GRADUATE CATALOG

2024-2025

Kutztown University of Pennsylvania
Graduate Studies

The Graduate Catalog provides information about Kutztown University and its graduate programs. The contents of this catalog are not to be considered binding or a contract between the University and its students.

Each step of the educational process, from admission through graduation, requires continuing review and appropriate approval by University officials. The University, therefore, reserves the right to change the requirements and regulations contained in this document.

The provisions of this catalog are not intended to create any substantive rights beyond those created by the Commonwealth of Pennsylvania and are not intended to create, in and of themselves, any cause of action against Pennsylvania's State System of Higher Education, the Board of Governors, the Chancellor, an individual president or university, or any other officer, agency, agent, or employee of the State System of Higher Education.

Table of Contents

Introduction

Mission, Vision, Purpose, and Institutional Learning Outcomes of the University

Mission
The mission of Kutztown University is to provide affordable high-quality undergraduate, graduate, and lifelong learning opportunities that empower students of all ages for their intellectual, social, civic, and career endeavors.

Vision
Kutztown University aspires to be a regional center of excellence providing opportunities for advanced academic, cultural, and public service experiences, within a caring community, designed to promote success in a global society.

Purpose
Grounded in regional history and focused on innovative futures through the colleges of Business, Education, Liberal Arts & Sciences and Visual & Performing Arts; Kutztown University:

- offers a contemporary liberal arts education as the foundation for inspiring and challenging students to grow intellectually, professionally, ethically, civically, and socially;
- provides support for students to reach their unique potential;
- commits to access and diversity, drawing upon international, national, regional, and community partnerships to prepare new generations of global citizens;
- values the life experiences of students, faculty, and staff to create a caring community on a beautiful campus;
- cultivates opportunities for students to engage the world and pursue meaningful lives and careers through collaboration, mentorship, and intentional working relationships.

Institutional Learning Outcomes

1. **Communicate Effectively**
   Students will demonstrate the ability to communicate clearly and effectively.

2. **Think Critically and Creatively**
   Students will demonstrate the ability to effectively access, evaluate, and interpret information; adapt to changing situations; and, use creative and novel ideas and solutions to better solve problems and make complex decisions.

3. **Value Diversity**
   Students will demonstrate an understanding and ability to live and work within diverse communities.

4. **Acquire Knowledge**
   Students will demonstrate a depth and breadth of knowledge.

5. **Practice Social and Professional Integrity**
   Students will demonstrate the ability to act ethically and with empathy, honesty, and responsibility.

Kutztown University is located between Reading and Allentown on 289 acres in southeastern Pennsylvania and includes 11 residence facilities which accommodate 4,000 students. The faculty and staff complement is approximately 900 headcount including 398 faculty with an 20:1 student to faculty ratio. Most of the University's $175 million in revenue sustains its instructional and support programs, although $44 million represent auxiliary fees such as room and board which is used to pay for costs in those areas.

History of the University

Kutztown University is a member of Pennsylvania's State System of Higher Education. Founded on September 15, 1866 as Keystone Normal School, it became Kutztown State Teachers College in 1928, Kutztown State College in 1960, and Kutztown University on July 1, 1983.

Mission and Goals of Graduate Education

Our mission is to provide a welcoming and supportive environment; one that is instructive, motivational, and supportive of those who are interested in pursuing graduate work designed to meet personal and professional needs. The goals of graduate study at Kutztown University are to (a.) prepare students to pursue increasingly independent scholarship and creative investigation in their disciplines, which may include further graduate study; (b.) enable students receiving graduate degrees to perform at more advanced levels of employment in their professions; and, (c.) better prepare students for a competitive and professional world market.

We offer 31 graduate programs and ten certifications spanning disciplines including Art Education, Arts Administration, Business Administration, Communication Design, Computer Science, Counselor Education, Elementary and Secondary Education, English, Instructional Technology/Digital Classroom Technology, Library Science, Music Education, Public Administration, Reading, School Counseling, Social Work, Student Affairs in Higher Education, and two doctoral degrees in Transformational Teaching and Learning and Social Work.

Accreditations

Kutztown has both institutional and specialized accreditation. It is accredited by the Middle States Commission on Higher Education (MSCHE), American Chemical Society (ACS) (program approval), Accreditation Board for Engineering and Technology, Inc. (ABET), Association to Advance Collegiate Schools of Business (AACSB), Commission on Sport Management Accreditation (COSMA), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for the Accreditation of Educator Preparation (CAEP)/National Council for Accreditation of Teacher Education (NCATE), Council on Social Work Education (CSWE), National Association of Schools of Art and

Design (NASAD), National Association of Schools of Music (NASM), and National Council for Accreditation of Coaching Education (NCACE).

Non-Discrimination Statement

Kutztown University does not discriminate in employment or educational opportunities on the basis of sex, race, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or veteran status. To discuss a complaint of discrimination, please contact the University's Title IX Coordinator located in the Office of Social Equity, Old Main A-Wing, Room 02, by phone at (610) 683-4700 or by email at pena@kutztown.edu or the Office for Civil Rights located in the Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, D.C., 20202-1100, by phone at (800) 421-3481 (TDD: (800) 877-8339), by fax at 202-453-6012, or by e-mail at OCR@ed.gov.

All graduate students must complete the University-offered online sexual harassment, anti-harassment, and anti-discrimination training. Information about how to complete the training is available at the Kutztown University Office of Social Equity website: https://www.kutztown.edu/about-ku/administrative-offices/social-equity/social-equity-policies-training.html. Questions can be addressed by calling 610-683-4700 or sending an e-mail to socialequity@kutztown.edu.

University Calendar 2024-2025

FALL SEMESTER 2024
Open Enrollment Resumes for Fall 2024 ....Monday, Aug. 5
Residence Hall Occupancy Begins (New Students)..................................Thursday, Aug. 22
Residence Hall Occupancy for Returning Students ....Fri., Aug. 23, -
Sun., Aug. 25
Faculty Meeting...Friday, Aug. 23
Classes Start..Monday, Aug. 26
All Students Late Registration and Drop/Add Period ....Mon., Aug. 26 –
Tues, Sept. 3
Saturday Classes Start ....Saturday, Aug. 31
Withdraw "W" Period ....Wed., Sep. 4 – Fri.,
Nov. 15
Labor Day Holiday (No Classes) ....Monday, Sept. 2
Fall Break Day...Monday, Oct. 14
Follow Monday Schedule...Tuesday, Oct. 15
Mid Term...Wednesday, Oct. 16
Thanksgiving Recess ....Wed., Nov. 27 –
Sun., Dec. 1
Last Day to Withdraw from University...Friday, Nov. 15
Last Day of Regular Classes..Saturday, Dec.7
Finals Week Begins..Monday, Dec. 9
Residence Hall Occupancy Ends..Friday, Dec. 13
Final Week Ends...Saturday, Dec. 14
December Commencement ....Saturday, Dec. 14
Last Day of Semester...Saturday, Dec. 14

WINTER SESSION 2025
Classes Start..Wednesday, Dec. 18
Last Day of Session..Thursday, Jan. 16
Martin Luther King Day Holiday- School Closed ....Monday, Jan. 20

SPRING SEMESTER 2025
Residence Hall Occupancy Begins...Sunday, Jan. 26
Classes Start..Monday, Jan. 27
All Students- Late Registration and Add/Drop Period.............................Mon., Jan. 27 –
Mon., Feb. 3
Saturday Classes Start ....Saturday, Feb. 1
Withdraw "W" Period ....Tue., Feb. 4– Fri.,
Apr., 25
Mid-term..Wednesday, March 12
Spring Break..Sun., March 16 –
Sun., March 23
Last Day to Withdraw from University...Friday, April 25
Last Day of Regular Classes..Saturday, May 10
Final Week Begins ....Monday, May 12
Residence Hall Occupancy Ends..Friday, May 16
May Commencement for Masters and Doctoral-Level Students ....Friday, May 16

Final Week Ends...Saturday, May 17
May Commencement for Undergraduate Students ....Saturday, May 17
Last Day of Semester...Saturday, May 17

SUMMER SESSION 2025

Session I
Memorial Day Holiday (No Classes) ....Monday, May 26
Residence Hall Occupancy Begins..TBD
Begins...Tuesday, May 27
Juneteenth Holiday (No Classes)..Thursday, June 19
Ends ....Friday, June 27

Session II
Begins...Monday, July 7
Ends ....Thursday, Aug. 7

Ten Week
Memorial Day Holiday (No Classes) ....Monday, May 26
Residence Hall Occupancy Begins..TBD
Begins...Tuesday, May 27
Juneteenth Holiday (No Classes)..Thursday, June 19
Ends ....Thursday, Aug. 7

Admission Requirements

General Admission Requirements

The purpose of the admissions process is to evaluate the credentials submitted by an applicant. The admissions decision is based on the probability of success of the applicant in graduate study. In addition to meeting the minimum standards for admission to a graduate program, all degree-seeking students must satisfy any additional requirements of the specific graduate program.

It is the responsibility of all admitted students to become familiar with department requirements of their individual graduate programs. Students should consult their advisors regarding such requirements to be met prior to graduation.

Baccalaureate degree: All United States citizens seeking admission to graduate study at Kutztown University must produce an official transcript as evidence of holding a baccalaureate degree from an institution of higher learning accredited by the appropriate regional accrediting agency recognized by the Council on Postsecondary Education. Such institutions in Pennsylvania are accredited by the Middle States Commission on Higher Education. Applicants holding degrees from foreign institutions should, at their own expense, have their transcripts evaluated by a recognized transcript evaluation service with a course by course analysis. All applicants must possess a three-year undergraduate degree or its equivalent. Associate degrees do not meet this requirement.

Undergraduate Grade Point Average: The expected standard for the cumulative grade point average (CGPA) for applicants for graduate study at Kutztown University is a 3.0 on a 4.0 scale. The undergraduate CGPA is defined as "that statement appearing upon or derived from a calculation of the CGPA associated with the applicant's transcript that certifies the possession of a four-year, baccalaureate degree from an accredited institution of higher learning." Other transcripts and evidence of additional post-baccalaureate work may be considered at the discretion of the Graduate Dean and/or Department Chair for the specific program. In general, however, the undergraduate CGPA of the baccalaureate degree is the primary criterion in this portion of the admission decision.

Sufficient Academic Background: The applicant must possess sufficient academic preparation for the proposed graduate program. Such preparation typically includes undergraduate course work in, or closely related to, the graduate discipline selected. Applicants concerned about this issue may wish to schedule a meeting with the Graduate Dean and/or the Department Chair of the appropriate academic department to discuss any deficiencies.

The Admission Decision

An admission file for all applicants who meet the minimum requirements for acceptance into Graduate Studies at Kutztown University is forwarded to the appropriate academic department. The final decision to admit a student to a graduate degree program (i.e.,

regular or conditional admission) at Kutztown University is based upon an analysis of objective and subjective criteria by the program faculty.

Objective criteria used in the admission decision are the undergraduate CGPA, an official transcript of the baccalaureate degree, and alternative program requirement.

Subjective criteria are also used in admission decisions. Such materials may include letters of recommendation from former professors and immediate supervisors, a statement of personal and career goals and objectives, and a brief autobiography (required for some programs). While not required by all programs, a résumé outlining the applicant's background and experience may be submitted with the application. Subjective information is encouraged, especially for those applicants who regard themselves as non- traditional students for various reasons.

Categories of Admission

There are three categories of admission:

>   a. regular admission
>   b. conditional admission
>   c. professional credit admission

Any student accepted to take graduate course work at the University falls into one of these categories.

Regular Admission: Students admitted in this category have met all admissions criteria and are accepted as degree-seeking graduate students by Kutztown University and the appropriate academic program or department. Regularly admitted students take appropriate graduate courses for their fields of study and may also enroll in undergraduate courses as recommended by their advisors. Such undergraduate courses appear on the graduate transcript of the student but are not used in the computation of the graduate GPA. Students in master's degree programs are subject to the time limitation of six years in which to complete the degree, except for degree programs in counselor education, which have a limit of eight years and doctoral degree programs, which have a limit of seven years.

Conditional Admission: Applicants who do not meet one or more of the minimum admissions criteria may be accepted conditionally into a graduate program. Such students may later earn full admission into the appropriate academic department provided that they successfully complete the conditions cited in their individual conditional admission letters from the Graduate Admissions Office. Special considerations, prerequisites, and/or academic courses may be associated with conditional admission. Ordinarily, the number of courses required as part of conditional admission do not exceed nine (9) semester hours. Examples of conditional statements are "the student must earn grades of 'B' or better on his/her first nine semester hours of graduate credit" or "the student must complete the following three courses (as listed) with a grade of 'B' or better." Qualified applicants who present an undergraduate transcript but are unable to complete certain other requirements may be eligible for

"Conditional Admission." Applicants who are offered this type of conditional admission are required to submit all remaining admissions materials within the first semester of enrollment.

Professional Credit Admission: Individuals who are interested in taking graduate courses but not enrolling in a master's degree program may apply for Professional Credit Admission. An unlimited number of courses may be taken by a student in the Professional Credit category. These courses appear on a transcript. If, after taking courses for professional credits, a student decides to apply to a master's degree program, up to nine (9) credits of professional credit courses may be applied to the student's degree at the discretion of the department.

Graduating Seniors Seeking to Enroll in Graduate Classes: Graduating seniors who have applied to enter a Graduate Studies program may be eligible to begin graduate study early. Seniors with a minimum cumulative grade point average of 3.0 and/or special permission from the Dean of Graduate Studies, and needing no more than fifteen (15) semester hours of academic credit to satisfy the requirements of their designated and declared baccalaureate degree may, with the approval of the chair(s) of the department(s) offering the graduate course(s), apply to the Dean of Graduate Studies for permission to supplement their undergraduate courses with graduate courses at either the 400 or 500 level. Such graduate credits do not apply toward meeting the requirements of any baccalaureate degree, nor shall they affect the undergraduate transcript or undergraduate grade point average.

Graduating seniors seeking early enrollment in graduate courses must be registered for all undergraduate courses required for graduation with the baccalaureate degree prior to enrolling in approved graduate courses during graduate registration. Graduate credit for a maximum of six (6) semester hours of graduate work taken while the student is an undergraduate will be awarded only upon verification of completion of the baccalaureate degree. Tuition for a mix of undergraduate and graduate courses will be charged at the rate established for post-baccalaureate certification students. Employee waivers of tuition will not apply for graduate courses.

Graduating seniors who wish to take advantage of this policy should schedule an appointment with the Graduate Dean and must complete the form, "Approval to Enroll in a Graduate Course by a Graduating Senior." It is the responsibility of the applicant to secure all required signatures on this form prior to enrollment.

Application Procedures

To apply for admission to Graduate Studies, a prospective student must complete an online Graduate Application and pay the non-refundable $35 application fee.

Applications are valid for a period of one academic year. Anyone wishing to reapply after that year must submit a new graduate admission application, along with the non-refundable $35 application fee, and comply with new admission criteria, where appropriate. This will include any returning students who have previously complete a graduate degree or certificate program.

Graduate
Admissions Old
Main 24 Kutztown
University
Kutztown, PA
19530
Telephone: (610) 683-4200
E-mail: graduate@kutztown.edu

Only completed applications meeting all admissions requirements are forwarded to the academic departments for full admission consideration. It is the responsibility of the applicant to ascertain that all admissions criteria are met in a timely fashion.
The final decision regarding full or conditional acceptance of an applicant rests with the graduate faculty of the department in which the degree program is housed.

Our faculty are committed to accepting a student body that is academically prepared for graduate work. They also strive to ensure a robust course offering each semester to meet the needs of our students. Therefore, at Kutztown University, we have graduate application deadlines:
• For fall enrollment: August 1*
• For spring enrollment: December 1*
• For summer enrollment: May 1

Most programs will evaluate completed applications ahead of those deadline dates to establish incoming classes or cohorts. Then, they return admissions decisions in about one business week. All admissions decisions are shared electronically.

Counseling programs will evaluate on the following timelines:

Fall Admission
March 1 (early deadline)
April 1 (regular deadline)

Spring Admission
October 1 (early deadline)
November 1 (regular deadline)

*International applicants seeking a student (F-1) visa should allow for additional processing time. Be prepared to have your application reviewed no later than May 1 for fall admission and October 1 for spring admission.

Requirements for Regulation Admission

1) Application: A signed and completed Application for Graduate Admission Form. The application is available online at https://www.kutztown.edu/graduateapply.

2) Official transcripts from all institutions attended. To be considered official, the

document must come directly from the issuing institution. No unofficial copies will be accepted. Graduates of KU undergraduate or graduate programs do not need to request official transcripts.

3) $35 non-refundable application fee.

4) Official Letters of Recommendation. Most programs require 1-3 letters of recommendation from professional or academic references who can speak to your ability to study at the graduate level. Please refer to your program page for specifics.

5) Additional Items for Applicants Could Include: Each program may require additional items such as personal statements, writing samples, specific program essays, and professional resumes or CVs.

Requirements for Professional Credit Admission

1) Application: A completed Professional Credit
Application. https://www.kutztown.edu/graduateapply.

2) Official transcripts from all institutions attended. To be considered official, the document must come directly from the issuing institution. No unofficial copies will be accepted. Graduates of KU undergraduate or graduate programs do not need to request official transcripts.

Definition of Additional Items

1) Resume: Applicants are encouraged to submit a copy of their professional résumé. All applicants for the Master of Business Administration program are required to submit a resume.

2) Essay response or goal statement. Departments often want to hear from the student as to how the program will help to achieve their personal or professional goals. Certain departments provide specific prompts. Please refer to your program page for additional information.

3) Teacher's Certificate: Applicants for graduate degrees in the College of Education and the College of Visual and Performing Arts may be required to submit a copy of their Professional Teaching Certificate.

4) Letters of Recommendation. If your program requests letters of recommendation, you will provide that information through the application. A personalized link will be sent to that individual to fill out and return directly through the application. No other method of letter will be accepted.

English Proficiency

The language of instruction at Kutztown University is English and as such, all students must provide evidence that they have achieved a high enough level of proficiency in the English language to be successful in their courses. You may prove English proficiency in one of the following ways:

1) Examination Results

Submit results from an English proficiency examination. Scores must be less than two years old and sent to KU directly through the examining authority.

IELTS: 6.5 Overall Score
TOEFL: 79 internet-based test
PTE: 53 Overall Score

Duolingo English Test: 110 Overall Score
SAT: Evidence-Based Reading and Writing score of 560 (KU School Code 2653)
ACT: 21 English/Writing Score (KU School Code 3706)

2) Waiver

You will receive a waiver of this requirement if you are from one of the following countries:

Anguilla, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Virgin Island, Brunei, Canada (except Quebec), Cayman Islands, Dominica, Falkland Islands (Islas Malvinas), Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Mauritius, Montserrat, New Zealand, Nigeria, Papua New Guinea, Philippines, Samoa (Western), Seychelles, Sierra Leone, Singapore, Soloman Islands, South Africa, St. Kitts and Nevis, St. Lucia, St. Vincent & the Grenadines, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Turks and Caicos Islands, Tuvalu, Uganda, United Kingdom, Vanuatu, Vatican City, Virgin Islands, Zambia, Zimbabwe

3) Study at a U.S. College/University

We will waive the English language requirement if you studied at a U.S. college or university for at least one academic year, earned at least 24 college-level semester credits (or 36 quarter credits) and have completed the equivalent of CMP 100, Effective Composition, with a grade of C or higher.

Admissions requirements by program of study

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Doctor of Social Work, DSW** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended including an MSW degree from a CSWE accredited program
- Minimum 2 years post-MSW experience
- Three official letters of recommendation
- Current resume
- 5-page statement on social work
- Clearances

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Transformational Teaching and Learning, Ed.D.** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Two official letters of recommendation
- Current resume
- Goal statement/essay
- Instructional Situation Essay

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Art Education, M.Ed.,** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Art Education with Certification, M.Ed.,** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Arts Administration, M.A.,** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply

- Official transcripts from all institutions attended
- Two official letters of recommendation (optional)
- Resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Business Administration, MBA,** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended with an undergraduate degree GPA of a 3.0 or higher. For applicants who choose the Business Decision-Making Certificate, they must have a bachelor's degree in business or equivalent knowledge of basic financial accounting, financial management, and microeconomics. Students without this background will be referred to take BUS 501
- Two official letters of recommendation
- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Elementary PreK-4 Initial Certification, M.Ed.,** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Clearances

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Communication Design, MFA** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Resume
- Statement of intent

- Online portfolio through Slideroom

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Computer Science – Information Technology Track, M.S.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Applicants seeking the Data Analytics certificate are required to have a statistics course and a programming in scripting language course. Both should be a C or better.

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Computer Science – Software Development Track, M.S.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Applicants seeking the Data Analytics certificate are required to have a statistics course and a programming in scripting language course. Both should be a C or better.

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Computer Science – Interdisciplinary Track, M.S.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Applicants seeking the Data Analytics certificate are required to have a statistics course and a programming in scripting language course. Both should be a C or better.

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Instructional Technology, M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Library Science, MLS** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Library Science with Initial Certification, MLS** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Library Science with Extension of Certification, MLS** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Public Administration, MPA** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Public Administration: Criminal Justice track, MPA** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Reading Specialist, M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Addiction Counseling, MA** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended

- Two official letters of recommendation (one from an academic if your graduation year is within 5 years of applying; one professional/supervisor)

- Essay response. (In a brief 2-3 page essay [Times New Roman 12 point font, double spaced], discuss how your personal career goals align with the program goals of your selected course of study. Your essay should answer the following:

  1. What experiential factors informed your interest in your chosen program of study (school counseling, clinical mental health counseling, marriage, couple and family counseling, student affairs in higher education).
  2. What challenges will you face in graduate school? What strategies or support system will you use to work through these challenges?
  3. What character traits do you possess that may serve as strengths as you learn the role of a professional and what necessary areas of growth can you identify?
  4. How might you successfully work with a client or student whose identity and experience differs from your own?

- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Clinical Mental Health Counseling, MA** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Two official letters of recommendation (one from an academic if your graduation year is within 5 years of applying; one professional/supervisor)

- Essay response. (In a brief 2-3 page essay [Times New Roman 12 point font, double spaced], discuss how your personal career goals align with the program goals of your selected course of study. Your essay should answer the following:

  1. What experiential factors informed your interest in your chosen program of study (school counseling, clinical mental health counseling, marriage, couple and family counseling, student affairs in higher education).
  2. What challenges will you face in graduate school? What strategies or support system will you use to work through these challenges?
  3. What character traits do you possess that may serve as strengths as you learn the role of a professional and what necessary areas of growth can you identify?
  4. How might you successfully work with a client or student whose identity and experience differs from your own?

- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Marriage, Couple and Family Counseling, MA** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Two official letters of recommendation (one from an academic if your graduation year is within 5 years of applying; one professional/supervisor)

- Essay response. (In a brief 2-3 page essay [Times New Roman 12 point font, double spaced], discuss how your personal career goals align with the program goals of your selected course of study. Your essay should answer the following:

  1. What experiential factors informed your interest in your chosen program of study (school counseling, clinical mental health counseling, marriage, couple and family counseling, student affairs in higher education).
  2. What challenges will you face in graduate school? What strategies or support system will you use to work through these challenges?
  3. What character traits do you possess that may serve as strengths as you learn the role of a professional and what necessary areas of growth can you identify?
  4. How might you successfully work with a client or student whose identity and experience differs from your own?

- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **School Counseling - Certification, MA** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Two official letters of recommendation (one from an academic if your graduation year is within 5 years of applying; one professional/supervisor)

- Essay response. (In a brief 2-3 page essay [Times New Roman 12 point font, double spaced], discuss how your personal career goals align with the program goals of your selected course of study. Your essay should answer the following:

1. What experiential factors informed your interest in your chosen program of study (school counseling, clinical mental health counseling, marriage, couple and family counseling, student affairs in higher education).
2. What challenges will you face in graduate school? What strategies or support system will you use to work through these challenges?
3. What character traits do you possess that may serve as strengths as you learn the role of a professional and what necessary areas of growth can you identify?
4. How might you successfully work with a client or student whose identity and experience differs from your own?

- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **School Counseling - Licensure, MA** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Two official letters of recommendation (one from an academic if your graduation year is within 5 years of applying; one professional/supervisor)

- Essay response. (In a brief 2-3 page essay [Times New Roman 12 point font, double spaced], discuss how your personal career goals align with the program goals of your selected course of study. Your essay should answer the following:

1. What experiential factors informed your interest in your chosen program of study (school counseling, clinical mental health counseling, marriage, couple and family counseling, student affairs in higher education).
2. What challenges will you face in graduate school? What strategies or support system will you use to work through these challenges?
3. What character traits do you possess that may serve as strengths as you learn the role of a professional and what necessary areas of growth can you identify?
4. How might you successfully work with a client or student whose identity and experience differs from your own?

- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Social Work, MSW**,

subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Essay response (waived for BSW students of Kutztown) In a two-page essay, discuss a current social problem which has an international impact. Describe the problem and develop solutions for alleviating that problem and preventing its occurrence in the future. In a three-page statement, please explain the role you expect your graduate studies to play in your professional and personal development. Be sure to state your employment history and goals as well as your personal motivation. Note your strengths and needs as a graduate student of social work.
- Successful candidates will be invited to interview with the department

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Social Work – Advanced Standing, MSW**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Essay response (waived for BSW students of Kutztown) In a two-page essay, discuss a current social problem which has an international impact. Describe the problem and develop solutions for alleviating that problem and preventing its occurrence in the future. In a three-page statement, please explain the role you expect your graduate studies to play in your professional and personal development. Be sure to state your employment history and goals as well as your personal motivation. Note your strengths and needs as a graduate student of social work.

Successful candidates will be invited to interview with the department

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Student Affairs, M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply

- Official transcripts from all institutions attended
- Two official letters of recommendation (one from an academic if your graduation year is within 5 years of applying; one professional/supervisor)
- Essay response. (In a brief 2-3 page essay [Times New Roman 12 point font, double spaced], discuss how your personal career goals align with the program goals of your selected course of study. Your essay should answer the following:

  1. What experiential factors informed your interest in your chosen program of study (school counseling, clinical mental health counseling, marriage, couple and family counseling, student affairs in higher education).
  2. What challenges will you face in graduate school? What strategies or support system will you use to work through these challenges?
  3. What character traits do you possess that may serve as strengths as you learn the role of a professional and what necessary areas of growth can you identify?
  4. How might you successfully work with a client or student whose identity and experience differs from your own?

- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Multicultural Education – English as a Second Language track**, **M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Essay Response. Describe your career goals and how this program will help you achieve them
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Multicultural Education – Equity in Education track**, **M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Essay Response. Describe your career goals and how this program will help you achieve them

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Multicultural Education – Special Education track**, **M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Essay Response. Describe your career goals and how this program will help you achieve them
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Multicultural Education – Visual Impairment track**, **M.Ed.** subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Essay Response. Describe your career goals and how this program will help you achieve them

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Secondary Education – Curriculum and Instruction, M.Ed.**, subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Teaching certificate

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Secondary Education – Initial Certification, M.Ed.**, subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended

- Demonstrate evidence of content-area knowledge (undergraduate/graduate courses, passing PRAXIS II scores, or professional work experience)

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Music Education, M.Ed.**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Two official letters of recommendation
- Teaching certificate
- Current resume

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Art Education, Post-Baccalaureate Certification**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended with an undergraduate GPA of 3.0 or higher in a BA, BFA, or degree in a Visual Arts related field
- Three official letters of recommendation
- Completed clearances: ACT 126, ACT 151, ACT 34, ACT 114
- Negative TB test

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Art Education, Post-Baccalaureate Certification**, **Intern**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended with an undergraduate GPA of 3.0 or higher in a BA, BFA, or degree in a Visual Arts related field
- Have an intern certificate in the certification area being sought
- Supply a letter, on letterhead, from your supervisor, that includes your school address, stating that you are the teaching on record in the area being sought
- Completed clearances: ACT 126, ACT 151, ACT 34, ACT 114
- Negative TB test

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Library Science, Post-Baccalaureate Certification,** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate
- Completed clearances: ACT 126, ACT 151, ACT 34, ACT 114
- Negative TB test

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Library Science, Post-Baccalaureate Certification, Intern**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Have an intern certificate in the certification area being sought
- Supply a letter, on letterhead, from your supervisor, that includes your school address, stating that you are the teaching on record in the area being sought
- Completed clearances: ACT 126, ACT 151, ACT 34, ACT 114
- Negative TB test

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **English as a Second Language Program Specialist Certificate**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **K-12 Principal**

Certification program subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Instructional Technology Certification program**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Visual Impairment Post-Baccalaureate Certification**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended with a bachelor's degree in general or special education

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Secondary Education – Curriculum & Instruction Certification** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Reading Specialist Certification** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Teaching certificate

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Music Education Post-Baccalaureate Certification**, subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- One official letter of recommendation
- Current resume

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Special Education Post-Baccalaureate Certification**, subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Teaching certificate
- Completed clearances: ACT 126, ACT 151, ACT 34, ACT 114

Admission Requirements

Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Special Education Post-Baccalaureate Certification, Intern**, subject to the approval of the program admission committee. All applicants must submit the following:
- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Three official letters of recommendation
- Have an intern certificate in the certification area being sought
- Supply a letter, on letterhead, from your supervisor, that includes your school address, stating that you are the teaching on record in the area being sought
- Completed clearances: ACT 126, ACT 151, ACT 34, ACT 114
- Negative TB test

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Data Analytics Certificate**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Current resume
- Course content in the following areas: Statistics, Course programming in a Scripting Language OR equivalent industry/professional experience

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Leadership Certificate** subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended
- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **Business Decision-Making**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended showing successful completion of a business or equivalent degree. Those without a business degree will be referred to take BUS 501 or other options to meet the requirement
- Current resume

Admission Requirements
Applicants with a baccalaureate degree from a regionally accredited, degree-granting institution or the U.S. equivalent, are eligible for entrance into the **School Social Work Certificate**, subject to the approval of the program admission committee. All applicants must submit the following:

- A completed Graduate Student Application, online through www.kutztown.edu/graduateapply
- Official transcripts from all institutions attended

Tuition and Fees

While subject to change without notice, the following tuition and fee amounts apply to all Kutztown University graduate students at press time:

All required tuition and fees are listed and defined on these websites:

For Undergraduate Program Tuition and Fees see the Office of Student Accounts at
http://www.kutztown.edu/costs-and-financial-aid/tuition-and-fees-(undergraduate).htm

For Graduate Program Tuition and Fees see the Office of Student Accounts at
http://www.kutztown.edu/costs-and-financial-aid/tuition-and-fees-(graduate).htm

Graduate students are billed on a per credit basis, however a graduate student is considered full time with 9 credits of enrollment or more.

Graduate students may elect to add on additional services that would increase the fees being charged.

Health Center Fee – A charge of the health center per credit fee will be assessed per credit registered if the student elects to utilize the health center facilities on campus. The student would request this directly with the health center who would then pass the fee to the MyKU account with payment expected immediately. This is a per semester fee.

Recreation Center Fee – A charge of the full-time undergraduate recreation enter fee will be assessed if the student elects to utilize the recreation center facilities on campus. The student would request this directly with the recreation center who would then pass the fee to the MyKU account with payment expected immediately. This is a per semester fee.

Deposits
Housing Application Fee – Students interested in living on campus must pay a $100 application/preference fee for each year they choose to live on campus. For housing requirements and more, please contact Housing and Residential Services 610-683-4027.

Delinquent Accounts
No student with an account in delinquent status shall be enrolled, graduated, or permitted to receive a transcript of records or diploma until all outstanding fees have been paid in full. Any student account in delinquent status at the end of a semester may be placed with the Pennsylvania Office of the Attorney General and/or collection agencies for collection and legal action.

Withdrawal and Refunds
From the Institution – Students withdrawing from the institution must inform the Registrar's Office in writing. In the event that all courses are dropped via MyKU,

notification of such must still be sent to the Registrar's Office. Failure to do so could affect a student's academic status, as well as his or her financial aid eligibility. The official date of withdrawal for the purpose of a refund (or reduction of charges) will be the date the Registrar's Office receives notification. The percentage below is the amount by which your charges will be adjusted. This applies to students who withdraw from all University courses and no longer have a schedule. Any students receiving financial aid are encouraged to meet with Financial Aid Services prior to withdrawing as all, or a portion of, aid received (or refunded) may have to be returned. The tuition technology fee is non-refundable. This schedule pertains to Fall and Spring semesters. The Drop Period in Summer Sessions is the first two days of the session.

During the Drop Period (roughly the 1st week of the semester) 100%
Through the end of week 2 ....80%
Through the end of week 3 ....60%
Through the end of week 4 ....50%
Through the end of week 5 ....40%
After the fifth week 0%

Students withdrawing from the institution who are residence hall students and/or have a meal plan please see the following sections.

From a Course(s) – Students withdrawing from a course or courses and not withdrawing from the institution completely, may do so via MyKU through the Drop Period for a refund or reduction of charges. Course withdrawals processed in the Registrar's Office will have an official date of the date they receive notification. The percentage below is the amount by which your charges will be adjusted. The tuition technology fee is non-refundable. This schedule pertains to Fall and Spring semesters. The Drop Period in Summer Sessions is the first two days of the session. Please note that if you withdraw from a course or courses after the Drop Period there is no refund or reduction in charges.

During the Drop Period...100%
After the Drop Period...0%

Withdrawal from Residence Hall – Students who cancel housing after July 1, but are continuing full-time enrollment at Kutztown University, are responsible for payment of the Fall and Spring semester housing fees. Room fees are refundable (charges reduced) according to the policies described in the Housing Contract. Students eligible for an actual refund will have it issued by the Office of Student Accounts via the normal refund process and using the refund policies. The reduction in charges for students withdrawing from the University during the semester will be based on the date of official check-out from the residence hall.

Withdrawal from Meal Plan – A meal plan change or cancellation may be requested, in writing, prior to the start of the semester or during the first two weeks of the semester. No changes to, or cancellations of the meal plan will be permitted after the second week of the semester. When a student contractually withdraws from a residence hall, a meal plan

change or cancellation may be requested in writing. Withdrawal from a residence hall does not automatically cancel the student's meal plan contract. If a student withdraws from the University, the unused portion of the meal plan is refundable in accordance with University policy. If withdrawal from the meal plan is required after the second week of the semester because of special circumstances, such as serious illness or other emergency situations, a student may qualify for a reduction in charges and subsequently a refund through the Office of Student Accounts via the normal refund process and using the refund policies. The appeal process for special circumstances should be addressed to the Dining Services Office at (610) 683-1314 or kudiningservices@kutztown.edu.

Refund Policy – The most up to date withdrawal/refund policy can be found on the Office of Student Accounts Website: http://www.kutztown.edu/studentaccounts

Financial Assistance

Graduate students should estimate carefully all reasonable expenses needed for the successful completion of their degrees prior to initial enrollment. Financial aid for graduate work is limited to student loans, work/study, and graduate assistantships. In order to be considered for these types of aid, a student must be fully accepted in a graduate program. Students need to file the Free Application for Federal Student Aid (FAFSA).

Professional credit students, not yet fully accepted into a graduate degree program, are ineligible for all forms of federal aid. However, a variety of private alternative loan programs are available to help cover educational expenses.

To be considered for a Federal Stafford Loan, a graduate student must be enrolled for at least six (6) credits per semester. Graduate students may borrow up to $20,500 per year in Stafford Loans.

Eligibility for federal work/study is based on need. On and off campus part-time job openings are listed on the Student Employment Website. Hourly rate is at least minimum wage. Work is part-time with varied hours. FAFSA must be on file.

Kutztown University provides financial support in the form of graduate assistantships to a limited number of qualified graduate students in good academic standing. These assistantships are directly linked to graduate programs and are supported by funds provided by the University or other sources and administered through the University. Appropriate academic graduate program and student learning outcomes are identified for each graduate assistantship through a formal application process.

Grant Applications

A student grant fund is available to encourage and support graduate students as they undertake research and creative projects, present papers at professional meetings, and need research materials or other resources. Because this grant is designed to provide

financial support to students for scholarly activities or research related to their programs of study, it is anticipated that the awarding of this grant will enable a student to better understand the scientific process, develop better communication and analytical skills, and gain experience presenting research results at academic conferences.

To be eligible, the student must minimally meet the following three criteria by being: (1.) matriculated in a Kutztown University graduate program; (2.) in good academic standing with at least six graduate credits completed in his/her academic program; and, (3.) enrolled in at least three graduate credits at Kutztown during the term of the award. The maximum grant award is $1,000.

Registration

Add/Drop Dates
The add/drop period will extend to the eighth calendar day, excluding holidays and when the University is closed, to provide students with one full week plus the weekend in a typical semester to obtain any necessary signatures/approvals for closed courses or prerequisite overrides.

Withdrawal End Dates
When a student registers for classes, the student is responsible for those classes. To be relieved of this responsibility, the student must officially withdraw from those classes through the Registrar's Office. Failure to withdraw from a class for which a student registered, but is not attending, will result in a grade of "F" for that course. Students will be permitted to withdraw from a course and receive a grade of "W" up to the end of the twelfth week of the semester. The "W" has no effect on the GPA. The latest date for withdrawal from individual courses in a summer session will be published prior to the beginning of the specific session.

Academic Policies and Procedures

Academic Honesty
Graduate students at Kutztown University are expected to be honest and forthright in their academic endeavors. Any acts of academic dishonesty by students, such as plagiarism on written papers/projects, falsifying the results of research, or cheating on examinations, threaten to undermine the educational and ethical goals of the University for its students. Such violations are of the utmost seriousness. Academic dishonesty is any action that constitutes a violation of the Academic Honesty Policy and includes, but is not limited to, the following:
1. Providing or receiving unauthorized assistance in coursework, examinations, or lab work.
2. Using unauthorized notes, materials, and devices during examinations or quizzes.
3. Plagiarizing or representing someone else's words, either spoken or written, ideas, formulas, solutions, or data as one's own work.

4. Presenting material to fulfill course requirements that was researched or prepared by others (such as commercial services) without the knowledge of the instructor.
5. Fabricating or falsifying information, including, but not limited to research findings, data, or statistical analyses; forging signatures; or altering dates.
6. Engaging in academic misconduct such as tampering with grades or participating in the distribution and/or receipt of any part of a test before its administration.
7. Possessing or arranging for someone else to possess course examination or quiz materials at any time without the consent of the instructor.
8. Altering or adding or expanding upon answers on exercises, examinations, or quizzes after the work has been graded.
9. Making fraudulent statements, excuses, or claims to gain academic credit or influence testing or grading.
10. Taking examinations or quizzes under the identity of another person or arranging to have another person take examinations or quizzes in place of the person registered for the course.
11. Intentionally evading Kutztown University academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
12. Buying, selling, stealing, or engaging in the unauthorized exchange of, or improperly acquiring and/or using, any assignments, papers, or projects.
13. Misrepresenting a mastery of subject matter in an academic project or attempt to gain an advantage by the use of illegitimate or unauthorized means, such as misrepresentation of one's credentials.
14. Gaining unauthorized access to the computer system and/or electronic devices of Kutztown University or another person. Violations include tampering with or copying programs or data or access codes associated with coursework.
15. Using graded assignments in another course. Exceptions to this guideline must be specifically stated in the course syllabus.

Academic Probation, and Dismissal

Graduate students must maintain a 3.0 cumulative grade point average (CGPA) to remain in good academic standing. A graduate student whose CGPA falls below 3.0 will be placed on academic probation.

Graduate students on academic probation must raise their CGPA to 3.0 by the end of the following semester/session in which they register. All grades recorded as a graduate student are used to determine academic standing, even if a student changes programs. The student will return to good academic standing when a CGPA of 3.0 or higher is attained.

If a student fails to meet the conditions of academic probation, they will be dismissed. An additional semester/session of academic probation may be requested through a petition to the Graduate Exceptions Committee.

Students dismissed from the university may apply for re-admission.

Graduate students should consult with their programs' departments regarding additional program-specific course grade requirements.

Application for Graduation

Students who plan to complete requirements for the degree at the end of a current semester must apply for graduation through MyKU. Graduate students who intend to participate in Commencement exercises are expected to complete all requirements for their program of study by the end of that semester.

Auditing Graduate Courses

Registrations for the auditing of graduate courses will be considered tentative until the close of regular registration. If the registration of regular students fills the class quota or if regular registrants occupy all facilities, graduate students who have registered for auditing will be withdrawn. The student would register "not-for-credit" and would pay the full fee. The graduate student would not be required to take examinations, would be allowed to take the course only with the approval of the instructor, and would not be given a grade in the course. Once the graduate student had enrolled "not-for-credit," he/she could not change his/her mind part way through the course unless through special action by the Graduate Exceptions Committee. The student could take the course for credit at a later date, subject to the recommendation of the department offering the course and the approval of the Graduate Exceptions Committee.

Class Attendance

Regular attendance in class is expected of all students at the University.

Class Attendance: The individual instructor has both the authority and responsibility for managing student attendance. The instructor's policy regarding attendance for each course, including its potential effect on the final grade, should be written in the course syllabus or first day handout and communicated to students during the first week of the semester. While, as stated above, classes are conducted on the premise that regular attendance is expected, the University recognizes certain activities and events as legitimate reasons for absence from class.

Class Absence: Legitimate reasons for absence include, but are not limited to, death in the immediate family; documented illnesses, childbirth, and pregnancy (for as long as medically necessary); religious observance; academic field trips; participation in an approved performance or athletic event; military duties; direct participation in University disciplinary hearing; or jury duty. Nevertheless, the student bears the responsibility for providing appropriate documentation and for fulfilling all course expectations in a timely and responsible manner. Instructors will, if requested, without prejudice, provide students returning to class after a legitimate absence, with appropriate assistance and counsel about completing missed assignments and class material, depending on the nature of the work missed.

Course Repeat Policy

A graduate student can repeat a single course for grade improvement only once. Graduate students will be limited to a maximum of two (2) repeats across the program. An exception to the course repeat policy must be approved by the advisor, department chair, college dean, and graduate dean. The most recent grade (regardless of whether it is

higher or lower) will be the grade used for the CGPA calculation. A grade of "C" or better or "PA" in those courses designated pass/fail is required for all courses counted toward a graduate degree at Kutztown University. The grade of "F" or "FA" received in required graduate courses must be repeated. If a graduate student repeats a course in which a grade below a "B" was earned and the student earns a grade below "B" for the repeated course, then both the original grade below a "B" and the newly-earned grade below a "B" will count against the student when determining graduate academic standing.

