Education and Human Services

The Department of Education and Human Services (EHS) includes six academic programs:

- Comparative and International Education (no longer accepting new students),
- Counseling Psychology,
- Educational Leadership,
- School Psychology,
- Special Education, and
- Teaching, Learning, and Technology

Although the EHS department does not offer an undergraduate major, the Teaching, Learning, and Technology program offers an Education minor, as well as a five-year program leading to a master's degree and certification in a teaching field. Across the six academic programs, the department offers a variety of master's degrees (M.Ed., M.S., and M.A.) and doctoral degrees (Ph.D. and Ed.D.), as well as an Educational Specialist degree (Ed.S.). In addition, in cooperation with the College of Business and Economics, the department offers a combination MBA/M.Ed. degree. Further, programs in the college offer coursework-only study toward Pennsylvania state certification, without having to earn a degree. Lastly, there are numerous non-degree programs of study in the college leading to a Lehigh University post-bachelor's certificate.

Programs of study vary in the number of credits required for completion. Please consult the appropriate academic program to learn more about those requirements.

Agencies accrediting our programs include the Pennsylvania Department of Education, the American Psychological Association, the National Association of School Psychologists, and the Masters in Psychology and Counseling Accreditation Council.

Graduates of our programs may work in schools or other educational settings, in health settings and agencies, in government agencies and non-governmental organizations focused on education, in industry, in private practice, or as consultants. While many graduates work in the United States, others work in countries around the world. For more information on what our graduates do after graduation, please consult the appropriate academic program.

The College of Education subscribes to a research-to-practice model, and all academic programs in the department train their graduates in research-based and evidence-based practices and policies that seek to create inclusive environments in which all individuals are able to work to their potential and social justice is well served.

The department is home to projects funded by the National Science Foundation, the National Institutes of Health, and the Department of Education. The College of Education subscribes to a research-to-practice model, and all academic programs in the department train their graduates in research-based and evidence-based practices and policies that seek to create inclusive environments in which all individuals are able to work to their potential and social justice is well served.

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Additional information about the department for current students, faculty, and staff is available at ed.lehigh.edu/insideecoe.

Professor. William Gaudelli, EDD (Rutgers University)

Professors Of Practice. Jon Drescher, MS (Brooklyn College); Qiong Fu, PhD (University of Illinois at Chicago)

Emeriti. Raymond Bell, EDD (Lehigh University); Joseph P. Kender, EDD (University of Pennsylvania); Robert L. Leight, EDD (Lehigh University); J. Gary Lutz, EDD (Lehigh University); Alden J. Moe, PhD (University of Minnesota); Roland K. Yoshida, PhD (University of Southern California)

Courses

EDUC 375 (HMS 375) Community Based Participatory Research Methodology 3-4 Credits

The course provides an introduction to the core concepts of community based participatory research (CBPR) methodology applied to social science research to address public health issues. The course will equip students with strategies for developing community academic partnerships as well as to strengthen skills in research methods.

Attribute/Distribution: SS

EDUC 383 Supervised Research in Applied Psychology 1-3 Credits

Provides undergraduate junior and senior psychology majors a formal supervised research experience in applied psychology. Students are assigned for the semester to a research team led by a participating faculty member in the counseling psychology or school psychology programs in the College of Education.

Repeat Status: Course may be repeated.

EDUC 388 Statistical Computing 3 Credits

Use of one or more major statistical software packages. Principles of data coding, editing, integrity checking, and management. Emphasis on link between personal computers, mainframes, and other software.

Prerequisites: EDUC 408

EDUC 391 Educational Linguistics 3 Credits

Study of language form, language function, and language varieties, among other topics. By collecting and analyzing learner language, students will develop a solid foundation of the system of English, both as it exists and as it is used. Applying this linguistic knowledge to practice, students will learn how to identify learners' linguistic needs; to set priorities and to establish goals for ELLs; and to embed target language forms in authentic tasks.

EDUC 394 Special Topics In Education 3 Credits

Repeat Status: Course may be repeated.

EDUC 402 Developmental Psychology 3 Credits

Survey of theories and research concerning perceptual, cognitive, social, and personality development through infancy and childhood. Must have graduate standing.

EDUC 403 Research 3 Credits

Basic principles of research; techniques of gathering and analyzing data; design of studies in education. Emphasis on critical reviews of research reports representing various methodologies. Research report required.

EDUC 405 Qualitative Research Methods 3 Credits

Foundations of qualitative design as research methodology for answering questions in education. Topics include history, philosophy, types, methods, applications, and critical reading of qualitative research reports. Emphasis on developing key researcher skills of gaining entrance, collecting, analyzing and interpreting data, establishing credibility, and writing and publishing results.

EDUC 408 Introduction to Statistics 3 Credits

Organization and description of data. Principles of statistical inference including hypothesis testing, interval estimation, and inferential error control. Emphasis on application.

EDUC 409 Analysis of Experimental Data 3 Credits

Emphasis on analysis of variance designs including one-way, factorial, nested, and repeated measures designs. Introduction to multiple regression and the analysis of covariance.

Prerequisites: EDUC 408

EDUC 410 Univariate Statistical Models 3 Credits

The univariate general linear model. Principles of expressing models and hypotheses about those models. Emphasis on similarity among the analysis of variance, multiple regression, and the analysis of covariance. Examples of nonstandard models and generalization to complex designs.

