS OF SEXUALITY AND  
RELATIONSHIPS ACROSS THE LIFESPAN**

In this course, students develop an introductory understanding of psychosocial and sexual development, including methods of study, findings, and interpretations. This understanding includes knowledge of key figures and discoveries. Students learn to challenge their own values and attitudes in the exploration of the historical backgrounds, multicultural perspectives, and gender perspectives of developmental theories. Students gain an understanding of the different aspects of a diversity of developmental pathways (i.e., physical, cognitive, and emotional). The course assists students in the development of skills to critique, present, research, and understand the process of environmental factors within the social and sexual contexts that influence development. Pre- or corequisite HSED 592. *3 semester hours*

**HSED 600 PROSEMINAR 1B IN HUMAN SEXUALITY**

Proseminar 1B is completed in the second semester of the student's first year taking classes in CHSS and is designed to help students develop skills related to being a professional in the field of sexuality, including résumé/CV and cover letter development, planning for career goals and aspirations, writing for an academic audience, and interpersonal and professional skill-building for collaborating with other professionals. *1 semester hour*

**HSED 618 TEACHING SENSITIVE ISSUES IN  
HUMAN SEXUALITY**

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

**HSED 619 SENSITIVE ISSUES IN CLINICAL SEXOLOGY**

Building on the foundational work completed in earlier courses, this course examines clinical responses to sensitive issues in sexual practice. Professional insight, experience, and research

highlight that the psychotherapeutic relationship is the most significant factor of change. In addition, clients' value systems adjust to that of their therapists during treatment and remain so after termination. As a result, this course emphasizes countertransference dynamics and their effects on the psychotherapeutic relationship. Content areas may include abortion, bisexuality, HIV infection, homophobia, pedophilia, pornography, sexual assault, sexual harassment, sexual pleasure, and power. Prerequisite: HSED 762. *3 semester hours*

**HSED 624 EDUCATION AND TRAINING METHODS FOR  
CLINICAL SEXOLOGISTS**

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

**HSED 625 METHODS IN SEXUALITY EDUCATION I**

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

**HSED 626 METHODS IN SEXUALITY EDUCATION II**

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

**HSED 628 FANTASY WORK IN SEXUALITY EDUCATION  
AND THERAPY**

This course addresses how theorists have historically understood sexual fantasies within the context of psychological theories, as well as findings of research studies that have explored sexual fantasies. Researchers and scholars who have studied sexual fantasies are invited to present their findings to the class. The diversity of sexual fantasies are explored, including "unwanted" and "problematic" fantasies. Finally, this course illuminates strategies for exploring these fantasies in the context of sexuality education, therapy, and research using class lecture, discussions, guest speakers, videotape presentations, and role plays. Prerequisite: HSED 592. *3 semester hours*

**HSED 643 THEORIES OF DEVELOPMENT AND  
EDUCATION IN HUMAN SEXUALITY**

This course provides an overview of human development, sexual development, learning, and education theories. Content and assignments explore the intersections of these frameworks and theories. Prerequisite: HSED 592. *3 semester hours*

**HSED 644 BIOLOGICAL FOUNDATIONS  
OF HUMAN SEXUALITY**

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

**HSED 645 SEXUAL MINORITIES**

Human sexuality is an integral part of our lives and can vary greatly from person to person. Individuals who engage in sexual behaviors and/or identify sexually outside of the dominant social norm(s) are considered sexual minorities. The topics covered in this course include minority sexual orientation and gender identities, historical and contemporary issues experienced by individuals within lesbian, gay, bisexual, transgender, BDSM, kink, fetish, crossdressing, polyamorous, and asexual/celebrate communities. The course also touches upon persons who work in the sex industry. Students explore identity development through an intersectional lifespan developmental model that will incorporate social constructionist and essentialist perspectives, as well as discuss the major differences and similarities between sexological theory in the context of contemporary identity issues. This course is structured to encourage critical thinking through exercises, readings, multimedia, and discussions, all of which are integral to the course structure. Application of sexological education or counseling/therapy skills most applicable to address the needs of sexual minority individuals, couples, and families who seek out services are explored. Prerequisite: HSED 592. *3 semester hours*