Grading
The system of grading at Kutztown University for graduate students is as follows:
A (4.0)　　A- (3.67)　　B+ (3.33)　　B (3.0)　　B- (2.67)　　C+ (2.33)　　C (2.0)　　F (0.0)
PA (passing grade)　　FA (failing grade)　　I (incomplete)　　NG (no grade reported)
NC (no credit)　　　　W (withdrawn)　　　　M (military withdrawal)

An "I," incomplete grade, indicates that the student has not satisfied all requirements of a given course. An "I" grade is not used in the GPA calculation. Graduate students receiving a grade of "I" in a graduate course have one academic year from the date of the end of that semester to complete missing assignments or requirements that resulted in the incomplete. All grades of "I" are converted to grades of "F" if not changed within the grace period of one year with the exception of the graduate thesis course. It is the sole responsibility of the student to address all matters concerning the change of the incomplete "I" grade. A conversion grade of "F" is computed in the GPA exactly as a regular "F." A grade of "NG" indicates that no grade has been recorded.

Note: Graduate students must have a CGPA of at least 3.00 to graduate.

Under Title IV of the Higher Education Act of 1965, the awarding of Federal student aid is based on students attending school for the entire period for which financial aid is awarded. A university is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance.

Independent Study
Independent Study is a course of study specific in nature, content, and level that is not provided as a regular course offering of study at the University. An Independent Study would be designed by a faculty member with possible input from the student. The Independent Study would be subject to the approval of the chairperson of the department in which the course of study is undertaken. The option of offering a course by Independent Study within a particular academic department must have been previously approved through the University curricular process. A student wishing to pursue a course by Independent Study should contact a faculty member interested in offering such a course or the department chairperson in the department in which the Independent Study would be taken.

Individualized Instruction

For graduate students, Individualized Instruction is only available after completion of 12 graduate credits. Professional credit students cannot register for an Individualized Instruction. In order for a student to request a course to be taught by Individualized Instruction, it must be a regular University course that is not scheduled to be taught that semester. In addition, it must be a required course in the student's program of study. A student may take only one course by Individualized Instruction per semester. A student may not repeat any course by Individualized Instruction for which the student originally received a grade of "D" or "F." The student initiates the request for an Individualized Instruction with the appropriate department chairperson. The course instructor, the appropriate department chairperson, and the appropriate dean must all approve that a course be taught by Individualized Instruction. The completed form must be submitted to the Registrar's Office by the last day of the Add/Drop of that semester. A student enrolled in a course under Individualized Instruction may expect to meet with the instructor for at least five contact hours per credit offered. Examinations and other work will be comparable to the requirements of the course when regularly offered. A student may not repeat a course (taken by the normal method) via Individualized Instruction without the approval of the Graduate Exceptions Committee, as applicable.

Pass/Fail Grading – Graduate Students

Graduate courses may be approved for pass/fail grading where a letter grade is not appropriate. Examples of such courses may include field experience, internship, thesis, or dissertation courses. A grade of "PA" is given for courses where students have successfully completed the requirements of the course and a letter grade is not appropriate. Credit hours are recorded but not used in the CGPA calculation. A grade of "FA" is given for unsatisfactory completion of course requirements. No credit hours are recorded, and there is no effect on the CGPA.

Residency Requirements

All post-baccalaureate students must complete a minimum of two-thirds of their graduate degree or certification program in residence at Kutztown University in order to meet residency requirements. Note that this sets the minimum number of credits that must be taken at Kutztown University and that the University can limit the number of hours that will be allowed to transfer into a graduate program.

Second Degree

For post-graduate students returning for a second Master's degree, students need to complete a minimum of 15 additional credits (regardless of the number of earned credits for the first Master's degree) and complete degree requirements in effect at the time of matriculation for each additional Master's degree. The department will determine the requirements for the currency of prior learning related to the program of study. A student wishing to complete two graduate degrees simultaneously should refer to the Simultaneous Degrees Policy.

Simultaneous Degrees

Graduate students seeking to complete two simultaneous graduate degrees will be required to complete at least 12 credit hours beyond the minimum credit requirements for the degree program with the most required credits. A student wishing to earn a second Master's degree after graduating should refer to the Second Degree Policy.

Time Limitations

Beginning the semester of matriculation in the degree program, all requirements for a master's degree at Kutztown University must be completed within six (6) years. Students in counselor education degree programs have eight (8) years to complete all degree requirements. Doctoral students have seven (7) years to complete all degree requirements. If needed, a time extension petition for graduate study can be submitted to the Graduate Exceptions Committee. This form must be accompanied by a written explanation documenting the need for the request.

Transfer Credits

The maximum number of semester hours of graduate credit approved for transfer is to be determined by the graduate program, but the number of transfer credits is not to exceed one-third of the credits required for completion of the program. No graduate course for which a grade of less than "B" or its equivalency was earned may be accepted as transfer credit. Grades earned in courses transferred from other colleges and universities are not included in determining the graduate student's GPA at Kutztown University. Graduate courses taken at Kutztown University while not enrolled in a Master's degree program do not count as transfer credits.

Some courses that do not have good equivalencies at Kutztown University will transfer in as numbers 880s and 890s under the appropriate course prefix.

Veteran, Military-Affiliated, Army ROTC – Course Scheduling

The University will provide eligible students who are veterans, actively serving military members, ROTC Cadets, and family members using qualifying military and VA educational benefits with the opportunity to register for classes earlier than students who do not qualify, to enable these students a better chance of enrolling in a full course load and to maximize military education benefits before they expire. A veteran student who is not receiving benefits but who has self-identified as a veteran is responsible for providing documentation (e.g., DD214 Member 4 copy) to the Kutztown University Registrar's Office showing that he or she was discharged or released from such service under conditions other than "dishonorable," in order to be eligible for early registration.

Student Life

Athletics

The University is a member of the Pennsylvania State Athletic Conference, and competes at the NCAA Division II level. Varsity schedules for men include football, cross country, basketball, wrestling, tennis, indoor and outdoor track and field, and baseball. Women compete in acrobatics & tumbling, tennis, field hockey, volleyball, softball, cross

country, swimming, soccer, indoor and outdoor track and field, golf, basketball, bowling and lacrosse at the inter-collegiate level. Interested students should contact the coach directly. A wide offering of club, recreational, and intramural sports is provided for both men and women through the Office of Recreational Services.

Career Development Center
The Career Development Center offers numerous resources, services, and events for graduate students. These include a career resource center, career programs, and workshops on numerous topics such as job search and interviewing strategies; career coaching appointments, mock/practice interviewing, career fairs, employer information sessions, career clothing closet, and an on-campus interviewing program. For further information visit www.kutztown.edu/careercenter or 113 Stratton Administration Center. Contact via careerhelp@kutztown.edu or (610) 683-4067.

Disability Services
Disability Services strives to create an accessible living and learning environment for students and employees with disabilities. Self-disclosing and requesting accommodations is voluntary although necessary in order to provide reasonable accommodations on an individual basis. Students seeking accommodations are strongly encouraged to notify Disability Services and provide all supporting documentation early to allow adequate time for planning. For more information concerning specific documentation guidelines, please refer to the Disability Services website at www.kutztown.edu/DSO. For more information about Disability Services, please contact: Disability Services Office, 215 Stratton Administration Building, P.O. Box 730, Kutztown, PA 19530. Telephone: (610) 683-4108, TDD: (610) 683-4499, Fax: (610) 683-1520.

General Regulations and Conduct
Specific regulations regarding organizations, conduct, and discipline of students and related matters are to be found in the student handbook, *The Key*.

Health and Wellness Center
Health and Wellness Services is located on the first floor of Beck Hall and includes the following departments: Clinical Services, Counseling and Psychological Services, Health Administrative Services, and Health Promotion and Alcohol and Other Drug Services. Graduate students seeking to utilize any services offered in the health center are required to pay the per credit Health Center Fee each semester, which will be charged to the student account.

Clinical Services is staffed by registered nurses, physicians, and mid-level providers. All services are by appointment only Monday through Friday, 8:30am – 4:00pm during the fall and spring semesters. Nursing services are available during the summer months for graduate students who are enrolled in summer courses and have paid the summer health center fee. Although nursing and provider appointments are covered at no charge under the health center fee without additional charges, some specialized services, treatments, diagnostic testing, and equipment require a nominal fee and will be charged to the student's account. A self-care station is available without an appointment for students

seeking over-the-counter medications and first aid supplies. Graduate students residing on campus will be required to submit medical documentation related to meningitis vaccination prior to moving in.

Counseling and Psychological Services (CPS) is staffed by licensed mental health professionals and offers short-term, time limited counseling services to matriculated graduate students struggling with emotional and psychological difficulties. Our faculty counselors work with students to foster personal and academic growth and success. Services are also provided by masters and doctoral level student counselors in-training under the supervision of professional faculty counselors. Counseling services provided by CPS are confidential, within the limits of applicable laws. CPS is open 8:00 a.m. - 4:00 p.m. Mondays and Fridays, and 11:00am – 7:00pm on Tuesdays, Wednesdays, and Thursdays. CPS is only open during the fall and spring semesters.

CPS services include individual and group counseling, outreach, and crisis intervention. In order to avoid dual relationships, students who receive counseling services through CPS may not concurrently or subsequently work at CPS (as a practicum student, intern, student worker, or graduate assistant, etc.).

Students who require more intensive, long-term or specialized psychological services not offered by CPS will be offered referrals to appropriate services in the community.

For further information about Health and Wellness Services, call the Health Center at (610) 683-4082, or the Counseling Center at 610-683-4072, or review the web site at www.kutztown.edu/healthandwellness.

Kutztown University Activities Board (KUAB)
Students have diverse opportunities in which to invest leisure time and to learn and develop outside the formal academic environment. Activities are conducted for the personal development of those who initiate, plan, and engage in them, and as a varied co-curricular adjunct to academic programs.

The Kutztown University Activities Board, under the guidance of the Office for Student Involvement, consistently produces a wide array of lectures by prominent personalities, concerts by musicians, performances by professional artists and actors, movies, art exhibitions, excursions, panel discussions and special activities. Such a variety of programs ensure opportunities for students with all types of interests and needs. The Kutztown University Activities Board office is located in Room 166 of the McFarland Student Union and can be reached by dialing (610) 683-1383.

Kutztown University Student Services, Inc. (KUSSI)
Kutztown University Student Services, Inc. is an independent, non-profit affiliate of Kutztown University. KUSSI works with the University and Student Government Board (SGB) to provide free and low-cost services to students and student-led organizations. KUSSI offers a variety of services to students through three operating divisions: KUSSI Service Center, KU Campus Store and Dixon Marketplace. KUSSI receives no subsidies

and contributes its operating surplus to student activities, campus athletics, and University student scholarships. For additional information, visit the KUSSI website at https://www.kutztown.edu/kussi.

KUSSI Service Center
KUSSI Service Center offers a multitude of accounting and auxiliary services to students and student-led organizations within the Student Government Association (SGA). The service center provides SGA Accounting services (such as deposits, purchase orders, check requests) to all Gold status (sponsored) student organizations on campus, and manages private accounts and cash boxes for both Maroon status (registered) and Gold status student organizations. The office further supports student organizations through the SGA budgeting process and funding initiatives, along with SGA vehicle rentals and copier services for all eligible organizations. KUSSI Service Center also manages a variety of student-related Auxiliary services, including campus laundry facilities, snack and beverage vending machines, MicroFridge rentals, Graduation Festival, regalia, and senior portraits. KUSSI Service Center is located in the McFarland Student Union Room 173 and can be reached at (610) 683-4090.

KU Campus Store
KU Campus Store, a division of KUSSI, is a one-stop shopping location for all official KU merchandise. The store offers a wide array of apparel and gifts, computers and technology accessories, convenience items, art supplies, school supplies, and course materials. KU Campus Store has a large selection of new, used, rental, and digital course materials in-store, as well as convenient online ordering and payment options. A book voucher program is offered through the Financial Aid office enabling eligible students to purchase required course materials during the first two weeks of each semester using their anticipated aid. Kutztown University students registered for classes have access to the Virtual Shelf, a customized app that automates each student's course list with a single sign on, providing the most convenient way to view and acquire all required course materials at the lowest prices offered by the store. Other services offered by KU Campus Store include money orders, check cashing, shipping, and daily textbook sell back. KU Campus Store is conveniently located on the lower level of the McFarland Student Union and can be reached at (610) 683-4099. For more information, or to shop online, visit www.kubstore.com.

Dixon Marketplace
Dixon Marketplace, a division of KUSSI, is the official campus marketplace for student goods such as convenience items, health and beauty aids, dorm and school supplies, KU apparel and trendy gifts. Students are able to take advantage of daily services such as copying, faxing, and photo processing. Dixon Marketplace is located on the ground level of the Dixon Residence Hall and is open until midnight, seven days a week. For additional information, contact Dixon Marketplace at (610) 683-4966.

Military and Veterans Affairs
The specific needs of the campus subgroup consisting of students who are considered "Military-Affiliated" (Veterans of U.S. Military Service, Active Duty, National Guard,

Reserve Military, and Military Dependents) are the responsibility of the Office of Veterans Services. The Veterans Services Office assists students using military and VA educational benefits with the required paperwork, and also provides support and referral services for all military-affiliated students, on a variety of special concerns. Veterans liaisons are in key areas such as admissions, financial aid, student accounts, career services, disability services, housing, and the Registrar's Office to further assist military-affiliated students throughout their academic career.

Office for Student Involvement
Recognizing the value of co-curricular experiences as part of the general education of students, Kutztown University promotes and encourages student involvement outside the classroom. By challenging and supporting them to reach their unique potentials, the University helps students become active, responsible, and involved leaders in today's society.

Through the Office for Student Involvement, the University offers a variety of resources and services designed to support student involvement. As a result, the Office oversees the registration and maintenance of all student organizations. Whether seeking to become involved in programs that are career-oriented, athletic, religious, literary, artistic, social, or political in nature, students can find a student organization to match their interests and are encouraged to take advantage of these experiential opportunities to prepare for post-graduation employment or education. The Office for Student Involvement is located in 153 McFarland Student Union and can be reached at (610) 683-1383.

Public Safety and Police Services
Kutztown University places the safety of every member of the University community as a top priority and espouses the belief that all members of the community are responsible for assisting with maintaining as safe and secure an environment as possible. The Department of Public Safety and Police Services is the primary administrative office responsible for safety, security, and police services at Kutztown University. The department consists of sworn police officers plus civilian administrative and support staff and utilizes an outside security agency to perform dispatch, security, and parking-related functions. Public Safety protects and serves the Kutztown University community 24 hours a day, every day of the year. The staff is on duty 24 hours a day to take calls for campus emergencies 610-683-4001 and non-emergencies 610-683-4002.

Residence Life, Housing, and Dining Services
Campus Residence Halls
Kutztown University offers a multi-faceted residence hall system with a living-learning environment as its foundation. The Office of Residence Life, working in concert with student staff, hall councils, and other University offices, provides educational and personal growth opportunities by offering educational and social programs in the residence halls and apartments. In addition, students are afforded the opportunity to develop their leadership skills through participation on residence hall councils, the Residence Hall Association, and the National Residence Hall Honorary. Daily advisement and guidance are provided by staff and trained student staff.

Facilities and Security
Each Kutztown University residence hall has a 24-hour desk operation that provides security, information, and equipment checkout. Desks are staffed by Residence Life – trained student desk receptionists. Other residence hall features include a multipurpose/recreation room, fully-equipped kitchens, television rooms, study lounges and laundry machines. In addition, resident students have access to game tables, DVD's, computers, board games, and much more. These amenities are provided by individual hall councils.

Residence Hall Technology
Kutztown University residence hall system offers high speed wifi access in each of the rooms and common areas. In addition, each hall also offers a wired internet access port for each resident as well a landline telephone system, and digital cable service. These amenities provide basic cable television service to each student room, allow each student direct access through the student's personal computer to computer networked services and the World Wide Web, and improved telephone service to all resident students.

Lifestyle and Visitation
Kutztown University's 11 residence halls and two apartment villages provide a variety of living and lifestyle options. Included in these options are both coed and gender inclusive housing.

Housing and Residence Life Policies
The Kutztown University residence hall system provides on-campus housing for over 4,000 students. Freshmen and sophomores are required to live on campus unless an exception is provided. https://www.kutztown.edu/about-ku/administrative-offices/housing-and-residence-life/housing-information-and-residence-halls/residency-requirement.html

All resident students, except Golden Bear Village and Honors Hall residents, are required to participate in the on-campus meal plan. A number of meal plan selections are available to meet resident student needs.

The Kutztown University residence hall system is closed during recess periods. Housing is available to international and exchange students, and student teachers, at an additional cost, during break periods. Students are to contact the Residence Life and Housing and Dining Services Office concerning break housing policies.

Housing Process
For further information, please contact the Residence Life and Housing and Dining Service Office at 610-683-4027 or housing@kutztown.edu Website: www.kutztown.edu/housing

Housing License

All students offered on-campus housing must sign a housing license for the accommodations provided. Signed licenses must be on file with the Housing Office prior to student occupancy of a room.

Off-Campus Housing
The Dean of Students Office maintains a web site of available off-campus housing locations for students. This listing is available at och.kutztown.edu. The University does not approve, recommend, inspect, or regulate off-campus housing. Students make all arrangements independently. Leases or rental agreements are a private arrangement between the tenants and a property owner. The Borough of Kutztown and other municipalities, through housing codes and licenses, inspects and regulates all rental properties within its jurisdiction. These off-campus locations are periodically inspected by Housing Code Enforcement Officers.

Dining Services
Dining Services offers a variety of meal plans that are categorized by meal type. The types include seven-day and five-day plans, Block plans and Dining Flex plans. Any student registered for classes may purchase a meal plan. Students living in the residence halls (except Golden Bear Village Apartments, Honors Building, and the efficiency Apartments in Dixon Hall) must select a seven-day meal plan.

Meal Plan Options
Kutztown University meal plans offer flexibility and freedom to eat what, where, and when the student wants with the convenience of two all-you-care-to-eat dining and seven retail locations across campus. The follow meal plans are available:

The following meal plans offer seven-day unlimited access to the South Dining Hall and Cub Café:
MyTime Dining Diamond includes $250 Flex, 16 guest meal swipes
MyTime Dining Platinum includes $150 Flex, 16 guest meal swipes
MyTime Dining Gold includes $50 Flex, 8 guest meal swipes

The following meal plans offer five-day (M-F) unlimited access to the South Dining Hall and Cub Café:
MyTime Dining Maroon Plus includes $200 Flex, five guest meal swipes
MyTime Dining Maroon includes $50 Flex, five guest meal swipes

Additional meal plans include (meal swipes to be used at the South Dining Hall or Cub Café):
MyTime Dining 150 Block includes 150 Meal swipes and $250 Flex, five guest meal swipes
MyTime Dining 75 Block includes 75 Meal swipes and $100 Flex, five guest meal swipes
MyTime $500 Flex Plan includes $500 in Flex to use at any location
MyTime $250 Flex Plan includes $250 in Flex to use at any location

Dining Flex Dollars
Students have the option to have a dining flex dollar "declining debit" account. With a dining flex dollar account; the student can purchase food at any of our dining locations on campus. Meal plans already include dining flex dollars. If the student does not have a meal plan, the student can start a dining flex dollar account with a deposit of $25.00. Additional flex dollars may be added to all dining flex dollar accounts in increments of $25.00. Unused dining flex balances at the end of the fall semester will roll over to the spring semester. However, at the end of the spring semester, any remaining dining flex dollars are non-refundable.

Rohrbach Library
The Rohrbach Library provides a wide range of resources and services to its patrons, such as access to full-text databases, research-related services, reserving study rooms, laptops and other equipment, interlibrary loan access, computer labs and printing stations. The Library houses various collections of books, DVDs, and electronic resources. Electronic resources include access to over 750,000 eBooks and millions of full-text articles located in one of 200+ searchable databases that students can access from on and off campus. Interlibrary loan is available to obtain books and periodical articles not owned by Kutztown University from libraries throughout the United States. Students can also find a number of computer labs and printing stations available for use as well as collaborative learning spaces with technology which are available for students and faculty to use while working on assignments or for classroom instruction.

The Library also houses a café and outdoor balcony for its students. In addition, the Rohrbach Library has their very own creative space called STEAMworks that contains equipment, such as 3D printers, poster size printers, button makers, sewing machines, craft supplies, and virtual reality technologies. Rohrbach also houses other important units that include the Curriculum Materials Center (contains pre-K through grade 12 resources for pre-service and in-service teachers). The CMC's main mission is to support the College of Education students and faculty by maintaining a representative collection of curriculum-related materials commonly used in U.S. public schools. The collection includes books (textbooks, activity books, and other teacher-focused books), kits (diagnostic tests, manipulatives, games, etc.), and teaching posters. Adjacent to the CMC is the Library Science Collection of children's literature. Together these collections offer students and faculty over 40,000 educational items for use in planning, learning, and teaching. The collections are overseen by the education librarian, whose office is located in the area. In addition, there are 10 open tables that are available when classes come to access the collections during class time or for individuals and groups to use for working on assignments. Also, there is a room that the librarians use for teaching College of Education classes or other groups about the Library's resources.

The Rohrbach Library staff is available to help students with a wide variety of services. Our research services office provides students with one-on-one research consultations with librarians throughout the semester. Librarians meet frequently with classes from all areas of curriculum to discuss specialized research tools and teach over 200 information literacy classes per year to help students use the library for class assignments.

Rohrbach Library staff encourage students, faculty, and other patrons to become familiar with Library services and collections and to take advantage of this important intellectual resource as they participate in the various programs of study at the University.

Student Government Association (SGA)
All students enrolled at Kutztown University are members of Student Government Association (SGA) upon payment of the Student Activity Fee. Kutztown University Student Services, Inc. (KUSSI) is responsible for all of the SGA assets and is authorized by the University President to administer certain financial operations through SGA for the benefit of the students. The Student Government Board (SGB) is the legislative body governing SGA. KUSSI works closely with the SGB to provide financial assistance and other support services to students and student-led organizations at Kutztown University. Access to funding and free/low cost services are contingent upon the adherence to certain standards as determined by the SGB. For more information on these policies, please contact the SGB Office at 610-683-4045 or email SGB@kutztown.edu or visit the SGB at https://engage.kutztown.edu/organization/student-government-board.

Student Conduct
Kutztown University has developed student conduct standards, policies, and procedures for addressing student and student organization misconduct which are outlined in the student handbook, *The Key.* Information related to the ***Student Code of Conduct*** including behavioral expectations, disciplinary processes, reporting forms, and support services can also be found on the Student Conduct website at https://www.kutztown.edu/studentconduct. For additional information or questions, please contact the Student Conduct department within the Dean of Students Office at studentconduct@kutztown.edu.

Vehicle Registration
Anyone who wants to park a vehicle on campus, whether it be for a day, a week, or a semester, must present a valid vehicle registration and driver's license to the Department of Public Safety. A temporary hang tag or permanent sticker will be issued to the person requesting parking privileges. This pass must be displayed properly on the registered vehicle at all times when it is parked on campus.

Degrees and Programs

COLLEGE OF BUSINESS

The Kutztown University College of Business, part of the Pennsylvania State System of Higher Education, emphasizes teaching and learning enriched by applied and pedagogical scholarship and community engagement. We serve students from diverse backgrounds, the business community, and other stakeholders of Southeastern Pennsylvania and the surrounding areas. Our Small Business Development Center assists in this effort and promotes economic development throughout the area. Our graduate programs provide high quality, affordable business education. Faculty lead and engage students to prepare them for intellectual, social, ethical, and career challenges.

-Dr. Anne Carroll, Dean

Master of Business Administration

M.B.A. Business Administration

Certificates

Business Decision-Making Graduate Certificate

Business Leadership Graduate Certificate

KU MBA Requirements

The MBA program at Kutztown University provides students with the skills and knowledge necessary to excel in today's competitive business environment. The curriculum focuses on developing well-rounded business leaders with expertise in key areas of business. Students will select two MBA certificates along with two core MBA courses to earn their Master of Business Administration.

Student Learning Objectives:
Upon completion of the accounting program, students will be able to:
1. Demonstrate the ability to manage business information in support of decision-making.
2. Synthesize functional business knowledge and employ analytical skills to evaluate problems, opportunities, created solutions and business decisions
3. Demonstrate ethical and socially responsible reasoning when making recommendations and decisions.
4. Demonstrate effective interpersonal and team skills.
5. Apply leadership skills to work effectively in a diverse environment.

Note that all students must achieve a minimum of 30 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for MBA is 3.0.

Required Graduate Certificate Courses – 24 credits
Complete two Graduate Certificates to customize the MBA program.

Required Courses for Business Decision-Making Certificate – 12 credits
DSCM 510: Data Driven Decision-Making (3 credits)
DSCM 520: Business Intelligence Analytics and Data Visualization **or** BUSN 501: Introduction to Quantitative Decision-Making in Business (3 credits)
DSCM 530: Managing the Value Chain (3 credits)
DSCM 540: Strategic Decision-Making (3 credits)

Required Courses for Business Leadership Certificate – 12 credits
LEAD 515: Ethics and Social Responsibility (3 credits)
LEAD 525: Managing and Leading People (3 credits)
LEAD 535: Managing Programs and Projects (3 credits)
LEAD 545: Persuasive Communication (3 credits)

Required Courses for Business Data Analytics Certificate – 12 credits
Programming in a Scripting Language is a certificate prerequisite. Course approval by CPSC Program Director.
CPSC 458: Data Mining and Predictive Analytics (3 credits)
CPSC 459: Introduction to Big Data (3 credits)
CPSC 558: Data Mining and Predictive Analytics II (3 credits)
CPSC 570: Independent Study *and/or* CPSC 590: Projects in Computer Science (3 credits)

Required MBA Core Courses – 6 credits
BUSN 591: Applied Capstone (3 credits)
Directed Elective (3 credits)

Notes:
BUSN 591 prerequisites: DSCM 530, LEAD 525, and completion of an MBA-related Graduate Certificate.
Directed Elective may be determined by the College of Business depending on the combination of graduate certificates taken.

Program Plan Code: MBA_BSAD
Effective Date: January 24, 2022

KU Business Decision-Making Graduate Certificate Program Requirements

KU's Business Decision-Making Graduate Certificate is designed to provide advanced knowledge of the tools and methods that help professionals make effective and informed decisions.
This program is built to be accessible to all postbaccalaureate students, including those without a bachelor's degree in business or extensive professional experience. For the latter the certificate's curriculum provides a substitute course that introduces students to accounting, finance and economics – no additional credits required.

The certificate is a 12-credit program for students who want to enhance their analytical skills without a full commitment to an MBA program. However, the courses explore MBA-level concepts, and these credits can be used toward the full 30-credit Master of Business Administration if you choose to continue your studies.

Student Learning Objectives:
Upon completion of the Business Decision-Making Certificate, students will be able to:
1. Demonstrate the ability to analyze and synthesize information from across business functions to evaluate business opportunities and/or make sound business decisions.

Program requirements: 12 credits.

Required Business Decision-Making Core Courses – 12 credits
DSCM 510 Data Driven Decision-Making (3 credits)
DSCM 520 Business Intelligence Analytics and Data Visualization
or BUSN 501 Introduction to Quantitative Decision-Making in Business (3 credits)
DSCM 530 Managing the Value Chain (3 credits)
DSCM 540 Strategic Decision-Making (3 credits)

Notes:
For those with a non-business degree, BUSN 501 Introduction to Quantitative Decision-Making in Business will replace DSCM 520 Business Intelligence Analytics and Data Visualization

Program Plan Code: CEPB_BSAD_DEMA
Effective Semester: Spring 2022

KU Business Leadership Graduate Certificate Program Requirements

Today's business leaders must be able to inspire, motivate, build teams and foster long-term success. Now, more than ever, the ability to make informed decisions, manage a team and communicate clearly is in high demand.

With the goal of empowering students to be confident business leaders, Kutztown University's Leadership Graduate Certificate teaches students how to problem solve, think critically and communicate effectively within an organization and among co-workers.

The certificate is a 12-credit program for students who want to enhance their analytical skills without a full commitment to an MBA program. However, the courses explore MBA-level concepts, and these credits can be used toward the full 30-credit Master of Business Administration if you choose to continue your studies.

Student Learning Objectives:
Upon completion of the Leadership Certificate, students will be able to:
1. Demonstrate ethical and socially responsible reasoning when making recommendations and decisions.
2. Demonstrate the ability to identify and improve their own team skills.
3. Demonstrate the ability to identify and improve their own leadership skills.

Program requirements: 12 credits.

Required Business Leadership Core Courses – 12 credits
LEAD 515 Ethics and Social Responsibility (3 credits)
LEAD 525 Managing and Leading People (3 credits)
LEAD 535 Managing Programs and Projects (3 credits)
LEAD 545 Persuasive Communication (3 credits)

Program Plan Code: CEPB_LEAD
Effective Semester: Spring 2022

COLLEGE OF EDUCATION

The College of Education at Kutztown University of Pennsylvania is dedicated to having a positive impact on the lives of children and youth in the Commonwealth of Pennsylvania through the preparation of highly qualified professional educators. Our goal is to provide preparation programs that blend a strong knowledge base in the content area, and understanding of human development and grounding in pedagogy with frequent and continuous field experiences. The professional educators prepared in our programs will be willing and able to effect change in an increasingly diverse and technologically integrated educational environment. Our graduates will be committed to professional development throughout their careers, thus supporting the College of Education model of lifelong learning.

-Dr. Rebecca Burns, Dean

Educational Doctorate

Ed. D. Transformational Teaching and Learning

Master of Arts

M.A. Counseling: Addiction

M.A. Counseling: Clinical Mental Health

M.A. Counseling: Marriage, Couple, and Family Relationships

Master of Education

M. Ed. Elementary Education: PreK-4 with Certification

M. Ed. Instructional Technology: Digital Classroom Technology (non-certification)

M. Ed. Multicultural Education: Equity in Education

M. Ed. Multicultural Education: English as a Second Language

M. Ed. Multicultural Education: Special Education

M. Ed. Multicultural Education: Visual Impairment

M. Ed. Reading Specialist

M. Ed. Secondary Education: Curriculum & Instruction

M. Ed. Secondary Education: Teaching with Initial Certification

M. Ed. Student Affairs in Higher Education Administration

Master of Library Science

M.L.S. Library Science

M.L.S. Library Science with Extension of Instructional Certification

M.L.S. Library Science with Initial Certification

Master of Science

M.S. School Counseling - Licensure

Certifications and Endorsements

Autism Endorsement

English as a Second Language Program Specialist Certification

Extension of Instructional Certification Library Science

Instructional Coaching Endorsement

Instructional Technology Certification

Post-Baccalaureate Special Education Certification

Post-Baccalaureate Special Education Visual Impairment Certification

Principal Certification

Reading Specialist Certification

Supervisor of Curriculum and Instruction Certification

Educational Doctorate in Transformational Teaching and Learning Requirements

This program is designed to be completed in 3 years (inclusive of winters and summers). Years 1 and 2 will be course intensive, while year 3 (and beyond, if necessary) will be individualized work focusing on the capstone experience and specialization or individual interest areas of study. Since this is a cohort model, participants will enroll in all required courses together and continuous enrollment is expected until graduation.

Program completion will require 54 credits (beyond the master's degree) with distribution as follows:
- Foundations Core (21 credits)
- Specialization Core (15 credits)
- Research/Dissertation Core (18 credits)

Note that all students much achieve 54 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for the Educational Doctorate in Transformation Teaching and Learning is 3.0.

Foundation Core Courses – 21 credits
EDDR 701 Transformational Learning and Teaching: Personal and Professional Perspectives (3 credits)
EDDR 702 Transformational Learning Models and Instructional Design (3 credits)
EDDR 703 Leading and Implementing Transformation Change (3 credits)
EEDR 704 Transformational Issues and Trends (3 credits)
EDDR 710 Introduction to Action Research, Academic Writing and the Dissertation Process (3 credits)
EDDR 711 Understanding Statistics (3 credits)
EDDR 712 Qualitative Research (3 credits)

Specialization Core Courses – 15 credits
EDDR 720 Foundations of critical educational research (3 credits)
EDDR 721 Educational Policy and Diversity (3 credits)
EDDR 722 Data-Driven Assessment and Decision-Making (3 credits)
EDDR 723 Qualitative Data Analysis (3 credits)
EDDR 725 Critical Theories and Professional Practice (3 credits)

Research and Dissertation Courses – 18 credits
EDDR 751 Research Methods in Education Settings (3 credits)
EDDR 791 Leader Scholar Communities I (3 credits)
EDDR 792 Leader Scholar Communities II (3 credits)
EDDR 793 Leader Scholar Communities III (3 credits)
EDDR 795 Dissertation in Practice (6 credits)

Program Plan Code: EDD_ETTL
Effective Semester: Spring 2016

Master of Arts in Counseling: Addiction Requirements

The Department of Counselor Education offers a 60-semester hour Master of Arts in Counseling with a concentration in Addiction Counseling. The program is structured to meet the standards required by CACREP for accreditation. The Addiction Counseling program is currently under review for CACREP accreditation as a "new application in process." The Addiction program consists of core counseling courses, specialty area courses, and 700 hours of field experience. Degree requirements for this program meet the educational requirements for Pennsylvania state licensure as a Professional Counselor (LPC). Graduates of the program are eligible to take the National Counselor Examination (NCE) examination, a state licensure prerequisite, and a prerequisite to become a Nationally Certified Counselor (NCC). Completing the program in Addiction Counseling will meet the educational requirements of the Pennsylvania Certification Board to become a Certified Advanced Alcohol and Drug Counselor (CAADC).

Student Learning Outcomes
1. Students will demonstrate knowledge of the ethical standards in counseling and the advocacy role of counselors in addressing institutional and social barriers which impede access, equity, and success for clients
2. Students will demonstrate knowledge of the multicultural competencies and the effects of power and privilege for counselors and clients.
3. Students will demonstrate knowledge about human growth and development across the life span, have an awareness of the complexity of human development, and its impact on development of treatment plans and interventions
4. Students will demonstrate knowledge about ethical and culturally relevant strategies for addressing career development and demonstrate knowledge in career assessment.
5. Students will demonstrate knowledge in essential interviewing, counseling and case conceptualizing skilled and will use evidenced-based strategies and techniques for prevention and intervention.
6. Students will demonstrate knowledge about the dynamics associated with group process and development and demonstrate knowledge on the ethical and culturally relevant strategies for designing and facilitating groups.
7. Students will demonstrate knowledge in the use of assessments for diagnostic and intervention planning purposes and demonstrate knowledge about ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results.
8. Students will demonstrate knowledge about the identification of evidence-based counseling practices and the evaluation of counseling interventions and programs.
9. Students will demonstrate knowledge and competency in addiction counseling and ethical decision making and advocacy.

Note that all students much achieve 60 graduate credits. The final GPA requirement for Master of Arts in Counseling: Addiction is 3.0. In addition to the credit requirement for the program and consultation with their advisors, student have completed the following:
1. Initial Advisement Seminar (IAS)
2. Signed New Student Agreement
3. Practicum Meeting
4. Practicum Eligibility & Intent
5. Practicum Readiness Statement
6. Practicum Agreement
7. Professional Membership & Liability Insurance

8. Comprehensive Exams (CPCE) Meeting
9. Internship Agreement
10. Pass CPCE
11. Maintain Satisfactory Academic Status
12. No Unresolved SAPER

Core I. Common – 18 credits

COHS 518 Professional Orientation & Ethics for Mental Health Professionals (3 credits)
COHS 519 Intercultural Issues in Counseling (3 credits)
COHS 530 Fundamentals of Counseling (3 credits)
COHS 535 Career Counseling Throughout the Lifespan (3 credits)
COHS 546 Group Processes Seminar (3 credits) Note COHS 530 is a prerequisite for this course.
COHS 548 Counseling Theories Seminar (3 credits)

Core II. Research – 6 credits

COHS 507 Tests and Assessment in Counseling (3 credits)
COHS 508 Research Methods in Counseling (3 credits) *Note COHS 507 is a prerequisite for this course.*

Core III. Program Core – 9 credits

COHS 510 Diagnostic & Treatment Plan in Counseling (3 credits) *Note: or other as approved by advisor*
COHS 562 Intro to Problems of Addiction (3 credits)
COHS 565 Human Growth & Development (3 credits) *Note: or other as approved by advisor*

Core IV. Specialty Area Courses – 18 credits

COHS 538 The Addicted Family (3 credits)
COHS 573 Chemical Dependence Treatment (3 credits)
COHS 574 Psychopharmacology and Behavioral/Process Addictions (3 credits)
COHS 575 Psychological Trauma and Addiction (3 credits)

Core V. Clinical Experience – 9 credits

COHS 580 Practicum in Counseling (3 credits)
Note all Core I. Foundation Courses serve as a prerequisite for COHS 580. 100 hours of practicum is completed during the spring semester prior to COHS 594.

COHS 594 Field Experience Clinical Counseling (3 credits)
This field experience requires 300 hours and is completed during the fall semester.

COHS 594 Field Experience Clinical Counseling (3 credits)
This field experience requires 300 hours and is completed during the spring semester.

Program Plan Code: MA_CNSL_ADDT
Effective Semester: Fall 2020

KU Master of Arts in Counseling: Clinical Mental Health Requirements

The Department of Counselor Education offers a 60-semester hour CACREP accredited Master of Arts degree program in Clinical Mental Health Counseling. The program consists of core counseling courses, specialty area courses, and 700 hours of field experience. Degree requirements for this program meet the educational requirements for Pennsylvania state licensure in Professional Counseling (LPC). Graduates of the program are eligible to take the National Certified Counselor (NCC) examination, a state licensure prerequisite.

Student Learning Outcomes
1. Students will demonstrate knowledge of the ethical standards in counseling and the advocacy role of counselors in addressing institutional and social barriers which impede access, equity and success for clients.
2. Students will demonstrate knowledge of the multicultural competencies and the effects of power and privilege for counselors and clients.
3. Students will demonstrate knowledge about human growth and development across the life span, have an awareness of the complexity of human development, and its impact on development of treatment plans and interventions
4. Students will demonstrate knowledge about ethical and culturally relevant strategies for addressing career development and demonstrate knowledge in career assessment.
5. Students will demonstrate knowledge in essential interviewing, counseling and case conceptualizing skilled and will use evidenced-based strategies and techniques for prevention and intervention.
6. Students will demonstrate knowledge about the dynamics associated with group process and development and demonstrate knowledge on the ethical and culturally relevant strategies for designing and facilitating groups.
7. Students will demonstrate knowledge in the use of assessments for diagnostic and intervention planning purposes and demonstrate knowledge about ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results.
8. Students will demonstrate knowledge about the identification of evidence-based counseling practices and the evaluation of counseling interventions and programs.
9. Students will demonstrate knowledge and competency in clinical mental health counseling and ethical decision making and advocacy.

Note that all students must achieve 60 graduate credits. The final GPA requirement for Master of Arts in Counseling: Clinical Mental Health is 3.0. In addition to credit requirement for the program and consultation with their advisors, students must have completed the following:
1. *Initial Advisement Seminar (IAS)*
2. *Signed New Student Agreement*
3. *Practicum Meeting*
4. *Practicum Eligibility & Intent*
5. *Practicum Readiness Statement*
6. *Practicum Agreement*
7. *Professional Membership & Liability Insurance*
8. *Comprehensive Exams (CPCE) Meeting*
9. *Internship Agreement*
10. *Pass CPCE*
11. *Maintain Satisfactory Academic Status*
12. *No Unresolved SAPER*

Core I. Common – 18 credits
COHS 518 Professional Orientation & Ethics for Mental Health Professionals (3 credits)
COHS 519 Intercultural Issues in Counseling (3 credits)
COHS 530 Fundamentals of Counseling (3 credits)
COHS 535 Career Counseling Throughout the Lifespan (3 credits)
COHS 546 Group Processes Seminar (3 credits) Note COHS 530 is a prerequisite for this course.
COHS 548 Counseling Theories Seminar (3 credits)

Core II. Research – 6 credits
COHS 507 Tests and Assessment in Counseling (3 credits)
COHS 508 Research Methods in Counseling (3 credits) *Note COHS 507 is a prerequisite for this course.*

Core III. Program Core – 9 credits
COHS 510 Diagnostic & Treatment Plan in Counseling (3 credits) Note: or other as approved by advisor
COHS 562 Intro to Problems of Addiction (3 credits)
COHS 565 Human Growth & Development (3 credits) *Note: or other as approved by advisor*

Core IV. Specialty Area Courses – 18 credits
Students will select four COHS clinical courses for this category to complete in addition to the two listed below. Your advisor will help you select the four appropriate COHS courses.
COHS 554 Counseling and Family Systems *or* COHS 544 Contemporary Issues in Marriage and Family Counseling (3 credits)
COHS 575 Psychological Trauma and Addiction *or* COHS 532 Trauma Counseling (3 credits)

Core V. Clinical Experience – 9 credits
COHS 580 Practicum in Counseling (3 credits)
Note all Core I. Foundation Courses serve as a prerequisite for COHS 580. 100 hours of practicum is completed during the spring semester prior to COHS 594.
COHS 594 Field Experience Clinical Counseling (3 credits)
This field experience requires 300 hours and is completed during the fall semester.
COHS 594 Field Experience Clinical Counseling (3 credits)
This field experience requires 300 hours and is completed during the spring semester.

Program Plan Code: MA_CNSL_CLMH
Effective Semester: Fall 2021

Master of Arts in Counseling: Marriage, Couple, and Family Requirements

The Department of Counselor Education offers a 60-semester hour CACREP accredited Marriage, Couple and Family Counseling program. The program consists of core counseling courses, specialty area courses, and 700 hours of field experience. Students who successfully complete degree requirements for this program meet the educational requirements for Pennsylvania Licensed Professional Counselor. Graduates of the program are eligible to take the National Certified Counselor (NCC) examination, a state licensure prerequisite.

Student Learning Outcomes
1. Students will demonstrate knowledge of the ethical standards in counseling and the advocacy role of counselors in addressing institutional and social barriers which impede access, equity and success for clients
2. Students will demonstrate knowledge of the multicultural competencies and the effects of power and privilege for counselors and clients.
3. Students will demonstrate knowledge about human growth and development across the life span, have an awareness of the complexity of human development, and its impact on development of treatment plans and interventions
4. Students will demonstrate knowledge about ethical and culturally relevant strategies for addressing career development and demonstrate knowledge in career assessment.
5. Students will demonstrate knowledge in essential interviewing, counseling and case conceptualizing skilled and will use evidenced-based strategies and techniques for prevention and intervention.
6. Students will demonstrate knowledge about the dynamics associated with group process and development and demonstrate knowledge on the ethical and culturally relevant strategies for designing and facilitating groups.
7. Students will demonstrate knowledge in the use of assessments for diagnostic and intervention planning purposes and demonstrate knowledge about ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results.
8. Students will demonstrate knowledge about the identification of evidence-based counseling practices and the evaluation of counseling interventions and programs.
9. Students will demonstrate knowledge and competency in marriage, couple and family counseling and ethical decision making.

