

## Education and Human Services

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

- Counseling Psychology,
- Educational Leadership,
- School Psychology,
- Special Education, and
- Teaching, Learning, and Technology

Although the EHS department does not offer an undergraduate major, the department offers an Education minor, as well as a five-year program leading to a master's degree and certification in a teaching field and Behavior Analysis. Across the five academic programs, the department offers a variety of master's degrees (M.Ed. and M.S.) 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, 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.

Additional information about the department for current students, faculty, and staff is available at <https://ed.lehigh.edu/>. (<http://ed.lehigh.edu/insidecoe/>)

The education minor consists of five courses selected from a range of education-related topics. Students, in consultation with an academic advisor from the College of Education, select courses aligned with their interests and future career goals. The minor provides an opportunity for students to critically examine education related practices and policies informed by research and theory. Undergraduates explore career options in education related fields, examining how teaching and learning occur in a variety of professional contexts with learners across the lifespan and with a range of identities (e.g., disability, multilingual learners, cultural diversity). Courses and experiences are intended to enrich an individual's understanding of education as a central socio-cultural intellectual activity that is interdisciplinary and dynamic.

A minor consists of at least 15 credits from the courses listed below (or other courses with advisor approval); the specific content is determined by the department, division, or program concerned. An undergraduate may take these courses with the approval of the advisor and minimum GPA of 3.0. Completion of the minor does not assure admission to one of the Teacher Education Programs to become a certified elementary or secondary teacher.

<b>Fall</b>		
EDUC 383	Supervised Research in Applied Psychology	1-3
EDUC 394	Special Topics In Education	3
EDUC 406	Social Emotional Learning in Context	3
SCHP 404	Introduction to School Psychology	3
SPED 332	Introduction to Inclusion and Exceptional Education	3
SPED 408	Basic Principles of Behavior	3
SPED 422	Theory & Philosophy in Behavior Analysis	3
TLT 394	Special Topics in Education:	1-3
TLT 404	Cultural and Linguistic Diversity	3
<b>Spring</b>		
EDUC 383	Supervised Research in Applied Psychology	1-3
EDUC 394	Special Topics In Education	3
EDUC 419	Second Language Acquisition	3
EDUC 420	Contemporary Issues in Multilingual Learner Education	3
EDUC 431	Multi-Tiered Systems of Social-Emotional Support	3
SPED 332	Introduction to Inclusion and Exceptional Education	3
TLT 367	Environmental Education	3
TLT 394	Special Topics in Education:	1-3
<b>Summer</b>		
EDUC 391	Educational Linguistics	3
EDUC 394	Special Topics In Education	3
EDUC 456	Trauma and Resilience in Schools	3
TLT 371	The Business, Social, and Education Entrepreneur	3
TLT 380	Child Development and Cognition	3
TLT 411	Early Childhood Education	3
TLT 464	Digital Storytelling	3
TEXT Pending		
<b>MASTER OF EDUCATION IN HUMAN DEVELOPMENT:</b>		
<b><u>M.ed. in Human Development (30 credits)</u></b>		
<b>Research Requirement</b>		<b>3</b>
Requirement can be met in four ways: The student may complete a specific course about research (for example, EDUC 403, EDUC 461) or an advisor-approved equivalent course; he/she may complete a Qualifying Project proposal with three credits of registration under EDUC 486 (Qualifying Project); she/he may prepare a major literature review under the direction of an advisor while registered for three credits of SCHP 434, in addition to volunteering hours to support faculty and graduate student research; or the student may publish a research study in a refereed journal or present it at a national conference, while registered for three credits of SCHP 434.		
<b>Diversity and Multicultural Perspectives Requirement</b>		<b>3</b>
Requirement can be met by completing a specific course focused on the topic (for example, CPSY 471 or SCHP 429), or by completing an advisor-approved equivalent course.		
<b>Topical Elective Courses</b>		<b>24</b>
Advisor-recommended and -approved courses related to the field.		
<b>Total Credits</b>		<b>30</b>