**HSED 646 NON-MONOGAMIES**

Although non-monogamy has always been a part of human sexual experience, in recent years there has been an explosion of interest in the practice and theory of non-monogamy, especially polyamory. This course explores all varieties of non-monogamy: polygamy, polyamory, swinging, open relationships, monogamish relationships, and cheating with an interdisciplinary focus, looking at historical, legal, cultural, and practical issues. Students examine widely held beliefs about monogamy, fidelity, and commitment and investigate ethical issues for both those practicing non-monogamy and those studying or helping them in clinical or therapeutic sessions. This course requires critical thinking about assumptions through exercises and discussions, as well as readings and lecture. Prerequisite: HSED 592. *3 semester hours*

**HSED 650 HISTORY AND POLICY OF RELIGIOUS BELIEF SYSTEMS**

Sexuality, including marriage, monogamy, polygamy, celibacy, pre- and post-marital sexuality, orientation, cross-gender behaviors, reproduction, rape, and the like will be studied in review of Hebraic/Christian/Islamic religious texts and the policies and codes developed by organized religions over time. Students will be able to compare and contrast the policies of their own religious traditions and identify other traditions, as well as the values and principles of each change in policy. The sexual conduct of religious professionals will be studied comparing various professional and ethical codes of conduct. Prerequisite: HSED 592. *3 semester hours*

**HSED 652 SEXUALITY AND CHRONIC ILLNESS/DISABILITY**

This course uses an integrative model of sexual health across the life cycle as the central reference when evaluating or treating special populations, such as persons with chronic illness or disabilities. Physiological factors, disease factors, and treatment factors are examined regarding their roles with sexual dysfunctions. The combination of sexual counseling with medical treatment is examined. Specific illnesses and injuries, including cardiovascular disease, cancer, diabetes, chronic pain, infertility, spinal cord injuries, and their impact on sexuality are reviewed.

Special focus is placed on persons with mental illnesses or significant cognitive limitations. The roles of sexuality policies with vulnerable populations are reviewed, with special attention on consenting issues. The ethical implications of practice are central. Prerequisites: HSED 593 and 644. *3 semester hours*

**HSED 660 MEN AND MASCULINITIES: IMPLICATIONS FOR SEXUALITY EDUCATION AND THERAPY**

This survey course explores the social-psychological aspects of the lives of men and boys. The course explores the constructions of masculinity and the relationship males have as sons, fathers, brothers, friends, and lovers. There is a focus on the male experience of his body, emotions, sexuality, and intimacy in socio-historical-cultural context, as well as implications these have for clinicians and educators. Prerequisite: HSED 592. *3 semester hours*

**HSED 661 KINESTHETIC TEACHING IN SEX EDUCATION: PRESENTATION, PLATFORM, AND PERFORMANCE THEORY AND SKILLS**

This course begins with the premise that any educator is, her or himself, the most important tool for creating learning in the classroom. And, while writing goals, objectives, and lesson plans is essential, delivering those in an educational setting is in itself an art form. Students explore this issue from a perspective rarely considered in graduate training: How do you teach? Where do you stand? How do you use your voice? How can you use movement and proxemics to enhance student learning? The course works to develop and hone key presentation and platform skills based in theories from theater, psychology, and education. Prerequisite: HSED 592. *3 semester hours*

**HSED 662 SEX THERAPY II: SEXUAL DYSFUNCTIONS AND TREATMENT**

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

**HSED 663 ISSUES IN COMMUNITIES OF COLOR**

This course is an examination of the sexual experiences of various communities of color. Through dynamic and interactive class work and current readings in the field, students (1) increase their knowledge and understanding about the sexual experiences of communities of color, (2) think critically about the sexual messages that surround communities of color and the role of social institutions in regulating sexuality, (3) identify and affirm or change their own values, and (4) begin to relate their knowledge to best practices in sexuality education and/or therapy. Prerequisite: HSED 592. *3 semester hours*