Note that all students must achieve 60 graduate credits. The final GPA requirement for Master of Arts in Counseling: Marriage, Couple, and Family is 3.0. In addition to credit requirement for the program and consultation with their advisors, students must have completed the following:
1. *Initial Advisement Seminar (IAS)*
2. *Signed New Student Agreement*
3. *Practicum Meeting*
4. *Practicum Eligibility & Intent*
5. *Practicum Readiness Statement*
6. *Practicum Agreement*
7. *Professional Membership & Liability Insurance*
8. *Comprehensive Exams (CPCE) Meeting*
9. *Internship Agreement*
10. *Pass CPCE*
11. *Maintain Satisfactory Academic Status*
12. *No Unresolved SAPER*

Core I. Common – 18 credits
COHS 518 Professional Orientation & Ethics for Mental Health Professionals (3 credits)
COHS 519 Intercultural Issues in Counseling (3 credits)
COHS 530 Fundamentals of Counseling (3 credits)
COHS 535 Career Counseling Throughout the Lifespan (3 credits)
COHS 546 Group Processes Seminar (3 credits) *Note COHS 530 is a prerequisite for this course.*
COHS 548 Counseling Theories Seminar (3 credits)

Core II. Research – 6 credits
COHS 507 Tests and Assessment in Counseling (3 credits)
COHS 508 Research Methods in Counseling (3 credits) *Note COHS 507 is a prerequisite for this course.*

Core III. Program Core – 9 credits
COHS 562 Intro to Problems of Addiction (3 credits)
PSYC 530 Life Span Development or COHS 565 Human Growth and Development (3 credits)
PSYC 546 Psychopathology or COHS 510 Diagnosis and Treatment Planning in Counseling (3 credits)

Cover IV. Specialty Area Courses – 18 credits
COHS 528 Seminar in Marital Therapy (3 credits)
COHS 538 The Addicted Family (3 credits) *Note: Substitution permitted with advisor approval only*
COHS 544 Contemporary Issues in Marriage and Family Counseling (3 credits)
COHS 554 Counseling and Family Systems (3 credits)
COHS 558 Structural and Strategic Family Therapy (3 credits)
COHS 578 Case Analyses (3 credits) *Note: Substitution permitted with advisor approval only*
COHS 560 Selected Topics in Counseling (3 credits)

Core V. Clinical Experience Courses – 9 credits
COHS 580 Practicum in Counseling (3 credits)
Note all Core I. Foundation Courses serve as a prerequisite for COHS 580. 100 hours of practicum is completed during the spring semester prior to COHS 594.
COHS 594 Field Experience Clinical Counseling (3 credits)
This field experience requires 300 hours and is completed during the fall semester.
COHS 594 Field Experience Clinical Counseling (3 credits)
This field experience requires 300 hours and is completed during the spring semester.

Program Plan Code: MA_CNSL_MARC
Effective Semester: Fall 2018

Master of Education Pre-K – 4 with Certification Requirements

The Master of Education Pre-K-4 with Certification program provides course preparation in education and includes clinical experience. The program leads to a master's degree and a teaching certification in Elementary Education Pre-K – 4. Courses will be taught in the following modalities: online, in-person, or blended format.

Note that all students much achieve 33 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for Pre-K – 4 with Certification is 3.0.

Required Core Courses – 6 credits
SPEE 500 Cognitive Development of Diverse Learners in Intervention Areas (3 Credits)
SPEE 514 Effective Instructional Strategies for Students w/ Disabilities in Inclusive Settings (3 Credits)

Professional Semester Courses – 15 credits
EEPK 504 Instructional Strategies of Language Arts & Social Studies (3 Credits)
ELED 545 Managing and Planning in Classrooms (3 Credits)
EEPK 507 Instructional Strategies of Science and Math (3 Credits)
EDUC 504 Literacy Curriculum and Instruction PreK-3 (3 Credits)
EDUC 523 Assessment: Issues and Concerns for Teachers (3 Credits)

Specialization Courses – 6 credits
EEPK 415 Family & Community Collaboration Partnerships (3 Credits)
EEPK 505 Child Development and Practice (3 Credits)

Clinical Experience Courses – 6 credits
EEPK 596 Special. In Teach. Pre-K – 4 Clinical Experience I
EEPK 597 Special. In Teach. Pre-K – 4 Clinical Experience II

Program Plan Code: MED_EEPK
Effective Semester: Spring 2015

KU Master of Education: Instructional Technology – Digital Classroom Technology Requirements (Non-Certification)

The non-certification program provides course preparation in Instructional Technology. The program leads to a master's degree in Instructional Technology.

Note that all students must achieve 30 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for Instructional Technology – Digital Classroom Technology is 3.0.

Required Foundation Core Courses – 6 credits
LLTC 505 Perspectives on Instructional Technology and Learning (3 Credits)
LLTC 521 Technologies for the 21st Century Educator (3 Credits)

Major Courses – 24 credits
Required Courses – 12 credits
LLTC 535 Designing Distance Education for the K-12 Educator (3 Credits)
LLTC 545 Problem-based Learning Through Instructional Technology (SAS) (3 Credits)
LLTC 555 Building Effective Online and Classroom Instruction (3 Credits)
LLTC 565 Emerging Technologies for Educators (3 Credits)
Electives – 6 credits
Select two 3 credit LLTC courses with help from your advisor.
Research – 3 credits
LLTC 375 Methods of Research (3 credits)
Comprehensive Project – 3 credits
Students will submit a comprehensive portfolio review that is pass/fail.
LLTC 585 Digital Portfolios (3 credits)

Program Plan Code: MED_ITTT_DCTC
Effective Semester: Fall 2017

M.Ed. Multicultural Education: Equity in Education Program Requirements

The Master of Education (M.Ed.) in Multicultural Education program prepares educators to proactively support the changing demographic of school-aged children. The Equity in Education program concentration empowers professionals to create inclusive, just learning environments by addressing systemic inequities, advocating for diverse learners, and fostering transformative change in schools and communities.

Student Learning Outcomes
1. Explain the major theories underlying multicultural education, how these theories are applied within educational spaces to policies and practices and develop a stance of inquiry towards problems in the field that can be addressed through educational research.
2. Identify ways in which human identities – including race, ethnicity, socioeconomic status, sexuality and gender, disability, linguistic background, and religion – evolve and intersect to create a multitude of personal experiences and discuss their own positionally relevant to their own personal identifications.
3. Engage in the set of cross-cultural communication strategies to strengthen connections between educators and culturally and linguistically diverse students and their families.
4. Demonstrate the ability to become immersed in a new culture, open to learning, and willing to consider multiple perspectives to develop an understanding of how students, families, and educators are situated within a broader sociopolitical context that may impact what happens in educational spaces.
5. Serve as a resource within their schools on matters related to identity, culturally relevant practices, and building relationships across differently-positioned individuals and institutions.
6. Plan and carry out an action-research project related to a current and salient concern in multicultural education that advances social justice goals and seeks to establish equity for all members of a society both within the field of education and more broadly across life activities.

Students in the program typically complete 33 credits to graduate. The final GPA requirement for the Multicultural Education/ESL program is 3.0.

Multicultural Education Core Courses – 18 credits
EDUC 500 Methods of Research (3 credits)
MCED 500 Legal, Historical, and Philosophical Foundations of Multicultural Education (3 credits)
MCED 520 Cross-Cultural Communication in Education (3 credits)
MCED 535 Multicultural Narratives (3 credits)
MCED 560 Community-Based Learning Experience (3 credits)
MCED 590 Master's Thesis of Capstone (3 credits) *Note: Students who are pursuing Special Education Certification complete their student teaching instead of this capstone.*

Equity in Education Concentration – 15 credits
EDUC 527 Foundations of Urban Education (3 credits)
EDUC 528 Student Diversity & Critical Pedagogy (3 credits)
EDUC 533 Social Interpretations of Education (3 credits)
EDUC 597 Change in Education (3 credits)
EDUC 599 School Leadership in a Diverse Society (3 credits)

Program Plan Code: MED_MCED_EQUT
Effective Semester: Fall 2022

M.Ed. Multicultural Education: English as a Second Language (ESL) Program Requirements

The Master of Education (M.Ed.) in Multicultural Education program prepares educators to proactively support the changing demographic of school-aged children. The ESL program concentration empowers professionals to create inclusive, just learning environments by addressing systemic inequities, advocating for diverse learners, and fostering transformative change in schools and communities.

Student Learning Outcomes
1. Explain the major theories underlying multicultural education, how these theories are applied within educational spaces to policies and practices and develop a stance of inquiry towards problems in the field that can be addressed through educational research.
2. Identify ways in which human identities – including race, ethnicity, socioeconomic status, sexuality and gender, disability, linguistic background, and religion – evolve and intersect to create a multitude of personal experiences and discuss their own positionally relevant to their own personal identifications.
3. Engage in the se of cross-cultural communication strategies to strengthen connections between educators and culturally and linguistically diverse students and their families.
4. Demonstrate the ability to become immersed in a new culture, open to learning, and willing to consider multiple perspectives to develop an understanding of how students, families, and educators are situated within a broader sociopolitical context that may impact what happens in educational spaces.
5. Serve as a resource within their schools on matters related to identity, culturally relevant practices, and building relationships across differently-positioned individuals and institutions.
6. Plan and carry out an action-research project related to a current and salient concern in multicultural education that advances social justice goals and seeks to establish equity for all members of a society both within the field of education and more broadly across life activities.

Students in the program typically complete 33 credits to graduate. The final GPA requirement for the Multicultural Education/ESL program is 3.0.

Multicultural Education Core Courses – 18 credits
EDUC 500 Methods of Research (3 credits)
MCED 500 Legal, Historical, and Philosophical Foundations of Multicultural Education (3 credits)
MCED 520 Cross-Cultural Communication in Education (3 credits)
MCED 535 Multicultural Narratives (3 credits)
MCED 560 Community-Based Learning Experience (3 credits)
MCED 590 Master's Thesis of Capstone (3 credits) *Note: Students who are pursuing Special Education Certification complete their student teaching instead of this capstone.*

ESL Concentration – 15 credits
EDUC/MLST 428 Culture and Diversity (3 credits)
EDUC/MLST 434 Instructional Methodology for English Learners (3 credits)
EDUC/MLST 435 Language Acquisition and English Linguistics (3 credits)
EDUC/MLST 436 Assessment of English Language Learners (3 credits)
EDUC/MLST 437 Protocols and Practices for PA ELL Programs (3 credits)

Program Plan Code: MED_MCED_ESL
Effective Semester: Fall 2022

M.Ed. Multicultural Education: Special Education Program Requirements

The Master of Education (M.Ed.) in Multicultural Education program prepares educators to proactively support the changing demographic of school-aged children. The Special Education program concentration empowers professionals to create inclusive, just learning environments by addressing systemic inequities, advocating for diverse learners, and fostering transformative change in schools and communities.

Student Learning Outcomes
1. Explain the major theories underlying multicultural education, how these theories are applied within educational spaces to policies and practices and develop a stance of inquiry towards problems in the field that can be addressed through educational research.
2. Identify ways in which human identities – including race, ethnicity, socioeconomic status, sexuality and gender, disability, linguistic background, and religion – evolve and intersect to create a multitude of personal experiences and discuss their own positionally relevant to their own personal identifications.
3. Engage in the set of cross-cultural communication strategies to strengthen connections between educators and culturally and linguistically diverse students and their families.
4. Demonstrate the ability to become immersed in a new culture, open to learning, and willing to consider multiple perspectives to develop an understanding of how students, families, and educators are situated within a broader sociopolitical context that may impact what happens in educational spaces.
5. Serve as a resource within their schools on matters related to identity, culturally relevant practices, and building relationships across differently-positioned individuals and institutions.
6. Plan and carry out an action-research project related to a current and salient concern in multicultural education that advances social justice goals and seeks to establish equity for all members of a society both within the field of education and more broadly across life activities.

Students in the program typically complete 33 credits to graduate. The final GPA requirement for the Multicultural Education/Special Education program is 3.0.

Multicultural Education Core Courses – 15 credits
EDUC 500 Methods of Research (3 credits)
MCED 500 Legal, Historical, and Philosophical Foundations of Multicultural Education (3 credits)
MCED 520 Cross-Cultural Communication in Education (3 credits)
MCED 535 Multicultural Narratives (3 credits)
MCED 560 Community-Based Learning Experience (3 credits)

Special Education Certification – 18 credits
SPEE 513 Assessment and Instructional Design for Students with Disabilities (3 credits)
SPEE 520 Special Education Processes and IEP Development (3 credits)
SPEE 522 Teaching Students with High Incidence Disabilities (3 credits)
SPEE 527 Transition, Self-Determination, and Advocacy (3 credits)
SPEE 530 Teaching Students with Low Incidence Disabilities (3 credits)
SPEE 592 Special Education Clinical Experience (3 credits)

Program Plan Code: MED_MCED_SPED
Effective Semester: Fall 2022

KU M.Ed. Multicultural Education: Visual Impairment Program Requirements

The Master of Education (M.Ed.) in Multicultural Education program prepares educators to proactively support the changing demographic of school-aged children. The Visual Impairment program concentration empowers professionals to create inclusive, just learning environments by addressing systemic inequities, advocating for diverse learners, and fostering transformative change in schools and communities.

Student Learning Outcomes
1. Explain the major theories underlying multicultural education, how these theories are applied within educational spaces to policies and practices and develop a stance of inquiry towards problems in the field that can be addressed through educational research.
2. Identify ways in which human identities – including race, ethnicity, socioeconomic status, sexuality and gender, disability, linguistic background, and religion – evolve and intersect to create a multitude of personal experiences and discuss their own positionally relevant to their own personal identifications.
3. Engage in the set of cross-cultural communication strategies to strengthen connections between educators and culturally and linguistically diverse students and their families.
4. Demonstrate the ability to become immersed in a new culture, open to learning, and willing to consider multiple perspectives to develop an understanding of how students, families, and educators are situated within a broader sociopolitical context that may impact what happens in educational spaces.
5. Serve as a resource within their schools on matters related to identity, culturally relevant practices, and building relationships across differently-positioned individuals and institutions.
6. Plan and carry out an action-research project related to a current and salient concern in multicultural education that advances social justice goals and seeks to establish equity for all members of a society both within the field of education and more broadly across life activities.

Students in the program typically complete 33 credits to graduate. The final GPA requirement for the Multicultural Education Visual Impairment program is 3.0.

Multicultural Education Core Courses – 15 to 18 credits
EDUC 500 Methods of Research (3 credits)
MCED 500 Legal, Historical, and Philosophical Foundations of Multicultural Education (3 credits)
MCED 520 Cross-Cultural Communication in Education (3 credits)
MCED 535 Multicultural Narratives (3 credits)
MCED 560 Community-Based Learning Experience (3 credits)
MCED 590 Master's Thesis of Capstone (3 credits) *Note: Students who are pursuing Special Education Certification complete their student teaching instead of this capstone.*

Visual Impairment Concentration – 15 to 18 credits
SPEE 502 Reading, Writing, and Teaching Literary Braille (3 credits)
SPEE 505 Early Intervention for Students with Visual Impairments (3 credits)
SPEE 503 Anatomy of the Eye and Visual Assessments (3 credits)
SPEE 504 Reading, Writing, and Teaching Nemeth Mathematics and Other Braille Codes (3 credits)
SPEE 506 Adapting Materials and Methods of Instruction Including Vision Assessments (3 credits)
SPEE 507 Internship in Visual Impairment (3 credits) *Note: Students who are not pursuing Special Education Certification complete MCED 590 instead.*

Program Plan Code: MED_MCED_VISS
Effective Semester: Fall 2022

KU Master of Education: Reading Specialist Requirements

The Master of Education Degree in Reading program provides course preparation in education. The program leads to a master's degree in Reading and a Reading Specialist certification. The program includes a passing score on the PDE Reading Specialist PK-12 exam.

Note that all students must achieve 36 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for Reading Specialist is 3.0.

Required Foundation Level Courses – 15 credits
EDRS 502 Seminar in Research Foundations Pertinent to Reading (3 Credits)
EDRS 504 Literacy Curriculum and Instruction: Pre-K—3 (3 Credits)
EDRS 506 Literacy Curriculum and Instruction: Grades 4-8 (3 Credits)
EDRS 513 Literacy Curriculum and Instruction: Adolescent – High School (3 Credits)
EDRS 514 The Reading Specialist and Intensified Literacy Instruction in a SAS (3 Credits) *Note that students must take two foundation level courses before taking EDRS 514.*

Required Application-Level Courses – 12 credits
EDRS 574 Assessment of Reading: Clinical Practicum in Reading Diagnosis in a SAS (3 Credits)
EDRS 577 Leadership for Reading Educators (3 Credits)
EDRS 578 School Based Practicum in Literacy Instruction: Struggling Readers and Writers (3 Credits)
EDRS 579 Practicum in Literacy Instruction: Struggling Readers and Writers (3 Credits)

Electives – 9 credits
Working with your advisor, a student should select three graduate level courses in EDUC, ELED, LLTC, or SPEE. However, if you have not taken the following courses for a previous earned certification, then two of your electives must be the following courses.
Pennsylvania Department of Education (PDE) Requirement
SPEE 514 Effective Instructional Strategies for Students with Disabilities in Inclusive Settings (3 credits)
EDUC/MLST 434 Instructional Methods, Materials, & Assessments of ELL/ESL Populations (3 credits)

Certification Exam – Pass/Fail
Students are expected to take the Praxis Reading Specialist PK-12 exam. Students will work with their advisor to schedule the praxis exam.

Program Plan Code: MED_RESP
Effective Semester: Fall 2020

M.Ed. in Secondary Education: Curriculum & Instruction Requirements

The Secondary Education Department offers a master's degree in Curriculum and Instruction. The program consists of coursework, and a student will submit an electronic portfolio at the end of the program for review. All requirements for this program should be completed within six calendar years.

Note that all students much achieve a minimum of 30 graduate credits and a minimum 3.0 overall GPA to graduate.

Area I Curriculum Courses – 6 credits
SEED 567 Curriculum in a Standards Aligned System (3 credits)
Choose one course from the following courses:
EDUC/MLST 435 Language Acquisition and English Linguistics (3 credits)
EDUC 535 Major Philosophies of Education (3 credits)
EDUC 523 Assessment: Issues and Concerns for Teachers in a Standards Aligned System (3 credits)
EDUC 526 Data Driven Decision Making (3 credits)
EDUC 540 Seminar in Elementary Curriculum Development (3 credits)
EDUC 564 Foundations of the Middle Level Learner (3 credits)
Choose any PSYC 500-level or above course.

Area II Education Environment – 6 credits
EDUC 528 Student Diversity and Critical Pedagogy (3 credits)
Choose one course from the following courses:
EDUC 428 Culture and Diversity of English Learners (3 credits)
EDUC 496 Multicultural Education (3 credits)
EDUC 527 Foundations in Urban Education (3 credits)
EDUC 533 Social Interpretations of Education (3 credits)
EDUC 578 Comparative Education: An Analysis of International Education Systems (3 credits)
EDUC 599 School Leadership in a Diverse Society (3 credits)
SEED 535 Classroom Management for the Inclusive Classroom (3 credits)
Choose any SPEE 500 level or above course.

Area III Instruction – 6 credits
SEED 544 Action Research for Teacher Leaders (3 credits)
Choose one course from the following courses:
EDUC 565 Special Topics in Education (3 credits)
EDUC 568 Middle School Curriculum and Instruction (3 credits)
EDUC 434 Instructional Methodology for English Learners (3 credits)
SEED 540 Reading, Writing, & Critical Thinking for the Middle & High School Levels (3 credits)
Choose any LLTC 400 level or above course.

Area IV Professionalism – 6 credits
EDUC 500 Methods of Research (3 credits) *Note: a prerequisite for this course is that a student has completed 12 credits within the program.*
Choose one course from the following courses:

EDUC 503 Thesis (3 to 6 credits) *Note: the number of credits is to be determined between the student and their advisor. The hours will be awarded at the completion of the thesis. A prerequisite for the course is any appropriate research/methodology course.*
EDUC 541 Supervision and Finance (3 credits)
EDUC 562 School Law (3 credits)
EDUC 597 Change in Education (3 credits)

Elective Courses – 6 credits
Students will select two courses from the 400 level or higher in the following subject areas: EDUC, SEEED, SPEE, or LLTC. Please consult with your advisor on the best course selections.

Program Plan Code: MED_SCED_CUCI
Effective Semester: Fall 2015

KU M.Ed. in Secondary Education: Teaching with Initial Certification Requirements

The M.Ed. in Secondary Education: Teaching with Initial Certification consists of a minimum of 36 semester hours of coursework, including clinical experience. All courses are three semester hours with the exception of the Intensive Clinical Experience. This program is designed to accelerate teacher certification for students who have already demonstrated content mastery. A student can earn a master's degree simultaneously with teaching certification. KU offers 7-12 teaching certification in the following areas: Biology, Chemistry, Physics, Earth and Space Science, General Science, Mathematics, Mathematics and Physics, English, and Social Studies. The K-12 teaching certification areas include Spanish and German. Consult with the Secondary Education Department Chair about the certification requirements that you will need to fulfill.

Note that all students much achieve 36 graduate credits and a minimum 3.0 overall GPA to graduate.

Area I Curriculum: Planning and Preparation – 6 credits
EDUC 526 Data Driven Decision Making (3 credits)
Select one of the following courses:
EDUC 564 Foundations of the Middle Level Learner (3 credits)
EDUC 568 Middle Level Curriculum and Instruction (3 credits)

Area II Education Environment – 9 credits
EDUC 527 Foundations in Urban Education (3 credits)
SEED 535 Classroom Management for the Inclusive Classroom (3 credits)
SPEE 500 Cognitive Development of Diverse Learners in a Standards Aligned System (3 credits)

Area III Instruction – 3 credits
Working with your advisor, a student will select one of the following options for this area of coursework.
EDUC 534 Instructional Methodology for English Learners (3 credits)
SEED 540 Reading, Writing, and Critical Thinking for the Middle and High School Levels (3 credits)
Select one of the following courses:
SEED 420 Science Methods
SEED 422 Modern Language Methods
SEED 425 English Methods
SEED 426 Social Studies Methods
SEED 430 Mathematics Methods

Area IV Professionalism – 9 credits
EDUC 532 Education Exploration (3 credits)
EDUC 592 Intensive Clinical Experience (6 credits)

Elective Course – 3 credits
Choose one course from the following selection of courses:
EDUC 533 Social Interpretations of Education (3 credits)
EDUC 535 Major Philosophies of Education (3 credits)
EDUC 562 School Law (3 credits)
EDUC 597 Change in Education (3 credits)

Electronic Portfolio

Students are required to submit an electronic portfolio of their work. Please consult with your advisor for additional information.

Additional Information for Certification

Program Structure and Field Component

Students progress through the program as a cohort group starting course work in the summer semester. Course work continues through the following fall and winter semesters and is completed in the spring by taking two accelerated courses and the 14-week clinical experience in either the Allentown or Reading School District.

Students will complete early field experience. These field experiences will be documented and analyzed in the course EDU 532 Education Exploration as a prerequisite for the capstone clinical experience.

General Admission Requirements

- Passing score for Praxis II Subject Assessment test in the content area sent to Kutztown University.
- Earned bachelor's degree (GPA) of 3.0 in area of certification or related area or evidence of achievement of a 3.0 post-bachelor's GPA (minimum of four content area courses)
- Completion of graduate entrance requirements.
- Appropriate clearances sent to Graduate Admissions.
- Successful interview with Department of Secondary Education.

Additional Requirements for Certification/Graduation

Candidates seeking program completion and certification must satisfy all curriculum requirements, all University requirements, and fulfill the following:

- Passing score for Praxis II Subject Assessment test in the content area. Foreign Language certification also requires the Praxis II Fundamental Subjects Assessment.
- 3.0 GPA maintained throughout the program.
- Complete appropriate certification/graduate paperwork to process certification/graduate degree

Program Plan Code: MED_SCED_TEAC
Effective Semester: Fall 2015

Master of Education: Student Affairs in Higher Education Requirements

If you're ready to make a positive impact in college students' lives, a master's degree in Student Affairs in Higher Education is the perfect way to gain the advanced skills needed to work in administrative positions on college and university campuses.

Through a blend of academic and practical learning, our students gain deep knowledge and understanding of higher education and can become change agents at their institutions. Higher education frequently changes, and the M.Ed. in Student Affairs in Higher Education is designed to equip graduates with the tools they need to ensure the next generation of learners have a safe, equitable, and accessible campus.

This 36-credit program can be completed full-time in two years or completed part-time at the pace of the student.

Student Learning Outcomes
1. Personal and Ethical Foundations: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, awareness and understanding of one's values and beliefs as related to professional codes of ethics and principles of personal wellness.
2. Values, Philosophy, and History: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, a basic understanding of the values, philosophy and history of the student affairs profession as relevant to professional practice in the field.
3. Assessment, Evaluation, and Research: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, an understanding and ability to design, conduct, critique, and utilize various AER methodologies and the results from them to inform professional practice.
4. Law, Policy, and Governance: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, an understanding of policy development processes used in various contexts; the application of legal constructs, compliance/policy issues; and governance structures and their impact upon professional practice.
5. Organizational and Human Resources: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, an understanding of the scale, scope, and interactivity of the human and organizational resources involved in the professional practice of student affairs within the context of higher education.
6. Leadership: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, a basic understanding of concepts, principles, and dynamics of leadership, leadership processes, and leadership development, both generally and in the context of higher education. This includes understanding processes of student leadership and development.
7. Social Justice and Inclusion: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, awareness, and understanding of issues of oppression, privilege, and power and their manifestations, along with the impact they have upon our personal and professional interactions with those with whom we work, especially college students. Additional focus is placed upon understanding social justice and advocacy-oriented practices and skills.
8. Student Learning and Development: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, a critical understanding of learning and development theories and their use in constructing learning outcomes. This includes the ability to apply theory to improve and inform student affairs and teaching practice.
9. Technology: Students will demonstrate, consistent with ASPA, NASPA, and CAS objectives, understanding of the use of digital tools, resources, and technologies for the advancement of

student learning, development, and success as well as digital literacy necessary for improved professional practice.

10. Advising and Supporting: Students will demonstrate, consistent with ACPA, NASPA, and CAS objectives, development of capacities for individual interventions that entail listening, direction, feedback, critique, referral, and guidance; understanding of group dynamics; management of conflict and crisis situations; and collaboration with others on and off-campus.

Note: The American College Personnel Association (ASPA), the National Association of Student Personnel Administrators (NASPA), and the Council for the Advancement of Standards in Higher Education (CAS) have endorsed the above ten areas as competencies and learning outcomes for graduate preparation programs in student affairs in higher education. Each area has a list of foundational level knowledge, dispositions, and skills that should be addressed in graduate training programs and that students should be prepared to meet by graduation. The curriculum for the Kutztown University Student Affairs in Higher Education Graduate Program includes a course(s) that addresses each competency area.

Note that all students must achieve 36 graduate credits. The final GPA requirement for Master of Education Student Affairs in Higher Ed. is 3.0. In addition to credit requirement for the program and consultation with their advisors, students must have completed the following:

1. *Initial Advisement Seminar (IAS)*
2. *Signed New Student Agreement*
3. *Maintain Satisfactory Academic Status*
4. *No Unresolved SAPER*

Area I. Foundation Studies – 6 credits

STAF 516 Introduction to Student Affairs (3 credits) - *This course has prerequisites*
STAF 517 Ethics and Organizational Behavior in Student Affairs & Higher Education (3 credits)

Area II. Professional Studies – 24 credits

STAF 530 Advising and Supporting Students in Higher Education (3 credits)
STAF 570 Contemporary College Students (3 credits)
STAF 571 Theory and Application of Student Development Principles (3 credits)
STAF 572 Seminar in Leadership in Student Affairs - *This course has prerequisites* (3 credits)
STAF 573 Social and Legal Issues in Student Affairs and Higher Education - *This course has prerequisites* (3 credits)
STAF 588 Assessment and Evaluation in Student Affairs and Higher Education (3 credits)
STAF 589 Practical Applications of Research Methods in Higher Education - *This course has prerequisites* (3 credits)
STAF 590 Contemporary Issues in Higher Education Finance (3 credits)

Area III. Supervised Practice – 6 credits

These courses have prerequisites.
Courses STAF 516, 517, 530, 570, 571 must be completed prior to Internship I & II.
STAF 592 Internship in Student Affairs and Higher Education I (3 credits)
STAF 593 Internship in Student Affairs and Higher Education II (3 credits)

Program Plan Code: MED_HESA
Effective Semester: Spring 2023

Master of Library Science Requirements

The Master of Library Science degree (without certification) program provides course preparation in library science and contains fieldwork and a comprehensive portfolio review. The program leads to a master's degree in library science.

Note that all students must achieve 36 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for Master of Library Science is 3.0.

Required Foundation Core Courses – 33 credits
LLTC 500 Foundations of Information Science (3 credits)
LLTC 510 Information Resources and Services (3 credits)
LLTC 520 Resources for Children and Young Adults (3 credits)
LLTC 521 Technologies for the 21st Century Educator (3 credits)
LLTC 530 Makerspaces & Technology Enhanced Programming (3 credits)
LLTC 540 Management of Information & Technology Centers (3 credits)
LLTC 550 Collecting & Curating Print and Digital Resources (3 credits)
LLTC 560 Organization of Information, Metadata and Library Technologies (3 credits)
LLTC 574 Educational Program of the School Library Media Center (3 credits)
LLTC 575 Methods of Research (3 credits)
LLTC 585 Digital Portfolios (3 credits)

Elective Course – 3 credits
Choose one of the following courses:
Select any LLTC for an elective course (3 credits)
LLTC 570 Independent Study (3 credits)
LLTC 590 Internship: Public and Special Libraries – 90 Hours (3 credits)

Comprehensive Project – Pass/Fail
Students will submit a comprehensive portfolio for review with a pass/fail option. Course number

Program Plan Code: MLS_LBSC
Effective Semester: Fall 2022

Master in Library Science (MLS) with Extension of Instructional Certification Requirements

The Master of Library Science with Extension of Instructional Certification provides course preparation in library science education. The program leads to a master's degree and teaching in Library Science.

Note that all students must achieve 36 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for Master in Library Science (MLS) with Extension of Instructional Certification is 3.0.

Required Core Courses – 36 credits

LLTC 500 Foundations of Information Science (3 credits)
LLTC 510 Information Resources and Services (3 credits)
LLTC 520 Resources for Children and Young Adults (3 credits)
LLTC 521 Technologies for the 21st Century Educator (3 credits)
LLTC 530 Makerspaces and Technology Enhanced Programming (3 credits)
LLTC 540 Management of Information & Technology Centers (3 credits)
LLTC 550 Collecting & Curating Print and Digital Resources (3 credits)
LLTC 560 Organization of Information, Metadata and Library Technologies (3 credits)
LLTC 574 Educational Program of the School Library Media Center (3 credits)
LLTC 575 Methods of Research (3 credits)
LLTC 585 Digital Portfolios (3 credits)
LLTC 590 Internship: Public and Special Libraries – 90 Hours (3 credits)

Comprehensive Projects – Pass/Fail

Students will submit a comprehensive portfolio for review with a pass/fail option. Additionally, students are expected to take their Praxis exam for certification.

Program Plan Code: MLS_LBSC_LBEC
Effective Semester: Fall 2022

Master of Library Science (MLS) Initial Certification Requirements

The Master of Library Science with Initial Certification provides course preparation in library science education. The program includes clinical experience, a comprehensive portfolio review, and leads to a master's degree and teaching in Library Science.

Note that all students must achieve 54 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for MLS Initial Certification is 3.0.

Required Foundation Core Courses – 30 credits
LLTC 500 Foundations of Information Science (3 credits)
LLTC 510 Information Resources and Services (3 credits)
LLTC 520 Resources for Children and Young Adults (3 credits)
LLTC 521 Technologies for the 21st Century Educator (3 credits)
LLTC 540 Management of Information & Technology Centers (3 credits)
LLTC 550 Collecting & Curating Print and Digital Resources (3 credits)
LLTC 560 Organization of Information, Metadata and Library Technologies (3 credits)
LLTC 574 Educational Program of the School Library Media Center (3 credits)
LLTC 575 Methods of Research (3 credits)
LLTC 585 Digital Portfolios (3 credits)

Professional Education Courses – 12 credits
EDUC 434 Instructional Methodology for English Learners (3 credits)
SPEE 500 Special Education in a Standards Aligned System (3 credits)
SPEE 516 Literacy Development & Instruction in Core & Intervention Areas Standards Aligned (3 credits)
Choose one of the following courses:
SPEE 514 Standards-Aligned Instruction for Students with Disabilities in Inclusive Classrooms (3 credits)
LLTC 517 Integrating Assistive Technology into the K-12 Curriculum (3 credits)

Clinical Experience Courses – 12 credits
LLTC 598 Clinical Experience and Practicum I (6 credits)
LLTC 599 Clinical Experience and Practicum II (6 credits)

Comprehensive Projects – Pass/Fail
Students will submit a comprehensive portfolio for review with a pass/fail option. Additionally, students are expected to take their Praxis exam for certification.

Program Plan Code: MLS_LBSC_LBIC
Effective Semester: Fall 2022

Master of Science in School Counseling Requirements

The Department of Counselor Education offers a Master of Science degree in School Counseling designed to prepare counselors to work as Professional School Counselors in PreK-12 school settings. The CACREP accredited 60-credit School Certification and Licensure Program meets the Pennsylvania Department of Education's requirements to be a PreK-12 Pennsylvania Certified School Counselor and meets the academic requirements for the Pennsylvania state Licensed Professional Counselor (LPC) credential.

The program consists of core counseling courses, specialty area courses, and 700 hours of field experience. School counseling students are eligible to sit for the PRAXIS exam. Upon successful program completion and qualifying score on the Professional School Counselor PRAXIS examination, certification as a Professional School Counselor is granted through the Pennsylvania Department of Education. Successful completion of the program also meets the educational requirements for Pennsylvania state licensure in Professional Counseling (LPC) and are eligible to take the National Certified Counselor (NCC) examination, a state licensure prerequisite.

Student Learning Outcomes
1. Students will demonstrate knowledge of the ethical standards in counseling and the advocacy role of counselors in addressing institutional and social barriers which impede access, equity and success for clients
2. Students will demonstrate knowledge of the multicultural competencies and the effects of power and privilege for counselors and clients.
3. Students will demonstrate knowledge about human growth and development across the life span, have an awareness of the complexity of human development, and its impact on development of treatment plans and interventions
4. Students will demonstrate knowledge about ethical and culturally relevant strategies for addressing career development and demonstrate knowledge in career assessment.
5. Students will demonstrate knowledge in essential interviewing, counseling and case conceptualizing skilled and will use evidenced-based strategies and techniques for prevention and intervention.
6. Students will demonstrate knowledge about the dynamics associated with group process and development and demonstrate knowledge on the ethical and culturally relevant strategies for designing and facilitating groups.
7. Students will demonstrate knowledge in the use of assessments for diagnostic and intervention planning purposes and demonstrate knowledge about ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results.
8. Students will demonstrate knowledge about the identification of evidence-based counseling practices and the evaluation of counseling interventions and programs.
9. Students will demonstrate knowledge and competency in school counseling and ethical decision making.

Note that all students must achieve 60 graduate credits. The final GPA requirement for Master of Science in School Counseling is 3.0. In addition to credit requirement for the program and consultation with their advisors, students must have completed the following:
1. *Initial Advisement Seminar (IAS)*
2. *Signed New Student Agreement*
3. *Practicum Meeting*
4. *Practicum Eligibility & Intent*

5. *Practicum Readiness Statement*
6. *Practicum Agreement*
7. *Professional Membership & Liability Insurance*
8. *Comprehensive Exams (CPCE) Meeting*
9. *Internship Agreement*
10. *Pass CPCE*
11. *Maintain Satisfactory Academic Status*
12. *No Unresolved SAPER*

Core I. Common – 18 credits
COHS 519 Intercultural Issues in Counseling (3 credits)
COHS 522 Professional Orientation and Ethics for School Counselors (3 credits)
COHS 530 Fundamentals of Counseling (3 credits)
COHS 535 Career Counseling Throughout the Lifespan (3 credits)
COHS 546 Group Processes Seminar (3 credits) *Note COHS 530 is a prerequisite for this course.*
COHS 548 Counseling Theories Seminar (3 credits)

Core II. Research – 6 credits
COHS 507 Tests and Assessment in Counseling (3 credits)
COHS 508 Research Methods in Counseling (3 credits) *Note COHS 507 is a prerequisite for this course.*

Core III. Program Core – 9 credits
COHS 510 Diagnosis and Treatment Planning in Counseling (3 credits) *Note: Or other as approved by advisor*
COHS 562 Intro to Problems of Addiction (3 credits)
COHS 565 Human Growth and Development (3 credits) *Note: Or other as approved by advisor*

Core IV. Specialty Area Courses – 9 credits
Students will select three courses in either COHS, EDUC, or SPEE as approved by the student's advisor and which assist with the certification process.

Core IV. Clinical Experience Courses – 9 credits
COHS 580 Practicum in Counseling (3 credits)
Note all Core I. Foundation Courses serve as a prerequisite for COHS 580. 100 hours of practicum is completed during the spring semester prior to COHS 594.
COHS 590 Supervised Counseling Experience (3 credits)
This field experience requires 300 hours and is completed during the fall semester.
COHS 590 Supervised Counseling Experience (3 credits)
This field experience requires 300 hours and is completed during the spring semester.

Program Plan Code: MS_SSCO_LIC
Effective Semester: Fall 2023

KU Autism Endorsement Requirements

The following program leads to an endorsement in Autism Spectrum Disorders PK-12 from the Pennsylvania Department of Education. A student must be enrolled in a program leading to instructional certification or hold a Pennsylvania level one or higher certification in an instructional area. The following instructional areas will be considered: Art Education, Elementary Education (PreK-4), Middle Level (4-8), Library Science, Music Education, Secondary Education, Special Education, or Special Education: Vision Impairment.

Note that all students much achieve 12 credits and a minimum 3.0 overall GPA to be recommended to Pennsylvania Department of Education for the endorsement.

Required Autism Endorsement Courses – 12 credits
Courses are sequential and must be taken in numerical order.
SPEE 433 Characteristics and Etiology of Autism Spectrum Disorders (3 credits)
SPEE 434 Applied Behavioral Analysis (3 credits)
SPEE 435 Assessment and Instructional Interventions for Individuals with Autism Spectrum Disorders (3 credits)
SPEE 436 Working with Individuals with Autism Spectrum Disorders and Collaborating with Family (3 credits)

Program Plan Code: TCG_AUTS
Effective Semester: Spring 2015

K-12 English as a Second Language (ESL) Program Specialist Certification Requirements

The K-12 English as a Second Language (ESL) Program Specialist Certification provides educators the knowledge, skills, and dispositions to address the needs of English Language Learners (ELLs) in a comprehensive program.

Candidates who successfully complete this program will be able to:
- apply knowledge of linguistics and the process of language acquisition to the planning, implementation, and management of ESL and content-area instruction.
- understand culture as it affects student learning.
- develop and use classroom-based and language proficiency assessment.
- cultivate professional relationships with colleagues, students, and families.

Note that all students much achieve 15 credit hours of coursework and complete 60 hours of fieldwork experience.

Required K-12 English as a Second Language (ESL) Program Specialist Core Courses – 15 credits

EDUC / MLST 428 Culture and Diversity of English Learners (3 credits)
EDUC / MLST 434 Instructional Methodology for English Learners (3 credits)
EDUC / MLST 435 Language Acquisition and English Linguistics (3 credits)
EDUC / MLST 436 Assessment of English Learners (3 credits)
EDUC / MLST 437 Protocols and Practices for PA ESL Programs (3 credits)

Additional Certification Requirements

1. Holds a PA Instructional I or II certificate or a valid out-of-state ESL certificate that is comparable to a PA Instructional I or II certificate, and
2. Completion of a state-approved ESL certification preparation program that includes a field experience/student teaching with ESL students. Out-of-state ESL programs will be reviewed according to the Pennsylvania ESL Specific Program Guidelines.

Program Plan Code: TCG_ENSL
Effective Semester: Summer 2013

KU Extension of Instructional Certification Library Science Requirements

The Extension of Instructional Certification program provides instruction in library education. This program is for educators with an active PA Instructional I or II certificate (or out-of-state equivalent). This program leads to a Pennsylvania K-12 Library Science, PA Library Media Specialist certification.

Note that all students must achieve 30 graduate credits and a minimum 3.0 overall GPA to receive their certification.

Required Foundation Core Courses – 30 credits
LLTC 500 Foundations of Information Science (3 credits)
LLTC 510 Information Resources and Services (3 credits)
LLTC 520 Resources for Children and Young Adults (3 credits)
LLTC 521 Technologies for the 21st Century Educator (3 credits)
LLTC 540 Management of Information & Technology Centers (3 credits)
LLTC 550 Collecting & Curating Print and Digital Resources (3 credits)
LLTC 560 Organization of Information, Metadata and Library Technologies (3 credits)
LLTC 574 Educational Program of the School Library Media Center (3 credits)
LLTC 585 Digital Portfolios (3 credits)
LLTC 590 Internship: Public and Special Libraries—90 (3 credits)

Comprehensive Projects – Pass/Fail
Students will submit a comprehensive portfolio for review with a pass/fail option. Additionally, students are expected to take their Praxis exam for certification.

Program Plan Code: TCG_LBSC
Effective Semester: Fall 2022

Instructional Coaching Endorsement Requirements

The Instructional Coaching Endorsement program is for educators with an active PA Instructional I or II certificate (or out-of-state equivalent) and three years of effective teaching experience. This program leads to an Instructional Coaching endorsement.

Note that all students must achieve 12 graduate credits and a minimum 3.0 overall GPA to graduate. The final GPA requirement for Instructional Coaching Endorsement Program is 3.0.