**SOCIAL, EMOTIONAL, AND BEHAVIORAL WELLNESS PREK-12 CERTIFICATE:**

A 12-credit Lehigh certificate program designed for students seeking the Pennsylvania Department of Education Social, Emotional, and Behavioral Wellness of PK-12 Students Endorsement. This certificate program provides a concentration of coursework in social and emotional learning for practitioners interested in enhancing their knowledge and skills in implementing evidence-based, trauma-informed, and culturally responsive practices that address the complex social and emotional needs of children and youth.

This 12 credit certificate is designed for students seeking the Pennsylvania Department of Education Social, Emotional, and Behavioral Wellness of PreK-12 Students Endorsement.

1. EDUC 456 Trauma and Resilience in the Schools (3 credits)  
OR

CPSY 456 International School Counseling II: Trauma and Resilience in Schools (3 credits)

2. EDUC 406 Foundations of Social Emotional Learning (3 credits)

3. Students may elect to take EITHER the sequence of three, 1-credit courses listed below OR the one, 3-credit course listed below:

EDUC 431 Multi-tiered Systems of Social-Emotional Support I: Foundations (1 credit); AND

EDUC 432 Multi-tiered Systems of Social-Emotional Support II: Universal Approaches (1 credit); AND

EDUC 433 Multi-tiered Systems of Social-Emotional Support III: Targeted Approaches (1 credit)

OR

SPED 432 Positive Behavioral Support (3 credit)

4. Students may elect to take EITHER the sequence of three, 1-credit courses listed below OR the one, 3-credit course listed below:

EDUC 434 Prevention and Management of Crisis (1 credit); AND

EDUC 435 Implementation for Equity: Leading Student-Centered Schools (1 credit); AND

EDUC 436 Implementation for Equity: SEL in Action (1 credit)

OR

CPSY/SCHP 407-010 Crisis Management in the Schools (3 credits)

**MENTAL HEALTH & EDUCATION OF LATIN AMERICAN PEOPLE IN THE US**

Latin American people in the US include individuals who identify as Hispanic, Latina/Latino, Latinx, Latine, Latin, Chicano, immigrants from Latin American countries (ex: Mexico, Guatemala, Peru) and Spain, and folks of Latin American descent or heritage who were born in the US or Puerto Rico. The mental health and overall wellbeing of Latin American people in the U.S. is impacted by many social determinants and structural inequalities (ex: discriminatory policies, lack of access to health and psychological services, income inequality, educational inequity). Latin American people in the U.S. may benefit from mental health service providers, health professionals, and educators who are responsive to their structural needs and cultural strengths. This graduate certificate program is designed for current and future professionals seeking to enhance their skills to serve Latin American people in the U.S. The Certificate is grounded in cultural humility, cultural competence, and evidence-based practices that are responsive to social and structural determinants of mental health. Courses in this Certificate aim to promote knowledge, awareness, and skills about community-based structural intervention, identity and culture, the psychology of immigration, effective clinical interventions, and issues in multilingual learner education.

Students in the program may choose any 4 courses from the following five, which may be completed in any order:

1. EDUC 437 Identity and Cultural Foundations of Latin American People in the US
2. EDUC 438 Community Based & Educational Interventions for the mental Health of Latin American People in the U.S.
3. CPSY 433 Access to Effective Clinical Interventions with Latin American People in the U.S.
4. CPSY 405 Psychology of Immigration from Latin America
5. EDUC 420 Contemporary Issues in Multilingual Learner Education in the U.S.

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE:**

This certificate is committed to advancing educators' knowledge and use of evidence-based instructional practices to support the learning and second language development of second language learners. With the understanding that second language learners often have inequitable learning opportunities, this certificate program seeks to assist educators in being agents of social change in education through enhanced knowledge of linguistics and second language instructional practices.