**HSED 664 SEX AND THE LAW**

This course introduces students to the broad range of legal issues that can and do arise in relation to human sexual behavior and sexuality. An understanding of these issues is particularly helpful to sex educators, clinical sexologists, and professionals in the fields of law, criminal justice, public policy, and mental health. Students have an opportunity to take an active role in processing their own feelings, values, and attitudes about a variety of sexuality-related issues that are the subject of current political debate



and social discourse, including sex crimes, same-sex marriage, adoption by sexual minorities, child protection, sexual harassment, sex education, access to abortion, HIV/AIDS, obscenity, and professional liability. Students also learn about the legislative process and the U.S. court system. Prerequisite: HSED 592. *3 semester hours*

#### **HSED 665 SEXUALITY IN THE MEDIA**

Sexuality is ubiquitous in society, and one of the places it is manifested and manipulated is in mass media. All types of media are analyzed with regards to how they present sexuality and diverse sexual persons and the role the media plays in the work of sex educators, counselors, and therapists. Students also consider the role that political ideology and other social systems play in the development and production of original media. Students develop a pilot version of original media in order to get some hands-on experience with the process and to practice critiquing media during its development. Note: Media in this class is broadly defined and includes photography and other print media, video and moving images, animation of all kinds, journalism, magazines, film, literature, television, music, internet, video games, live performance (theatre, dance, comedy, burlesque), other visual arts (sculpture, painting, comics), and others. Prerequisite: HSED 592. *3 semester hours*

#### **HSED 667 SEXUAL TRAUMA AND TREATMENT**

This is a beginning to intermediate level clinical/education course focusing on the significant consequences when individuals have experienced interpersonal trauma and the impact on their sexuality/interpersonal relationship development. Trauma events addressed include physical, sexual, verbal, and significant neglect. Emphasis is on the implications for clinical/educational interventions during both the initial medical/legal/custodial processes following the trauma events and post-trauma events. Students learn evaluation of PTSD symptoms and effective interventions, useful cross-culturally, to reduce those symptoms in both the short- and long-term periods. The goal is to identify those interventions that are useful in helping the individual/system move toward healthy sexuality/relationship development. Prerequisite: HSED 562. *3 semester hours*

#### **HSED 668 UNDERSTANDING SEXUALITY THROUGH THE LENS OF SOCIAL THEORY**

What is sex and why is it “set up” the way it is? Our own theories of how the world works and why people do what they do is based on what we learn from interactions with our families, schools, religious institutions, government, the media, and other social institutions. These everyday assumptions affect our professional practice and our scholarship, yet they often go unexamined. In this course, students read and reflect on classic and multicultural social theories as frameworks for analyzing sexualities. Students can also critique the key contemporary literature and debates related to gender and sexuality studies. With an interactive and participatory course style, students learn to talk theory, write theory, and think theoretically in ways that can enhance their practice and research. This class engages students in reading, writing, and “ruminating”—the building blocks of critical thinking and academic excellence. *3 semester hours*

#### **HSED 669 SEX THERAPY III: ADVANCED SKILLS WITH SPECIAL POPULATIONS**

This is a course on sexological approaches to understanding sexual dysfunctions/disorders that are related to special populations. It will include assessment and treatment considerations in providing sex

therapy to special populations. This course is a blend of didactic, informational, and clinical sexology application. Prerequisite: HSED 662. *3 semester hours*

#### **HSED 680 RESEARCH EXPERIENCE**

The research experience course is intended to provide a credit-bearing opportunity to gain research experience in human sexuality or a related area by participating in a faculty member's research. Students are expected to enter into an agreement with a faculty member (at Widener, or at another university pending approval of that research experience and faculty member by the Widener University sponsoring faculty member) wherein they will complete the required hours (45 hours/semester for 1 credit; 135 hours/semester for 3 credits) assisting with faculty research. Distance students may negotiate with CHSS research faculty to complete these hours with a sexuality researcher at another university and inquire about the availability of distance research opportunities with Widener faculty members. Students will submit a work plan and faculty description (if outside of Widener) prior to the beginning of the semester detailing the research experience, which will need to be approved by the sponsoring Widener faculty member prior to registration. Students may repeat this course and can complete a maximum of 6 credits of research experience during their time at CHSS, which would count toward the elective requirement. All students must have completed the online course regarding the protection of human subjects (<https://phrp.nihtraining.com/users/login.php>) before beginning the research experience. Prerequisite: 510 (or equivalent transfer). *1–3 semester hours*