Required Core Courses – 12 credits

ELED 531 Adult Learning Theory and Foundations in Instructional Coaching (3 credits)
ELED 532 Practicum in Instructional Coaching (3 credits) *Note Practicum--80 hours of fieldwork are required by completion of the program. We have designed our courses so that candidates accrue the hours as they progress:15 hours will be completed in the leadership course,10 hours will be completed in the assessment course,25 hours will be completed in the foundational coaching course, and 30 hours will be completed in the final practicum course.*
Choose one of the following courses
EDUC 523 Data Driven Decision Making (3 credits)
or EDUC 574 Assessment of Reading: Clinical Practicum in Reading Diagnosis (3 credits)
Choose one of the following courses
EDUC 541 Supervision of Instruction (3 credits)
or EDUC 577 Leadership for Reading Educators (3 credits)

Program Plan Code: TCG_ICEN
Effective Semester: Spring 2022

Instructional Technology Specialist Certification Requirements

The Instructional Technology Specialist Certification Program provides course preparation in education and includes a comprehensive portfolio. The program leads to a certification.

Note that all students must achieve 24 - 36 graduate credits and a minimum 3.0 overall GPA to receive certification depending on prior course. Students will work with their advisor to determine the need to take adaptations and accommodations and/or English language learner requirements.

Required Foundation Core Courses – 6 credits
LLTC 505 Perspectives on Instructional Technology and Learning (3 credits)
LLTC 521 Technologies for the 21st Century Educator (3 credits)

Instructional Technology Major Courses – 12 credits
LLTC 535 Designing Distance Education for the K-12 Educator (3 credits)
LLTC 540 Management of Information and Technology Centers (3 credits)
LLTC 545 Problem-based Learning Through Instructional Technology (3 credits)
LLTC 555 Building Effective Online and Classroom Instruction (3 credits)

Comprehensive Projects – 6 credits
LLTC 585 Digital Portfolios (3 credits) Note for comprehensive portfolio (pass/fail) review see guidelines.
LLTC 590 Internship – 90 hours (3 Credits)

Adaptations and Accommodations – 9 credits
These courses are only required if a student has not previously taken these courses for a previous certification area.
LLTC 517 Integrating Assistive Technology in the K-12 Classroom (3 credits)
SPEE 500 Cognitive Development (3 credits)
SPEE 511 Effective Instructional Strategies (3 credits)

English Language Learner – 3 credits
These courses are only required if a student has not previously taken these courses for a previous certification area.
EDUC/MLST 434 Instructional Methodology for English Learners (3 Credits)

Program Plan Code: TCG_ITTC
Effective Semester: Fall 2017

KU Post-Baccalaureate Special Education Certification Requirements

This program has been developed to give students with a baccalaureate or advanced degree an opportunity to earn instructional level one certification in Special Education from the Pennsylvania Department of Education. The program is scheduled in a cohort model to build professional and personal networks. All courses are completed online except for the final clinical experience course, which must be in-person.

Admission Requirements
1. An earned baccalaureate or advanced degree.
2. A final earned cumulative GPA or 3.0 or higher in their baccalaureate or graduate degree.
3. Admission to Kutztown University's Special Education Program.

Note that all students must achieve 27 to 30 graduate credits and a minimum 3.0 overall GPA to be recommend for certification to the Pennsylvania Department of Education. The final GPA requirement for Post-Baccalaureate Special Education Certification is 3.0.

Required Post-Baccalaureate Special Education Certification Core Courses – 27 to 30 credits

SPEE 500 Special Education in a Standards Aligned System (3 credits)
SPEE 513 Assessment and Instructional Design for Students with Disabilities (3 credits)
SPEE 516 Literacy Development and Instruction in Core and Intervention Areas Standards Aligned System (3 credits)
SPEE 520 Special Education Processes and IEP Development (3 credits)
SPEE 522 Teaching Students with High Incidence Disabilities (3 credits)
SPEE 527 Transition, Self-Determination, and Advocacy for Adolescents and Adults with Disabilities (3 credits)
SPEE 528 Positive Behavior Interventions and Supports (3 credits)
SPEE 530 Teaching Students with Low Incidence Disabilities and Complex Instructional Needs (3 credits)
SPEE 592/593 Special Education Clinical Experience (3- 6 credits)

Program Plan Code: TCG_SPED_PK12
Effective Semester: Fall 2018

KU Post-Baccalaureate in Special Education: Visual Impairment Certification Requirements

The Department of Special Education is offering a teacher of students with visual impairments post-baccalaureate certification program at the graduate level. Students enrolled in the program must hold a bachelor's degree in any area of study

Admission Requirements
1. An earned baccalaureate or advanced degree.
2. A final earned cumulative GPA or 3.0 or higher in their baccalaureate or graduate degree.
3. Admission to Kutztown University's Special Education Program: Visual Impairment.

Note that all students must achieve 21- 24 graduate credits and a minimum 3.0 overall GPA to be recommend for certification to the Pennsylvania Department of Education. The final GPA requirement for Post-Baccalaureate Special Education: Visual Impairment Certification is 3.0.

Required Post-Baccalaureate Special Education: Visual Impairment Certification Core Courses – 21 to 24 credits

SPEE 501 Basic Orientation and Mobility for Students with Visual Impairments Including Deafblindness (3 credits)
SPEE 502 Reading, Writing, and Teaching Literary Braille (3 credits)
SPEE 505 Early Intervention for Students with Visual Impairments (3 credits)
SPEE 503 Anatomy of the Eye and Visual Assessments (3 credits)
SPEE 504 Reading, Writing, and Teaching Nemeth Mathematics and Other Braille Codes (3 credits)
SPEE 506 Adapting Materials and Methods of Instruction Including Vision Assessments (3 credits)
SPEE 507 Internship in Visual Impairment (3 – 6 credits) *Note the number of credits is determined based on whether a student already possesses an area of certification.*

Program Plan Code: TCG_SPVI
Effective Semester: Spring 2016

PK-12 Principal Certification Requirements

The PK-12 Principal Certification Program educates PK-12 teacher leaders to increase school achievement in collaborative and comprehensive ways. The program focuses on helping teacher leaders acquire the knowledge to improve student achievement from peers, experts, research, and resources. This program integrates coursework with an internship in the PK-12 school setting.

Note that all students much achieve 24 credit hours of coursework and a minimum 3.0 overall GPA.

Required PK-12 Principal Certification Core Courses – 21 credits
SEED 567 Curriculum in a Standard Aligned System (3 credits)
EDUC 541 Supervision and Finance (3 credits)
EDUC 599 School Leadership in a Diverse Society (3 credits)
EDUC 528 Student Diversity and Critical Pedagogy (3 credits)
EDUC 526 Data-Driven Decision Making (3 credits)
SEED 544 Action Research for Teacher Leaders (3 credits)
EDUC 562 School Law (3 credits)

Required PK-12 Principal Certification Internship Course – 3 credits
EDUC 593 Internship (3 credits; 180 hours of service)

Additional Certification Requirements
1. Holds a baccalaureate degree from a regionally or nationally accredited college/university.
2. Satisfies the requirements set forth in section 24 P.S. § 12-1209 relating to good moral character.
3. Provides verification of three years of relevant professional experience. For the purpose of this section, relevant professional experience is "professional experience in an educational setting that is related to the instructional process."
4. Completes a Pennsylvania-approved, graduate-level principal certification program that includes an internship/practicum or an equivalent out-of-state program. A 3.0 program Grade Point Average (GPA) is required.
5. Provides evidence of satisfactory achievement on the Pennsylvania required test.

Program Plan Code: TCG_CPRN
Effective Semester: FALL 2016

Reading Specialist Certification Requirements

The Reading Specialist program provides course preparation in education. The program leads to a Reading Specialist certification. The program includes a passing score on the PDE Reading Specialist PK-12 exam.

Note that all students must achieve 27 graduate credits and a minimum 3.0 overall GPA to receive their certification. The final GPA requirement for Reading Specialist is 3.0.

Required Foundation Level Courses – 15 credits
EDRS 502 Seminar in Research Foundations Pertinent to Reading (3 Credits)
EDRS 504 Literacy Curriculum and Instruction: Pre-K—3 (3 Credits)
EDRS 506 Literacy Curriculum and Instruction: Grades 4-8 (3 Credits)
EDRS 513 Literacy Curriculum and Instruction: Adolescent – High School (3 Credits)
EDRS 514 The Reading Specialist and Intensified Literacy Instruction in a SAS (3 Credits) *Note that students must take two foundation level courses before taking EDRS 514.*

Required Application-Level Courses – 12 credits
EDRS 574 Assessment of Reading: Clinical Practicum in Reading Diagnosis in a SAS (3 Credits)
EDRS 577 Leadership for Reading Educators (3 Credits)
EDRS 578 School Based Practicum in Literacy Instruction: Struggling Readers and Writers (3 Credits)
EDRS 579 Practicum in Literacy Instruction: Struggling Readers and Writers (3 Credits)

Pennsylvania Department of Education Requirements – 6 credits
SPEE 514 Effective Instructional Strategies for Students with Disabilities in Inclusive Settings (3 credits)
EDUC/MLST 434 Instructional Methods, Materials, & Assessments of ELL/ESL Populations (3 credits)

Certification Exam – Pass/Fail
Students are expected to take the Praxis Reading Specialist PK-12 exam. Students will work with their advisor to schedule the praxis exam.

Program Plan Code: TCG_RESP
Effective Semester: Fall 2020

KU Supervisor of Curriculum and Instruction Certification Requirements

The Supervisor of Curriculum and Instruction Certification Program is often a hiring requirement when a school district seeks to add district coordinators, supervisors, and department heads to its staff. This program integrates coursework with an internship in the PK-12 school and district setting.

A Supervisor of Curriculum and Instruction is a district-wide specialist in curriculum and instruction across the total grade organization and is responsible for performing the following duties:
- supervising instruction and evaluating staff as designated by the school superintendent;
- designing and developing curriculum, learning materials, and innovative educational programs;
- conducting experimental instructional programs, and
- directing and conducting basic or applied educational research.

Note that all students much achieve 24 credit hours of coursework and a minimum 3.0 overall GPA.

Required Supervisor of Curriculum and Instruction Certification Core Courses – 21 credits
SEED 567 Curriculum in a Standard Aligned System (3 credits)
EDUC 541 Supervision and Finance (3 credits)
EDUC 568 Middle School Curriculum and Instruction Society (3 credits)
EDUC 528 Student Diversity and Critical Pedagogy (3 credits)
EDUC 526 Data-Driven Decision Making (3 credits)
SEED 544 Action Research for Teacher Leaders (3 credits)
EDUC 562 School Law (3 credits)

Required Supervisor of Curriculum and Instruction Certification Internship Course – 3 credits
EDUC 590 Internship in Supervision (3 credits; 180 hours of service)

Additional Certification Requirements
1. Holds a baccalaureate or higher degree from a regionally or nationally accredited college/university.
2. Has completed an approved program of graduate study preparing the applicant for the broad area, district-wide supervisory functions specified by the endorsement area of the certificate. A 3.0 program Grade Point Average (GPA) is required.
3. Is recommended for certification by the authorized certification officer of the institution where such education was obtained or holds a comparable certificate from another state (for out-of-state graduates only).
4. Provides a chief school administrator's verification of the completion of five years of satisfactory certified school experience in an instructional area (22 PA Code Section 49.111).
5. Has provided evidence of satisfactory achievement on assessments prescribed by the Department under Section 49.18(a).
6. Is able to meet all other requirements provided by law.

Program Plan Code: TCG_CUCI
Effective Semester: SPRING 2016

COLLEGE OF LIBERAL ARTS & SCIENCES

The mission of the College of Liberal Arts and Sciences is to prepare students to achieve their academic goals, to access and critically examine increasingly complex sources of information, to take an active role in their society and world, and to commit themselves to lifelong learning. The program curriculum provides students with a depth of knowledge in a particular discipline that prepares them for their chosen careers or further graduate or professional studies.

- Dr. Laurie McMillan, Dean

Doctor of Social Work

D.S.W. Leadership and Education

Master of Public Administration

M.P.A. Public Administration

M.P.A. Public Administration: Criminal Justice

Master of Science

M.S. Computer Science: Information Technology

M.S. Computer Science: Interdisciplinary Experience

M.S. Computer Science: Software Development

Master of Social Work

M.S.W. Social Work

Certificates

Data Analytics Graduate Certificate

Database Design and Administration Graduate Certificate

School Social Work Graduate Certificate

D.S.W. Social Work in Leadership and Education

Social Work students conduct themselves in a professional manner consistent with the NASW "Code of Ethics." Students who violate the ethical standards and/or demonstrate behavioral problems may be dismissed from the major program.

Note that all students must achieve a minimum of 48 credits. The final GPA requirement for DSW Social Work in Leadership and Education is 3.0.

Required DSW Social Work Core Courses: 33 credits
Leadership Courses – 6 credits
SOWK 700 Social Work Leadership I (3 credits)
SOWK 701 Social Work Leadership II (3 credits)
Teaching Courses – 6 credits
SOWK 704 Social Work Teacher-Scholar I (3 credits)
SOWK 705 Social Work Teacher-Scholar II (3 credits)
Practicum Courses – 6 credits
SOWK 720 Leadership/Teaching Praxis I (3 credits)
SOWK 721 Leadership/Teaching Praxis II (3 credits)
Research Courses – 15 credits
SOWK 710 Research Methodology (3 credits)
SOWK 715 Multivariate Analysis (3 credits)
SOWK 725 Intervention Research (3 credits)
SOWK 730 Qualitative Analysis (3 credits)
SOWK 775 Dissertation Seminar (3 credits)

Dissertation Courses – 6 credits
SOWK 776 Doctoral Dissertation I (3 credits)
SOWK 777 Doctoral Dissertation II (3 credits)

Elective Courses – 9 credits
Elective requirements may be fulfilled with any graduate course approved by the Program Director.

Program Plan Code: DSW_SOWK
Effective Semester: Fall 2015

Master of Public Administration Requirements

The MPA degree will prepare graduate students and career professionals for any job in public administration. Students will learn the processes, challenges, and goals of administering public services, with a special emphasis on the politics of public sector management. Students will develop skills in budgeting, revenue forecasting, auditing, planning, and decision-making, together with the ability to evaluate programs using qualitative and quantitative data.

Note that all students must achieve 36 graduate credits and a minimum 3.0 overall GPA to graduate. Undergraduate admissions to the BA/MPA accelerated program require junior status (60 or more credits), at least 24 POLI course credits, 3.0 GPA or higher, and positive recommendation from the department chairperson and MPA coordinator.

Required Master of Public Administration Core Courses – 21 credits
POLI 465 Administrative Law (3 credits)
POLI 509 Approaches and Methods in Political Science (3 credits)
POLI 515 Principles and Problems of Public Administration (3 credits)
POLI 516 Administrative and Organizational Theory (3 credits)
POLI 517 Public Personnel and Strategic Human Resources Management (3 credits)
POLI 518 Budgeting and Decision Making (3 credits)
POLI 538 Program and Policy Evaluation (3 credits)

Master of Public Administration Research Courses – 3-6 credits
Students select one of the following courses with approval of the MPA coordinator. If selecting POLI 503, the thesis is undertaken upon successful completion of all course work. The 6 semester hours may be split into two 3 semester hour segments for registration over two semesters or sessions. One letter grade is assigned for the 6 semester hours of POLI 503.
POLI 503 Thesis (6 credits)
POLI 581 Professional Seminar (3 credits)

Master of Public Administration Elective Courses – 9-12 credits
Students may take one elective course outside of the Philosophy and Government department with approval (3 credits).
POLI 425 Public Policy Making (3 credits)
POLI 441 Ethics and Managerial Leadership (3 credits)
POLI 555 Federalism and Intergovernmental Relations (3 credits)
POLI 562 Urban Politics (3 credits)
POLI 565 Public Administration Internship (6 credits)
POLI 570 Selected Topics in Political Science (3 credits)
POLI 571 Nonprofit Organizational Management (3 credits)
POLI 580 Independent Study (3 credits)

Program Plan Code: MPA_PBAD
Effective Semester: Spring 2016

Master of Public Administration Criminal Justice Requirements

From violent crime to public order offenses, the Master of Public Administration with a concentration in Criminal Justice focuses on applied problem-solving skills. Through course work and an emphasis on student research, students receive specialized knowledge and technical skills in budgeting, planning, personnel administration, legal issues in criminal justice, police strategies, and social policymaking.

Note that all students must achieve 36 graduate credits and a minimum 3.0 overall GPA to graduate. Undergraduate admissions to the BA/MPA accelerated program require junior status (60 or more credits), at least 24 POLI course credits, 3.0 GPA or higher, and positive recommendation from the department chairperson and MPA coordinator.

Required Master of Public Administration Core Courses – 21 credits
POLI 465 Administrative Law (3 credits)
POLI 509 Approaches and Methods in Political Science (3 credits)
POLI 515 Principles and Problems of Public Administration (3 credits)
POLI 516 Administrative and Organizational Theory (3 credits)
POLI 517 Public Personnel and Strategic Human Resources Management (3 credits)
POLI 518 Budgeting and Decision Making (3 credits)
POLI 538 Program and Policy Evaluation (3 credits)

Master of Public Administration Research Courses – 3-6 credits
Students select one of the following courses with approval of the MPA coordinator. If selecting POLI 503, the thesis is undertaken upon successful completion of all course work. The 6 semester hours may be split into two 3 semester hour segments for registration over two semesters or sessions. One letter grade is assigned for the 6 semester hours of POLI 503.
POLI 503 Thesis (6 credits)
POLI 581 Professional Seminar (3 credits)

Criminal Justice Elective Courses – 9-12 credits
CRJU 520 Theoretical Foundations of Crime and Crime Prevention (3 credits)
CRJU 522 Police Strategies, Administration, and Social Policymaking (3 credits)
CRJU 530 Legal Issues in Criminal Justice (3 credits)
CRJU 540 Seminar on Criminal Justice System Policy (3 credits)
CRJU 570 Selected Topics in Criminal Justice Planning and Administration (3 credits)

Program Plan Code: MPA_PBAD_CRJU
Effective Semester: Fall 2019

M.S. Computer Science: Information Technology Requirements

The Master of Science in Information Technology allows students to build a knowledge base for application support in any industry, from healthcare to sports, from retail to government. No organization can function without employees who have the skills and credentials of an IT professional. You can become one of those most sought-after experts by building a foundation of knowledge in the three key areas: networking, security and databases.

Note that all students much achieve 30 graduate credits and a minimum 2.0 overall GPA to graduate.

Required MS CS Information Technology Core Courses – 3 credits
CPSC 441 Advanced Information Security

Foundational Courses – 12 to 27 credits
CPSC 411 Networking I (3 credits)
CPSC 456 Database Management Systems I (3 credits)
CPSC 458 Data Mining & Pred. Analytics I (3 credits)
CPSC 459 Introduction to Big Data (3 credits)
CPSC 464 Human Computer Interaction (3 credits)
CPSC 510 Advanced Operating Systems (3 credits)
CPSC 512 Network Architecture & Protocols (3 credits)
CPSC 523 Advanced Scripting for Data Science (3 credits)
CPSC 541 Network Security (3 credits)
CPSC 552 Advanced UNIX Programming (3 credits)
CPSC 554 Project Management (3 credits)
CPSC 555 Applied Cryptography (3 credits)
CPSC 556 Database Management Systems II (3 credits)
CPSC 558 Data Mining & Pred. Analytics II (3 credits)

Elective Courses – 0 to 12 credits
Non-thesis students may take 12 hours of elective courses.

Depth Component Requirement
Choose at least two courses (one or more 500-level) from one depth area.

Networking	411, 512, 541
Database Systems	456, 556
IT Systems & Management	510, 554
Data Science	458, 459, 523, 558
Security	441, 541, 555

Thesis – 0 to 6 credits
CPSC 599 1st Term
CPSC 599 2nd Term

Notes:

1. Candidates for the MS degree in Computer Science must complete a total of 30 credits, selected in consultation with your advisor. A candidate must complete all degree requirements for the MS within six (6) calendar years after acceptance into the program.

2. Students may elect for the thesis option, which requires the completion of 24 credits of courses and 6 credits of thesis. Students who do not complete a thesis must complete the Program of Study Summary (POSS), a written report that provides a narrative, backed by evidence, that the student has fulfilled specific student learning outcomes in the program.

3. All programs will require at least 15 hours of 500-level courses in their major, which can include 6 hours of CSC 599 for students electing the thesis option. No more than five 400-level courses may be taken for graduate credit.

4. Students must complete at least one in-depth component in their program. (see depth component requirement above).

5. Selected topics CPSC 480 and CPSC 580 are classified as foundational, or elective based upon the specific topic.

Program Plan Code: MS_CPSC_ITEC
Effective Date: Spring 2022

KU M.S. Computer Science: Interdisciplinary Experience Requirements

Interdisciplinary Experience track provides a breadth in graduate studies by permitting study in areas that enhance and broaden the student's knowledge and skills. The Computer Science ID track provides the opportunity to incorporate study in other disciplines into a Computer Science master's degree that enhances the degree holder's career prospects.

Note that all students much achieve 30 graduate credits and a minimum 2.0 overall GPA to graduate.

Required CPSC Courses – 18 to 24 credits
18-24 hours of courses in the major.

Interdisciplinary Courses – 6 to 12 credits
The list below is a sampling of several sets of courses, subsets of which can be appropriate for application within an ID MS student's curriculum if approved by the student's advisor.

Business:
ACCT 520 Management Accounting Control Systems
BUSN 572 Managing Enterprise Information Technology
ECON 561 The Global Economy FINA 530: Financial Management

Communication Design:
CODS 552 Design Technology for Educators
CODS 553 Design Principles and Practices for Educators
CODS 586 Graduate Interactive Seminar: Internet and Web Applications

Public Administration/Organizational Management:
POLI 515 Principles of Problems in Public Administration
POLI 516 Administrative and Organizational Theory
POLI 517 Public Personnel Administration and Strategic Human Resource Management
POLI 518 Budgeting and Decision Making
POLI 571 Nonprofit Organizational Management

Library Science:
LLTC 500 Foundations of Information Science
LLTC 525 Computer Networking for Educators
LLTC 530 Makerspaces and Technology Enhanced Programming
LLTC 560 Organization of Information, Metadata and Library Technologies

Depth Component Requirement
Choose at least two courses (one or more 500-level) from one depth area.

Networking/Security	411, 441, 512, 555
Database/Project Management	456, 554, 556
Data Science	458, 459, 523, 558
Artificial Intelligence	445, 447, 548
Application Development	421, 520, 521, 543
Operating Systems	425, 510, 526, 543, 552

Thesis – 0 to 6 credits
CPSC 599 1st Term
CPSC 599 2nd Term

Notes:

1. *A candidate must complete all degree requirements for an MS within six (6) calendar years after his or her acceptance. Requirements for the MS CS – ID Track are 30 credit hours, which includes:*
   - *18-24 hours of courses in the major*
   - *6-12 hours interdisciplinary courses*

   This includes the following additional requirements:
   - *A minimum of 15 credit hours must be at the 500 level; this may include a six-credit thesis*
   - *Successful completion of one of the depth components in the table above*

2. *Students may elect for the thesis option, which requires the completion of 24 credits of courses and 6 credits of thesis. Students who do not complete a thesis must complete the Program of Study Summary (POSS), a written report that provides a narrative, backed by evidence, that the student has fulfilled specific student learning outcomes in the program.*

3. *At least one depth component must be completed in a student's program (see chart above). The selection of courses from the depth component area should be made in consultation with the academic advisor.*

4. *The interdisciplinary component consists of at least two and as many as four courses. The totality of these choices should represent a cogent plan and must be approved, in writing, by the student's academic advisor.*

5. *The application for candidacy MUST be submitted and approved after completion of 12 credit hours. This form represents the student's program of study. Any change must be approved by their advisor. Deviation from this program of study without written advisor approval is at the student's peril.*

Students pursuing unapproved programs of study are not guaranteed to be cleared to graduate.

Program Plan Code: MS_CPSC_IDTR
Effective Date: Fall 2021

M.S. Computer Science: Software Development Requirements

The Master of Science in Computer Science focuses on the core concepts in computer science and software engineering, allowing students to build a foundation, thus having the capability to learn any new technology. The classes are varied and exciting utilizing a wide array of programming languages: Network Programming, Data Mining, Big Data, Game Development, Human Computer Interaction, Robotics, Artificial Intelligence and Software Engineering.

Note that all students much achieve 30 graduate credits and a minimum 2.0 overall GPA to graduate.

Required CPSC Course – 3 credits
CPSC 402 Data Structures II (3 credits)

Foundational Courses – 9 to 27 credits
CPSC 415 Design & Analysis of Algorithms I (3 credits)
CPSC 421 Web-Based Software Design and Development (3 credits)
CPSC 422 Object-Oriented Programming I (3 credits)
CPSC 425 Compiler Design I (3 credits)
CPSC 447 Artificial Intelligence I (3 credits)
CPSC 456 Database Management Systems I (3 credits)
CPSC 458 Data Mining & Pred. Analytics I (3 credits)
CPSC 459 Introduction to Big Data (3 credits)
CPSC 510 Advanced Operating Systems (3 credits)
CPSC 516 Design & Analysis of Algorithms II (3 credits)
CPSC 520 Advanced Object-Oriented Programming (3 credits)
CPSC 521 Advanced Web-Based Software Development (3 credits)
CPSC 523 Advanced Scripting for Data Science (3 credits)
CPSC 526 Compiler Design II (3 credits)
CPSC 543 Multiprocessing & Concurrent Programming (3 credits)
CPSC 548 Artificial Intelligence II (3 credits)
CPSC 552 Advanced UNIX Programming (3 credits)
CPSC 556 Database Management Systems II (3 credits)
CPSC 558 Data Mining & Pred. Analytics II (3 credits)

Elective Courses – 0 to 12 credits
Non-thesis students may take 12 hours of elective courses.

Depth Component Requirement
Choose at least two courses (one or more 500-level) from one depth area.

Algorithms	415, 516, 555
Database Systems	456, 556
Data Science	458, 459, 523, 558
Artificial Intelligence	445, 447, 548
Application Development	421, 422, 520, 521, 543
Operating Systems	425, 510, 526, 543, 552

Thesis – 0 to 6 credits
CPSC 599 *1st Term*
CPSC 599 *2nd Term*

Notes:

1. Candidates for the MS degree in Computer Science must complete a total of 30 credits, selected in consultation with your advisor. A candidate must complete all degree requirements for the MS within six (6) calendar years after his or her acceptance into the program.

2. Students may elect for the thesis option, which requires the completion of 24 credits of courses and six (6) credits of thesis. Students who do not complete a thesis must complete the Program of Study Summary (POSS), a written report that provides a narrative, backed by evidence, that the student has fulfilled specific student learning outcomes in the program.

3. Students must complete at least 15 credits of 500-level courses, which can include six (6) hours of CSC 599 for students electing the thesis option. No more than five 400-level courses may be taken for graduate credit.

4. Students must complete at least one depth component in their program. (see above).

Program Plan Code: MS_CPSC
Effective Date: Spring 2022

KU M.S.W. Social Work

Social Work students conduct themselves in a professional manner consistent with the NASW "Code of Ethics." Students who violate the ethical standards and/or demonstrate behavioral problems may be dismissed from the major program.

MSW Traditional Status students must achieve a minimum of 60 credits;
MSW Advanced Standing Status students must achieve a minimum of 39 credits.
The final GPA requirement for MSW Social Work is 3.0.

Required Traditional Status Core Courses – 54 credits
Generalist Core Courses– 30 credits
SOWK 400 Foundations in Human Behavior in the Social Environment (3 credits)
SOWK 450 Foundations of Social Work with Individuals (3 credits)
SOWK 455 Foundations of Social Welfare Policies (3 credits)
SOWK 460 Foundations of Social Work in Research (3 credits)
SOWK 465 Foundations of Social Work with Groups & Families (3 credits)
SOWK 480 Foundations of Social Work with Organizations & Communities (3 credits)
SOWK 481 Generalist Internship I (3 credits)
SOWK 482 Integrated Generalist Social Work Practice Seminar I (3 credits)
SOWK 483 Generalist Internship II (3 credits)
SOWK 484 Integrated Generalist Social Work Practice Seminar II (3 credits)
Specialization Core Courses– 24 credits
SOWK 500 Families in the Social Environment (3 credits)
SOWK 555 Applied Family Policy and Family Service Programs (3 credits)
SOWK 560 Applied Methods of Social Work Research (3 credits)
SOWK 581 Specialized Internship I (3 credits)
SOWK 582 Advanced Theory in Family-Centered Generalist SOWK Practice I (3 credits)
SOWK 583 Specialized Internship II *or* SOWK 586 Practicum in School Social Work (3 credits)
SOWK 584 Advanced Theory in Family-Centered Generalist SOWK Practice II (3 credits)
SOWK 595 Capstone Experience: Social Work & the Family-In-Environment (3 credits)
Notes:
SOWK 560 serves as a required MPA course for the MSW and MPA candidates.
SOWK 500, SOWK 555, SOWK 583, and SOWK 584 count as electives in the MPA.

Required Advanced Standing Status Core Courses– 33 credits
Bridge Courses– 9 credits
SOWK 491 Internship for Advanced Standing I (3 credits)
SOWK 492 Advanced Generalist Social Work Theory & Practice I (3 credits)
SOWK 494 Advanced Generalist Social Work Theory & Practice II (3 credits)
Specialization Core Courses– 24 credits
SOWK 500 Families in the Social Environment (3 credits)
SOWK 555 Applied Family Policy and Family Service Programs (3 credits)
SOWK 560 Applied Methods of Social Work Research (3 credits)
SOWK 581 Specialized Internship I (3 credits)
SOWK 582 Advanced Theory in Family-Centered Generalist SOWK Practice I (3 credits)
SOWK 583 Specialized Internship II *or* SOWK 586 Practicum in School Social Work (3 credits)
SOWK 584 Advanced Theory in Family-Centered Generalist SOWK Practice II (3 credits)
SOWK 595 Capstone Experience: Social Work & the Family-In-Environment (3 credits)

Elective Courses (both statuses) – 6 credits

SOWK 501 Treatment Modalities for Social Work with Families (1 credit)
SOWK 502 Social Work Crisis Intervention with Families (1 credit)
SOWK 503 Social Work with Family Groups (1 credit)
SOWK 504 Short-Term Treatment Models in Social Work with Families (1 credit)
SOWK 505 Psychopharmacology for Social Workers (1 credit)
SOWK 507 Differential Assessment Techniques for Social Work (1 credit)
SOWK 508 Maltreatment in the Family: Social Work Practice (1 credit)
SOWK 516 Social Work in Healthcare (1 credit)
SOWK 519 Qualitative Research in Social Work (1 credit)
SOWK 520 Community Needs Assessment (1 credit)
SOWK 524 Program Evaluation & SWK (1 credit)
SOWK 525 Information Technology & Social Work Practice I (1 credit)
SOWK 526 Information Technology & Social Work Practice II (1 credit)
SOWK 527 Social Entrepreneurship and Social Work (1 credit)
SOWK 528 Social Work and Non-Profit Leadership (1 credit)
SOWK 529 Financial Sustainability of Entrepreneurial Social Work (1 credit)
SOWK 536 Skills for Working with the New Immigrant Family (1 credit)
SOWK 538 Practice of Family Group Decision Making I (1 credit)
SOWK 539 Practice of Family Group Decision Making II (1 credit)
SOWK 540 Practice of Family Group Decision Making III (1 credit)
SOWK 541 Assessment Methods for Social Workers: Children and Adolescents (1 credit)
SOWK 545 Child Permanence in the Family-in-Environment (1 credit)
SOWK 551 The Fundamentals of Trauma-Informed Care (1 credit)
SOWK 552 Clinical Approaches to Trauma-Informed Practice (1 credit)
SOWK 553 Trauma-Informed Practice with Systems (1 credit)
SOWK 559 Social Work Intervention with Substance Abusing Populations (1 credit)
SOWK 561 Motivational Interviewing Skills: Social Work Strategies in Gender Sensitive Addiction Treatment (1 credit)
SOWK 573 Publishing and Professional Presentation in Social Work (1-3 credits)
SOWK 574 Family Mediation (1 credit)
SOWK 575 Clinical Supervision in SOWK (1 credit)
SOWK 570 Selected Topics in Adv. SOWK (1-6 credits)
SOWK 579 Independent Study in Adv. Gen. SOWK (3 credits)
SOWK 590 Social Work Practice Schools (3 credits)
SOWK 591 Meeting the Diverse Needs of Students with Exceptionalities (3 credits)
POLI 400-level and above with permission (3-6 credits)

Notes:

Traditional MSW status is for all students who do not qualify for Advanced Standing. Graduates of CSWE-accredited BSW programs may complete the MSW as Advanced Standing, with 39 S.H., i.e., 9 S.H. Advanced Standing only Bridge Courses, 24 S.H. Specialization Courses, and 6 S.H. Electives.
SOWK 560 serves as a required MPA course for the MSW and MPA candidates.
SOWK 500, SOWK 555, SOWK 583, and SOWK 584 count as electives in the MPA.

Program Plan Code: MSW_SOWK
Effective Semester: Summer 2023

Data Analytics Graduate Certificate Requirements

Required Data Analytics Courses – 9 credits
CPSC 458 Data Mining and Predictive Analytics I (3 credits)
CPSC 459 Introduction to Big Data (3 credits)
CPSC 558 Data Mining and Predictive Analytics II (3 credits)

Elective Courses – 3 credits
CPSC 523 Advanced Scripting for Data Science (3 credits)
CPSC 570 Independent Study and/or Projects in Computer Science (3 credits)
CPSC 590 CS Cooperative Internship (3 credits)

Note:
Students can use CPSC 570 to complete a semester-long capstone project in data analytics or use CPSC 590 for a related internship. The elective option must be approved by the department's graduate student advisor.

Program Plan Code: CEPB_CSCD
Effective Date: Spring 2021

Database Design and Administration Graduate Certificate

Required Database Design and Administration Core Courses – 6 credits
CPSC 456 Database Management Systems I (3 credits)
CPSC 556 Database Management Systems II (3 credits)

Program Plan Code: CEPB_DBDA
Effective Date: Spring 2024

KU School Social Work Graduate Certificate Requirements

Program requirements: 16 credits. The final GPA requirement for Social Work Certification is 3.0. The student must also pass all required courses with a "B" or better. The student must also complete the certification in a timely manner (less than 5 years) and must complete all necessary clearances for their internship.

Required Social Work Certificate Core Courses – 16 credits

Students who are completing the MSW and the Certificate Program will complete a field internship in a school. The student must take SOWK 596 to participate in the internship.

SOWK 590 Social Work Practice in Schools (3 credits)
SOWK 591 Meeting the Diverse Needs of Students with Exceptionalities (3 credits)
SOWK 541 Assessment Methods for Social Workers: Children and Adolescents (1 credits)
SOWK 586 Practicum in School Social Work (3 credits) *or*
SOWK 583 Advanced Field II (3 credits)
SPEE 516 Literacy Development and instruction in Core and Intervention Areas Standards Aligned System (3 credits)
EDUC 534 Instructional Methodology for English Learners (3 credits)

Program Plan Code: CEPB_SCSW
Effective Semester: Fall 2021

COLLEGE OF VISUAL & PERFORMING ARTS

The mission of the College of Visual and Performing Arts is to provide an innovative contemporary education to prepare future leaders in art, design, media, music, and communication. Our students have it all: the intensity, the immersion, and the creative environment of an art, design, media, music, or communication school plus the energy, excitement, and diversity that large universities offer. Creative avenues abound to develop your skills, practice your techniques, and cultivate your vision. Our professors are committed to your professional growth. Experts in their field, they are passionate about inspiring students. Discover the arts at Kutztown University.

-Dr. Bradley Shope, Dean

Master of Arts

M.A. Arts Administration

Master of Education

M. Ed. Art Education

M. Ed. Music Education

Master of Fine Arts

M.F.A. Communication Design

Certificates and Certifications

Creative Catalyst Graduate Certificate

Creative Futures Graduate Certificate

Creative Refresh Graduate Certificate

Post-Baccalaureate Music Education Certification

Post-Baccalaureate Art Education Certification

KU M.A. Arts Administration Requirements

The Arts Administration program prepares leaders in the arts in a wide range of public, private, and non-profit sectors with attention to financial management, civic engagement, and the ethical and legal responsibilities impacting arts organizations.

Student Learning Outcomes
1. Explain the administrative complexities of arts organizations in public, private, and non-profit sectors.
2. Analyze financial management and effective fundraising practices of arts organizations.
3. Assess the civic engagement and impact of arts organizations on communities.
4. Evaluate and apply research methodologies.
5. Analyze the ethical and legal responsibilities governing and impacting arts organizations.
6. Develop a personal philosophy based on historical, theoretical, and cultural influences in the arts.

Note that all students much achieve 30 graduate credits

Required Arts Administration Core Courses – 24 credits
ARED 561: Introduction to Arts Administration (3 credits)
ARED 562: Arts and Civic Engagement (3 credits)
ARED 564: Ethical and Legal Issues in the Arts (3 credits)
ARED 563: Fundraising and Development in the Arts (3 credits)
ARED 565: Developing the Leader in You (3 credits)
ARED 591: Methods of Research in Art (3 credits)
ARED 595: Graduate Seminar in the Arts (3 credits)
COMM 519: Integrated Marketing Communication (3 credits)

Elective Courses – 6 credits
Select two 400-level courses or above

Program Plan Code: MA_ARTA
Effective Semester: Spring 2022

KU M.Ed. Art Education Requirements

The Master of Art Education program empowers art educators to be leaders in the field by advocating for the power of the visual arts in a broad range of art education settings. This 30-33 credit graduate program can be earned completely online or in a blended online/face-to-face format. Degrees are completed in as little as two years or up to six years.

Student Learning Objectives
1. Analyze historical, theoretical, and philosophical issues in art education.
2. Develop a philosophical, historical, theoretical, and culturally competent understanding of art education.
3. Evaluate and apply research methods and methodologies.
4. Demonstrate knowledge of curriculum and pedagogical practices.
5. Identify how research informs advocacy, policy and one's artistic and pedagogical practices.

Note that all students much achieve 30 graduate credits and a minimum 2.0 overall GPA to graduate. The final GPA requirement for Master's in Art Education is 2.0.

Required Art Education Core Courses – 12 credits
ARED 522 Perspectives in Art Education (3 credits)
ARED 536 Art Curriculum (3 credits)
ARED 591 Methods of Research (3 credits)
ARED 595 Graduate Seminar in Art Education (3 credits)

Elective Courses – 18 to 21credits
Option A: Without Thesis (18 credits)
Three courses must include the ARED prefix, and the other three courses must be 400-level courses or above.
ARED (3 credits)
ARED (3 credits)
ARED (3 credits)

Option B: With Thesis (21 credit)
Students will enroll in EDUC 503 Thesis twice over two semesters, for a total of 6 credits. At least nine elective credits must be taking with the ARED prefix
EDUC 503 Thesis (3 credits)
ARED (3 credits)
ARED (3 credits)
ARED (3 credits)

Program Plan Code: MED_ARED
Effective Date: Fall 2020

M.Ed. Music Education Requirements

An M.Ed. in Music Education includes advanced teaching theories and instructional design strategies designed for individuals with a K-12 Music Certification. The program provides advanced course work in the field of music education, developing research strategies applicable to the field of teaching and learning, and understanding historical and contemporary musical composition.

Student Learning Outcomes
1. Articulate, reflect upon, and implement knowledge of historical and contemporary trends in the development of music education.
2. Articulate current developments and changes in the field of Music Education.
3. Apply research and data-gathering tools to assess teaching and learning.
4. Analyze musical compositions in the context of historical periods or current trend.

Note that all students much achieve 30 graduate credits to complete the program.

Required Music Education Core Courses – 15 credits
MUED 525 Advanced Foundations in Music Education (3 credits)
MUED 540 Musical Analysis for Music Educator (3 credits)
MUSC 550 Seminar in Musicology (3 credits)
MUED 591 Methods of Research (3 credits)
MUED 595 Graduate Seminar in Music Education (3 credits)

Elective Courses – 15 credits
One course must have the MUED prefix, the other the MUPF, MUSC, or MUED prefix
Elective courses include any 400- or 500-level courses
MUED XXX (3 credits)
MUPF/MUSC/MUED XXX (3 credits)
400- *or* 500-level course (3 credits)
400- *or* 500-level course (3 credits)
400- *or* 500-level course (3 credits)

Program Plan Code: MED_MUSE
Effective Semester: Fall 2024

MFA Communication Design Requirements

The MFA in Communication Design encourage students to think innovatively and use in-depth investigation to solve design problems and formulate creative expression. The program promotes a well-rounded education through the study of design history, contemporary topics, typography, emerging media, and the exploration of personal and professional goals. Students ultimately create an original capstone graduate research project exploring their creative path to professional or academic aspirations.

Student Learning Outcomes
1. Solve communication challenges by identifying the issues, targeting audience, researching, and/or developing innovative solutions.
2. Create and develop visual solutions in response to communication challenges.
3. Determine audience objectives based on a spectrum of human factors; test audience response; and/or assess the outcomes.
4. Apply the contexts of past, current, and future design.
5. Communicate with other creative professionals through research-based, cohesive, and persuasive rhetoric.

Note that all students must achieve 60 graduate credits.

Required MFA Communication Design Core Courses – 18 credits
CODS 501 Personal Exploration (3 credits)
CODS 502 Professional Exploration (3 credits)
CODS 503 Graduate Seminar: Unconventional Type (3 credits)
CODS 504 Graduate Seminar: Design Pioneers (3 credits)
CODS 505 Graduate Seminar: Emerging Media (3 credits)
CODS 506 Graduate Seminar: Contemporary Topics (3 credits)

Capstone Courses – 12 credits
CODS 511 Graduate Research Project I: Research Studies Academics (3 credits)
CODS 512 Graduate Research Project II: Creative Studies (3 credits)
CODS 513 Graduate Research Project III: Production/Presentation/Exhibitions (6 credits)

Academic Electives – 6 credits
Academic electives may be selected from 500-level courses other than CODS or ART.
CODS 550 *or* Visual Design/Media Elective (3 credits)
CODS 551 *or* Visual Design/Media Elective (3 credits)

Studio Electives – 18 credits
Courses may be selected from 500-level studio with CODS (not studio core or thesis) FINE, ART, or ARED Prefixes. Up to six credits of graduate level academic courses may be substituted for studios.

Program Plan Code: MFA_COMD
Effective Semester: Fall 2017

KU Creative Catalyst Certificate Requirements

The Creative Catalyst Certificate at Kutztown University is a graduate program for design professionals with 1-5 years of experience who are eager to enhance their portfolios and expand their design skills. This program offers an opportunity to explore new design strategies, dive into research across various design fields, and exhibit your design work.

Program requirements: 9 credits.