- Three classes from the following: SPED/TLT 404, EDUC 391, 419, 420, or 423.

- One class from the following:

- Any remaining eligible ESL courses (SPED/TLT 404, EDUC 391, 419, 420, or 423),

- Any teacher education course from either the elementary or secondary certification track, or

- Other courses as approved by advisor.

**Courses****EDUC 375 (CGH 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 junior and senior undergraduates 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 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 multilingual learners (MLs); and to embed target language forms in authentic tasks.

**EDUC 394 Special Topics In Education 3 Credits**

**Repeat Status:** Course may be repeated.

**EDUC 401 Globalization and Contextualization 3 Credits**

The goal of the course is to clarify what globalization is and to consider the impact of globalizing ideas, structures, and cultures on education, and how educators and other stakeholders respond given their school's or system's unique global context. Through case studies and discussions with real-world school leaders, students explore ways that policies are "borrowed" and both educational cultures and structures are "institutionalized."

**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 404 Globalization and Curriculum Implications 3 Credits**

Investigates impact of globalization on curriculum and how curriculum has been utilized in nation building; how tensions between the global and the local are inherent in curriculum; and how curriculum is a site of construction of national and global identities. Global citizenship is one of the major curricula themes of the dynamic intersection between the global and the local. Several theoretical perspectives are presented; curricula are compared across nations to understand how globalizing curricula differs according to culture and language.

**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 406 Social Emotional Learning in Context 3 Credits**

This course takes students from a beginning understanding of social and emotional learning (SEL) and its relevance for educators to an understanding of practices that can be used in schools to promote resilience, wellness, and positive developmental outcomes for all students. Students will examine how the research grounded in different theoretical traditions frames social and emotional wellness and will evaluate whether the practices identified in research can address the needs of specific student populations.

**EDUC 407 Grant Writing and Fund Raising in Education 3 Credits**

This course provides a comprehensive overview of the grant writing process. All aspects of grant preparation and writing will be reviewed, including preparing to write a grant, identifying funding sources, developing a grant idea, preparing a proposal, determining appropriate funding agencies, and evaluating grant quality.

**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 EDUC 410 or EDUC 411 or SCHP 427 or CPSY 427

**EDUC 413 Hierarchical Linear Modeling 3 Credits**

This course is designed to introduce students to the theoretical underpinnings and basic applications of hierarchical linear modeling (HLM). At the end of the course, students will understand when HLM is the appropriate analysis of choice as well as be able to analyze multilevel data. Both cross-sectional and longitudinal nestedness will be considered. An understanding of regression analyses is essential for success in this course and is a prerequisite to this class.

**Prerequisites:** EDUC 410 or EDUC 411

**EDUC 414 Structural Equation Modeling 3 Credits**

Analysis and interpretation of a variety of structural equation modeling (SEM) procedures including path analysis, confirmatory factor analysis, factorial invariance, full structural equation models, and latent growth models. Understanding and critiquing both theoretical and applied literature relevant to SEM.

**Prerequisites:** EDUC 410 or EDUC 411

**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 multilingual learners (MLs). SLA theory is fundamental to ESL practitioners' training in teaching and supporting MLs 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 Multilingual 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 MLs.

**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 Multilingual Learners 3 Credits**

Design of curricula and materials to meet the needs of multilingual learners (MLs). 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 431 Multi-Tiered Systems of Social-Emotional Support 3 Credits**

Training in multi-tiered systems of support (MTSS) to address emotional, social, and well-being of all students. Topics include the rationale for MTSS; Tier 1 evidence-based programs; targeted interventions, at the Tier 2 and 3 levels, to address the continuum of students' behavioral needs; and an overview of the common mental health concerns that PreK-12 students experience. School personnel will learn how to integrate and apply the DSM-5 and IDEA to inform educational and mental health decisions within an MTSS framework.