#### **HSED 688 MASTER'S INDEPENDENT STUDY**

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 CHSS. Approval for the course by the associate dean/director is necessary before a student may enroll in this course. Prerequisite: HSED 592. *1–3 semester hours*

#### **HSED 689 CONTEMPORARY TOPIC IN SEX THERAPY**

This elective gives students the chance to examine in-depth a topic in sex therapy that is not addressed as such within the overall curriculum. Each semester that it is offered, the course provides students with up-to-date scholarship and intervention models related to effective clinical practice on a specific course topic. This course is not a survey course as it is designed to explore the identified topic in depth. Students may take this course more than once when it is offered with a different topical focus. Prerequisite: HSED 592. *3 semester hours*

#### **HSED 690 PRACTICUM IN HUMAN SEXUALITY EDUCATION**

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

#### **HSED 691 CONTEMPORARY TOPIC IN SEXUALITY EDUCATION**

This elective gives students the chance to examine in-depth a topic in sexuality education that is not addressed as such within the overall curriculum. Each semester that it is offered, the

course provides students with up-to-date scholarship and intervention models related to effective clinical practice on a specific course topic. This course is not a survey course as it is designed to explore the identified topic in depth. Students may take this course more than once when it is offered with a different topical focus. Prerequisite: HSED 592. *3 semester hours*

**HSED 693 WOMEN—LEARNING AND LEADING IN HIGHER EDUCATION**

Feminist literature, as well as the education and leadership literature focusing on women, has been growing over the last 20 years. Using an historical perspective, the course utilizes this literature to examine the role of women in education, both as learners and as leaders. The focus is on policy and leadership issues as well as how education in our society has served the needs of women. It also examines women's concepts of self in educational settings while incorporating women's voices, past and present. An examination of current issues concerning gender in education is explored. Prerequisite: HSED 592. *3 semester hours*

**HSED 695 PRACTICUM IN CLINICAL SEXOLOGY I**

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

**HSED 696 PRACTICUM IN CLINICAL SEXOLOGY II**

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

**HSED 701 PROSEMINAR 2 IN HUMAN SEXUALITY**

This course is taken during the last enrolled spring semester of coursework toward completion of the MEd degree requirements for doctoral students and is designed to help doctoral students develop skills related to being a sexuality scholar, including scholarly writing and the development and refinement of research interests, grant writing skills (including finding and obtaining dissertation funding), and comprehensive exam preparation. *1 semester hour*

**HSED 714 QUALITATIVE RESEARCH METHODS**

This course is designed to clarify and explain some of the different approaches and methods by which qualitative research is being conducted and to develop a sense of what is meant by the term 'qualitative.' The course is also designed to provoke discussion and further elaboration of the issues and methods that are represented—e.g., ethnography, historiography, content analysis, conceptual analysis, and grounded theory. *3 semester hours*

**HSED 715 ADVANCED QUALITATIVE RESEARCH METHODS**

This course provides a foundation in a variety of qualitative data analysis techniques appropriate to a range of qualitative research designs. It also provides opportunities to learn qualitative data analysis software. The course supports the development of skills related to communicating qualitative research findings in academic and professional settings and to applying qualitative

research findings to clinical and educational practice. The course introduces methodological and analytic techniques appropriate for mixed methods research. Prerequisite: HSED 714. *3 semester hours*

**HSED 788 SPECIAL TOPICS IN HUMAN SEXUALITY**

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

**HSED 831 LITERATURE IN HUMAN SEXUALITY**

A review of the literature in human sexuality with special emphasis on the critique of philosophical stances and research/evaluation are employed. Prerequisites: HSED 510 and 618 or 619. *3 semester hours*