Creative Catalyst Certificate Core Courses – 9 credits
CODS 502 Professional Exploration Seminar (3 credits)
CODS 516 Graduate Communication Design Studio 1 (3 credits)
CODS 516 Graduate Communication Design Studio 2 (3 credits)

Program Plan Code: CEPB_CRCA
Effective Semester: Spring 2024

KU Creative Futures Certificate Requirements

The Creative Catalyst Certificate at Kutztown University is for current designers looking to advance their careers. Through the courses in this certificate you will learn new design technologies, related to print, web, apps, social media, creative direction, and advanced interactive design skills.

Program requirements: 9 credits.

Creative Futures Core Courses – 9 credits
CODS 501 Personal Exploration Seminar (3 credits)
CODS 516 Graduate Communication Design Studio (3 credits)
CODS 503 Graduate Seminar: Unconventional Type (3 credits)
or CODS 505 Graduate Seminar: Emerging Media (3 credits)
or CODS 516 Graduate Communication Design Studio (3 credits)

Program Plan Code: CEPB_CRFU
Effective Semester: Spring 2024

KU Creative Refresh Certificate Requirements

The Creative Refresh Certificate at Kutztown University is for current design professionals who are ready to enhance their skills and gain a competitive edge in the job market. This program offers the opportunity to update your portfolio while diving into personal design exploration. You will solve complex design problems across various fields, including advertising, graphic design, interactive design, illustration, and other related topics. You will gain an understanding of different market audiences and bolster your current design skills.

Program requirements: 9 credits.

Creative Refresh Core Courses – 9 credits
CODS 505 Graduate Seminar: Emerging Media (3 credits)
CODS 506 Graduate Seminar: Contemporary Topics in Communication Design (3 credits)
CODS 516 Graduate Communication Design Studio 1 (3 credits)

Program Plan Code: CEPB_CRRE
Effective Semester: Spring 2024

KU Post-Baccalaureate Music Education Certification Requirements

The Post-Baccalaureate Certification in Music Education offers a pathway for individuals who hold an undergraduate degree in Music to apply for K-12 Music Education Teacher Certification through the Pennsylvania Department of Education (PDE). Coursework covers topics in music education issues and trends, instructional design, special education, English as a second language, elementary, choral, and instrumental methods, field experience, and culminates in a clinical experience.

Student Learning Outcomes
1. Articulate, reflect upon, and implement knowledge of historical and contemporary trends in the development of music education.
2. Demonstrate foundational knowledge of the unique nature of all learners, including literacy and second language acquisition and ability to modify instruction so everyone can be successful.
3. Exhibit the professional disposition of an emerging teacher.
4. Demonstrate expanded knowledge and improved effectiveness as a teacher through current pedagogical practices.
5. Conduct musical groups with attention to artistic concerns.

Note that all students much achieve 31 graduate credits to complete the program.

Required Music Education Core Courses – 15 credits
MUED 525 Advanced Foundations in Music Education (3 credits)
MUED 520 Instructional Systems Design and Learning Processes in Music (3 credits)
EDUD 528 Student Diversity and Critical Pedagogy (3 credits)
MUED 522 Elementary Music Methods (3 credits)
MUED 552 Choral Methods (3 credits)
MUED 532 Instructional Methods (3 credits)
MUED 575 Musical Education Field Experience (1 credit)
MUED 590 Clinical Experience I (3 credits)
MUED 591 Clinical Experience II (3 credits)

Additional Required Courses – 6 credits
Choose two courses from the following
SPEE 500 Cognitive Development of Diverse Learners in a Standards Aligned System (3 credits)
SPEE 514 Standards Aligned Instruction for Students with Disabilities in Inclusive Classrooms (3 credits)
MUED 535 Music for the Exceptional Learner (3 credits)
MUED 530 Practical Technology for the Music Educator (3 credits)

Program Plan Code: MED_MUSE_CERT
Effective Semester: Fall 2024

KU Post Baccalaureate PK-12 Visual Arts Certification and M.Ed. Art Education Requirements

The Post-Baccalaureate Certification in Art Education is available to candidates with an undergraduate B.F.A. degree in the visual arts or B.A. in a related field who have an interest in teaching art in PreK-12 settings. The certification program culminates in a Pennsylvania Department of Education Level I certification in the visual arts. Students in art education have gone on to teach in public, private and charter schools, museums, and community settings.

Note that all students much achieve 30 credits to complete the certification
Note 36 total credits are needed to complete PreK-12 Art Certification and M.Ed. in Art Education

Required PK-12 Visual Art Certification Core Courses – 30 credits
ARED 522 Perspectives in Art Education (3 credits)
ARED 536 Art Curriculum (3 credits)
ARED 430 Studio Thinking (3 credits)
ARED 517 Art Criticism (3 credits)
EDUC 428 Cultural Diversity of English Learners (3 credits)
or EDUC 528 Student Diversity and Critical Pedagogy (3 credits)
SPEE 500 Special Education in Standard Aligned System (3 credits)
SPEE 514 Standard Aligned Instruction for Students with Disabilities in Inclusive Classrooms (3 credits)
ARED 475 Art Education Field Experience (3 credits)
ARED 490 Clinical Experience and Practicum I (3 credits)
ARED 491 Clinical Experience and Practicum II (3 credits)

Additional Courses for M.Ed. in Art Education – 6 credits
Completing the following courses will fulfill the requirements for the M.Ed. in Art Education (not required for initial certification)
ARED 591 Methods of Research (3 credits)
ARED 595 Graduate Seminar in Art Education (3 credits)

Program Plan Code: TCG_AREC
Effective Semester: Fall 2021

Course Descriptions

Accounting

ACCT 520: Management Accounting Control Systems

The course will be a study of the development and use of accounting information in performing managerial functions. Though traditional cost accumulation methods will be studied as a basis for inventory valuation and income measurement, the course will stress the role of cost analysis in decision making. Areas of emphasis will include planning and control of routine operations, evaluation of performance at different levels within the organization, incremental analysis in non-routine decision making, and the qualitative aspects of analyzing and using accounting data. Though the bulk of discussion will be directed toward profit-oriented activities, many of the concepts and techniques are equally applicable to activities that are not profit oriented.

ACCT 571: Selected Topics

An in-depth study of a specialized topic in accounting. Content of the course will vary from semester to semester. May be repeated.

Anthropology

ANTH 505: Culture And Learning

This course is designed to provide educators with strategies for examining and teaching about cultural diversity. The course will examine schooling and learning from a perspective that is both comparative in examining learning across different cultures and also holistic in examining learning in its cultural and social context.

ANTH 555: Peoples, Cultures, and Adaptations in the Pennsylvania Region

This course will survey the forms of cultural variation in the Pennsylvania region of the United States from the earliest Native American Settlements to the post-industrial present. It will examine adaptive patterns from foraging through farming, to the contemporary, global post-industrial economy. It will also examine the region's present-day cultural diversity. The course is designed for educators who want to incorporate knowledge about Pennsylvania's regional cultural diversity into their teaching and curriculum and for graduate students who want to learn how anthropological concepts of culture can be applied to a particular region or community.

Art Criticism

ARCR 516: Cross-Cultural Perspectives in Art

Accounts of non-Western aesthetic systems provide a starting point for this course which evolves into a cross-cultural comparison of a variety of art forms from a global perspective. After cataloging the ways in which art is conceptualized in various times and places, students begin to look for commonalities and patterns of variation in diverse cultural definitions of art. This course is repeatable for up to 9 credits. (This course is offered under the ARED 516 designation.)

ARCR 572: Selected Topics: Art Seminar

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

Art Education

ARED 401: Learning in the Visual Arts: Childhood

This course provides learners with an introduction to teaching visual arts (fine art, design, craft) and visual culture in grades PreK-5 elementary settings. Learners in this class will investigate curriculum planning, individual and social development, instructional strategies, as well as historical and theoretical issues in art education. Learner activities will include narrative account, observation of elementary teaching settings, studio and critical response activities, and the design of curriculum plans and instructional materials appropriate for art and visual culture in elementary settings. The class will be conducted within a studio framework and will include presentations, discussions and performance-based activities. ARED 401 & ARED 420 are co- requisites and should be taken simultaneously.

ARED 420: Learning in the Visual Arts: Adolescence

This course provides learners with an introduction to teaching the visual arts (fine art, design, craft) and visual culture to adolescent populations. Learners in this class will investigate curriculum planning, individual and social development in the arts, instructional strategies, as well as historical and theoretical issues in art education. Learner activities will include observation of and interaction with adolescent learners, studio and critical response activities, and the design of curriculum plans and instructional materials appropriate for art and visual culture to adolescents. The class will be conducted within a studio framework and will include presentations, discussions and performance-based activities. ARED 401 & ARED 420 are co- requisites and should be taken simultaneously.

ARED 430: Studio Thinking

Studio instruction is a central feature of art education classes in PreK through 12 settings. In this course, students will be introduced to a wide range of strategies teachers employ to engage their students in studio thinking (Fine Arts, Crafts, Design). Students will investigate developmentally appropriate strategies used to demonstrate, facilitate, and critique artwork. Students in this class will be introduced to a range of issues, strategies, and perspectives associated with studio teaching methods.

ARED 440: Visual Culture: Critical Practice and Pedagogy

This course aims to expand the student awareness of the proliferation and pervasiveness of imagery, artifacts, and events in art and visual culture, and provides an introduction to those critical theories and practices that have framed 20th century understandings of visual art, design, and visual culture. Students are encouraged to use critical strategies to reflect on the relationship of contemporary art and visual culture to the construction of identity, the richness of global cultures, and the integrity of human-made environments. The course is writing-intensive, emphasizing the need for students to clearly articulate their ideas, using models from disciplines engaged in similar critiques.

ARED 450: Best Practices in Art Education

This course is a study of exemplary teaching in art education. Case studies and model teaching will introduce students to instructional strategies practiced by experienced teachers in noteworthy K-12 art programs. Through lecture/discussion, students will examine how these practices relate to the style and personality of teachers, state and local standards, and the context of specific schools involved in the case studies. An emphasis will be placed upon specific teaching contexts and their applicability to other situations. 1-3 c.h., 1-3 s.h. Repeatable up to 9 s.h.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ARED 475: Art Education Field Experience

This course is a practical orientation to the teaching of art in a multicultural society through being an aide to an art teacher in a school situation. Students have opportunities to experience the adaptation of media and techniques for instruction in the classroom. Seminars, workshops, and individual conferences with the college instructor accompany the experience of the art classroom assistantship. Students are responsible for their own transportation. Students are expected to fulfill all the course requirements assigned in relationship to the number of credit hours. A minimum of 6 hours of work outside of the class is required per week.

ARED 476: Art Education Internship I

This internship provides candidates already teaching art in private and charter schools with clinical experience in order to earn PA Visual Arts Certification PreK-12 while on the job. An internship provides the teacher candidate with opportunities to participate instructionally as the art teacher of record at their own school while being mentored by an experienced classroom teacher and university supervisor. The internship is the first of two internships taken in sequence that will provide the teacher candidate mentorship and supervision for an entire school year.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ARED 477: Art Education Internship II

This internship provides candidates already teaching art in private and charter schools with clinical experience in order to earn PA Visual Arts Certification PreK-12 while on the job. An internship provides the teacher candidate with opportunities to participate instructionally as the art teacher of record at their own school while being mentored by an experienced classroom teacher and university supervisor. The internship is the second of two internships taken in sequence that will provide the teacher candidate mentorship and supervision for an entire school year.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ARED 490: Clinical Experience and Practicum I

Student teaching is the culminating experience of the Art Education certification program. It provides the student teacher with opportunities to observe professional art teachers on the advanced level and to participate instructionally in the art education programs of the schools. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable with the expectation of continued development of classroom management, teaching strategies, and instructional expertise. The student teacher is expected to plan and teach on both levels. The Practicum is a seminar, scheduled concurrently with the Clinical Experience; during the seminar, students discuss with the university supervisor teaching strategies, classroom management, application of theoretical models, and other pre-professional concerns.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ARED 491: Clinical Experience and Practicum II

Student teaching is the culminating experience of the Art Education certification program. It provides the student teacher with opportunities to observe professional art teachers on the advanced level and to participate instructionally in the art education programs of the schools. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable with the expectation of continued development of classroom management, teaching strategies, and instructional expertise. The student teacher is expected to plan and teach on both levels. The Practicum is a seminar, scheduled concurrently with the Clinical Experience; during the seminar, students discuss with the university supervisor teaching strategies, classroom management, application of theoretical models, and other pre-professional concerns.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ARED 501: Drawing

Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements. (This course is also offered under the FINE 501 designation.) Repeatable up to 12 credits.

ARED 502: Printmaking

Visual expression in a variety of printmaking techniques are explored. Among the techniques investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied. (This course is also offered under the FINE 502 designation.) Repeatable up to 12 credits.

ARED 503: Painting

This course provides for experimentation with painting media, with emphasis upon development of individual style. (This course is also offered under the FINE 503 designation.) Repeatable up to 12 credits.

ARED 504: Graduate Sculpture

This course is an advanced study in specific materials, processes, and concepts in the creation of sculptural form. (This course is also offered under the FINE 504 designation.) Repeatable up to 12 credits.

ARED 505: Photography

Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology. (This course is also offered under the FINE 505 designation.) Repeatable up to 12 credits.

ARED 515: Womens Issues in Arts

This course will provide an overview of women's creative achievements, experiences and status in the visual arts. The focus of this course is on gender; however, issues relating to the intersections of gender with race, class, national origin, ethnicity, age, and sexual orientation will also be discussed. As well, the course will explore the portrayal of women and the way in which cultural definitions of gender shape women's aesthetic expression. This is an advanced level course open to graduate students interested in women and art. This course will require substantial reading and critical responses in

written, verbal, and visual forms. (This course is also offered under the WGST 515 designation.)

ARED 517: Art Criticism

This course concerns the methods of argument and language analysis as they apply to reasoning about the visual arts. The students critically assess the writing of contemporary critics and examine the theories of art and criticism upon which such writing is based. Students also refine their verbal and written critical skills as they attend to original works of art. This course is repeatable for up to 9 credits. (This course is offered under the ARCR 517 designation.)

ARED 522: Perspectives in Art Education

This course focuses on contemporary and classical theoretical readings in the field of art education. An examination of the historical antecedents, theoretical bases, cultural influences, and curricular implications of various contending contemporary approaches to the practice of art education. (Repeatable to 6 semester hours)

ARED 523: Assessment in Art Education

Major theorists in the field of assessment will be studied. A specific focus will be developed around those theorists who address evaluation in the visual arts. The essential principles of art education as they relate to aesthetic assessment will be articulated. Techniques for evaluating the artistic process, appraising art, and assessing broad-based art content in relation to the goals of art education will be provided. Attention to curriculum and the design and implementation of evaluation instruments including content testing for assessment of affective and cognitive learning in art will be developed.

ARED 525: Current Issues in Art Education

The particular needs of individual teachers, schools, districts, and/or intermediate units are addressed. The content deals specifically with identifying basic instructional problems and needs in the arts and analyzing current issues in art aesthetic education. Attention will be given to any multi-cultural influences which may need to be reflected in instructional planning. Emphasis will be placed on an examination of contending theories as they relate to those problems. Students will have the opportunity to design and implement strategies to meet individual program needs. Repeatable up to 9 credits.

ARED 526: Differentiating Instruction Through Art

This course will provide an introduction to the philosophy of differentiated instruction and address the complex challenges of engaging diverse learners. The theories, research, and assumptions underlying differentiation will be examined, and applied to the implementation of successful differentiated instruction. Students will gain expertise making practical and flexible instructional decisions that help create a standards-based learning environment where all students can thrive and achieve in and through arts.

ARED 532: Teaching Art in Alternative Settings

This course introduces and examines educational theories, and practices as they are implemented in alternative educational settings such as non-school settings (e.g. correctional settings, retirement centers), non-traditional or non-public school settings (e.g. cyber schools, charter schools), alternative arts venues, museums, non-profit organizations and community-based organizations and alternative art venues in relationship to art education. A range of issues, strategies, perspectives and theories associated with teaching sites will be explored through reflection responses, critical/reading responses, field experience, and seminar discussions.

ARED 535: Integrated Curriculum in the Art Classroom

This course introduces and examines the history, theories, goals, and practices for integrating diverse disciplines with art education curriculum. The course offers exploration of meaningful, natural, and significant interdisciplinary or cross-disciplinary connections between art and no-art subjects. Through reflective responses, critical/reading responses, field experience, and seminar discussions the students will learn how to develop substantive connections between the arts and other subject areas and explore a range of issues, strategies, perspectives, theories, and resources associated with making interdisciplinary connections for teaching an integrated art curriculum.

ARED 536: Art Curriculum

Students will study the theory of curriculum and be involved with the construction of practical curricula. An analysis and redesign of art curricula of actual school situations will comprise a major aspect of the course. Contemporary curriculum models will provide a basis for making judgments of these curricula. Special attention will be given to the theoretical assumptions embedded in the Pennsylvania Department of Education Standards Aligned System.

ARED 541: Teaching Contemporary Art Issues

This course is designed specifically for art teachers in the field but also is well suited for any graduate student interested in contemporary art and issues. This course exposes teachers to the work of contemporary artists and explores meanings generated from the content of the work in order to make connections to current issues and how that can inform and guide our teaching practices in the art classroom. Instruction includes readings, discussion, lecture, slide/video presentations, on-site visits to galleries/museums/artist studios, and developing units of instruction that are put into practice as the semester unfolds. Integrating art with other subject areas is encouraged for connected learning. Course assignments are expected to align with the teacher's current levels of teaching (elementary, middle/junior high, high school). No prerequisite required. Repeatable up to 9 credits.

ARED 542: Weaving and Textiles

A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design. (This course is also offered under the CRFT 542 designation.) Repeatable up to 12 credits.

ARED 546: Jewelry and Metalcraft

Expressive personal and functional forms in jewelry and metalcraft are created. Students will elect activities involving cutting and setting and setting of stones, as well as carving, forging, casting, raising and forming. Materials used will include various metals, woods, plastics, enamels, and stones. The history of jewelry and metalcraft is also studied. (This course is also offered under the CRFT 546 designation.) Repeatable up to 12 credits.

ARED 556: Curricular Applications in Art Education

This course addresses the application of curriculum theory in the design of instructional strategies and materials for use in traditional and/or nontraditional arts education settings. Students will develop arts and interdisciplinary materials to be used in conjunction with actual and virtual museum collections, gallery exhibitions, performances, conferences or other arts-related events. Repeatable up to 9 credits.

ARED 560: Leadership in Art Education

Centered around the necessity of providing leadership in the arts and in art education, this course explores knowledge, attitudes, and skills implicit to administration roles. Lectures, workshops, and seminar situations are used when considering (1) theoretical and practical aspects of program implementation, (2) personnel, (3) cultural diversity and resource, and (4) physical plant.

ARED 561: Introduction to Arts Administration

This course provides students with a broad overview of the field of arts administration. Through interviews, case studies, and organizational theory, students will develop a framework for understanding the profession. Students will be introduced to the Association of Arts Administration Educators (AAAE), the professional association for arts administrators. The AAAE's standards will provide a framework for discussing case studies and student identified observation sites.

ARED 562: Arts and Civic Engagement

This course provides students with an understanding of the role that the arts play in the development of communities. Attention is placed upon institutional and personal initiatives that have contributed to greater civic engagement. The arts will be discussed in terms of their value both as progressive and conservative forces within the social sphere. Considered will be questions such as: How do the arts motivate change within the civic order? Whose purposes for the arts serve as forces for development and growth?

ARED 563: Fundraising and Development in the Arts

This course provides an overview of fundraising and development for an organization. The role of fundraising as a function of management and in relation to the overall strategic plan of arts organizations is explored. Throughout the course, students will examine tools for analysis and techniques for effective fundraising.

ARED 564: Ethical and Legal Issues in the Arts

This course is designed to provide information about the ethical and legal principles that are encountered by arts administrators. The course will feature case studies and legal precedents, and consider topics such as copyright infringement, liability, non- profit regulations, and philanthropic regulations. Students will be expected to frame arguments around case law and moral principles as they consider current issues and topics relevant to contemporary civic initiatives and legal findings.

ARED 565: Developing the Leader in You

This graduate course will provide a foundation to the field of leadership studies and examine both historic and contemporary leadership theories. Leadership studies is relevant in many fields including Art Education and Arts Administration. Throughout the course, the leadership approaches of local and global leaders in various organizational sectors will be examined. Students will self-reflect on their own strengths and weaknesses as leaders and develop personal leadership philosophies and development plans connected to their unique experiences and dispositions.

ARED 566: Internship in Arts Administration

Internship in Arts Administration provides the graduate student with professional experience in an arts organization in connection to arts administration. The internship will be 120 hours per semester.

ARED 570: Selected Topics In Art Education

Students in this course will have the opportunity to explore special topics, issues, and teaching practices related to art education. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ARED 570 up to nine credit hours. Instruction will be lecture/seminar.

ARED 571: Selected Topics in Art Studio

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 2-6 c.h. Students may take ARED 571 up to nine credit hours. Instruction will be art studio. (This course is also offered under the ART 571 designation.)

ARED 572: Selected Topics: Art Seminar

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ARED 572 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

ARED 575: Individual Problems in Art Seminar

This course is oriented to concepts of art around which the individual students would focus their attention and interest in the production or analysis of artistic forms which exist in a multi-cultural society. The students work with the professor to explore possibilities which they are stimulated to pursue and which emerge from personal ideas and research in art-oriented problem areas. Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3
c.h. Students may take ARED 575 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 575 designation.) Repeatable up to 9 credits.

ARED 577: Independent Study

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in art education. The study is expected to diverge from normal course requirements into areas such as studio, art history, aesthetics, and art field work in a school district as they relate to the requirements of a Master's Degree in Art Education. (This course is also offered under the following designations: ART 577, FINE 577.)

ARED 579: Selected Topics: Crafts

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to crafts. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 2-6 c.h. Students may take ARED 579 up to nine credit hours. Instruction will be through art studios.

ARED 581: Response to the Arts

This course is designed to assist the teacher in developing educational experiences in the arts within the contexts of art criticism, art history, the humanities, and aesthetic experience. Emphasis is placed upon the ways critical, historical and other forms of inquiry (e.g. philosophical, sociological, and psychological) can be used to extend an understanding of the arts, aesthetic experience, and their relationship to society. The major emphasis is on the visual arts. Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ARED 581 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 581 designation.) Repeatable up to 9 credits.

ARED 590: Applied Research

(1 credit hour) This course provides directions in application of research methods directly related to the student's paper/project. Instruction is individualized, providing for personalized endeavors (curriculum resource development, models for teaching, etc.) directly applicable to the selected topic. Required of those writing papers.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ARED 591: Methods of Research

This course provides an introduction to a wide-range of research methods and provides graduate students with the knowledge they need to begin the process of collecting, analyzing and reporting data. In addition, students will examine their own research lens and biases and develop the critical thinking skills needed to analyze and comprehend research reports.

ARED 595: Graduate Master's Seminar

This course is a capstone that provides an opportunity for students nearing the completion of their Master's degree to reflect upon and refine the perspectives they have explored throughout their program. Drawing upon the insights and understandings gleaned from their course of study, in addition to research, cohort activities and readings; seminar participants will create integrative responses that documents their professional growth and development up to this point. Students will also consider further implications for their continued practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Art

ART 503: Thesis

Thesis

ART 525: Current Issues In Art Education

Analysis of current issues in art and aesthetic education with particular attention to the needs and concerns of teachers, schools and broader educative community. Identification of basic instructional problems and examination of theory related to them.

ART 527: Creative Wood Design and Techniques

Practical application of woodworking techniques emphasizing innovative design. Knowledge of the material, use of necessary machinery, and the study of wood as it relates to our esthetic senses. Functional as well as nonfunctional forms.

ART 530: Drawing Seminar

A study of drawing concepts directed toward further development of personal graphic statements. Repeatable up to six credits.

ART 540: Weaving and Textiles

A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design.

ART 551: Printmaking

Visual expression in a variety of printmaking techniques are explored. Among the techniques investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied.

ART 560: Painting

This course provides for experimentation with painting media, with emphasis upon development of individual style. Repeatable up to six (6) credits.

ART 561: Ceramics

This advanced exploration of clay as a plastic medium for expression stresses an awareness of traditional as well as contemporary approaches to ceramics. Studio investigation is directed toward the understanding of technical and conceptual considerations of functional and non-functional clay objects. Repeatable up to 12 credits.

ART 571: Selected Topics in Art Studio

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 2-6 c.h. Students may take ART 571 up to nine credit hours. Instruction will be art studio. (This course is also offered under the ARED 571 designation.)

ART 577: Independent Study

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in art education. The study is expected to diverge from normal course requirements into areas such as studio, art history, aesthetics, and art field work in a school district as they relate to the requirements of a Master's Degree in Art Education. (This course is also offered under the following designations: ARED 577, FINE 577.)

Biology

BIOL 435: Advanced Genetics

Current knowledge of the nature, properties, transmission, interaction and variation of hereditary materials, and their significance for the development, expression and evolution of the characteristics of organisms.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

BIOL 440: Evolution

This course examines the theory of evolution by natural selection and its implications for the evolution of organisms. The course covers the history of Darwin's theory as well as modern formulations that incorporate current knowledge in genetics, molecular biology, population biology, paleontology, biogeography, and systematics. Other topics include the evolution of sexual reproduction, the evolution of behavior, the mechanisms of speciation, the main events in the history of life, and applications of evolutionary biology in agriculture and medicine.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

BIOL 447: Immunology

Infectious diseases of man, their cause, treatment, and control with emphasis on the theoretical and practical aspects of antigen- antibody systems, serology, and antibiosis.

BIOL 457: Systematic Entomology

Taxonomic characteristics of important insect families especially those of the major orders. Emphasis will be placed on species of environmental importance and those which illustrate biological concepts. (Not a field course.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

BIOL 460: Cancer Biology

This course is designed to delve deeply into the molecular mechanisms of cancer biology with an emphasis on scientific discovery. Identifying the causes of cancer and the molecular changes associated with cellular transformation are important components of this course. A weekend field trip to our regional cancer center and diagnostic laboratory may be included in this course. The Cancer Biology course will build on the knowledge and skills acquired in Molecular and Cellular Biology.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

BIOL 470: Selected Topics in Biology

Topics in the field of biology or the work of a biologist that are of current interest will be selected for in-depth study. The course content will normally change each time the course is offered. The course may be repeated for credit provided that the same topic is not repeated.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

BIOL 501: Seminar

This is an introduction to the evaluation and presentation of research data and projects and related aspects of scientific intercourse.

BIOL 502: Biological Research

This is a course to develop scientific creativity through supervised research and unique investigations.

BIOL 510: Ecology

Lectures on the reciprocal interactions of plants, animals, and habitats. The character and qualities of common ecological habitats, plant-animal distributions, communities, succession of communities with time; ecological units, biomes, problems of applied ecology and organic conservation. The laboratory field-work covers the dynamics of the local ecological units: series, aspection, dominants, climaxes, terrestrial and aquatic.

BIOL 512: Field Biology for Elementary Teachers

Field and laboratory experiences in the natural sciences are designed specifically for the teacher of elementary science. This includes field identifications, collection, preservations, and use of living materials from the local environment.

BIOL 515: Comparative Plant Morphology

Selected aspects of systematics, morphology, reproduction, and phylogeny of representative species of psilopsids, lycopsids, sphenopids, ferns, gymnosperms, and angiosperms, both living and fossil, are studied.

BIOL 561: Advanced Molecular Biology

A detailed description of structures and basic functions of the molecules of biological systems is undertaken. The demonstration of the relationship between structure and function at the molecular level is shown.

BIOL 580: Selected Topics in Biology

Topics in biology of a timely nature, highly specialized, in response to new developments in biology, and/or topics requested by special interest groups will be presented.

Business

BUSN 501: Introduction to Quantitative Decision-Making in Business

This course will provide students entering the Business Decision-making Graduate Certificate without an undergraduate Business degree (or who completed their undergraduate Business degree in the distant past) with preparation in the fundamental concepts of business, enabling their success in the Certificate (or, MBA core) courses. The primary areas of focus are financial accounting, finance, and economics. The Financial Accounting module will cover interpretation and utilization of the three primary financial statements, the difference between cash and accrual accounting, and basic double entry procedures for recording transactions. The Finance module will cover the fundamentals of Time Value of Money, including the Present Value of future cash flows (Discounted Cash Flow analysis), the calculation of Net Present Value used in Capital Budgeting, and the valuation of the Capital Structure components stocks and bonds. The Economics module will cover the basics of the capitalism model, the fundamental relationships between supply and demand, and the key concepts of cost, scarcity and efficiency.

BUSN 520: Health Services Administration

This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community

and its environment are examined to determine how they impact Health Services Administration. Healthcare is a major industry in this region, and graduate courses will help them fill their needs for executives and upwardly mobile managers in the Healthcare field. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, traditional healthcare and integrative healthcare options, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services.

BUSN 560: Legal Environment of Business

This course is designed to study the nature of the corporation and other forms of business organizations and the legal problems they face, including the rights and powers of managers to their organizations, to investors, to creditors, to government, and to the public. Also covered is the application of the Sherman, Clayton, and Federal Trade Commission Acts to interstate commerce, collective bargaining, legislation, organization, operation and liquidation of corporations, taxation regulations, and contract law. The course is conceptual and case-oriented.

BUSN 571: Selected Topics

Selected Topics.

BUSN 572: Managing Enterprise Information Technology

The course covers management of hardware, software, commercial applications, custom developed applications, telecommunications (including LAN, WAN and networking) as well as the processes that govern information systems. Students will learn how to distinguish between a good technology decision and a poor technology decision. This course will also introduce the students to the technology map and the information technology infrastructure in organizations. This enables business professionals without a technology background to identify the various types of information technologies available and make appropriate purchasing decisions.

BUSN 580: Independent Study in Business Administration

Directed independent study, research, or work-related projects. Supervision to be undertaken by the graduate faculty. Area of concentration will be appropriately related to the M.B.A. and the special interest of the student.

BUSN 591: Applied Capstone

This course requires the students to apply the body of knowledge acquired in the MBA program through an experiential learning project. This course takes the point of view of decision-makers to view the organization from an overall perspective in the context of the firm's internal and external environments. With the facilitation of an instructor and mentors, students will communicate with clients, collect information, analyze data, specify options, and draft the final proposal to clients in a professional manner.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

BUSN 592: Enterprise Resource Planning and Integrated Business Processes

This course introduces Enterprise Resource Planning (ERP) software and discusses how the key business processes (including material planning, procurement, and fulfillment) of a business are executed in such a software. The course also discusses how to build and connect analytical dashboards

to an ERP to enhance the decision-making capabilities of the ERP. In a business simulation game, teams of four to five students run their businesses in a market by using an ERP software. During the game, the students of a team play different roles (including Planning Manager, Logistics Manager, Stock Manager, and Sales Manager) in the business. The objective of the teams in the game is to maximize their companies' valuations. By utilizing various reports (including pricing, financial, and inventory) from the ERP software, the teams develop and improve their business strategies and execute their business processes. In the initial rounds of the game, the teams compete without analytical dashboards. In the later rounds, analytical dashboards are developed and connected to the ERP to enhance its decision-making capabilities.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Chemistry

CHEM 470: Selected Topics In Chemistry

This course provides students with an opportunity for in-depth study at an advanced level of topics that are of current interest in the field of chemistry. The format of the course will vary to best address the educational goals as they relate to the selected topic. This course may be repeated for up to 6 credits provided the same topic is not repeated.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Counseling Psychology

CNPS 511: Inferential Statistics and Research Design

Probability theory, nonparametric statistics, and parametric statistics, including such techniques of analysis of variance as multifactor randomized group designs, repeated measures designs, and mixed designs are studied.

CNPS 540: Group Counseling and Psychotherapy

This course is an objective study of various theories and the dynamics of group counseling. There are small group experiences to provide insight into leadership and membership roles in group counseling and group therapy. Active participation as a group member is expected.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Communication Design

CODS 501: Personal Exploration Seminar

This course will allow each MFA candidate to explore individual style, projects, visual techniques, academic, social, cultural interests and intellectual content that has personal meaning to the student. This course will focus on personal creative design exploration. Coursework will emphasis individual visual/creative experimentation and projects created and authored by the student. The MFA candidate will challenge him/herself to resolve complex problems in advertising, interactive, illustration, graphic design and/or other design-related fields in the student's own unique style. This course will require research, visual and conceptual investigation towards the development of the MFA candidate's own voice. Significant analysis will be needed to design the materials for the appropriate target audience.

CODS 502: Professional Exploration Seminar

This course will allow each MFA candidate to review and evaluate his/her concepts, knowledge and skill set and to focus forward to explore new areas of interest that could be utilized in professional practice. Each MFA candidate will be researching advertising design, illustration design, interactive design, graphic design and/or other design fields. Each MFA candidate will select an area for further professional development.

CODS 503: Graduate Seminar: Unconventional Typography

Typography is the art of utilizing letterforms to communicate, to influence and to interpret ideas. Each MFA candidate will explore new and historical interpretations of expression through typography. Emphasis will be placed on expressive typography and experimentation with type. The MFA candidate will use both historic and innovative typographic techniques and media to create unique typographic communication. Typography will be used to communicate as both art and message through experimentation, photography, innovative media, kinetic type, time-based type, expressive artistic creation and computer manipulation. The MFA candidate will be responsible for the research, conception, creation, and manipulation of letterforms in a creative project.

CODS 504: Graduate Seminar: Design Pioneers

Designers are social commentators of their time. We create in response to the events that are happening around us. A design pioneer is someone who has transformed, or is currently transforming the design industry through his/her aesthetic sensibility, media used and/or technological innovation. This course will assist each MFA candidate in a journey of self-discovery to identify his/her own design influences. Design Pioneers examines graphics designers and movements that are of specific interest to the MFA candidate. This course emphasizes creating a visual project to personally interpret the ideas and concepts presented by past and present design pioneers.

CODS 505: Graduate Seminar: Emerging Media

This seminar will focus on emerging technological advancements as they relate to the Communication Design industry and design-related fields. Each MFA candidate will analyze how emerging technologies are used to complement and enhance existing methods of communicating for the creation of media solutions. The course content will delve into the newest technologies relating to print, film, video, photography, computer applications and other devices that are moving from experimentation to being adopted by a mainstream audience. Each MFA candidate will create a content message that can be delivered via emerging media technologies and media.

CODS 506: Graduate Seminar: Contemporary Topics in Communication Design

This graduate seminar will focus on current and emerging issues in the design industry as a whole. The course content will require research into topics or issues being widely discussed in relevant publications, conferences, professional groups and through broad online community of design and design-related professionals. The research topic areas may span many different disciplines such as advertising, graphic, interactive, industrial, and product design as well as other areas yet to be added to the design field through new technological innovations. The research generated by each MFA candidate will then be transformed into a meaningful and appropriate form that communicates a position, educates a targeted audience and/or raises professional or public awareness of the design related topic or issue.

CODS 507: The Graphic Design Experience

This course is an overview of the field of Graphic Design building on the foundations of conceptual thinking, visual/verbal synergy, typography and visual hierarchy and the history of graphic design. Students will combine format, layout typography, materials, design elements and imagery to create a visual gestalt.

CODS 508: The Advertising Design Experience

This course is the study and application of the fundamentals of advertising, with emphasis on the total campaign as it applies to consumer product advertising and/or non-profit/corporate institutional advertising. Emphasis will be placed on accurate communication of the advertiser's message through appropriate development of concepts, words and visuals which reflect strategy, positioning and brand voice.

CODS 509: Interactive Design for the Art Education Classroom

This course will introduce Art Education/Professional graduate students to the study of interactive design fundamentals, practices and technologies as they are used to support and enhance teaching.

CODS 510: The Sequential Illustration Experience

This seminar is designed to introduce students to the exploration of a visual narrative, and creating a thematic collection of personal images in sequential form.

CODS 511: Graduate Research Project I: Research Studies

Research Studies will assist students in identifying a thesis topic suitable for long-term development. The MFA candidate will be guided through proposal writing and editing, thesis research, and media exploration. The MFA candidate will be required to fully research and present his/her findings in writing to the Thesis Advisor and the MFA Graduate Review Committee for defense and approval. His/her research findings will serve to expand the field of Communication Design. Ultimately the thesis is submitted as a written document supported by visual examples.

CODS 512: Graduate Research Project II: Creative Studies

Creative Studies will be the exploration and development of a media-appropriate, information-based project. The course emphasizes exploring alternative methods and media to best communicate the written thesis material. The MFA candidate will continue researching and finalizing his/her thesis. The MFA candidate will also determine the visuals, messages, campaigns, illustrations, photography, etc. appropriate to communicate his/her thesis topic. The MFA candidate will be required to submit and present a thorough plan for the production, presentation and exhibition of the finding of the thesis research to his/her Thesis Advisor and the MFA Graduate Review Committee for defense and approval.

CODS 513: Graduate Research Project III: Production/Presentation/Exhibition

Graduate Research Project III: Production/Presentation/Exhibition will be the production, defense and presentation of a unique final exhibit displaying the process, creative thesis project and findings of his/her thesis research. This exhibition is the culmination of research, development and visual work created during the previous two theses courses, CODS 511 Graduate Research Project I: Research Studies and CODS 512 Graduate Research Project II: Creative Studies. There are three components to this class. First each MFA candidate will produce a final creative project communicating the findings of his/her thesis research. Second, each MFA candidate will present his/her work through a public lecture, gallery talk and/or podcast. Third, each MFA candidate will develop a method of exhibition that is relevant to the topic of his/her thesis. The body of work could be showcased at the Miller Art Gallery, in

appropriate alternate spaces on campus, in the community, online or any combination of exhibition methods. Each MFA candidate will produce the exhibition itself including supporting materials and the finished creative work. Each MFA candidate will also be responsible for submitting the final research and exhibition for professional publication and/or presentation at a design-related conference so that it reaches a broader audience beyond the venue of the Kutztown University campus. The MFA candidate will be required to communicate and present the creative thesis project and final exhibition plan for approval to the Thesis Advisor and the MFA Graduate Review Committee for defense and approval.

CODS 514: Graduate Independent Study

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in Communication Design field. The study may diverge from normal course requirements into areas such as a specific studio art, art history, aesthetics, and other fields as they relate to the requirements of an MFA in Communication Design. An MFA candidate may register for this course more than once.

CODS 515: Graduate Workshop: Emerging Media Campaigns

This course will be a study of the ways in which companies and non-profit organizations promote their products and causes to consumers and donors using events, product placement and social networking. Social networking is a relatively new phenomenon that was made possible by the popularity of social networking web sites such as Facebook and Twitter, and hand- held devices including cell phones and smart phones. Product placement has been in existence since Hershey agreed to allow Reese's Pieces to be used in the movie E.T. Sporting events are notorious for selling space in arenas to promote the types of products that would interest their fans. The immediate need of help for Haitian earthquake victims was met by technology that allowed cell phone users to text a donation directly to the Red Cross. Emphasis will be placed on how to reach the appropriate target audience, with each type of advertising, in order to promote products, corporations and non-profit organizations. A minimum of 6 hours of work outside of class is required per week.

CODS 516: Graduate Communication Design Studio

The emphasis of Graduate Communication Design Studio is the continued development and execution of visual solutions to relevant design problems within the context of Communication Design. Students are expected to set higher goals and achieve a higher level of sophistication in successive levels of this studio. Specifically, students will develop their personal imagery, technical ability and increase their knowledge of relevant processes and techniques. At the more advanced levels of studio, students will increasingly be expected to pursue publication and opportunities to exhibit their work through exhibitions, competitions and public venues.

CODS 517: Graduate Research Project

Graduate Research Project will be the production and presentation of a unique final presentation of the creative Graduate Research Project. This project is the culmination of research, development, and visual work creation in the candidate's chosen design specialty. The candidate will develop a method of presentation that is relevant to the topic of the Graduate Research Project. The work could be showcased in a lecture, video, online, in the community, or other appropriate forms.

CODS 550: Graduate History of Graphic Design A

The historical development of graphic communications as applied through graphic design, including, typography, advertising design and illustration, from pre-historic times through the 19th century. Emphasis is on the search to give visual form to ideas and concepts and to bring order and clarity to

information dissemination.

CODS 551: Graduate History of Graphic Design B

Graphic design, advertising design and illustration matured in the 20th Century into recognized professions. This course emphasizes the search to give visual for to ideas and concepts as created within these professions and to delineate how these professions bring order and clarity to information dissemination.

CODS 552: Design Technology

This course will introduce graduate students to the use of technology, including Adobe Creative Cloud, as it relates to design principles and practices. Through demonstration and practice, students will learn how to use various technologies to support professional applications.

CODS 553: Design Principles and Practices for Educators

This course will introduce graduate students to design principles and practices including ideation, conceptualization, typography and layout, and examine ways to integrate them into their curriculum. Students will investigate the field of graphic design and the role of designer as a visual communicator. Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CODS 556: Graduate Workshop: Art of Humor

This course combines studio work with an historical survey of humorous and satirical art. We consider the history of humor in print and study successful artists working in the field today. Students will explore their own strategies for new artists entering the field of humorous illustration, such as graphic novels, web comics, zines, and print-on demand publishing. This course may be taught as a half-semester course of a full semester course. A minimum of 6 hours of work outside of class is required per week.

CODS 557: Graduate Workshop: Typeface Design

This course is an in depth study of the issues and process of designing Roman letterforms. The design of typefaces will be presented from both an historical and contemporary perspective. Designing letterforms for a variety of applications will be discussed. Students will develop and design a series of letterforms while considering both structure and purpose. This course may be taught either as a half semester of as a full semester course. A minimum of 6 hours of work outside of class is required per week.

CODS 559: Graduate Workshop: Design for the Greeting Card, Stationary and Gift Industry

Design for the Greeting Card and Gift Industry prepares students in all disciplines of Communication Design to cultivate marketable skills and develop directed portfolio work for this specialized area in Communication Design. This course gives students opportunities to apply design, illustration and interactive skills in the creation of concepts and imagery for print, dimensional and digital products for the greeting card, stationary and gift industry. This course may be taught as a half- semester course of a full semester course. A minimum of 6 hours of work outside of class is required per week.

CODS 561: Graduate Workshop: Restaurant Graphics

This course combines an analysis of existing restaurants and menu graphics combined with students' conceptualization of an innovative restaurant. The students examine themed restaurants and their

success and novelty. Students design the graphics for the total restaurant environment. A minimum of 6 hours of work outside of class is required per week.

CODS 566: Graduate Workshop: Motion Graphics

Motion Graphics studies the design of time-based graphics and incorporates kinetic type theories, sound usage, video and film production techniques and traditional and digital animation techniques. This course may be taught as a half semester course or as a full semester course. A minimum of 6 hours of work outside of class is required per week.

