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 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 five 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, 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 ed.lehigh.edu/insidecoe. (http://ed.lehigh.edu/insidecoe/)

Professor: William Gaudelli, EdD (Rutgers University)

Professors Of Practice: Qiong Fu, PhD (University of Illinois at Chicago); Karen Rodriguez, PhD (University Kent at Canterbury)

Emeriti: Raymond Bell, EdD (Lehigh University); Robert L. Leight, EdD (Lehigh University); J. Gary Lutz, EdD (Lehigh University); Alden J. Moe, PhD (University of Minnesota Minneapolis); Gary M. Sasso, PhD (University of Kansas); Roland K. Yoshida, PhD (University Southern Calif)

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 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 (POPH 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 Foundations of Social Emotional Learning 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 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 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 431 Multi-Tiered Systems of Social-Emotional Support I: Foundations 1 Credit
This course provides an overview of multi-tiered systems of support (MTSS), a tiered framework that offers comprehensive emotional, social, and behavioral support to all students. The rationale for MTSS and data collection and evaluation will be discussed, with a focus on how academic and behavioral progress monitoring data can support educational practice.

EDUC 432 Multi-Tiered Systems of Social-Emotional Support II: Universal Approaches 1 Credit
This module describes implementation of multi-tiered systems of support (MTSS) with an emphasis on social-emotional learning (SEL). The module will provide an overview of Tier 1 evidence-based SEL programs and illustrate how they can be implemented within a MTSS framework.
Prerequisites: EDUC 431

EDUC 433 Multi-Tiered Systems of Social-Emotional Support III: Targeted Approaches 1 Credit
This module describes the rationale for implementing more targeted interventions, at the Tier 2 and 3 levels, to address the continuum of students’ behavioral needs, within a multi-tiered system of support (MTSS). This module will provide an overview of the common mental health concerns that PreK-12 students experience, and school personnel will learn how to integrate and correctly apply the DSM-5 and IDEA in order to make the best possible educational and mental health decisions for children and their families.
Prerequisites: EDUC 432

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.
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.