**HSED 832 THEORETICAL UNDERPINNINGS OF SEXUALITY**

This course is designed to provide an appreciation of theory and its critical role in sexuality research, education, counseling/therapy, and healthcare. Since sexology embraces many disciplines, theories from a variety of these disciplines and their application in sexology will be examined. There is active and continuous writing, reporting, and restructuring in this course. Students analyze, debate, and discuss critical writing. In this process, students ultimately seek the bodies of literature that will support their doctoral research and exit with the tools and capabilities to write a critical review of the literature subtending the dissertation effort. Prerequisites: HSED 831. *3 semester hours*

**HSED 850 ADVANCED QUANTITATIVE RESEARCH METHODS I**

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

**HSED 851 ADVANCED QUANTITATIVE RESEARCH METHODS II**

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

**HSED 888 DOCTORAL INDEPENDENT STUDY**

Designed to meet the needs and interests of doctoral 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 CHSS. Approval for the course by the associate dean/director is necessary before a student may enroll in this course. *1–3 semester hours*

**HSED 901 DISSERTATION SEMINAR**

The course guides students in creating and clarifying a dissertation research project with the goal of developing a working draft of the dissertation proposal. Students learn expectations for each chapter of the proposal, receive peer and instructor feedback on their drafts, consult with their advisor as well as experts and researchers in their area of interest, develop a supportive dissertation writing group relationship with their peers, and engage in a dialogue about both the process and the content of one's own and other students' work. Prerequisite is successful completion of comprehensive exams. *3 semester hours*

**HSED 902 DISSERTATION SEMINAR**

Students meet on a regular basis with their faculty advisors to develop appropriate research strategies, review ongoing research ideas, and develop a formal proposal for the doctoral dissertation. Students enroll in this course for two consecutive academic semesters after they complete all course work and pass the comprehensive examination. Prerequisite: HSED 901. *3 semester hours*

**HSED 903 DISSERTATION SEMINAR III**

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

**HSED 910 DISSERTATION RESEARCH**

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

**HSED 920 DISSERTATION RESEARCH**

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

**HSED 930 DISSERTATION RESEARCH**

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

**THE COUNCIL FOR RELATIONSHIPS**

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

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

**PCED 530 SYSTEMS THEORY AND COUPLES THERAPY**

This course provides students with a basic understanding of the major theoretical schools of systems theory. *3 semester hours*

**PCED 531 MARRIAGE AND FAMILY COLLOQUIUM**

This course is taught by multiple instructors who each address a specific topic in couples therapy. The course presents a cross-sectional view of couples' relationships as they deal with various interpersonal crises. *3 semester hours*

**PCED 532 PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN SYSTEMS THEORY**

This course sensitizes the student to those professional and ethical issues common to a systems oriented therapy, as well as the legal liabilities inherent in such a professional practice. *3 semester hours*

**PCED 533 CHILD AND ADOLESCENT DEVELOPMENT AND PSYCHOPATHOLOGY**

This course provides students with basic information about child and adolescent development and psychopathology within a systemic framework. *3 semester hours*

**PCED 534 RACIAL AND GENDER ISSUES IN THERAPY**

This course develops the knowledge base and conceptual skills of a systems therapist to be able to initiate problem solving from ecological, systemic, and cultural perspectives. *3 semester hours*

**PCED 535 RESEARCH IN COUPLE/MARITAL AND FAMILY THERAPY**

The purpose of this course is to educate clinicians to the importance, usefulness, and accessibility of applied psychotherapy research and to foster an interest in collaborative efforts between researchers and clinicians. *3 semester hours* CAP

**PCED 730 COUPLE DYNAMICS AND THERAPY**

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

**PCED 731 THEORY AND PRACTICE OF FAMILY THERAPY**

This course covers the history, major theories, and techniques of family therapy. Major umbrella concepts related to theories of change, family development, self in context, the nature of therapeutic reality, and the therapist's use of self are addressed. *3 semester hours*

**PCED 732 ADULT PSYCHOPATHOLOGY FROM A SYSTEMS PERSPECTIVE**

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

**PCED 733 ADULT DEVELOPMENT FROM A FAMILY SYSTEMS PERSPECTIVE**

In this course, each adult life cycle stage from an individual and family systems perspective is explored, including gender, ethnicity, and class, with investigation of how these factors alter the life cycle. *3 semester hours*