CODS 567: Graduate Workshop: Package Design

This course combines studio work with an historical survey of package design and trends. We consider the history of package design and study current packaging trends, materials and methods. Students will explore their own applications of package designs for consumer goods, boutique items and the food industry. A minimum of 6 hours of work outside of class is required per week.

CODS 581: Graduate Design Seminar: Corporate Publications

This course combines studio work with a survey of corporate publications and trends. We consider the design of capabilities brochures, annual reports, promotional publications, catalogues and quarterly reports. Students will explore their own designs of these types of publications. A minimum of 6 hours of work outside of class is required per week.

CODS 582: Graduate Design Seminar: Identity Systems

In this half-semester course, students will learn to assess the goals, initiatives, missions and values of a client and communicate the essence of their business visually through semiotics, typography, color and design. In addition to creating a corporate identity, they will learn to apply this identifier to create a brand. Students will learn about the impact of branding in which the company's visual identity is placed in various environments in ways that communicate the characteristics of organization. A minimum of 6 hours of work outside of class is required per week.

CODS 583: Graduate Advertising Seminar: Non-Profit/Corporate Institutional

This half semester Graduate Seminar in advertising is a continuum of the study of advertising with emphasis on the total campaign as it applies to non-profit and corporate/institutional or case advertising. A minimum of 6 hours of work outside of class is required per week.

CODS 584: Graduate Advertising Seminar: Consumer Product Advertising

This half semester graduate seminar in advertising is a continuum of the study of advertising with emphasis on the total campaign as it applies to consumer product advertising. A minimum of 6 hours of work outside of class is required per week.

CODS 585: Graduate Interactive Seminar: Current Practices

This course will focus on current best practices in the web design field. Web design is technology-based and hence changes rapidly as those technologies change. Students will design web projects using all of the skills learned in the prerequisite courses, but with an emphasis on techniques and practices on the forward edge of web technology and design. A minimum of 6 hours of work outside of class is required per week.

CODS 586: Graduate Interactive Seminar: Internet and Web Applications

This course will focus on the design and implementation of web-based applications. Students will create functional applications for a variety of purposes such as games, educational apps, and productivity apps with a focus on visual design of content and interface. Students will use a range of current and evolving technologies including HTML/CSS, HTML5, JavaScript, PHP and/or other application development environments for mobile devices. A minimum of 6 hours of work outside of class is required per week.

CODS 587: Graduate Illustration Seminar: Visual Essay

The graduate seminar involves creation of a thematic collection of personal images in the form of a visual essay. The term "visual essay" implies in-depth research into a faculty approved topic with expectation of creating a cohesive series of pictorial images. While the visual essay may include original text a substantial portion of the essay must be illustrated with original imagery. A minimum of 6 hours of work outside of class is required per week.

CODS 589: Graduate Illustration Seminar: Developing a Personal Style

Students will create a unified body of work to be used as the basis for a professional illustration portfolio. Individual artistic expression will be encouraged. The process and the approach to creating a professional illustration will be explored. Students will learn of different illustration markets appropriate to their individual style. This course may be taught as a half-semester course or a full semester course. A minimum of 6 hours of work outside of class is required per week.

CODS 594: Graduate Internship

Internship provides the graduate candidate with professional experience in an established design firm or company design department. The student will be given the opportunities and experiences of an entry level employee at the internship partner. The experience will be a minimum of 120 hours. This course is repeatable up to a maximum or 6 credits so that the student may gain work experience in more than one niche of design they may be considering entering into.

Counseling and Human Services

COHS 505: Creative Approaches in Counseling

This course will examine the use of creative approaches in counseling. Particular attention will be given to the neuroscience of creativity, imagery and visual art, music, literature, drama, play and humor, movement, and makerspace. Each of these forms- individually and in combination-is helpful in working with and understanding clients and ourselves. Students will be given an opportunity to reflect on how they might use creative approaches in their work with clients and with themselves. Specific techniques will be demonstrated through experiential activities in the classroom.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 507: Tests and Assessment in Counseling

This course provides students with an understanding of assessment, evaluation, and measurement in counseling practice. Students examine the development and use of norm-referenced and criterion-referenced assessment measures. In addition, students learn to conduct assessment interviews, performance assessment, behavioral observation, and computer-assisted assessment. Ethical, intercultural, and social justice issues in the use of various assessment methods are central features of

this course. The overall learning goal is the development of critical thinking in the informed use of assessment methods.

COHS 508: Research Methods in Counseling

This course provides students with an introduction to the basic concepts of applied counseling research and program evaluation. Students review descriptive, quasi-experimental, and field-based research methods. In addition, students learn computer applications in the analysis of quantitative and qualitative data. Ethical, intercultural and social justice issues in research are central features throughout the course. The overall learning goals for this course are the development of critical thinking in planning and evaluating research.

COHS 509: Advanced Research Theory and Methodology

This course provides students with a continuation of advanced concepts of applied research typically found in advanced counselor education programs and in the human service field. Students review various methods of quantitative, qualitative and mixed methods research techniques and methodology. In addition, students will participate in a lab experience where they will learn to use MiniTab statistical package and Atlas.TI in the analysis of quantitative and qualitative data. Publication, ethics, and APA formatting issues in research manuscript creation are central features throughout the course. The overall learning goals for this course are the development of applied research skills, interpretation of advanced statistical analytics in published research, and submission standards for journal manuscripts and conference presentations. The capstone research project created by the students will include either the creation of a manuscript for submission to a selected counseling journal or creation of a research presentation that will be submitted to a professional counseling conference for presentation. Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 510: Diagnosis and Treatment Planning in Counseling

This course addresses the counselor's role in diagnostic screening, assessment, and treatment planning, and reviews the historical, political, sociocultural, behavioral, and research contexts for DSM diagnosis. Students develop the skills needed for making differential and co-morbid diagnoses and treatment plans, and for understanding medication uses, side effects, interactions and contraindications.

COHS 515: Foundations of Play Therapy

This course provides students with a basic understanding and a foundational knowledge base of the key tenets and concepts of several major theoretical approaches to play therapy. Topics presented include the history and development of play therapy, the techniques, strategies and clinical skills of the major theoretical approaches to play therapy, and the application of play therapy approaches to child, adolescent and family counseling and therapy. The course emphasizes both in-class experiential activities and extensive readings and research.

COHS 518: Professional Orientation and Ethics for the Mental Health Professional

This course focuses on professional and ethical standards of counseling practice. Historical and philosophical influences, along with current trends and emergent issues relevant to mental health counseling are discussed. Professional counselor roles and functions are examined. Reviews professional organizational standards, the credentialing process, and counselor licensure guidelines. Public policy, practice, and advocacy issues related to counseling are explored.

COHS 519: Intercultural Issues in Counseling

This course is designed to provide the counselor in training with an introduction to the theory and techniques of counseling persons from differing cultures. The course will focus primarily on understanding cultural issues related to counseling and community mental health service delivery. To facilitate this objective, a review of the following, as related to cross-cultural populations, will be provided: counseling theory, counseling processes and outcomes, counselor role and attitude, counseling skills and interventions. Orientation to counseling specific cultures will be provided. Current cross-cultural counseling issues and research will be reviewed.

COHS 521: Neuroscience for Counselors

This course focuses on an introduction to neuroscience research and interventions for counselors. Philosophical and theoretical underpinnings of neurocounseling, along with current trends and emergent issues are discussed. The course will review the structures, systems and functions (i.e. neurobiology) of the brain. Counseling theories including psychodynamic, behavioral approaches, humanistic approaches, and constructivist approaches are explored in relation to neuroscience research. Disorders such as anxiety, depression, stress, addictions and substance use are discussed in relation to neurocounseling best practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 522: Professional Orientation and Ethics for School Counselors

The purpose of the professional orientation course is to provide an overview of the development and current status of the role and function of the counselor in the school setting. Counselors-in-training will acquire the skill required to successfully understand and perform duties of the school counselor through: 1) study of ethical guidelines for school counselors set forth by the American School Counselors Association (ASCA), 2) exposure to the practice of school counselors as counselors, consultants and coordinators in the education setting, 3) review and evaluation of developmentally appropriate K-12 guidance and counseling curriculum, 4) creation of a statement of philosophy and rationale for guidance and counseling programs, 5) participation in experiential activities, 6) observation of school counselors in the field, and 7) reading and discussion of practices in regular and special education, and 8) identification of strategies and programming for students at-risk. The ASCA ethical standards establish the boundaries for ethical and professional functioning as a counselor in the school setting.

COHS 528: Seminar in Marital Therapy

The student will acquire a working knowledge of clinical skills in marital relations and marital therapy, which will include marital dynamics, models of marital functioning, dysfunctional relations, and models for intervention. The seminar will be a combination of lecture, discussion, research, review, videotaping, and clinical practice.

COHS 530: Fundamentals of Counseling

This course presents the foundations and techniques of individual and group counseling. Included are operational approaches, tools, and related procedures; the philosophic bases, characteristics, and barriers of helping relationships, as well as psychological principles underlying the counseling process; procedures for studying the individual; the organization of a counseling program; and the evaluation of counselors and counseling.

COHS 531: Brief Counseling

This course is designed to provide a general overview of brief counseling, in particular, solution focused brief counseling. Through discussion, interactive lecture, audio visual presentation, and experiential activities, students will gain an understanding of the theory and skills underlying the successful implementation of a solution focused brief counseling model.

COHS 532: Trauma Counseling

This course introduces the National Child Advocacy Center (NCAC) coordinated, multidisciplinary team approach to child abuse prevention, and clarifies legal, ethical and professional responsibilities pertaining to suspected and reported abuse. Students learn to assess and diagnose Post Traumatic Stress Disorder (PTSD), apply effective treatment methods, and critically review trauma therapy research. The course covers child, adolescent, adult, couples, and family therapy practices, as well as treatments for traumas associated with crimes, war, medical conditions, accidents, disasters, and terrorism. Students research a selected topic in the core assignment.

COHS 535: Career Counseling Issues Across the Life Span

This course provides students with an introduction to career and work-related issues that occur over the life span. Students review the theories and stages of career development, various career assessment and planning methods, models of career decision making, and career information services. In addition, students learn to address the complex interaction of career and personal issues, including the changing nature of work, the importance of family and community in decision making, and the interplay of human diversity in job choice and employment opportunity. The overall learning goal for this course is the integration of career and work-related issues into the counseling process of individuals at all stages of life.

COHS 538: The Addicted Family

This course is designed to examine addictions and the addicted family from the perspective of co-addiction shared among family members. A research and clinical perspective will be provided.

COHS 540: Role of the Counselor in Educational Settings

The purpose of this course is to provide Counselors-in-Training with the conceptual framework for working with diverse learners and English language learners (ELL), Counselors-in-Training will acquire the knowledge and skills required to understand and perform the duties of the counselor when working with diverse learners as defined by the American Counseling Association, the American School Counselor Association (ASCA) and the Pennsylvania Department of Education (PDE). PDE outlines the competencies required in Chapter 49 guidelines regarding the accommodations and adaptations for diverse learners that inform the work of the counselor. Specified duties of the counselor included in these guidelines are to: 1. promote a positive educational environment through counseling, consultation and collaboration, 2. collaborate and consult in the provision of accommodations and adaptations for diverse learners and ELL students in all areas of academic, personal, and career development, 3. utilize data to generate program development and direct the use of evidence-based intervention with all students, 4. understand the legal rights and responsibilities of the counselor related to diverse learners and ELLs, 5. assist in the screening, assessment, and identification process for students with special learning needs. In the course, we will give an overview of the components of the educational process to consider when attempting to meet the needs of diverse and English language learners. We will, initially, examine some of the characteristics of effective teaching. Once counselors gain an understanding of those characteristics, they can more effectively plan, not only their own interventions and/or guidance lessons within the classroom, but also assist members of the multidisciplinary team when planning to accommodate or adapt for diverse and English language learners. Best practice recommends the use of evidence-based practices to increase effectiveness. Academic, as well as, emotional and behavioral components must be considered when planning to accommodate diverse learners and English language learners. Therefore, it is important that counselors consider, not only, how to intervene with individual students but also with the student body as a whole. If there is a foundation of building level or district-wide programs that address the emotional and behavioral development of students then individually based interventions are more likely to have a positive impact. Therefore, we will review broader-based concepts and program ideas to address the emotional and behavioral development of students as

applicable in the educational setting. Finally, there are students who will have difficulty achieving success in spite of the use of evidence-based instruction, intervention practices, and supports in the regular education setting. For those students some processes must be in place to identify their need, develop more extensive interventions, and offer specially designed instruction in order to provide the additional assistance to impact on improved behavioral and academic functioning. To gain a better understanding of these processes, we will give an overview of the role of the counselor as it relates to special education, qualified students under the rehabilitation act, and even gifted students.

COHS 541: Counseling Children and Adolescents on the Autism Spectrum

This course introduces counselors-in-training to the mental health needs of individuals on the Autism Spectrum. Students will examine the characteristics of various forms of autism as well as complexity of dealing with autism across the life domains. Students will also learn to develop accommodations, adaptations, and individualized counseling plans using evidence based research and contextual/cultural awareness.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 542: Counseling Children and Adolescents with Mental Health Disabilities

This course introduces counselors-in-training to the needs of children and adolescents with mental health disabilities. Students will examine the characteristics of different types of disabilities and explore the impact that these disabilities have on typical child and adolescent development. In addition, students will learn to develop counseling treatment plans using individually designed adaptations and accommodations, evidence based research, and contextual/cultural awareness.

COHS 544: Contemporary Issues in Marriage and Family Counseling

This course is designed to present the student with an overview of marital and family psychology and dynamics, models of family functioning, dysfunctional relationships, and models for intervention. The course should serve as an orientation course for a specialty concentration in marital and family therapy, and as a general introduction to the specialties of marital therapy, family therapy, divorce therapy, and sex therapy.

COHS 546: Group Processes Seminar

The processes of influencing the behavior of individuals in groups, control of group behavior, and the use of large groups to identify and disseminate information are discussed. Experiential small group experiences are incorporated into the course expectations. Membership in small groups is expected.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 547: Processes and Principles of Counseling and Psychotherapy

This course presents various models of counseling and psychotherapy supervision, including historical, theoretical, developmental, empirical, eclectic and up-and-coming models of supervision. Instructional methods include readings, films, case analysis, practice, live demonstration, lecture and discussion. State and professional organization guidelines for supervision practice will be covered.

COHS 548: Counseling Theories Seminar

The exploration of the counseling process and its relationship to various cognitive, affective, and behavioral counseling theories is analyzed. Principles and procedures of clinical counseling are considered.

COHS 549: SAP - Counseling and the Student Assistance Professional

Provides an overview of the Student Assistance Program (SAP), a school based program, in the Commonwealth of Pennsylvania, including the role and function of school personnel and community professionals who work with SAP teams in the educational setting. Students will learn about the program model in the state of PA and how it functions to mobilize school resources to remove barriers to student learning. Students will gain knowledge of the skills needed by members of the professionally trained student assistance team members who make up the student assistance program. Students will gain an understanding of how members of the SAP team are trained to identify problems (drug and alcohol or mental health), determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

COHS 550: Counseling the Aged

This course examines the theories and strategies for counseling older adults based on counselor understanding of the relationship between demographic aspects, adult development, and aging physiological changes, psycho-social aspects, and counselor functions.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 551: Counseling in an Urban Environment

This course provides an overview of counseling theory and techniques relevant to working with diverse client population, particularly populations in the urban setting. The class will explore a variety of issues which impact on the counseling relationship and improvement of the client, such as poverty, ethnic groups, cultural influence, learning and academic achievement, and drug and alcohol abuse. Counseling experiences both in the educational and community setting will be discussed with special emphasis on best practice.

COHS 554: Counseling and Family Systems

This course is designed to examine the psychology of the family system. The course will include such topics as functional and dysfunctional systems, family life cycles, family interactions, parenting, blended families, family pathology, multi-generational family systems therapy, and family therapy.

COHS 556: Grief Counseling; Contemporary Theories and Techniques

This course will examine contemporary theories of grief counseling and grief counseling techniques across the lifespan. Students will begin the course by reviewing attachment theory, the experiences of grief and the tasks of mourning. After examination of what constitutes uncomplicated and complicated grief class participants will learn about and apply contemporary theories of grief to counseling scenarios. Grief counseling techniques will then be explored in working with individuals, families, and groups with an emphasis on applications for varying ages, stages, and cultures. Online grief and social media grief resources will be investigated for grief support and assistance. Course participants will create a personal grief timeline and construct self-care strategies and resources to assist in being proactive against stress, burnout, and compassion fatigue.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

COHS 558: Structural and Strategic Family Therapy

The combination of structural and strategic family therapy represents the most highly developed of the systems approaches to family therapy. The philosophical and theoretical tenets for each approach will be examined. In addition, emphasis will be placed on strategies and techniques for each approach.

COHS 560: Topics and Issues in Community Counseling

Special offerings on topics and issues such as counseling with special populations, family counseling, death and dying, and behavioral modification in agency settings are presented.

COHS 562: Introduction To Problems Of Addiction

This graduate course is designed as an introduction to both the individual and societal problems of addiction and substance abuse. Course content reviews the diagnosis and treatment of both substance and process addictions through lecture and experiential activities. The course emphasizes strategies that professional counselors may utilize when providing services to individuals with addiction issues. Substance abuse prevention models are also discussed in this course.

COHS 563: Feminism and Counseling

This course will focus on the theory and practice of feminism, gender issues across diverse populations and counseling services. Analyses of the construction of gender and its political meaning is tied to an understanding of the meaning of other characteristics of people, such as race, social class, gender identity and our analysis of how societal relationships work generally (i.e. politics) in varying historical and social contexts. In this course we will look at several feminist theories and their antecedents. Topics addressed in this course include theoretical and applied practices for addressing gender issues across diverse populations.

COHS 565: Human Growth and Development

This course is designed to provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

COHS 573: Chemical Dependence Treatment

In this course, the student will be introduced to the philosophies, policies, and outcomes of the most generally accepted models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance related disorders. Topics include the importance of family, social networks, and community systems in the treatment and recovery process. Students will be introduced to the concept of co-occurring disorders and the respective treatment options for the dually diagnosed and ethical consideration for addiction counselors as set forth by the ACA, DDAP, and NAADAC.

COHS 574: Psychopharmacology and Behavioral/Process Addictions

This course will provide an overview of commonly prescribed medications for psychological disorders with an emphasis on current research and drugs used for those with a diagnosis of addictions or addictions with co-occurring illnesses. Readings and lecture will address how the medications work their uses, and side effects. This interactive seminar offers the opportunity to enhance the students' and clinician's knowledge of their client's medications which will contribute to the success of each client's assessment and treatment. This course will also provide an overview of the history, theory, and current research perspectives in the etiology, assessment, diagnosis and treatment of behavioral/process addictions. Specific attention will be paid to examining the similarities and differences between chemical/substance addictions and behavioral/process addictions. As this course is intended to add to the preparation of the counselor-in-training for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. Respective treatment options for the dually diagnosed and ethical consideration for addiction counselors as set forth by the ACA, DDAP, and NAADAC.

COHS 575: Psychological Trauma and Addiction

This course is designed to teach students how to work with clients who present with trauma and addiction issues. Topics will focus on how drug and alcohol use can mask the symptoms of trauma, how the combination of trauma and addiction manifests itself physically, mentally, and spiritually in the client, and current treatment techniques for working with this population. This course will take advantage of current didactic research-based education as well as experiential activities that lend themselves to integration of conceptual issues and practical application. Students will be introduced to the concept of co-occurring disorders and the respective treatment options for the dually diagnosed and ethical consideration for addiction counselors as set forth by the ACA, DDAP, and NAADAC.

COHS 578: Case Analysis in Marital and Family Therapy

This course is designed to present the students with actual cases. Cases will be drawn from the available literature, instructor cases, and the students' own cases.

COHS 580: Practicum in Counseling

The purpose of the practicum/lecture course is to give students a more in-depth understanding of the counseling process and what promotes effectiveness in counseling by presenting students with the latest research findings regarding best practices in the counseling field. Students in all program tracks will be presented with material on the following topics in order to improve their counseling and/or interpersonal skills: basic counseling skills, multicultural competence, ethical applications, self-development, advocacy and consultation. All program tracks, except Student/Affairs Administration, will also cover: case conceptualization, assessment, and treatment planning. Students will spend some time in the field and their progress will be monitored via classroom interaction. Direct supervision for hours in the field is provided by a counseling or student affairs professional at the field site who is designated as the on-site supervisor.

COHS 590: Supervised Counseling Experience

This course is designed to provide opportunity for students to integrate, apply and refine the skills learned throughout their graduate program. Students will have direct experience and interaction with individuals and groups seeking counseling services. Supervision of these experience takes place on-site and during a weekly seminar and are reviewed through discussion, case studies/presentations, videotape review/instruction, etc. Students are expected to participate in the full range of guidance and counseling services working with a student population of varied background and problem areas by spending the equivalent of 2 full workdays per week at the internship site. Students will acquire a personal knowledge of the school counseling process while developing their professional identity as a counselor. This course can be repeated 3 times for credit and two sections of COU 590 may be taken in one semester.

COHS 594: Field Experience in Clinical Counseling

Field Experience in Clinical Counseling (Internship) is the culminating course work in the Department of Counseling & Student Affairs' M.A. Counseling degree program; encompassing the mental health counseling and the marriage, couple, and family counseling degree tracks. The course is taken for 3 credits in the fall, followed by 3 credits in the spring. Students log 600 hours of supervised practice, including but not limited to: 240 hours of face-to-face contact with clients, a group counseling experience, and other counseling-related duties for 15-20 hours per week on-site and three hours per week in the university- based seminar class. The weekly seminar class involves case conferencing, review of recorded counseling sessions, discussion of professional, ethical, legal and professional identity issues, and assessment and development of professional competencies. Requirements of placement sites, site supervisors, and interns are reviewed in a mandatory orientation meeting held two

spring semesters before internship (during the spring semester prior to practicum.)

Communication Studies

COMM 519: Integrated Marketing Communication Concepts and Practices

This course will introduce students to the principles and applications of integrated marketing communication (IMC). Students will learn the elements of IMC, the benefits of this approach, and how to incorporate IMC principles into professional practice. Through analyses of existing IMC campaigns as well as the execution of individual and group IMC projects, students will recognize the benefits of IMC, develop IMC deliverables, and gain an appreciation of IMC theory.

Computer Science

CPSC 402: Data Structures II

This course is the second course in data structures. It is designed to present the computer science student with further depth of knowledge in a continuation of CSC 237, Data Structures. The course is a study in advanced topics of data structures focusing on their structure, efficiency and application. Data structures introduced or expanded include graphs, sets and trees.

CPSC 411: Advanced Networking

This course deals with the theory, implementation and administration of networks. It is also concerned with the various layers of Internet architecture stack, with concentration on layers 3 and 4. The primary protocols for these layers, Transmission Control Protocol (TCP) and Internet Protocol (IP), will be studied in detail. Network addressing and related protocols will also be covered.

CPSC 415: Design and Analysis of Algorithms I

This course examines the designing techniques and analysis tests for algorithms. Contents include divide and conquer technique, greedy algorithms, dynamic programming, basic search and traversal techniques, and backtracking.

CPSC 421: Web-Based Software Design and Development

This course introduces the students to web-based software design. Using object-oriented techniques, the students will learn how to develop mainly on the client side of event-based web applications. Projects will build off of rudimentary knowledge of event-based design. Those foundations will be expanded upon to create web-based software, including software that communicates over the Internet, and to add multimedia enhancements, including audio, video, and animation. The completion of projects using these features is an integral part of the course.

CPSC 422: Object Oriented Programming I

This course presents the main concepts and components involved in object-oriented development and technology. It presents a comprehensive methodology for program development. The course deals with finding an object-oriented approach to analysis, design, and programming.

CPSC 425: Compiler Design I

Content of this course includes multi-phase translation, lexical analysis, parsing, LL, LR, and LALR parser constructors, error recovery, symbol table organization, static semantic analysis, and the interpretation of formal semantics.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 441: Advanced Information Security and Ethical Hacking

This course is an in-depth study of security threats and attacks, and cryptosystems. The course also demonstrates the ethical use of various cyber penetration testing tools and techniques. Students are exposed to various computer hacking skills and analyze various protective measures and their effectiveness. Steps in the ethical hacking process include reconnaissance/footprinting, scan/enumerate, gain access, maintain access and clear tracks.

CPSC 445: Introduction to Intelligent Robotics

This course deals with the theory and implementation of intelligent robotics and autonomous agents. The history, fundamental principles, elements, and algorithms of intelligent robots, both in simulation and in the real world, will be examined. Fundamental issues and debates regarding design and implementation and their roots in knowledge representation and theoretical computer science will be investigated. Using the knowledge gained, students will implement actual designs.

CPSC 447: Artificial Intelligence I

An overview of artificial intelligence is presented, including its history, concepts and techniques. Also covered is an introduction to theorem proving and planning (using STRIPS style operators).

CPSC 456: Database Management Systems I

Database systems are an integral component of almost every information technology system. This course introduces essential database concepts, data models, data base design principles, data normalization, and query languages primarily from a relational database point of view. Various real-world problems of moderate to high complexity are discussed to design and implement database applications.

CPSC 458: Data Mining and Predictive Analytics I

Many academic and commercial endeavors apply the techniques of data mining and predictive analytics to their data sets. Students taking this course will learn methods and software tools for locating and obtaining data of interest, for preparing data for semi-automated analysis, for interacting with software tools in analyzing data for patterns, for visualizing structural and dynamic patterns in data, and for designing systems that respond to patterns in data. Data cleaning and formatting require some programming in a modem scripting language. Other course activities include learning to use off-the-shelf software tools to accomplish the tasks of data analysis.

CPSC 459: Introduction to Big Data

This course explores key data management and analysis techniques, which deal with massive datasets to enable real-time decision-making in distributed environments, business intelligence in the Web, and scientific discovery in a large scale. In particular, map-reduce parallel computing paradigms and associated technologies, such as distributed file systems, noSQL databases, and basic machine learning methods, will be explored.

CPSC 464: Human Computer Interaction

This course is designed to provide an understanding of the principles of user interface design for software, and also to gain practical experience designing interfaces for existing software applications.

CPSC 472: Independent Study and/or Projects in Computer Science

This course involves individual independent study in some area of computer science under the direction of a CSC group staff member. This study can be made in any of the areas of analog and hybrid computers, artificial intelligence, automate theory, business information systems, computer-aided design, computer-assisted instructions, computer graphics, computer mechanisms and devices, computer systems, computer telecommunication, computer typesetting, information retrieval, linguistic processing, mechanical languages, numerical analysis, programming theory, or switching systems and logical design, and others. A student may register for this course more than once up to a maximum of six hours of credit.

CPSC 480: Selected Topics in Computer Science

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated with a different topic.

CPSC 505: Fundamentals of Computer Systems

This course discusses the design and organization of modern computer systems, including fundamental hardware and software building blocks. The course provides a comprehensive introduction to computer organization and computer communications. Topics related to computer organization include Boolean logic, number systems, data representation and formats, hardware building block, processor architectures, memory and storage subsystems input/output systems, and operating system functions. Topics related to computer communications including synchronous and asynchronous data communication, and local and wide area networks will be studied.

CPSC 510: Advanced Operating Systems

This course provides an overview of the major parts of an operating system and the major issues confronted in operating system design.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 512: Network Architecture and Protocols

This course deals with the implementation of all TCP/IP details. Algorithms at all layers of the TCP/IP architecture will be examined. Network hardware and management will be explored in detail.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 516: Design and Analysis of Algorithms II

More advanced topics in design and analysis of algorithms will be covered. Included will be branch and bound technique, NP- Hard and NP-Complete problems, approximation algorithms and some well-known case studies.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 520: Advanced Object Oriented Programming

This course introduces the concepts of object-oriented programming languages, object-oriented analysis and design, and design patterns, and demonstrates their use in the development of an object-oriented implementation of a major project. The Unified Modeling Language (UML) is used to develop the project's design and implementation. A current programming language is used throughout the course to illustrate major concepts and implement the project.

CPSC 521: Web-Based Client and Server Software Development

With the growth of computing and web-based applications, new concepts and techniques continue to evolve. It behooves computer science students who intend to work in any area involving web development to understand concepts and tools used to design and implement web-based applications. This course provides students the opportunity to learn and practice foundational aspects of both client and server-side web-based applications. Students will learn how to develop both server and client-side applications that employ current technology. Design and implementation of an advanced piece of web-based software over several development phases is the central activity in the course.

CPSC 523: Advanced Scripting for Data Science

This course covers advanced study and practice in using a modern scripting language to integrate off-the-shelf code libraries for the retrieval of unstructured and partially structured data, and for the cleaning, integration, formatting, storage, analysis, and visualization of large data sets. Modern scripting languages include powerful built-in features for storing, retrieving, mapping, and integrating data; code libraries extend such features greatly. Libraries include those for regular-expression based extraction of textual data, data integration, statistical analysis and correlation, machine learning, natural language processing, machine vision and listening, visualization, and storage in files and database systems. Emphasis is on using a scripting language to glue together off-the-shelf library modules without writing the complex, underlying library code.

CPSC 526: Principles of Compiler Design II

This course continues CPSC 525, a study of the implementation of a compiler for a block-structured procedure-oriented programming language. The topics include intermediate program representations, machine code generation and address assignment, register allocation and assignment on general register machines, run-time storage administration, data-flow analysis, and code improvement.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 540: Engineering Enterprise Object Oriented Systems

This course explores the life cycle of enterprise object oriented frameworks, including incremental analysis, architecture, design, implementation, documentation and support. The keystone to the course is the maintenance and extension of a framework- based software component system, using current industrial framework technology, that performs useful work for customers and that persists across semesters. Topics include communication with customers and support personnel, requirements collection and analysis, build versus buy decisions for software components, specification-based application generation, rapid prototyping, categories of testing, and software tools for automation of these activities.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 541: Network Security

This course is an in-depth study of network security and the associated protocols. Topics include

network application security, including e-mail and web, and authorization, including user authorization and certificates. Protocols associated with these security concepts will be studied. The concepts of the above will be explored and discussed. The student will have to implement some concepts learned.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 543: Multiprocessing and Concurrent Programming

This course explores the concepts and practices of creating software that makes effective use of modern multiple-processor computers. Emphasis is on partitioning program code data for safe and efficient execution on multiple processors that share machine resources such as memory. Lab exercises include construction, execution, and benchmarking of multithreaded programs on several multicore, multithreaded computers.

CPSC 548: Artificial Intelligence II

This course is a continuation of Artificial Intelligence I and provides an in-depth study of natural language processing, knowledge-based systems and intelligent robotics.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 550: Information Systems I: Systems Analysis and Design

This course is designed to cover the conceptual foundations of information systems; systems life cycle; structured concepts; and techniques and tools of systems analysis, design, and development.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 551: Information Systems II: Software Engineering

Software engineering is concerned with methods, tools, and techniques used to develop, document, and maintain computer software.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 552: Advanced UNIX Programming

This course studies the concepts dealing with UNIX system programming. A lot of emphasis will be placed on working with processes and interprocess communication (IPC). Details of various aspects of IPC will be explored and implemented, including pipes, semaphores, sockets, and remote procedure calls.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 554: Project Management

This course discusses the principles of project management which are considered mandatory for the success of business projects. The focus of discussion is project management in general and information systems project management in particular. Though behavioral and organizational aspects of project management are discussed, the emphasis is more on learning tools and techniques which provide quantitative insight during the project management life cycle. These tools and techniques are required to effectively plan, monitor and control the projects. In this course, students also get the opportunity to work on projects simulating real world situations to practice concepts and techniques learnt in this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 555: Applied Cryptography

This course is an introduction to computer-based cryptographic systems, focusing on the underlying theory and on the design and application of such systems. Topics include classical cryptosystems, cryptographic protocols, cryptographic techniques, cryptographic algorithms, cryptanalysis, and real world applications of cryptosystems.

CPSC 556: Database Management Systems II

This course introduces design issues involved in the development of a database management system itself. It discusses physical database design, file structures and access methods, query optimization, transaction processing, concurrency control, database recovery, database security, and database administration. IT also discusses advanced topics typically distributed databases, data warehousing and data mining.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 558: Data Mining and Predictive Analytics II

This course covers advanced study and practice in data mining and predictive analytics. Topics include understanding, configuring, and applying advanced variants of data association, classification, clustering, and statistical analysis engines, analyzing and applying underlying machine learning algorithms, exploring instance-based, support vector, time-series, ensemble, graphical, and lazy learning algorithms, meta-learning, neural nets, genetic algorithms, and validating results. The course examines topics specific to very large data sets. Data cleaning and formatting require some programming in a modern scripting language. Other course activities include using, extending, and customizing off-the-shelf machine learning software systems to accomplish the tasks of data analysis.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CPSC 570: Independent Study and/or Projects in Computer Science

This course involves individual independent study in some area of computer science under the direction of a CSC group staff member. This study can be made in any of the areas of analog and hybrid computers, artificial intelligence, automate theory, business information systems, computer-aided design, computer-assisted instructions, computer graphics, computer mechanisms and devices, computer systems, computer telecommunication, computer typesetting, information retrieval, linguistic processing, mechanical languages, numerical analysis, programming theory, or switching systems and logical design, and others. A student may register for this course more than once up to a maximum of six hours of credit.

CPSC 572: Computer Network Programming

This course emphasizes existing network applications, including remote login, file transfer, and network software development. Aspects of the Berkely version of the Unix operating system are used. A detailed study of Unix internetworking processes will be undertaken. Programming projects will be done on an ethernet containing at least two Unix-based machines.

CPSC 580-585: Special Topics in Computer Science

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.

CPSC 590: CS Cooperative Internship

The internship is designed to give students industrial, supervised practical experience in a Computer Science-related position. The internship can be done at any company associated with the Computer

Science department or one of the intern's choosing. All arrangements for a cooperative internship are to be made through the Computer Science Department, and approval by both advisor and department chairperson are necessary.

CPSC 599: Graduate Thesis in Computer Science and Information Technology

This course is for those MS candidates completing a thesis. Its content is computer science and/or information technology research under the direction of a thesis advisor who is a member of the graduate faculty. A student will ordinarily register for 6 hours of credit to be taken over a period of two semesters; however, other configurations are possible, including one hour for a thesis that is incomplete after six hours with some substantial work remaining. Departmental guidelines require the student to have successfully completed at least 6 semester hours of courses in the computer science and information technology MS program.

Crafts

CRFT 542: Weaving and Textiles

A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design. (This course is also offered under the ARED 542 designation.) Repeatable up to 12 credits.

CRFT 546: Jewelry and Metalcraft

Expressive personal and functional forms in jewelry and metalcraft are created. Students will elect activities involving cutting and setting and setting of stones, as well as carving, forging, casting, raising and forming. Materials used will include various metals, woods, plastics, enamels, and stones. The history of jewelry and metalcraft is also studied. (This course is also offered under the ARED 546 designation.) Repeatable up to 12 credits.

CRFT 579: Selected Topics: Crafts

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to crafts. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 2-6 c.h. Students may take CRFT 579 up to nine credit hours. Instruction will be through art studios.

Criminal Justice

CRJU 410: Seminar In Criminal Justice

This course is a survey of the field of criminal justice with emphasis on criminal justice theory, classic studies of police, courts, and corrections, and contemporary issues. The course provides an analysis of the evolution of criminal justice institutions and systems and review of diversity and ethics issues in criminal justice.

CRJU 440: Criminal Justice Evaluation Research

This course examines methods of evaluating criminal justice policies, practices, and programs, including evaluability assessment and both process and impact evaluation. Students learn how to conduct evaluations as well as interpret evaluation studies conducted by others. The role of evaluation research in criminal justice planning and decision making is discussed.

CRJU 520: Theoretical Foundations of Crime and Crime Prevention

This course is a survey of the field of criminology with emphasis on classic studies of crime and criminals. Theories of crime derived from philosophy, psychology, sociology, biology, economics, and other disciplines are reviewed. The impact of race, gender, and social class on crime and victimization are examined.

CRJU 521: Seminar in Police Administration

This course surveys the field of police administration with emphasis on historical figures, classic works, endemic issues, and contemporary challenges. The applicability of concepts from organization theory, public administration, and business administration to police organizations is considered.

CRJU 522: Police Strategies, Administration and Social Policy-Making

This course analyzes contemporary polices strategies, policies, and practices. Evidence regarding the efficiency, effectiveness, and quality of police strategies and programs is reviewed and assessed.

CRJU 523: Police Leadership and Management

This course reviews leadership and management theories and their application to police organizations. An important focus is on police leadership challenges and opportunities at different levels of the organization: front-line officers, supervisors, managers, and executives. Several case studies are analyzed.

CRJU 524: Contemporary Issues in Policing

This course identifies, reviews, and analyzes key issues in modern policing, such as use of force, biased policing, ethics and integrity, internal and external accountability, unionization, privatization, federalization, and globalization.

CRJU 530: Legal Issues in Criminal Justice

This graduate course is an overview of selected contemporary legal issues related to criminal law, criminal procedure, corrections, juvenile justice, civil rights and liability, and administrative law. Students will review recent Supreme Court and other related decisions that have had an impact on these areas of the law to gain a more comprehensive understanding of the complexities of such issues as criminal control, civil liability, and homeland security.

CRJU 531: Seminar in Homeland Security

This course surveys the field of homeland security with emphasis on history, organizations, approaches, and significant events. The all-hazards approach to threats and responses is reviewed. The objective of a national response integrated at all levels of government and private industry is reviewed and analyzed.

CRJU 532: Terrorism and Homeland Security

This course analyzes the history, methods, and causes of terrorism - political, social, cultural, economic,

and religious - and the impact of terrorism on national security. The roles of federal, state and local law enforcement and criminal justice in preventing, investigating, and responding to domestic and international terrorism are reviewed and analyzed.

CRJU 533: Legal and Ethical Issues in Homeland Security

This course reviews the Constitution, statutes, and case law related to homeland security and the difficult balancing act between civil liberties and homeland security. The USA Patriot Act, FISA, Intelligence Reform Act, Military Tribunals, Supreme Court decisions, Habeas Corpus, Posse Comitatus, Executive Orders, Attorney General Opinions, and other guiding documents are critically analyzed.

CRJU 534: Intelligence and Homeland Security

This course provides a survey of the levels and integration of intelligence among federal, state, and local law enforcement, the private sector, and the national government's Intelligence Community. The critical role of state and local police in the intelligence fusion process is emphasized.

CRJU 540: Seminar on Criminal Justice System Policy

This course takes a critical look at criminal justice and crime control policies. The process of developing crime policy is examined. Factors affecting national, state, and local crime control policy are analyzed. This course also evaluates the interactions among crime, social policy, and politics. Contemporary developments including federalization, privatization, and globalization of crime and crime control are examined.

CRJU 541: Transnational Crime

This course is structured to survey and examine traditional and emerging forms of international crime, including organized crime, drug smuggling, money laundering, weapons smuggling, human trafficking, computer crime, counterfeiting, embezzlement, corruption, illicit traffic in plundered antiquities, environmental crimes, and genocide. The course identifies the most common transnational crimes and the nature and level of bilateral and multilateral cooperation among nations, regional and international organizations. It also compares legal definitions, enforcement, and punishment of transnational crime in selected countries of different regions.

CRJU 550: Advanced Criminal Justice Research Methods

This course looks at various types of research designs used in the field of criminal justice by critically analyzing the research articles published in high quality peer reviewed journals. The research designs include historical research, field studies, official records, surveys, and experiments. This course will examine different methodological issues including the drawbacks of the design applied.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

CRJU 551: Statistics in Criminal Justice

The study of descriptive and inferential statistics as applied within the academic discipline of criminal justice. Statistical methods used in the practice of social science research focused on crime and criminal justice are emphasized.

CRJU 570: Selected Topics in Criminal Justice Planning and Administration

This course focuses on a selected topic in criminal justice using extensive readings, critical evaluations, and student paper(s). The selection of topics will vary depending upon the needs of eligible students

and contemporary crime and criminal justice issues. This course may be repeated for credit under different topics.

CRJU 579: Independent Study in Criminal Justice

This course involves independent reading and/or research on a criminal justice topic of special interest to the student. Course may be repeated up to a total of six credits.

CRJU 590: Field Experience in Criminal Justice

This course consists of placement in and evaluation of federal, state, local, not-for-profit or private criminal justice agency. Students will gain firsthand, practical experience in the operation of a criminal justice agency. Students will do extensive analysis if agency practices and link observed practices with the theoretical underpinnings of the field. This course is strongly recommended for students not currently or previously employed in a criminal justice agency. Grading is pass/fail.

CRJU 595: Criminal Justice Thesis

The thesis is designed to give outstanding graduate students the option of completing original research. The thesis option is particularly appropriate for students who intend to pursue doctoral studies. The student works with a faculty advisor plus two other faculty members who comprise the thesis committee. The student completes a thesis proposal that must be approved by the committee, and then the thesis, which must be successfully defended by the student and approved by the committee. Course may be taken for three semester hours in two different semesters, or six hours in one semester.

Decision Making

DSCM 510: Data Driven Decision-making

In this course, students will be introduced to various data driven decision-making frameworks (e.g., identify a business issue, develop an analysis plan (hypothesis), collect data, employ quantitative/descriptive/predictive analysis, discover insights, and make and support recommendations). Next, students will employ an appropriate framework against data to answer common business problems in diverse areas such as financial management, marketing, or human resources. Upon completion, students should be an intelligent user and interpreter of data and statistical information; students should also be able to apply an appropriate framework to situations they currently face in the business environment.

DSCM 520: Business Intelligence Analytics and Data Visualization

In this course, students will utilize business intelligence tools and data visualizations techniques to deepen insights and improve decision-making, especially regarding "big data" (which is analyzing the huge amounts of data found today through the use of modern data gathering techniques of social media and Enterprise Resource Management (ERM) systems).
Additionally, students will review all the different ways that different industries utilize this data, as well as "gotchas" that can mislead decision makers if they are not careful enough with understanding the sources and limitations of the data.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

DSCM 530: Managing the Value Chain

This course examines how the various segments within or outside of a business vertically integrate to

create a value chain [the end-to-end process to produce products and services within an organization]. A comprehensive analysis of how accounting, marketing, and operations work together to create a value chain will be unveiled. The concepts and frameworks learned in these three areas will serve as the basis of showing how value creation in organizations and supply chains can be enhanced.