Prerequisites: EDUC 409

EDUC 411 Multivariate Statistical Models 3 Credits

The multivariate general linear model. Principles of expressing multivariate models and hypotheses about those models. Emphasis on similarity among the multivariate analysis of variance, multiple regression, and the analysis of covariance. Examples of non-standard models and generalization to complex designs.

Prerequisites: EDUC 410
EDUC 412 Advanced Applications of Psychometric Principles 3 Credits
Conceptual examination of exploratory and confirmatory factor analysis, cluster analysis, latent-trait modeling, and other advanced psychometric topics.
Prerequisites: EDUC 409 or SCHP 427 or CPSY 427

EDUC 419 Second Language Acquisition 3 Credits
Introduces theories of second language acquisition (SLA) and explores current research that addresses the psycholinguistic, affective, and sociocultural dimensions of learning a second language (L2), specifically as they relate to English Language Learners (ELLs). SLA theory is fundamental to ESL practitioners’ training in teaching and supporting ELLs effectively. Although this course has a theoretical focus, practical understanding of how to apply these theories in teaching will also be emphasized.

EDUC 420 Contemporary Issues in English Language Learner Education 3 Credits
Current educational, political, and social conditions that make learning English as a second language a matter of educational equity and social justice. Through a synthesis of the latest research and current educational trends, this course takes a critical look at the complexities of contemporary policies, school practices, and prevalent ideologies that both create and reinforce limited educational opportunities for ELLs.

EDUC 421 Intercultural Communication 3 Credits
Language is ambiguous by nature, and discourse is interpreted in cultural and linguistic contexts. This course covers different cultural and linguistic strategies individuals use to communicate, essential concepts for interacting with individuals from other cultural and linguistic backgrounds, and different strategies of communication as defined by specific cultures. Covering the theory and practice of intercultural interaction, the course examines assumptions about language and culture and includes practical advice to help students develop the cultural sensitivity essential for communication today.

EDUC 422 Pedagogy for Second Language Learning 3 Credits
Introduction to research-based principles and strategies that will promote second language acquisition (SLA) for ELLs. Knowing that schools cannot delay or water down content-learning until ELLs have acquired English, this course emphasizes infusing content and language learning both in and outside the general education classroom.

EDUC 423 Curriculum and Materials Design for English Language Learners 3 Credits
Design of curricula and materials to meet the needs of English language learners (ELLs). This course will guide students through the process of creating, adapting, and differentiating materials used in everyday teaching, while also giving students tools to develop curricula for their districts and schools. Students will engage in design and adaptation at many levels from curricula and courses, to assessments, lesson plans, and tasks.

EDUC 424 Practicum in Second Language Teaching 1-3 Credits
Culminating course for students pursuing the ESL Program Specialist Certificate. Throughout the practicum, students will apply the knowledge they have gained about ELL education, theory, and practice to teaching and supporting ELLs in K-12 classrooms. As they teach, students will enhance their professional expertise by evaluating, problematizing and reflecting on their praxis. In doing so, this practicum emphasizes teacher agency and the professional skills needed for self-directed, on-going growth as an ESL practitioner.

EDUC 451 Applied Principles of Cognitive Psychology 3 Credits
Basic principles and contemporary theories of cognitive psychology will be covered, especially regarding the application of these principles to education. Experimental research relevant to contemporary theories of cognitive psychology and the application of these theories in educational settings will be reviewed.

EDUC 461 Single-Subject Research Design 3 Credits
Experimental designs for use with small N’s. Topics include design theory and application, experimental validity (internal, external, statistical conclusions and construct validity) and an overview of data analysis procedures.

EDUC 471 (CPSY 471) Diversity and Multicultural Perspectives 3 Credits
Examination of the influence of culture, gender, and disabilities on behavior and attitudes. Historical and current perspectives on race, culture, gender, and minority group issues in education and psychology. Lecture/small group discussion. is restricted to graduate students in the College of Education only.

EDUC 473 Social Basis of Human Behavior 3 Credits
Development of human behavior from a social psychological perspective. Emphasis placed on the impact of society upon school-age children and adolescents.

EDUC 482 Practicum in University Teaching: Education 1-4 Credits
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Education. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit.

Repeat Status: Course may be repeated.

EDUC 486 Doctoral Qualifying Research Project 1-3 Credits
Design and implement research project under faculty supervision to meet requirements for doctoral programs.

Repeat Status: Course may be repeated.

EDUC 490 Thesis 1-6 Credits

EDUC 491 Advanced Seminars: (with subtitle) 1-6 Credits
Intensive study and discussion of a specialized area. Title will vary.

Repeat Status: Course may be repeated.

EDUC 493 Internship in: (with subtitle) 1-6 Credits
Opportunity for students to apply theory to practice in a variety of educational settings. Students will be supervised in the field and participate in seminars dedicated to addressing specific concerns and issues encountered during their experience. Consent of program director required.

EDUC 494 Field Work in: (with subtitle) 3 Credits
Identification of significant problems in an educational environment, review of the literature, and development of appropriate research plans.

EDUC 495 Independent Study in: (with subtitle) 1-6 Credits
Individual or small group study in the field of specialization. Approved and supervised by the major adviser.

Repeat Status: Course may be repeated.

EDUC 496 Doctoral Research Seminar 3 Credits
For doctoral students. Research design and application to various kinds of educational problems; data collection and analysis. Criticism and evaluation of student proposals.

Repeat Status: Course may be repeated.

EDUC 499 Dissertation 1-15 Credits