**PCED 734 SEX THERAPY I: CONCEPTS IN HUMAN SEXUALITY**

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

**PCED 735 SEX THERAPY II: ASSESSMENT AND TREATMENT OF SEXUAL DYSFUNCTIONS**

This course builds on the introductory course and offers advanced understanding of assessment, diagnosis, and treatment models for sex therapy practitioners. Students learn and engage in the practice of these therapeutic modalities throughout the course. Specific attention is paid to learning the techniques of sex-related assessment, diagnosis, and treatment of the psychosexual disorders as described in the current edition of the DSM. Theory and methods of both psychological and medical interventions are explored. This course includes a mandatory one day “Advanced Sexual Attitude/Values” training experience. *3 semester hours*

**PCED 738 FOUNDATIONS IN SYSTEMIC THERAPY**

While models of couple and family therapy are established on the foundation of theoretical concepts that support the practice of varied clinical approaches, there are clinical practices and theoretical formulations that are common to all systemic therapies. This course highlights and defines the common practices that are foundational to systemic practice. Didactic material, tapes of therapy, and in-class exercises help explicate both the overt meaning and experiential impact of these common clinical approaches to systemic therapy. Included in the class instruction is an intensive review of how to do genograms in couple and family therapy. Distinctions between process and outcome are reviewed with an emphasis on learning process-based interventions. The role of “questions” in clinical work is practiced. The common dimensions of systemic practice are explored via the analysis of taped therapy sessions and transcripts of therapy sessions. The study of the multidimensional nature of “change” fosters the exploration of fit between the therapist and treatment approaches. *3 semester hours*

**PCED 739 CONTEMPORARY SYSTEMIC MODELS AND RELATIONSHIPS EDUCATION**

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

**FACULTY**

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**Randal Brown**

*Assistant Professor*

BS, Eastern Michigan University; MA, PhD, University of Nevada, Reno

*(sexual communication, sexuality & relationships, sexual health, quantitative methods)*

**Betsy Crane**

*Professor*

BA, Nazareth College; MA, Univ. of Texas; PhD, Cornell Univ.

*(human sexuality, relationships, gender equity)*

**Debra Bazarsky**

*Visiting Assistant Professor*

BA, MS, Miami University; MEd, PhD, Widener University

*(Women’s sexuality LGBT sexual behavior and identity, social justice)*

**Don Dyson**

*Associate Professor*

BA, Eastern Univ.; MSS, Bryn Mawr College; PhD, Univ. of Pennsylvania

*(best practices in training sexologists, ethics, intersections of identities)*

**Erika Evans-Weaver, LMFT**

*Clinical Assistant Professor*

BA, West Chester Univ.; MA, LaSalle Univ.; MEd, PhD,

Widener Univ.

*(human sexuality)*

**Sabitha Pillai-Friedman, LCSW, CST**

*Associate Professor; Director of the MEd Clinical Track in Human Sexuality Studies*

BA, Holy Cross College; MSW, Madras School of Social

Work; PhD, Bryn Mawr College

*(sex therapy, cancer survivors and sexuality, sexuality and diversity)*

**Philip A. Rutter**

*Associate Professor*

BA, Penn State Univ., MEd, PhD, Temple Univ.

*(human sexuality education, counseling, counselor education, suicidology and sexual minority youth)*

**Justin Sitron**

*Associate Professor; Director of the Center for Human*

*Sexuality Studies; Associate Dean of the School of Human*

*Service Professions*

BA, BS, Villanova Univ.; MEd, PhD, Widener Univ.

*(sexuality education, sexological worldview, intercultural competence, culturally responsive sexuality education, sexual diversity)*

**Brooke E. Wells**

*Associate Professor; Director of the PhD Program in Human Sexuality Studies*

BA, Knox College; MA, San Diego State Univ.; PhD, Graduate Center of CUNY

*(HIV prevention, sexual minority communities, associations between substance use and sexual behavior; research methods)*