DSCM 540: Strategic Decision-making

This course will explore various C-suite [top-level leadership] strategic issues and decisions using analytical techniques that help to optimize the decision-making process. Here, students will explore structured and systematic approaches (e.g., define an issue, set objectives, consider alternatives, understand consequences, and implement the decision) through which to make strategic decisions. Then, students will leverage analytical tools or methods to help guide the strategic decision-making process to ensure that any decision supports an overall organizational strategy. Upon completion, students will be able to identify, prioritize and evaluate information that is necessary to make strategic decisions. Students should also be able to apply a structured approach to situations they currently face in the internal and external business environment.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Economics

ECON 510: Money, Banking, and Financial Management

This course features coverage of the structure of financial institutions and their role in the provision of money and near money, including the Federal Reserve System and financial intermediaries. Also covered is a theoretical treatment of the influence of money on economic activity, prices and interest rates according to the Classical and Keynesian macro-systems, and monetary policy formation and implementation.

ECON 560: International Trade and Finance

An analysis of international trade and international financial transactions, exchange rates, and balance of payments is undertaken. A description of policies of protection, devaluation, and exchange stabilization and their consequences is discussed. Theoretical treatment of international trade includes Ricardian and Heckscher Ohlin theories of comparative advantage, analysis of tariffs and other trade barriers, and international factor mobility. International finance includes balance- of-payment adjustments, exchange rate determination, and fiscal and monetary policy in an open economy.

ECON 561: The Global Economy: A Background to Modern International

This course will survey recent international economic history, geography, and technology as background to industrial organization, cultural differences in international business practice, and current events in an international context. The course is designated for M.B.A. students, and especially for each student specializing in international business.

ECON 571: Selected Topics

Selected Topics.

Education Doctorate

EDDR 701: Transformational Learning and Teaching: Personal and Professional

This seminar course introduces Learning Associates to the doctoral program and the multiple facets of transformational learning and teaching from an interdisciplinary perspective. The seminar provides a framework for the Learning Associate to further develop the knowledge, skills and dispositions required of teacher-leaders for 21st century educational organizations. It is designed to encourage the investigation of the Learning Associates teaching and leadership assumptions, behaviors and goals, and to begin planning to improve personal and professional effectiveness.

EDDR 702: Transformational Learning Models and Instructional Design

If educators are to effectively prepare learners with the knowledge, skills, and values they will need for creating more sustainable places and communities, a transition must be made from transmissive teaching models to transformative learning processes. This course focuses on an in-depth study of current theory and research about curriculum design and its relationship to developing and sustaining Professional Learning Communities.

EDDR 703: Leading and Implementing Transformation Change

This course introduces learning associates to the multiple facets of leadership from an interdisciplinary perspective. The sessions provide a framework for the learning associate to further develop the knowledge, skills, and dispositions required of leaders for 21st century organizations. It is designed to encourage the investigation of the learning associate's leadership assumptions, behaviors, and goals and to begin planning to improve her/his classroom effectiveness. This course focuses on contemporary theories, practices, and research in planning, managing, and assessing change in classrooms as social systems.

EDDR 704: Transformational Issues and Trends

This course explores contemporary issues in education as the Learning Associates examine high impact learning and teaching with underachieving populations. Special emphasis is given to the impact of the interaction among organizational culture, leadership styles and change. Learning Associates will select, design and implement a project and design a strategic plan including program evaluation strategies. This course focuses on an examination of the existing and emerging knowledge base for teaching and learning in educational organizations.

EDDR 710: Introduction to Action Research, Academic Writing, and the Dissertation Process

This course introduces Learning Associates to the process of dissertation action research including the start to the development of their proposal that will become the focus of their research. Learning Associates will develop academic writing skills and skills in critiquing their research literature as well as strategies for developing research ideas. Emphasis will be placed on APA style writing and becoming Collaborative Institutional Training Initiative (CITI) certified.

EDDR 711: Understanding Statistics

This course provides Learning Associates with an understanding of statistical methods commonly used in educational research. This course reviews the use, interpretation, and practical application of descriptive and inferential statistics. Key statistical principles and methods are reviewed, including sampling, probability, Type I and Type II errors, independent and dependent sample t-tests, correlation, simple linear regression, analysis of variance, and chi-square tests. Throughout

the course, Learning Associates will analyze and critique the application of these tests in research reports.

EDDR 712: Qualitative Research

This course will introduce Learning Associates to qualitative research related to the development of an action research dissertation study. Topics will include research paradigms for qualitative designs; developing surveys/questionnaires; developing questions for and analyzing interviews; and interpreting qualitative research studies. Learning Associates will analyze readings that focus on qualitative research designs.

EDDR 720: At Risk Populations

This course addresses the development of more effective interventions for at risk learners with a focus on children in poverty and children suffering social and emotional risks. Learning Associates will examine social initiatives designed to improve students' academic performance; to reduce children's social or emotional risks; or to promote social, emotional, or moral development. The course will consider social initiatives that nurture strengths and resiliency (e.g. new models of resiliency will also be examined). Attention will be given to the different sources and different expressions of risk and resilience across race, class, gender, and culture. Learning Associates' primary work will be to develop a proposal for an intervention using social initiatives.

EDDR 721: Educational Policy and Diversity

This course will prepare Learning Associates to be able to understand cultural adaptability and critical race theory.

EDDR 722: Data-Driven Assessment and Decision-Making

This course addresses the theories, professional approaches and understandings from various psychological perspectives as they relate to assessing, developing, leading and teaching people and programs. Emphasis will be on best practices from the educational, social sciences and management professions for sustaining an organization's capacity for continuous growth.

EDDR 723: Qualitative Data Analysis

This course will introduce students to techniques, tools, and frameworks for qualitative data analysis. The course will follow a studio format in which students will receive guidance on how to conduct qualitative data analysis as well as peer-feedback on their own qualitative data analysis efforts. Learning experiences will involve Lexi readings, reflective writings, videos, qualitative data analysis exercises, and small group discussions. Students will learn about methods for analyzing qualitative data by hand and with the aid of software.

EDDR 724: Special Topics

One special topics course per academic year will be co-designed with Learning Associates to meet the specific needs of the cohorts based on current trends and opportunities. Included may be national or international travel to study best practices in learning and teaching.

EDDR 725: Critical Theories and Professional Practice

This specialized course is designed around the cohort's identified theoretical frameworks, their educational applications, and the reflective techniques necessary to becoming critical educators. This course is

organized to address ways in which to build upon Learning Associate's professional growth as scholarly practitioners. The course is designed with two overarching goals: 1) to bridge the gap between theory and practice, and 2) to foster their journey in becoming transformational leaders in their field of expertise.

EDDR 750: Theory and Methodology in Education Research

In this course, Learning Associates will develop their action research dissertation proposal. Topics will include integration of research methodology, measurement, and statistics; research ethics; IRB training and time management of the dissertation process. This seminar is designed as a semi-structured working group to learning associates in various stages of the dissertation process, although emphasis is placed squarely on development of the first three dissertation sections.

EDDR 751: Research Methods in Educational Settings

This course builds upon the tenants of EDDR 750 Theory and Methodology in Education Research. Learning Associates will also continue to develop their action research methods. Topics will include the further development of the dissertation proposal as well as navigating through the research process. This course focuses on the reflections on the theory, research and literary review of their dissertation topic and introduces the mechanisms for the development of their findings, conclusions, and future implications of practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDDR 791: Leader Scholar Communities I

Learning Associates will develop a research agenda with their Leader Scholar Community (LCS). The LSC consists of a faculty member and up to four doctoral students who will work as a group to explore a conceptual framework in which to research topics, develop a statement of the puzzle of practice, and work through the writing and IRB process. The LSC will meet regularly based on the needs of the community. This course will require directed independent study on an action research project.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDDR 792: Leader Scholar Communities II

Learning Associates will continue working on a research agenda through the exploration of literary resources related to their research agenda. Working within their Leader Scholar Community (LCS), Learning Associates will explore the body of research and theory connected to their puzzle of practice. The LSC will meet regularly based on the needs of the community. This course will require directed independent study on an action research project.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDDR 793: Leader Scholar Communities III

Learning Associates will continue working on a research agenda through the exploration of various methods of research. Working within their Leader Scholar Community (LCS), Learning Associates will identify and explain the world view that shapes their study and provide an overview of the research methodology employed and why it is useful. They will further cite related research methodologists throughout. The LSC will meet regularly based on the needs of the community. This course will require directed independent study on an action research project.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDDR 795: Dissertation in Practice

Learning Associates will continue to develop their dissertation with the assistance of their Leader

Scholar Community. This course will require directed independent study on the action research project and is specifically for students researching and writing dissertations. At the end of the semester, if the core assessment is not completed, Learning Associates will receive an Incomplete for the course. They have seven years from the start of their program to complete the dissertation and receive a grade. Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Education Reading Specialist

EDRS 502: Seminar in Research Foundations Pertinent to Reading

Participants in this course will read and respond to scholarly research about reading. Specifically, the course will focus on developing an understanding of major theoretical and evidence-based foundations of reading and writing processes.
Participants will learn how to critically review reading research and abstracts to develop a deep understanding of quality research methodology and findings. They will prepare reports that interpret widely used statistical data, reference bibliographies that reflect wide reading of scholarly research, and synthesize findings expressed in scholarly papers. All of these are vital to foundational knowledge and ethical dispositions of active reading professionals.

EDRS 504: Curriculum and Instruction in Reading Through the Developmental Stages

This course provides an overview of the current research and best practices focusing on emergent to fluent readers within the balanced literacy framework. Components of effective literacy approaches, and decoding, comprehension and fluency strategies serve as the framework for the course. The course content addresses critical thinking, the reading-writing connection, and motivation as critical elements of effective literacy teaching. Digital literacy strategies will be infused into the content of the course. In addition, learners will explore cross disciplinary literacy expectations and will articulate the value of young readers' ability to analyze and create a high volume and range of print and non-print text.

EDRS 506: Curriculum and Instruction in Writing through the Developmental Stages

This course examines instructional approaches that support a balanced literacy curriculum for all writers with an extra emphasis on middle level learners. Critical thinking, motivation theory, writing instruction, writing in the disciplines, and "new literacies" will be studied within the framework of a balanced literacy model. The course also requires candidates to demonstrate knowledge of a wide variety of effective routines and instructional materials that will meet the English Language Arts needs of all learners, especially those responsive to diversity.

EDRS 513: Literacy Curriculum and Instruction: Adolescent to High School

This course will examine literacy instruction for students in grades nine through twelve. Theories and research that support best practices for addressing the literacy needs for this population will be a focus. Critical thinking, motivation, writing, comprehension, and "new literacies" will be examined within the framework of a balanced literacy model. Special focus will be centered on the role of a reading specialist/literacy coach in supporting classroom teachers at the secondary level to implement differentiation for content literacy.

EDRS 514: The Reading Specialist and Intensified Literacy Instruction

Reading specialists/literacy coaches serve in many roles. This foundation level course focuses on the design and delivery of intensified literacy instruction by reading specialists. Evidence-based instructional designs, which focus on diagnostic data to craft daily lessons, are explored. The importance of motivation

and scaffolded support for learning is stressed. Attention is also devoted to the selection of print and technological resources appropriate for struggling readers and writers, given situations of diverse socio-economic, cultural and linguistic diversity.

EDRS 574: Assessment of Reading: Clinical Practicum in Reading Diagnosis

This course focuses on the assessment of readers, with emphasis on the clinical, diagnostic use of the informal reading inventory. Candidates learn how to administer and interpret assessments and then synthesize data to describe readers' strengths and needs into a detailed case study report. The report includes recommendations to promote the student's growth in literacy.

EDRS 577: Leadership for Reading Educators

This course enables a prospective reading specialist/literacy coach to prepare for the leadership roles and responsibilities as a reading educator within the framework of a balanced literacy approach model. It provides an integration of theory and practical application, including structured field experiences related to the roles of the reading specialist/literacy coach to effectively develop co-teaching and co-planning strategies. Critical reflection combined with feedback from peers and practicing reading specialists are fundamental to the course. Field experiences preclude the course being taken concurrently with either of the other Application Level course EDRS 574 Assessment of Reading: Clinical Practicum in Reading Diagnosis or EDRS 579 Practicum in Literacy Instruction: Struggling Readers and Writers.

EDRS 578: School Based Practicum in Literacy Instruction: Struggling Readers

In this course, reading/literacy specialist candidates, working with university graduate reading faculty, use diagnostic and formative assessments to design and implement evidence-based intensified instruction for a small group of struggling readers and writers. In addition, candidates will work within a school-based setting to develop the skills, dispositions, and knowledge to function as reading/literacy specialists, which include demonstrating leadership skills by researching and dispersing information about literacy pertinent to the school-based setting.

EDRS 579: Practicum in Literacy Instruction: Struggling Readers and Writers

In this course, reading specialists/literacy coach candidates, working with university graduate reading faculty, use diagnostic and formative assessments to design and implement evidence-based instruction and interventions for struggling readers and writers. Candidates work in teams at off-campus locations in collaboration with local school districts. In addition to practicing the skills of a reading specialist in a team module, candidates also develop the skills, dispositions, and knowledge to function as literacy coaches.

Education

EDUC 411: Methods for Teaching Foreign Languages to Early Second Language

This three-hour course provides pre-service and in-service teachers and native speakers whose teacher preparation has come from outside the United States with program models for FLEX (Foreign Language Exploratory Program), sequential FLES (Foreign Language Elementary School Program), and immersion programs as well as the theoretical and historical background and techniques for implementing them. Foreign languages as an integral part of the elementary school curriculum will be emphasized as a complement to the use of webbing within the classroom as it applies to foreign languages. Field experiences teaching in elementary schools are a required element of this course,

which is also recommended for Elementary Education majors with a concentration in Foreign Languages.

EDUC 426: Brain-Compatible Teaching

This course is designed to allow students the opportunity to relate and apply to the teaching/learning process results of brain research from anthropology, biology, neurology, and cognitive psychology. Additionally, students will "experience" the "process of learning" through group exercises and reflections. Consequently, students will develop instructional plans that reflect brain compatibility and that are appropriate for their area of specialization.

EDUC 428: Culture and Diversity of English Learners

This course is designed to prepare English as a Second Language (ESL) program specialists to facilitate the integration of English Language Learners (ELLs) and their families into the host school and community. As well, the course facilitates school staff members' understanding of multi-cultural and multi-language learners' needs and support strategies so as to maximize the educational experience. Participants in this course will undertake a comparative approach to similarities and differences between the US culture and other cultures with the goal of developing cultural understanding and sensitivity of ELL/ESL students and families living in the US culture.

EDUC 434: Instructional Methodology for English Learners

This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist ESL Certificate. This course offers research-based information relative to the design and implementation of an ESL program; methods, strategies, and resources for ESL programs; the use of computer technology (hardware and software) for ELLs; the use of audio/visual media for ELLs; the adaptation of instructional strategies and materials to address the specific needs, talents and interests of ELLs; the integration of multicultural information for ELLs through various curricula; the development, implementation, and evaluation of varied curricular and instructional activities for diverse ELLs; metacognitive awareness and strategic planning of ELLs to assist them in regular classrooms; and the acculturation process regarding reading, writing, speaking, listening, and culture.

EDUC 435: Language Acquisition and English Linguistics

This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist-ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners. This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist- ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners.

EDUC 436: Assessment of English Learners

This course examines the different types and purposes of assessment and the various assessment issues that affect English language learners (i.e. accountability, bias). Students will learn about a variety of performance-based assessments as well as appropriate modifications and accommodations to traditional classroom and standardized assessments in order to measure English language learners' content knowledge independent of their language proficiency. This course will also prepare students to administer standards-based language proficiency assessments and to use the results of these assessments

to determine the entry, placement, and instruction of English language learners, as well as to demonstrate students' progress toward and attainment of English language proficiency. This course is designed to meet the requirements for the Pennsylvania English as a Second Language Program Specialist certification program and the TESOL/CAEP Standards for P-12 Teacher Education Programs.

EDUC 437: Protocols and Practices for PA ESL Programs

This course examines the history of bilingual and English as a Second Language (ESL) instruction in the United States and the impact of educational policy on the education of English language learners (ELLs). This course will also prepare students to build collaborative relationships with colleagues who are responsible for general and content-area instruction of ELLs and to serve as advocates for ELLs and their families. This course is designed to meet the requirements for the Pennsylvania English as a Second Language Program Specialist certification program and the TESOL/CAEP Standards for P-12 Teacher Education Programs.

EDUC 450: Foundations in Science, Technology, Engineering and Mathematics

This transdisciplinary course provides insight into the historical, fundamental, and contemporary ideas of the nature of K-12 STEM education. Students explore contemporary K-12 STEM education developments, opportunities, and challenges from both discipline-based and integrative approaches. Through inquiry, students will examine current STEM education initiatives and modern integrative STEM educational considerations pe1taining to policy, structure, and student learning. Finally, this course addresses the specific set of competencies that are relevant to teaching and learning STEM, including knowledge of standards (Next Generation Science Standards, PA Mathematics Standards, PA Science and Technology Standards), the need for authentic instruction, inquiry-based methodologies, design processes, and the important role of STEM in workforce preparation and responding to global issues.

EDUC 452: Science, Technology, Engineering, and Mathematics (STEM) Education Pedagogy

This course examines the implementation of best practices in integrative STEM education and prepares teachers to create, implement, and reflect upon lessons designed to help students master content standards and STEM-based skills. This course also addresses the issues and knowledge that are relevant for teaching and learning, including integration of Pennsylvania's Standards Aligned System (SAS). Students explore the signature pedagogies unique to the fields of STEM education. Students also obtain an awareness of multiple models of teaching and learning, including inquiry-based instruction, project-based learning, use of instructional technologies, higher-order questioning strategies, critical thinking, collaborative problem solving, design and reflection cycles, STEM literacy skills, purposeful grouping, and differentiated instruction. This course will include five hours of fieldwork in a STEM setting.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDUC 456: Science, Technology, Engineering, and Mathematics (STEM) Education Learning Seminar

This course is the culmination of teacher candidates' work and experiences in the STEM endorsement certificate program. The learning seminar engages teacher candidates with the real world data, tools, and expe1is they will encounter in STEM-related fields and further develops their critical thinking and practical work skills. This course examines technologies that are particular to STEM education and explores several significant, contemporary topics related to research in STEM education. Course instruction follows a seminar format appropriate for field experience activities, including facilitated discussions and personal reflections. This course requires candidates to complete a 25-hour on-site experience with a STEM professional.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDUC 490: Teacher Intern

This course is the capstone course for students who are obtaining Pennsylvania certification through the Teacher Intern Program. A fieldwork placement similar to student teaching is included in this experience. Department approval is required.

EDUC 491: Tutoring Methods and Strategies for Literacy Volunteers

This course will prepare undergraduate students in various academic disciplines to perform volunteer literacy tutoring and community service. The course will feature instruction in various literacy strategies, tutoring methods, and materials, including Laubach, Orton-Gillingham, Language Experience Approach, and ESOL, combined with instruction in affective strategies such as building self-esteem, establishing a climate conducive to learning, and reducing anxiety in the adult learner. Students will be required to serve as volunteer tutors.

EDUC 496: Multicultural Education

This course is designed to help pre-service and in-service teachers and other education professionals to design and implement effective teaching strategies that reflect diversity, and to derive sound guidelines for multi-cultural programs and practices. The life realities, needs, and aspirations of culturally different children and youth are analyzed. Sources of content will be scholarly writings, field investigations, and community resources in foreign countries or American subcultures. Students will be participant observers conducting ethnographic qualitative research in cultural settings different from the mainstream American macro-culture.

EDUC 500: Methods of Research

This course is a general introduction to the rationale and procedures for educational research. Types of research, selection of a research problem, the use of the library, manual and computerized search strategies, collection and application of data, and the research report will be explored. This is background for the preparation of the thesis or the research project.

EDUC 503: Thesis

In this course, graduate students are required to work closely with a thesis supervisor, follow research guidelines, and complete the writing of a thesis. Graduate students will synthesize the knowledge and skills developed in previous research courses and apply them to the thesis writing process. In this course, students will learn about the various aspects of developing and carrying out an educational research study, including defining the field of research, formulating the research problem, identifying and articulating a research question, conducting a focused review of literature, selecting an appropriate research methodology, carrying out the research design, gathering data, analyzing data, and organizing revising, and preparing the thesis for submission. Through discussions of both published research and student work, the course examines the conventions of scholarly discourse, strategies of analysis and argumentation, and the ways in which writing can serve as a means to disseminate findings.

EDUC 515: Creating Learning Materials

Students learn the development, use, and evaluation of learning materials for communication, social learning, science, mathematics, creative movement, music, poetry, and dramatics for elementary and middle schools. Motivational value and effectiveness as well as applications are stressed.

EDUC 517: Relating the Arts to Education

Uses of literature, poetry, puppetry, drama, movement, dance, photography, film making, and music will be explored as vehicles for instruction in basic skills or academic disciplines.

EDUC 518: Strategies for Outdoor Education

This course is designed for elementary and middle school teachers who wish to extend their teaching into the outdoor learning environment. Strategies, programs, and resources for using natural and man-made environments will be explored. School grounds, local communities, nature centers, museums, and historical areas will be analyzed as potential learning sites.

EDUC 521: Methods of Research in Biology

Recognition and definition of research problems in various areas of biology and biological education, sources of information and literature surveys, collection and presentation of information, data analysis, and bases for drawing conclusions will be considered. Forms of expression in scholarly writing, copy preparation, manuscript approval and review, copy editing, and proof reading will be studied. Students will be required to prepare a research proposal and will be encouraged to carry out actual research.

EDUC 523: Assessment: Issues and Concerns in a Standards Aligned System

Participants will focus on a variety of issues regarding the assessment and evaluation of students. The course provides an opportunity for in-service teachers to study in-depth an issue of personal relevance in their teaching field. A wide range of techniques to develop skills to address the many components of assessment will be explored. In keeping with Kutztown's model of teacher as life-long learner, the course is structured to provide pedagogical foundations, demonstrate various strategies, and examine exemplary materials for use in professional teaching and classroom implementation.

EDUC 525: The Gifted Student: Alternatives and Approaches

Procedures for identifying gifted students, alternative programs to meet their needs, and appropriate classroom techniques are explored. Instructional materials germane to the teacher's classroom situation are discussed.

EDUC 526: Data Driven Decision Making

With the current emphasis on accountability and data-driven instruction, this course will provide in-service teachers the opportunity to study an area of personal relevance to their classroom and school/institution. It will emphasize the critical role of assessment in the instructional process and the importance of using valid assessments to guide and influence instruction. In keeping with Kutztown's model of "teacher as lifelong learner," the course is structured to provide pedagogical foundations, demonstrate various strategies, and examine exemplary materials for use in professional teaching and classroom implementation.

EDUC 527: Foundations of Urban Education

Urban schools are complex social, historical and political constructs. Historically, there have been many attempts to create, reform, eliminate, restructure and reassess urban schools. These efforts to shape urban schools reflect broader efforts to shape American society, in general, and American schools particularly. Some of the profound effects on urban schools reflect decisions that on the surface were not about education at all but about immigration, housing, zooming, health concerns, global competition, social justice initiatives and constitutional interpretation. At a deeper level these initiatives have had a profound effect on urban schooling. As a means of exploring urban schools, we will utilize a single question throughout this course: How do urban schools mirror the search for equity among all

people in the United States? Utilizing this question, we will explore equality in attendance, school funding, pedagogy including tracking and de-tracking initiatives, assessment including the standardized test movement, curriculum with an emphasis on the Common Core Standards, classroom management and family involvement. The course will introduce the students to the historical, sociological, economic, and political background that has led to today's urban schools so that the student can participate as a teacher leader in urban education.

EDUC 528: Student Diversity and Critical Pedagogy

This course is designed to help preservice and inservice educators and others in the education enterprise to clarify the philosophical and definitional issues related to pluralistic teaching strategies that reflect diversity, and to derive sound guidelines for multicultural/multilingual programs and practices. The life realities, needs, and aspirations of linguistically and culturally different children and youth are analyzed. Critical theory and more specifically strategies and approaches for facilitating a critical literacy in students will be emphasized in this course. Participants in this course will undertake a comparative approach to similarities and differences between U. S. culture and other cultures with the goal of developing cultural understanding and sensitivity of diverse students and families living in the United States.

EDUC 532: Education Exploration

Education Exploration is intended to provide teacher candidates with an introduction to the complexities of today's classrooms and education environment. Knowledge will be gained through observation and attendance at various education-related events and direct participation in classroom activities. In keeping with Kutztown's model of "teacher as a lifelong learner," the course is structured to provide as many opportunities as possible to inform and educate them on the complex competencies and responsibilities of the role of the classroom teacher and schools.

EDUC 533: Social Interpretations of Education

This course examines basic social concepts and institutions. Their development is traced and their effects upon educational policies and practices are investigated.

EDUC 535: Major Philosophies of Education

Theorists such as Pierce, James, Montessori, Dewey, Bagley, Whitehead, Kilpatrick, and Brameld are studied for their bearing on contemporary educational philosophy. Evaluation of diverse current views is also presented.

EDUC 537: Teacher Effectiveness: An Analysis of Research

The research literature on teacher effectiveness will be explored critically, with an eye toward producing hard and practical generalizations which can be used in everyday teaching situations. This course is relevant for teachers, curriculum and instruction specialists, and administrators.

EDUC 541: Supervision and Finance

This course is designed to provide educational personnel with a theoretical and practical understanding of the various models and approaches to the supervision of instruction. Staff development as a supervisory process will be a major focus.

EDUC 542: Academy for the Mentoring of Teachers: Cooperating, Professional Semester, and Field Teachers

This course is for teachers, novice and experienced, interested in acquiring/refining their skills in working with student teachers, professional semester students and field students. The course is designed around the basic elements of mentoring and supervising university students in clinical school assignments. The course will also include a substantive component on technology for teachers, specifically focusing on the use of computer hardware and software applied in the classroom setting. The "Life Long Learning" model of the College of Education will be emphasized through this professional development course.

EDUC 543: Methods of Creative Education

Creative elements in teaching are explored. This includes the meanings and purposes of creativity, creative approaches to teaching in various fields, and approaches for stimulating creativity.

EDUC 546: Differentiated Instruction

This course investigates basic procedures for differentiating instruction based on student's readiness, interests, or learning profiles. Participants will explore strategies that can be used effectively and applied realistically in elementary and middle school classrooms. These strategies will be based on classroom elements such as content, process, products, and learning environment. Appropriate assessments for use in differentiated instruction will be examined.

EDUC 550: Teaching Reading and Writing Across the Curriculum

Middle school teacher candidates will pursue examination of the research, theory, and exemplary practice in reading and writing instruction for middle level learners. Emphasis will be placed on: addressing standards as they impact the teaching or reading and writing; the reading and writing process; reading and writing across the curriculum to foster independent learners; appropriate literacy assessments and use of that data to develop lessons; technology as a means to motivate and strengthen literacy learning; and addressing the needs of struggling readers and writers in middle school.

EDUC 553: Psychological Bases of Reading Instruction

This course is designed to increase the knowledge of elementary and secondary teachers of developmental reading or remedial reading. The course examines the psychological principles involved in the perception and recognition of words and word groups, theories of lexical access, visual perception of print, integration of sensory systems, neural mechanism for integrating language and print, and the cognitive dimensions of the reading act. Psychological bases for theories regarding preferred methods of teaching reading will be examined.

EDUC 559: Topics in Reading Instruction

Theoretical and practical application of fundamental principles of reading instruction in accord with a school unit's identified needs are investigated.

EDUC 561: Teacher's Workshop in Folklore at the Kutztown German-American

The course provides one week of classroom instruction in folklore and one week attending lectures, demonstrations seminars at the Kutztown German-American Cultural Festival.

EDUC 562: School Law

This course will focus on the sources of law under which educational policy is developed and implemented, analyze basic legal concepts, interpret topics which have a direct impact on educators and students and reflect on the law and the responsibilities that accompany legal rights.

EDUC 563: Writing Our Own Stories

Using a workshop setting, students will explore everyday folklore and personal narrative in children's literature to jump-start their own stories. Students will write personal narratives based on family folklore and personal experiences. Students will investigate how various authors have shared their memoirs. Students will develop their own writing program for their classrooms.

EDUC 564: Foundation of the Middle Level Learner

The past two decades have witnessed tremendous reform in middle level education and more restructuring is in progress. This course examines the physical, emotional, intellectual, and moral development of the middle level learner and the corresponding implications for school organization. This is an integrated course with the Department of Secondary Education, the Department of Human Kinetics, and the Department of Counseling and Human Services working together to provide an integrated look at the middle level learner in the school setting. The Human Kinetics Department would be responsible for physical concerns. The Counseling Department would be responsible for concerns dealing with social, emotional and moral growth, and the Secondary Education Department would work toward an understanding of the cognitive growth of the middle level student. The departments would work together to promote the understanding of how the current research on middle level learners applies to the middle level practitioner. The course would utilize both team and individual teaching. It would also model the teaming process which is the primary teaching organizational practice used in middle schools.

EDUC 565: Special Topics in Education

This is a flexible course offering designed to enable students to address contemporary issues and to respond to current needs. Topics selected will be based on relevance, timeliness, and need. (1-3 credit hours).

EDUC 568: Middle Level Curriculum and Instruction

The past two decades have witnessed tremendous reform in middle level education and more restructuring is in progress. Middle school educators have been driven by one premise: everything that is done for and with students in a school should be based on what we know about the nature and needs of the age group. This course explores the unique sociological and psychological aspects of the middle level learner and the implications of these aspects for teachers, counselors, and administrators in the organization of the middle school and in development of a responsive curriculum for middle level learners.

EDUC 573: Stress Management for the Classroom Teacher

This course examines the phenomenon of stress and the classroom teacher. It will focus upon the nature of stress, the consequences of unheeded warning signs, and personal, job-related, and classroom stressors. An extensive array of diverse coping mechanisms is included. Opportunities will be provided for a variety of self-appraisal exercises, group and individual participation, and limited original research.

EDUC 576: Practicum in Reading Instruction: Corrective and Remedial

In this course teachers work in teams designing and implementing instruction for students with mild to

severe reading disabilities according to their emotional, cultural, and educational learning needs. It involves supervised practice in the use of sociological, psychological, and pedagogical instructional procedures including: keeping student portfolios, collaborating with related support school personnel, conferring with parents, using community resources, and conducting classroom action research.

EDUC 578: Comparative Education: An Analysis of International Education

This course will involve students in the analysis of systems of education throughout the world. The concept of school as a social, economic, and political institution will be developed. This concept will be used to examine the system of education in the United States and the systems in representative nations throughout the world. Special attention will be given to the educational opportunities provided for traditionally disadvantaged and excluded groups - namely, women and minority youths.

EDUC 580: Independent Study: Secondary Education

Independent Study is based on a student's pursuit of a subject in Secondary Education not covered within regularly offered graduate courses. Graduate students may schedule this course for one to three credits in a single semester, with no more than six credits for Independent Study overall. Permission of the faculty of the Secondary Education Department is required.

EDUC 590: Internship in Supervision

The student will be assigned to an environment that provides the professional experiences related to the student's field of academic interest and study. Under the supervision of a school district administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will be exposed to the major task areas of policy determination, program development, curriculum design and instructional supervision. (180 hours of service.)

EDUC 591: Methods of Research

This course provides an introduction to a wide-range of research methods and provides graduate students with the knowledge they need to begin the process of collecting, analyzing and reporting data. In addition, students will examine their own research lens and biases and develop the critical thinking skills needed to analyze and comprehend research reports.

EDUC 592: Intensive Clinical Experience

A field assignment in a middle or high school setting will provide the clinical student teaching experience. Teacher candidates will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for candidates to synthesize their graduate learning experience. In addition, teacher candidates will be required to maintain and electronic reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

EDUC 593: Internship

The student will select an educational environment with district approval that provides the professional experiences related to the student's administrative goals. Under the supervision of a school district

administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will complete the major task areas of policy determination, program development, curriculum design, instructional supervision, and administrative responsibilities. (180 hours of service).

EDUC 594: Internship II

The student will select an educational environment with district approval that provides the professional experiences related to the student's administrative goals. Under the supervision of a school district administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will complete the major task areas of policy determination, program development, curriculum design, instructional supervision, and administrative responsibilities.

EDUC 597: Change in Education

In this course various social demands for change, the latent and manifest means used by schools in coping with these demands, functioning of the school as a social organization, and ways in which school personnel may become responsive to social change are analyzed.

EDUC 599: School Leadership in a Diverse Society

The course will focus on the leadership of schools and the qualities that leaders need to transform these and other public and private-sector organizations for a new century. Such leaders must understand themselves, the organizations that they head, and the complex social political environments that they are asked to navigate on a daily basis. In short, we need leaders who understand formal structure, individual needs, power and conflict, as well as culture and symbols. Accordingly, students will become acquainted with the principles, concepts and major theories of leadership. They will administer a variety of self-analysis instruments to better understand and reflect upon their own leadership styles and behavioral tendencies. Graduates will use this understanding to improve student learning and they will apply this new learning to a variety of situations and problems simulating real challenges in today's K-12 public schools and non-traditional schools.

Elementary Education PreK-4

EEPK 415: Family and Community Collaboration Partnerships

This course explores the relationships of the diverse people, organizations, and societies responsible for the education of young children. Historical influences, effective teaching strategies and curriculum for working together with families, and successful partnership models are emphasized. Teacher candidates will gain knowledge and demonstrate an understanding of cultural and community diversity as a basis for instructional planning with ELL awareness and accommodations. Field experiences with parent programs and family agencies are required.

EEPK 504: Instructional Strategies for Language Arts and Social Studies

The content of this course is the integration of social studies and literacy with a focus on developmentally appropriate practices, standards, content, and pedagogy for PreK-4 the post baccalaureate program. This course focuses on the integration of social studies content and literacy strategies to enhance student communication and thinking skills, which are essential to productive citizenship in the context of a global society.

EEPK 505: Child Development and Practice

Child development, theories of learning and developmentally appropriate practice in the field of early childhood education is the focus of this course. Emphasis is placed on knowledge of child development and appropriate practices for infants through age nine.

EEPK 507: Instructional Strategies for Science and Math

This course is designed to prepare perspective teachers to teach mathematics and science for a wide variety of young learners. It is designed to prepare teacher candidates to use an inquiry centered, hand-on, "minds-on" approach as they teach mathematics and science. The course is designed to build on content knowledge, pedagogical knowledge, assessment, and connections to other disciplines in the classroom. Candidates will be instructed how to integrate learning theory, developmental theory and cognitive science.

EEPK 595: Intensive Pre-K-4 Clinical Experience

A field assignment in a Pre-K - 4 school setting will provide the clinical student teaching experience. Teacher candidates will teach with a mentor in the schools and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experience and seminar provide an opportunity to synthesize their graduate learning experience. In relation to the concurrent fieldwork seminar, teacher candidates will be required to maintain a reflective journal/portfolio using guidelines created by the supervisory team. There will also be a research and writing requirement assigned by the supervisor who serves as the professor of record.

EEPK 596: Specialization in Teaching Pre-K-4 Clinical Experience Part I

EEPK 596 and EEPK 597 Specialization in Teaching Pre-K-4 Clinical Experience are segments of a program requirement which provide two field assignments in a Pre-K - 4 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the school and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, demonstrating professionalism, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

EEPK 597: Specialization in Teaching Pre-K-4 Clinical Experience Part II

EEPK 596 and EEPK 597 Specialization in Teaching Pre-K-4 Clinical Experience are segments of a program requirement which provide two field assignments in a Pre-K - 4 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the school and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, demonstrating professionalism, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

Elementary Education

ELED 412: Education and Care of Infants and Toddlers

Through research, discussion, practical applications in the field, and critical thinking, the students will expand their knowledge and understanding of the child from birth to age three. Ideas and selected approaches will be introduced to increase the students' abilities to create an appropriate educational environment based upon sound child development principles. Recent neurophysical research findings will be stressed and applied to develop strategies and plans for group care of the child from birth to three.

ELED 415: Building Partnerships for Educating Young Children: Families, Schools, and Communities

This course explores the relationships of the diverse people, organizations, and societies responsible for the education of young children. Historical influences, effective teaching strategies and curriculum for working together and successful partnership models are emphasized. Field experiences with parent programs and family agencies are required.

ELED 420: Administration of Early Childhood Programs

This course is designed to provide the knowledge-base necessary for administering and directing diverse early childhood programs. The roles and duties of the administrator, budgets, personnel, environmental factors and public awareness are addressed through projects and readings. Through both field experiences and research, alternative models of early childhood programs are explored.

ELED 452: Current Trends in Reading Instruction

This course will examine current reading programs and major developments in the teaching of reading. Students will analyze programs, approaches, and instructional methods in view of current reading research. In addition, students will take part in discussions concerning the selected topics. Specific topics will vary from semester to semester, as changes occur in topics addressed in current professional journals.

ELED 510: Seminar in Early Childhood Education

An investigation of learning and developmental theories, instructional strategies, and programs appropriate for young children is undertaken. There is an exploration of the current research in the field.

ELED 519: Teaching Writing to Children

Included in this course are methods and materials for effective instruction in writing designed for the elementary and middle school classroom teacher. Emphasis is on practical writing as well as on the creative aspects of writing. Readings, research, practical application, and motivational and management strategies are discussed.

ELED 520: Folk Literature and Storytelling for Teachers of Elementary and Middle School Children

Students will explore fables, myths, and folk literature from various cultures around the world. Both traditional literature and updated versions will be explored. Students will investigate how various illustrators have presented the same story and also examine the varied techniques appropriate to the presentation of folk literature for students.

ELED 530: Historical Background of Elementary Education

An exploration of educational philosophies and practices which have characterized elementary education

primarily in America is undertaken. There is also an evaluation of professional literature and research to explore the influence of the past on current issues.

ELED 531: Adult Learning Theory and Foundations in Instructional Coaching

This course introduces participants to adult learning and change theories as well as current research based practices regarding instructional coaching. This course will emphasize the use of professional development standards from national professional development organizations to guide instructional planning and coaching. Participants will explore key elements of coaching approaches and implement practices that are proven to improve student achievement through a variety of activities and reflection. (20 hours of field work are required for this course).

ELED 532: Practicum in Instructional Coaching Process

The purpose of this course is to provide instructional coaching candidates with opportunities to engage in seminar discussions and action research projects during a cycle of continuous improvement of instruction for teachers and students in an instructional coaching practicum setting. There will be 50 hours of field-based experience during which candidates will learn to apply the coaching cycle of planning, observing, analyzing and providing feedback as they conduct model lessons, collect and analyze student data with the purpose of assisting classroom teachers in improving student learning performance.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ELED 540: Seminar in Elementary Curriculum Development

Theory and process in elementary curriculum development are examined. Recent trends in materials and methods are discussed.

ELED 542: Integration of Mathematics for Elementary Schools

This course will explore the connections between traditional contents (science, social studies, language arts, fine arts) in the elementary school with connections to mathematical concepts. The course will enable the student to pursue elementary mathematics in a holistic thematic approach within traditional elementary content subjects.

ELED 545: Managing and Planning in Classrooms

This course prepares teacher candidates to be effective educational leaders by learning, observing, and experiencing varied instructional models, classroom management, and conflict resolution, anti-bullying techniques, planning, and professional behavior. Teacher candidates are presented with current learning theory including issues of child and adolescent development, diversity and exceptionality. This course includes an appropriate age level classroom experience where teacher candidates are given the opportunity to apply theories and strategies developed in their coursework.

ELED 548: Contemporary Themes in Children's and Adolescent Literature

Research, discussion, and critical evaluation focusing on contemporary themes and issues in literature for children and young people are investigated. Workable standards for evaluating books and techniques for using thematic studies in elementary and middle school situations are reviewed.

ELED 560: Seminar in Language Arts Instruction

Recent trends in teaching the language arts in the elementary school are examined as well as current

materials, techniques and research. An application to classroom situations is made.

ELED 566: Special Topics in Education

This is a flexible course offering designed to enable students to address contemporary issues in elementary education and to respond to current needs. Topics selected will be based on relevance, timeliness, and need.

ELED 569: Current Topics in Elementary Education

An in-depth study of selected topics in elementary education is undertaken. Through search of professional literature the topics will be determined by the class each time the course is offered. This course is suggested as preparation for a comprehensive examination or project; therefore, it should be scheduled at the end of the program.

ELED 570: Seminar in Elementary Social Studies Instruction

This course is a survey of existing practices and trends in social studies instruction. Planning a social studies program, evaluation of teaching materials, and examination of methods and techniques of instruction are undertaken. Provision for teachers to work on individual curriculum projects is made.

ELED 571: Application of Current Elementary Educational Topics

This is the second in a two-course sequence that will enable the student to produce a summative project. In this course the students will select and explore in depth one of the current topics discussed in the Prerequisites: The current prerequisites for this course can be found in the online Course Description.

ELED 572: Strategies for Elementary Classroom Management and Discipline

Analysis and evaluation of contemporary thought on classroom management is undertaken. Emphasis is on identifying potential sources of management breakdown and discipline problems. Strategies to prevent or cope with such breakdowns are presented.

ELED 587: Resource Materials in Elementary Science

This course provides assistance for elementary teachers in the teaching of science. A variety of materials, knowledge of science subject matters, and competence in methods are studied.

ELED 591: Picturebooks

This course is an in-depth study of picturebooks that includes pedagogical implications of using the picturebook from pre- school through the middle school years. What a picturebook is, the elements of a picturebook and various genres and types of picturebooks will be explored. A vital part of the course is learning how to read pictures, investigating art theories, models of response and various illustrators' works.

ELED 595: Specialization in Teaching Middle Level 4-8 Clinical Experience Part I

ELED 595 and ELED 596 Specialization in Teaching Middle Level 4-8 Clinical Experience are segments of a program requirement, which provide two field assignments in a middle level 4-8 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the schools and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on

planning and preparation, classroom environment and management, implementation of developmentally appropriate lessons, professionalism and seeking professional employment. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

ELED 596: Specialization in Teaching Middle Level 4-8 Clinical Experience Part II

ELED 595 and ELED 596 Specialization in Teaching Middle Level 4-8 Clinical Experience are segments of a program requirement, which provide two field assignments in a middle level 4-8 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the schools and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on planning and preparation, classroom environment and management, implementation of developmentally appropriate lessons, professionalism and seeking professional employment. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

English Teaching

ENED 405: Teaching Writing

This course is designed to aid future and current teachers, tutors, and professors in navigating the challenges of teaching writing in the 21st century. Students will develop their own teaching philosophies, grounded in the study of composition theory and pedagogy. Whether teaching writing at the elementary, secondary, or post-secondary level, students will be well-informed of the challenges and possibilities of developing literacies and equipped to create their own writing assignments in the classroom. As a 400-level course, both undergraduates and graduate students may take this class.