**EDUC 434 Prevention and Management of Crisis 1 Credit**

This course is designed to introduce school personnel to crisis response in school settings, focusing on best prevention, intervention, and follow-up practices. School personnel will learn prevention strategies, discuss the considerations in building a crisis response team and learn crisis response methods, including methods of individual and group crisis counseling. Specific crises considered will include suicide, death of a teacher, student, parent, or community member, and school violence.

**EDUC 435 Implementation for Equity: Leading Student-Centered Schools 1 Credit**

This module is designed to develop school personnel's knowledge about how to organize and implement initiatives that support a student's social, emotional, and behavioral wellness. With an emphasis on implementation and operation, school personnel will focus on inter-system collaboration among community partners to address student social, emotional, and behavioral needs through the implementation of equitable SEL programs and practices. Finally, school personnel will discuss the protections associated with confidentiality.

**EDUC 436 Implementation for Equity: Social Emotional Learning in Action 1 Credit**

This module is focused on application of social-emotional theories and practices to create equitable learning environments. This course will engage school personnel in identifying one or more inequities within the school context and developing a culturally responsive plan to remediate these inequities. Considering organizational readiness, school personnel will focus on inter-system collaboration among family, school, and community partners to assess and address student social, emotional, and behavioral needs, as well as learn skills to engage youth in decision-making processes.

**EDUC 437 Identity and Cultural Foundations of Latin American People in the US 3 Credits**

This course offers a survey of the socio-cultural and historical underpinnings of Latin American identity, with a focus on Latin American people in the United States. The course reviews foundation/contextual commonalities in the formation of one "Latin American identity" while emphasizing racial, ethnic, and other heterogeneity within the Latin American community. Some of the topics addressed in the course include pre-colonial foundations, colorism, acculturation, and contemporary issues related to Latin Americans in the U.S.

**EDUC 438 Community Based & Educational Interventions for the Mental Health of Latin American People in the US 3 Credits**

This course offers an introduction to social determinants of mental and physical health of Latin American people in the US. The course specifically addresses the following social determinants: educational equity, mental health access, health care access, economic stability, neighborhood health, and social and community processes. The course has a participatory component, through which students partner with a community group, organization (mental health agency or healthcare), or school to design a structural intervention that addresses social determinants impacting that community. The.

**EDUC 451 Cognition and Emotion 3 Credits**

Basic principles and contemporary theories of cognitive psychology and affect will be covered. Experimental research relevant to contemporary theories of cognitive psychology and affect and the application of these theories in educational settings will be reviewed.

**EDUC 456 Trauma and Resilience in Schools 3 Credits**

This course is designed to provide educators and mental health trainees with a comprehensive exploration of psychological trauma and resilience; including the history and current theories in the field; the nature of trauma; how trauma and loss affects individuals and systems; grief reactions; learning and behavior and traumatic stress; and the development of trauma-responsive schools. Cultural-sensitivity, survivor-centeredness, and social justice efforts are emphasized within a trauma-informed care approach to prevention and practice.

**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 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, sexual orientation, gender identity diversity, and minority group issues in education and psychology. Lecture/small group discussion. This course is restricted to graduate students in the College of Education.

**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 474 Behavioral Neuroscience 3 Credits**

Humans are biological creatures, and our behaviors and thoughts are influenced and constrained by our physiology. This course will describe how the function of the working brain contributes to our thoughts, feelings, and actions. We will also discuss the implications of a brain-based approach to issues of free will, responsibility, and identity.

**EDUC 475 Clinical Psychopharmacology 3 Credits**

This course will examine the principle concepts in pharmacology such as pharmacokinetics and pharmacodynamics, different neurotransmitter systems and our current understanding of their relationship to behavior, as well as pharmacological treatment of various psychological or psychiatric disorders. Additionally, we will explore the ethical issues and concerns associated with taking a bioreductive view of psychology, as well as issues relating to advance in new drug development.

**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**