ENED 407: Teaching Literature

This course focuses on the understanding of the various forms, their development and proliferation, along with instruction in newer methods of teaching literature at the high school level.

ENED 511: Writing Workshop for Teachers

This course is designed to support the teaching of writing and to encourage teachers to write. Students will write and respond to writing in a mutually supportive community of peers. Participants will be immersed in the various stages of the writing process, specifically pre-writing heuristics, drafting, peer tutoring, and editing. Journal writing, formal evaluation, and informal methods of responding to student writing will be included.

ENED 522: Teaching Writing Across the Curriculum

Intended for secondary teachers of all subjects, this course reviews recent research and composition theory, and explores effective, practical strategies for developing learning through writing in all disciplines.

English

ENGL 430: Rhetorical Traditions and Contemporary Renditions

This course studies the histories of rhetoric as well as contemporary intersections and applications across disciplines. Depending on the particular interests of the professor, one or more specific area(s) such as media, popular culture, sciences, feminisms and gender studies, composition studies, literary theories, literacies, global issues, pedagogy, arts, and political discourse will be chosen for a more detailed study. Critical to the course are the writing assignments that allow students to examine issues in more depth and explore alternative rhetorical stances and situations.

ENGL 470: Selected Topics in English

This course will deal in depth with a specific issue or area in English or a literary figure not covered or only covered briefly in another graduate English course. The course may be taken up to two times (6 credit hours), provided that the selected topic is different.

ENGL 502: Introduction to English Studies: Traditions, Boundaries, and Change

This course is a revision of and replacement for ENG502 Problems of Research in English. This course provides beginning graduate students an introduction to the history, traditions, issues, problems, and debates of English Studies. From the perspective of the outsider or newly initiated, the proliferation of areas of interest within English Studies can be confusing if not daunting. It is the goal of this course to familiarize new graduate students with the historical development of English Studies and the shape of English Studies today. Designed as one of the core courses for all English MA students, this course will include studies of the profession, experience in writing professional documents (such as conference proposals, abstracts, book reviews, thesis proposal), practical guidance in relevant research methods, and inquiry into the major theoretical and disciplinary issues and challenges of English Studies. This is a required course of all English MA students.

ENGL 503: Thesis

Students register through the department chairperson for three (3) semester hours in two (2) different semesters or six (6) semester hours in one (1) semester.

ENGL 510: The Rhetoric of Style

This course focuses on understanding historical and contemporary rhetorical conceptions of style in order to foster more sophisticated invention, analysis, and production of 21st century compositions. Specifically, the course examines the idea of style from its ancient understandings rooted in orality up to modern iterations rooted in multimodal composition and digital writing.

ENGL 511: Contemporary Indigenous Rhetorics

This course provides graduate students with an introduction to the field of Indigenous Rhetorics, including its rhetorical traditions and practices, issues, problems, history, and cultural contexts of various indigenous communities. The goal of this advanced course is to build on students' existing knowledge about the rhetorical strategies, techniques, and tactics of contemporary indigenous peoples in several genres: creative nonfiction, academic scholarship, stand-up comedy, journalism, political and legal documents, and web presence. Specifically, students will engage with the works of writers, thinkers, performers, artists, and speakers in specific contemporary indigenous communities as these practitioners strive to carve space for their voices and perspectives in the crowded space of modern intellectual thought and practice. This course focuses primarily on Native American Rhetorics. This course is appropriate for those interested in Composition & Rhetoric, Literature and Media Studies. This class may also include the opportunity for digital storytelling, blogging, interviewing, and community engagement. This is an elective course for all English MA students.

ENGL 512: Symbol and Myth in Literature

A critical examination of the effectiveness and significance of symbol and myth in literature is undertaken.

ENGL 518: Feminist Literary Theory

This course provides an overview of the leading currents, issues, and debates in feminist literary theory, including gendered voice, difference vs. equality feminism, essentialism, and queer theory. Students will read theoretical and literary selections from nineteenth-, twentieth-, and twenty-first century feminists.

ENGL 525: Linguistics

This course includes a comprehensive introduction to the phonology, morphology, syntax, and dialects of American English. The problems of language which arise in elementary and secondary education are discussed. Open to students taking linguistics for the first time.

ENGL 527: Seminar in Linguistics

One of the following topics: (A) Descriptive Linguistics - a survey of linguistics, emphasizing the descriptive approach to the sound and grammatical systems of language; (B) American Dialects - a study of the geographic and social varieties of spoken American English; (C) History of the English Language - an investigation of selected topics in Old, Middle, and Modern English will be covered.

ENGL 530: Chaucer

In generating broad familiarity with Chaucer's backgrounds, sources, and achievement, this course seeks to provide understanding of his place in literature, together with some facility in reading Middle English texts.

ENGL 535: Seventeenth-Century Studies

Special studies in selected major works of Bacon, Burton, Browne, Hobbes, Taylor, Milton, Donne, and Jonson are given special attention.

ENGL 545: Studies In Postmodern Fiction

This course provides intensive study of selected authors, themes, and/or approaches in postmodern fiction, both American and international. Depending on the author or theme that is focused on the time period of the work(s) covered may fall between from about 1960 to 1990.

ENGL 550: American Romanticism

This course is a critical study of American Romanticism together with its English and European antecedents. Works of Freneau, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman are examined for common literary elements. Romanticism is explored as a literary aesthetic, and as a social and moral philosophy.

ENGL 551: Postcolonial Literary Theory and Texts

This course provides an overview of the leading currents, issues, and debates in Postcolonial theory, including the definition of field, gender, political, and resistance issues and an in-depth look at Postcolonial literary texts.

ENGL 553: Literacy Studies

This course provides graduate students with an introduction to the field of Literacy Studies, including its scientific and theoretical foundations, historical and current perspectives on literacy practices, research methods and curricular implications. Literacy has culturally specific, social, economic and political implications for all people, and yet the general public's understanding of literacy is often marred by myths or overly simplified perspectives on the acquisition and uses of reading and writing, as well as less text-centric means of interpreting and composing. This course is aimed at deepening and complicating students' understanding of literacies, as they learn to investigate personal and communal assumptions, conduct primary and secondary research, and consider the consequences of the Literacy Studies for learning, teaching and critically navigating politics and culture. This course is especially useful for the intending to teach on the secondary and post-secondary levels, as rhetoric of a "literacy crisis" has been a staple of education reforms in the United States since 1960s. The course is also appropriate for those with an interest in Composition & Rhetoric, Literature, Media Studies or Linguistics. This is an elective course for all English MA students.

ENGL 555: Black Women's Literature: The Development of a Tradition

This intensive graduate course provides a survey and a close analysis of a major tradition in literary studies the black feminist tradition. This course will examine various genres of writing by black women, such as: short stories, poetry, drama, novels, creative nonfiction, and literary theory/criticism.

ENGL 557: Digital Rhetoric and Composition

This course focuses on honing the analysis, production, and teaching of contemporary digital texts by going beyond longstanding academic conceptions rooted in the printed word alone. Specifically, the course examines why contemporary digital texts do not dovetail with previous Rhetorical and Composition frameworks and why emerging areas within Rhetoric and Composition such as visual rhetoric, digital writing, and multimodal style are vital in cultivating sophisticated, responsive methods of analysis and production. Students will familiarize themselves with issues surrounding creation, revision, and deployment of digital texts to better understand the complex rhetorics involved when arranging words, images, sounds, coding language, available designs, fonts, colors, and spaces to make new kinds of 21st century writing.

ENGL 560: Critical Writing

This course invites graduate students to examine writing as an essential tool for exploring, questioning, and creating intellectual knowledge in academic and public spaces. Students will develop a conceptual framework for critical writing through the study of rhetorical theory, genre theory and composition theory. Central to the course are writing workshops in which students share drafts of course assignments. In these workshops, students develop and understanding of themselves as writers, while exploring a variety of styles and rhetorical approaches for communicating with specific audiences both within and beyond the graduate classroom. As students explore the new genres and increased expectations that come with advanced scholarly writing, they will practice: choosing a point of inquiry; gathering research; developing a position; choosing style and voice; using readers' feedback effectively; and editing and revising as a recursive process.

ENGL 561: The Epic in the Modern Imagination

The Epic in the Modern Imagination has two complementary objectives: to study the nature and

function of epic narrative in its classical and modern iterations; and to study major principles and innovations in theories of narrative, as an aesthetic form and a tool for organizing information and experience. The seminar provides extended attention to especially significant epic narratives, which may include Homer's The Odyssey, Joyce's Ulysses, and at least one more contemporary exemplar. Additionally, the seminar focuses on influential texts on and evaluations of epic narrative. All instruction and reading of ancient epic narratives and texts will be conducted in English and/or critically authorized English translations.

ENGL 563: Studies in American Realism, 1865-1900

The literary milieu that gave rise to the Age of Realism in American literature is studied. Close attention is paid to the works of Twain, James, and Crane.

ENGL 564: Cultural Studies Seminar in American Modernism

Defining American Modernism as the cultural response to rapid changes in society brought on by new technologies and social patterns, this course introduces students to cultural studies/historicist approaches to the study of modernist American literature, inviting students to examine the interplay between literature, popular culture, and the controversies and events that shaped early twentieth-century Americans' sense that they were both inhabiting and building a wholly new social world.

ENGL 565: Seminar in British Literature

Major themes, genre, and resource works are examined, and against their background class members present individual studies for general discussion.

ENGL 567: Seminar in American Literature

Major themes, genre, and resource works are examined, and against their background class members present individual studies for general discussion.

ENGL 570: Seminar in History of English Language

Seminar in History of English Language.

ENGL 575: Seminar in Literary Criticism

This course covers the development of literary theories in criticism to the present era and gives the opportunity for application of the major principles to representative pieces of writing.

ENGL 576: Seminar in Film History, Theory and Criticism

Students in this course will have the opportunity to explore basic and advanced issues in film history, theory and criticism. A wide range of films will be studied from both American and World Cinema. Student participation and independent research are required, along with completion of a final project or term paper.

ENGL 577: Modern Poets in English

Poetry written in English, published since the beginning of the modernist period, and major contributions to English poetics of the same period provide the principal foci for course materials and discussions. Individual iterations of the course will examine specific periods, movements, or thematics.

ENGL 583: Eighteenth-Century Studies

Literature at the height of the neoclassical period is studied, with attention to social, historical, and philosophical background for the Augustans: Pope, Swift, and selected writings of DeFoe, Addison and Steele, and Gray. Pre-romantic themes and modes in poetry, prose, and drama of the Johnson era are analyzed.

ENGL 585: Studies in English Romanticism

This course focuses on the two-fold achievement of the English Romantic Movement in effecting a break with the literary traditions of the past, and simultaneously anticipating the new attitudes current in our time.

ENGL 587: Studies in English Renaissance Literature

Selected non-dramatic works written in England during the sixteenth century will be studied carefully: (1) for intellectual and cultural significance, and (2) for genre, techniques, styles, and aesthetic qualities.

ENGL 591: Shakespeare

Since it may be assumed that students electing this study have some familiarity with the major works of Shakespeare, attention will be directed primarily to the lesser-known plays. Also, in different years emphasis will center upon such selected areas as: (a) the tragedies, (b) the comedies, (c) the histories, and (d) the text of Shakespeare.

ENGL 593: British and Irish Novels of the 20th Century

This class is a detailed study on some of the most influential writers of the 20th Century: Virginia Woolf, D.H. Lawrence, James Joyce, Iris Murdoch, Somerset Maugham, Paul Kingsnorth and A. S. Byatt among others. We will examine narrative form, experimentation in voice and structure, the shifting landscape of culture, class, gender, identity, and sexualities.

ENGL 594: Victorian Poetry

This course covers the broad range of poetry that flourished during the period from approximately 1832 to 1900 in England, the era generally known as the Victorian Age.

ENGL 595: Victorian Prose

Studies of the important prose writers who flourished during the period from approximately 1832 to 1900 in England, the era generally known as the Victorian Age.

ENGL 599: Independent Study

This course allows individual pursuit in depth of a subject in English not covered within a regularly offered graduate course in English. Students in the M.A. program in English or the M.Ed. program in secondary education (English) may schedule this course for one to three (1-3) credits in a given semester. A maximum of six (6) credits of independent study is permitted in a student's program. Permission of the chairperson of the English Department is required.

Finance

FINA 530: Financial Management: Theory and Practice

The course focuses on the role of the financial manager in planning for, acquiring, and utilizing funds to maximize stockholder wealth. Topics studied include: financial markets, time value of money applications, financial statement analysis, the risk and return relationship, stock and bonds valuation, financial and real options, cost of capital, capital budgeting analysis, financial forecasting, corporate valuation and value-based management, capital structure, and dividend policy decisions. Students will be expected to apply the concepts and techniques learned in the course, along with their knowledge of spreadsheet software, to analyze cases.

FINA 533: Investment Management

We study various financial instruments including common stocks, bonds, stock options, and futures. We do an overview of various security selection techniques including fundamental analysis. There is an introduction to risk and risk aversion, portfolio risk, capital market equilibrium models and the efficient market theory. We do review and evaluation of portfolio management techniques including asset allocation, efficient diversification, and passive and active portfolio management. We do valuation analysis of fixed income securities and management of fixed income securities portfolio. We also learn valuation analysis of derivative securities and their application to hedging and portfolio insurance and management. The course is rigorous and analytical it approaches the subject from the point of view of an investment practitioner.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

FINA 535: Entrepreneurial Finance

This course focuses on financial issues relevant to individuals who want to obtain capital for the purpose of starting or purchasing a business. Major topics include attracting seed and growth capital, business valuation, and harvesting techniques such as initial public offerings and management buyouts. Guest speakers from the Small Business Development Center, Edge Center, and local entrepreneurial firms bring "real world" content to the course.

FINA 571: Selected Topics in Finance

We explore a variety of topics. Topics explored include Working Capital Management, Investment Banking, Leasing, Mergers and Acquisitions, Multinational Financial Management, Derivative Securities, Investment Portfolio Management, and Financial Institutions Management.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Fine Arts

FINE 501: Drawing

Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements. (This course is also offered under the ARED 501 designation.) Repeatable up to 12 credits.

FINE 502: Printmaking

Visual expression in a variety of printmaking techniques are explored. Among the techniques

investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied. (This course is also offered under the ARED 502 designation.) Repeatable up to 12 credits.

FINE 503: Painting

This course provides for experimentation with painting media, with emphasis upon development of individual style. (This course is also offered under the ARED 503 designation.) Repeatable up to 12 credits.

FINE 504: Graduate Sculpture

This course is an advanced study in specific materials, processes, and concepts in the creation of sculptural form. (This course is also offered under the ARED 504 designation.) Repeatable up to 12 credits.

FINE 505: Photography

Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology. (This course is also offered under the ARED 505 designation.) Repeatable up to 12 credits.

FINE 506: Digital Media

This course provides instruction in the creation of images through computer-based technologies. During the course students will learn to use image and audio oriented software, they will also explore the unique ways in which computers facilitate artistic expression. Students will be introduced to art works, artists, alternative viewing sites, cyber communities, aesthetics and criticism related to digital art. They will also consider digital tools as part of a continuum of technological innovation in the visual arts. (6 c.h., 3 s.h.) Repeatable up to 12 credits.

FINE 575: Individual Problems in Art Seminar

This course is oriented to concepts of art around which the individual students would focus their attention and interest in the production or analysis of artistic forms which exist in a multi-cultural society. The students work with the professor to explore possibilities which they are stimulated to pursue and which emerge from personal ideas and research in art-oriented problem areas. Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

FINE 577: Independent Study

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in art education. The study is expected to diverge from normal course requirements into areas such as studio, art history, aesthetics, and art field work in a school district as they relate to the requirements of a Master's Degree in Art Education. (This course is also offered under the following designations: ART 577, ARED 577.)

French

FREN 470: Selected Topics In French

Selected Topics in French.

Geology

GEOL 400: PASSHE Geology Field Experience

The PASSHE Geology Field Experience is an opportunity for students to apply their knowledge and skills to the investigation of Pennsylvania's unique and varied geology. Students will prepare surficial and bedrock geologic maps, construct stratigraphic columns and geologic cross sections, conduct stream monitoring, and perform geochemical analyses. They will work independently and in groups to analyze field collected data and develop scientific reports. The course is offered throughout Pennsylvania at select locations with field-based modules taught by experts from across the state system.

German

GERM 420: Professional Translation Skills in German

This course supports continued growth and development of German vocabulary, structures and style, while also promoting specialized skills and techniques required for translation. The student will confront translation challenges related to culture and language in the context of various authentic text types, such as technical, literary, or commercial. The student will also acquire basic knowledge of translation theory and will be introduced to the current translation industry, including job offerings, titles and skills required.

GERM 470: Selected Topics In German

Selected Topics in German.

History

HIST 423: The American West

This course studies American migration from the Atlantic seaboard to the Mississippi Valley, together with Spanish and French penetrations in the West. The course also examines explorations, acquisition and settlement of the Trans-Mississippi West, and the American Southwest with evaluation of the influence of the frontier and its institutions on the total history of the United States.

HIST 437: Indian-White Relations

This course will deal with Indian-White relations from the first contacts in the late 10th century through the empire-building attempts of the Spanish, Dutch, English and French in North America. Of primary concern is the expansion of the European Frontier at the expense of Indian Tribal lands and culture, and

the resulting intra-tribal warfare as the eastern Woodland tribes were removed west of the Mississippi River by the Government Removal Act and Allotment Policy of the 1830's.

HIST 438: United States History Since 1914

This course is designed to investigate selected topics such as World War I, the 1920s, the Great Depression and the New Deal, World War II, post-war America and the Cold War.

HIST 456: Selected Topics in Medieval European History

This is an advanced study of significant topics in the history of western Europe from the collapse of the Roman Empire to the dawn of the modern era.

HIST 462: Germany in the Twentieth Century

This course is a survey of Germany in the Twentieth Century. Emphasis will be given to major intellectual developments, World War I and the collapse of the Empire, the Weimar Republic and the rise of Hitler, the cataclysm of the Second World War and the divided Germany of the Cold War.

HIST 464: Britain And The Holocaust

This course is a study of Britain's Response to the Holocaust. It is a story of a periphery rather than its core. The course is a history of British reactions and inactions before, during, and after the Holocaust. It focuses on Britain's response to Nazism's: 1) persecution of German Jews from 1933-1939, 2) mass murder of European Jewry during World War II, and 3) legacy of a post- Holocaust world. Special attention centers on: British-German relations; the triumph and tragedy British refugee policy from 1933-45; the role of Palestine; Nazi Occupation of the Channel Islands; Bletchley Park's secret knowledge of the Holocaust; the enduring debate to bomb Auschwitz or not; the British Army's liberation of Bergen-Belsen Concentration Camp, dealing with survivors and perpetrators; and the evolving story of history and memory in post-war Britain.

HIST 503: Thesis

Thesis.

HIST 520: Seminar

This course consists of directed reading and research in selected topics and problems in national and state history. Methods of historical investigation are emphasized.

HIST 526: Seminar in Historical Method

This course is a study of the various styles, techniques, and methods of inquiry (narrative and social scientific) that characterize history as a distinct scholarly discipline. Emphasis will be on actual practice in developing special skills and techniques in historical research and writing.

HIST 553: Problems and Issues in the Middle East During the 19th and 20th Centuries

This course is a problem-oriented study of the Middle East during the 19th and 20th centuries which considers the interaction of the various ethnic groups under the umbrella of the crumbling Ottoman Empire, and shows the effects of the encounter with Western Imperialism. The rise of nationalism and the introduction of other Western ideologies are all included in this study.

HIST 560: Tudor and Stuart England

This course includes selected problems in history of church, state, and society under the Tudors and Stuarts (1485 - 1688).

HIST 562: The World of Humanism and Reformation

Topics include problems and issues in the age of the Renaissance and Reformation, with emphasis on institutional and intellectual developments. There is consideration of changing historical interpretations.

HIST 570: Society and Thought in Modern America

A study of American culture and society since 1870: religious diversity, scientific and literary achievements, and important trends in education and the arts is undertaken. Particular attention will be given to the Populist, Progressive, and New Deal reform movements.

HIST 583: Civil War and Reconstruction

Civil War and Reconstruction, beginning with the close of the Mexican War in 1848 and concluding with the withdrawal of Union troops from the South in 1877, are studied. This includes the antebellum and the Reconstruction periods.

HIST 585: History of Urban America

This graduate seminar examines the economic, social, and cultural processes that have produced the urbanization of American society. The course focuses particular attention on urban class, gender, ethnic, and racial dynamics and on institutionalized efforts to mediate social conflict such as the development of urban school systems and political reform movements.

HIST 586: Seminar in Problems and Issues in United States Racial and Ethnic History

This graduate seminar examines the processes of migration that have resulted in the "peopling" of America. This course also analyzes the evolution of ethnicities, races, and an "American" nationality by examining the complex interplay among the diverse peoples who collectively shaped American history. Finally, the course addresses current debates about American identity.

Humanities

HUMN 592: Seminar in Language-Culture-Area-Study

This course consists of lectures, discussions, readings, and reports for the purpose of acquainting the student with the non- literary aspects of the civilization of the target language: art, music, folklore and customs, geography, and historical and socio- economic aspects of the cultural pattern.

Instructional Technology

INTC 425: Computer Networking for Educators

The course is designed to provide educators with a practical user-level understanding of wired and wireless networked computer systems and the software/hardware components that make up typical computer networks. Students will learn about the role and responsibilities of the network engineer in a school district or library consortium. Newer trends in networked computing such as Web 2.0, virtualization and "the cloud" will be examined.

INTC 433: Synergetic Teaching with Technology

Student teacher and in-service educators will cooperatively develop and implement technology based instructional modules. Development of the modules will be founded on the technology training and background of the undergraduate participants and the practical pedagogical experience of the in-service participants. While the primary teaming goal is to combine a student teacher and in-service educator, two in-service educators, with prior permission of the instructor, could constitute a synergistic team. Distance learning technologies will be employed to deliver the content.

INTC 446: Development of Multi-Image Productions

The planning, production, and presentation aspects of multi-image productions are studied. The student will participate in all phases of developing a multi-image program. Recommended background: ability to operate a 35mm camera and familiarity with basic photography techniques.

INTC 503: Thesis

Students register through the chairperson of the Department of Audiovisual Communications and Technology for three semester hours in two different semesters, or six semesters in one semester.

INTC 532: Integrated Video/Computer Productions for Educator

The use of the microcomputer in the production of classroom video presentations at the basic education level will be studied. Methods that educators can use to integrate the technologies of portable video production and microcomputing into their instructional programs will be examined. This is a non-studio course using portable VHS video equipment and microcomputer technology commonly found in basic education settings.

INTC 533: Hypermedia: A Tool for the Educator

This non-programming course introduces the major hardware and software elements of hypermedia applications. Students will examine the history, specific hardware and software systems, selection and evaluation guidelines, research findings, and applications in a variety of educational environments. In addition, students will develop a hypermedia program.

INTC 555: Management of Information and Technology Center Environments

This course provides an overview of management theory, policy and practice with an emphasis on the role of the professional as manager in library, school, academic and independent information center settings.

INTC 562: Digital Citizenship

This course is an introduction to digital citizenship and how it can be supported in K-12 schools and libraries. It provides a basis for understanding digital citizenship, the current trends in the area, and the potential needs students will face in the future. The course will help educators and technology leaders see the importance of digital citizenship and identify ways it can improve teaching and learning with

technology.

INTC 570: Independent Study

Independent study is based on a student's pursuit of a subject in audiovisual communications not covered within a regularly- offered graduate course. Graduate and postgraduate students may schedule this course for 1-3 credits in a single semester, with no more than 6 credits for Independent Study overall. Permission of the department faculty is required. (1-6 hours).

INTC 571: Instructional Technology Capstone Project

Using the skills and knowledge from the previous course of study, students will design, implement and report findings from a technology integration project. Students will be working directly with a public or private institution to identify an issue currently being faced. The issue will be researched and analyzed in the early phases of the course. The latter portion will focus on the implementation and eventual reporting of results to LSIT faculty and LSIT graduate students.

INTC 572: Research Project II

Students will further develop one of the topics investigated in the course Research Project I. The results of this course will be a product that will have pragmatic application in the area of instructional technology. This is the second of the two course sequence to be taken at the conclusion of the program in lieu of writing a thesis.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

INTC 590: Internship/Practicum in Instructional Technology

Students will function in an environment that provides professional experiences related to the student's field of interest and study. Under the supervision of a media professional, and coordination of Audiovisual Communications and Technology faculty, the student will have the opportunity to observe and experience the activities of an instructional technology media professional.

Leadership

LEAD 515: Ethics and Social Responsibility

This course will introduce students to ethical frameworks and their importance to business and society. Students will gain a practical understanding of the ethical issues managers face when making decisions that affect employees, investors, customers, suppliers, and the society in general. Students will be able to use these constructs to guide their organizations through strategic and tactical issues.

LEAD 525: Managing and Leading People

This graduate level course will introduce and apply the theories of leadership to enable students to build the knowledge and skill sets to manage and lead teams in the current turbulent environment. Additionally, this course will provide a micro perspective of leadership focusing on the skills and qualities leaders need to have in order to succeed in their respective leadership roles. This course starts from the premise that managing and leading people are skills that can be acquired and intentionally practiced, resulting in increased competence and performance. Being a skill-based course, students will discover and develop their own leadership skills through active learning, self-assessments and self-reflections. This course will provide students the opportunity to learn the importance of values, beliefs,

and emotions in leadership. In addition to the micro perspective, students will also be acquainted with the macro perspective about visioning, strategic direction, importance of communication, and ways to manage change.

LEAD 535: Managing Programs and Projects

Managing Programs and Projects is about enabling an organization to effectively and efficiently accomplish its goals through programs and projects. Project management is the application of knowledge, skills, tools and methods to a temporary endeavor in order to create a specified deliverable. Program management is a strategic approach to controlling multiple related projects, realizing benefit by coordinating resources, costs and other project aspects. This course is designed to introduce students to concepts, methods and tools of program and project management. Students will be exposed to topics such as exploring the processes of selecting and defining programs and projects, leading program and project teams, assessing and mitigating risk, planning a project, monitoring and controlling the execution of a project, and closing and evaluating a project.

LEAD 545: Persuasive Communication

This course enables students to learn the essentials of persuasion, build practical business communication skills, and gain insights of persuasion in the competitive workplace environment. Students will be introduced to communication theories and empirical strategies employed in business situations such as marketing, management, negotiation, crisis management, conflict management, and visioning. Upon completion, students will be able to translate their ideas into compelling arguments and develop professional communication techniques. Also, they will be able to derive and apply effective communication decisions, which will facilitate business success.

Library Science

LIST 405: Genealogical Research

Genealogical Research prepares students to assist patrons as they perform genealogy research, define family history writing objectives, and produce genealogy results for professional or personal needs in both traditional and electronic formats. The course is designed for librarians and other researchers interested in family histories.

LIST 420: Library Resources for Preschoolers and their Families

This course will provide an introduction to the development of the child from birth to age six, focusing on language acquisition and emerging literacy. It addresses the role of the family, care-givers and library in developing early literacy skills. The course will focus on library program planning, selecting of materials, and outreach and programming for preschool audiences, their families and care-givers.

LIST 471: Information Analysis and Retrieval

The basic principles and tools for information analysis and retrieval are considered in relation to database analysis, terminology control, question analysis, search strategy development, conducting searches, and the delivery of search results.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

LIST 510: Literature of the Humanities

Selection, evaluation, and use of the principal bibliographic and reference sources, books, periodicals and serial publications, and non-book materials in the fields of literature and language, fine arts, philosophy and psychology, and religion are discussed.

LIST 512: Librarian's Role in Supporting Reading Strategies

This course examines the school librarian's role in ensuring student's reading success. The roles include the selection of materials that address the diverse needs of the learners including English as Second Language Learners, identification of resource materials that serve as tools for interactive think-alouds, and reinforcement of reading strategies within the information literacy curriculum.

LIST 513: Organization of Information

This course is an introduction to the theory, systems, and fundamental principles of descriptive cataloging and organization as it applies to various and emerging information packages and metadata. This knowledge will be applied through lab and field work.

LIST 520: Literature of the Social Sciences

Selection, evaluation, and use of the principal bibliographic and reference sources, books, periodicals and serial publications, and non-book materials in the fields of anthropology, business and economics, geography, history, political science, sociology, education, and other closely-related areas are discussed.

LIST 526: Technologies in Libraries

This course is an overview of current and emerging technologies for libraries (i.e. library automation systems, Internet, electronic library resources, peripheral equipment and networking). Students will be introduced to the practical use of technology in libraries, and learn how to evaluate individual technologies. They will recognize the importance of a librarian's involvement in the overall technology program.

LIST 529: Library/Information Literacy Curriculum

This course focuses on the structure and design of the library/information literacy curriculum by examining the organization, plan, foundation, components, and implementation process of the curriculum. Students examine current research in regards to the impact of library programs on student achievement. Through curriculum mapping the integration of library/information literacy and technology across the curriculum is emphasized.

LIST 530: Literature of the Sciences and Technology

Selection, evaluation, and use of the principal bibliographic and reference sources, books, periodicals and serial publications, and non-book materials in the fields of astronomy, biology, chemistry, engineering, geology, mathematics, medicine, physics, and other closely-related areas are covered in this course.

LIST 531: Oral Traditions in the Library and Classroom

Oral Traditions in the Library and Classroom explores oral performance methods to present, promote and enhance literature and reading. Classroom storytelling strategies are researched in depth, as is the incorporation of folklore motifs into modern art forms. Classroom performance skills of book talking, reading-aloud, and storytelling techniques are developed and practiced.

LIST 550: Reading Interests for Adults

This course focuses on the critical evaluation and analysis of print and digital resources for adult library users. Emphasis is given to reading interests in a variety of genres and popular culture.

LIST 560: Mass Media and the Library

This course is designed to equip librarians and others to appraise the mass media and their relation to instructional materials centers, and their influences and effects with particular attention to children and young people. A study of the history and development of mass media, their role as social institutions, their structure, support, control, content, research, and studies of social and psychological effects is undertaken.

LIST 562: Digital Citizenship

This course is an introduction to digital citizenship and how it can be supported in K-12 schools and libraries. It provides a basis for understanding digital citizenship, the current trends in the area, and the potential needs students will face in the future. The course will help educators and technology leaders see the importance of digital citizenship and identify ways it can improve teaching and learning with technology.

LIST 591: Fieldwork: Public and Special Libraries

This course is designed to provide experience in the practical application of library routines and procedures under the supervision of a qualified librarian. The student is required to spend 120 hours in a public or special library under the direction of a qualified librarian. Structured observations at two other sites will be undertaken as part of the 120 hours of required field work.

Library & Learning Technology

LLTC 500: Foundations of Information Science

This class explores historical approaches to knowledge gathering, theoretical foundations for the creation of organizational systems and current practices for organizing and efficiently retrieving knowledge. Historical and contemporary innovators and their contributions will be discussed. This class will explore the most commonly utilized organization systems in libraries, archives and information centers including classificatory schemes, finding aids and metadata. This class will also consider the variety of environments in which an information professional may be employed, including public, school, academic and special libraries, corporations, historical societies and museums and discuss the different roles, ethical practices, and responsibilities of professionals in these environments.

LLTC 505: Perspectives on Instructional Technology and Learning

The goal of this seminar is to introduce educators to a variety of instructional technologies and design models to facilitate learning. Students will discuss the historical evolution of instructional technology as well as a variety of issues related to integrating technology effectively into the curriculum today.

LLTC 510: Information Resources and Services

This course presents the fundamental knowledge associated with the delivery of reference services to library users. The primary emphasis in on the evaluation, selection, and utilization of information

sources used in reference service to respond to ready reference, research, and reader's advisory questions. Information sources will be identified, categorized, and contrasted to identify their chief values in providing reference service.

LLTC 515: Word Processing and Desktop Publishing in Education

Word Processing and Desktop Publishing is designed for the working educator who needs to produce professional, high quality documents and classroom newsletters but does not have time to learn complex tools commonly used in commercial publishing settings. Students in this course will produce materials suited for and usable to their specific teaching contexts. Options for both the PC and Mac platforms will be presented.

LLTC 517: Integrating Assistive Technology into the K-12 Curriculum

Intended for in-service teachers, this course explores research-proven strategies for using technology to assist those who have learning differences beyond those addressed by regular instruction and curricula. Discussions of research studies, awareness of innovative software and hardware that allows for greater flexibility in the learning environment, and development of useful course materials will provide teachers with a toolkit to implement and assess which technologies may maximize students' strengths.

LLTC 520: Resources for Children and Young Adults

This course explores the strategies for using literature and related materials for children and young adults in library settings. Students will examine the broad range of genres and discuss methods for incorporating literature into various curricular areas and public programming.

LLTC 521: Technologies for the 21st Century Educator

This course explores teaching and learning with technology. Students will develop a variety technology-based teaching and learning resources to support face-to-face, blended and on line learning environments.

LLTC 524: Librarian's Role in Reading Strategies

This course is an introduction to the school librarian's role in ensuring students' reading success. The roles include the selection of materials that address the diverse needs of the learners including English as Second Language Learners, identification of resource materials that serve as tools for interactive think-alouds, and reinforcement of reading strategies within the information literacy curriculum.

LLTC 525: Computer Networking for Educators

The course is designed to provide educators with a practical user-level understanding of wired and wireless networked computer systems and the software/hardware components that make up typical computer networks. Students will learn about the role and responsibilities of the network engineer in a school district or library consortium. Newer trends in networked computing such as Web 2.0, virtualization and "the cloud" will be examined.

LLTC 530: Makerspaces and Technology Enhanced Programming

This course explores the evolution of the Makerspace movement as it applies to STEM and STEAM education. Students will investigate and actively engage in the facility, tools, resources, and technology as components that translate into creative project-based learning.

LLTC 535: Designing Distance Education for the K-12 Educator

The emphasis of the course is to prepare educators to incorporate distance education technologies, as well as teaching and learning strategies, into a learning environment. With guidance from the instructor, students will construct a theoretical foundation and rationale for utilizing distance learning and develop practical, hand-on skills for effectively working within a distance-learning environment. The role of technology in delivering distance learning courses is examined, as well as issues related to designing, organizing and managing distance education activities for a diverse population.

LLTC 540: Management of Information and Technology Centers

This course provides an overview of management theory, policy and practice with an emphasis on the role of the librarian or technology coordinator as a manager in library, school, and independent information center settings.

LLTC 542: Public Librarianship

This course exposes students to the organization and operation of the public library. This includes administrative and financial control, governmental relationships, personnel management, administration of services, standards, buildings and equipment, library extension services, current and emerging technologies, resource sharing, fundraising, and public relations.

LLTC 545: Problem-based Learning Through Instructional Technology

The goal of this course is to prepare educators to effectively integrate instructional technologies into the K- 12 curriculum. Students will work collaboratively to design solutions to real-world problems that could be encountered in schools and libraries. Using the Pennsylvania Standards Aligned System, students will develop lessons and assessments that effectively integrate technologies that align to PDE and Common Core Standards.

LLTC 547: Selected Topics

Contemporary topics in audiovisual communications and instructional microcomputing will be examined. The topics studied will change each time the course is offered. Course may be repeated once.

LLTC 550: Collecting and Curating Print and Digital Collections

This course provides an overview of the processes, policies, and procedures associated with developing, evaluating, and utilizing a library collection that includes print, digital and other technology dependent content. Emphasis is placed on the development of a working philosophy which recognizes the interrelationships of principles, policy, and management.

LLTC 553: Development of Digital and Multimedia Instructional Resources

Relevant principles of learning theory and research in media design are combined with production techniques to provide the student with the essentials needed to produce effective multimedia instructional materials. The student will be responsible for the development of multimedia instructional materials from the initial planning stages to the finished product.

LLTC 555: Building Effective Online and Classroom Instruction

This course moves beyond the theoretical and provides students with an opportunity to do online

development work in an actual Learning Management System (LMS). Students will develop and implement technology-rich and pedagogically effective learning modules for online and classroom delivery.

LLTC 560: Organization of Information, Metadata and Library Technologies

Through the use of an Integrated Library System (ILS) students will learn the essential components of library management functions using the technology of circulation, cataloging and classification, and use of necessary reports. Students will learn how to create metadata to apply to online cataloging and classification as it pertains to various and emerging text and digital resources. With the focus on the librarian's role as a technology leader this course is also an overview and evaluation of current and emerging technologies for libraries.

LLTC 563: Coding in the Classroom

Students will be introduced to a variety or programming languages appropriate for students PK- 12. Topics discussed include Hour or Code and the use of robotics and coding to meet academic and technology standards. Students will use visual programming languages to create simple games and animations and to control robots. Students will create lessons that' integrate coding via iPad apps, visual programming languages, and robots and align to academic and technology standards.

LLTC 564: Preservation, Digitization, and Archiving

This course introduces current theory and practice in the areas of preservation and digitization of library materials. Primary topics are: environmental standards for archival areas; storing, organizing and cataloging special collections; repair and stabilization or paper-based items; digitization of unique materials; metadata standards; and online exhibition of images.

LLTC 565: Emerging Technologies for Educators

Students will discuss a variety of emerging Internet options suitable for use in the classroom and library setting. Students will discuss the history, theory, communication facilities, and educational activity structures relevant to the process within a standards based educational setting. The internet will be the primary resource examined.

LLTC 574: Educational Program of the Library Media Center

This course is designed to emphasize the curriculum-related responsibilities of the library program. School, public, and academic librarians are immersed in educational initiatives. Emphasis is placed on information and digital literacy instruction, curriculum integration, and support services. The roles of the librarian as a teacher, collaborator, technology leader, and program administrator are studied. This online course requires one face-to-face meeting for the purpose of a class lesson presentation and delivery. Fieldwork: 8 hours

LLTC 575: Methods of Research

This course explores types of research, the selection of a research problem, development of research questions, the strategies necessary for library searches using the latest computerized data information retrieval services, the collection and analysis of data, the evaluation of research, and the technical skills needed for writing the research report.

LLTC 585: Digital Portfolios

The goal of this course is to prepare and present an electronic professional portfolio that demonstrates the students' accomplishments in the graduate program. This is a culminating course for the program. The role of portfolios, standards, and reflection in education will be examined, as well as the types and components of portfolios. Students will investigate technologies that enhance electronic portfolios.

LLTC 590: Internship

This course is designed to provide experience in the practical application of library routines and procedures in a school library media center. The primary activities will be conducted under the supervision of a cooperating school media librarian at an unassigned school media center. The student will be required to spend 90 hours in a school library media center working under the direction of a cooperating librarian. The required 90 hours of field work will build on the background and experience of the certified teacher to develop the specialized knowledge of the school media specialist.

LLTC 598: Clinical Experience and Practicum I

The clinical field experience provides the school librarian teacher candidate with the opportunity to observe practice under the guidance of a certified school librarian. Candidates are typically assigned to two placements, one elementary and one secondary. The students also attend Practicum class which meets once a week which provides for an exchange of ideas, information, experiences, and assistance from their peers and supervisor. Each candidate is expected to demonstrate the ability to function effectively in the five roles of the school librarian: teacher, leader, instructional partner, information specialist, and program administrator.

LLTC 599: Clinical Experience and Practicum II

The clinical field experience provides the school librarian teacher candidate with the opportunity to observe practice under the guidance of a certified school librarian. Candidates are typically assigned to two placements, one elementary and one secondary. The students also attend Practicum class which meets once a week which provides for an exchange of ideas, information, experiences, and assistance from their peers and supervisor. Each candidate is expected to demonstrate the ability to function effectively in the five roles of the school librarian: teacher, leader, instructional partner, information specialist, and program administrator.

Mathematics

MATH 400: Complex Variables

This is an introductory course in Complex Analysis. Topics include properties of complex numbers, analytic functions, mappings, contour integrals, Cauchy's residue theorem, and the geometric properties of complex functions.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 403: Analysis of Data Sets

This course continues the development of the concepts and procedures of MATH 230 or both MATH 301 and MATH 302 with an emphasis on practical applications to science, business, and industry. A review of basic statistical concepts, regression analysis, categorical data analysis, analysis of variance, and nonparametric statistics will be presented. Up-to-date examples using computer statistical packages will be used. The student is expected to apply the above techniques to real-world problems. Students will be required to use appropriate computer software.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 431: Topology I

Set theory; functions; metric spaces; basic topological concepts; topologies and neighborhood systems; open and closed sets; accumulation points and closures; bases and subbases for a topology; separation and connectedness; nets; continuity and homeo-morphisms; compactness; product and quotient spaces.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 451: Introduction To Fractals

Through hands-on activities, computer experiments, visual readings, discussions, and lectures, this course will examine the concepts of iteration, fractals, and chaos, as well as the history and people involved in this fascinating field. The course will begin by looking at the basic concept of iteration: repeatedly applying some specified operation. Iteration leads naturally to, among other things, the geometric representation of a fractal, self-similarity, fractal dimension, and the notion of mathematical chaos. Students will learn concepts from classical mathematics and ways in which these concepts can be applied to model and explain real-world scenarios. Additionally they will be shown that mathematics is a current, active, useful, and dynamic field of study.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 460: Linear Algebra II

This course is a study of advanced topics in Linear Algebra. Topics include: review of the properties of vector spaces; study of inner product spaces; factorization of a matrix in QR, diagonalized, and singular value decomposition forms; eigenvalues and eigenvectors of matrices with applications to solving differential equations; positive definite matrices and their applications; and numerical linear algebra.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 470: Selected Topics In Mathematics

This course is designed to provide mathematics students an in-depth study of a topic in mathematics that is not normally covered in the curriculum. May be repeated with different topics.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 473: Partial Differential Equations

Equations of first order, Hamilton-Jacobi theory; the Cauchy Problem; the Dirichlet and Newman problems, Existence Theorems; Green's Functions; Equations of mathematical physics; integral equations.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 512: Foundations of Mathematics

This course is intended to broaden and deepen the beginning graduate student's knowledge of the foundational concept of mathematics. Topics covered are: mathematical logic, theory of sets, algebra of sets, relations and functions, ordering, equivalence classes, real numbers, and ordinal and cardinal numbers. Required of all M.Ed. mathematics majors. It is strongly recommended that this course be taken as early as possible in the graduate program.

MATH 535: Vector Analysis

This course will cover important topics in Vector Analysis including vector and vector fields, line integrals, regular k-surfaces, flux of a vector field, orientation of a surface, differential forms, integration on surfaces, surfaces with boundary, and the general Stokes's Theorem.

Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MATH 540: Theory of Probability

Axiomatic probability, probability spaces, conditional probability, random variables and functions of random variables, probability distributions, sums of random variables, and the Central Limit Theorem are studied.

MATH 545: Statistical Inference and Sampling Theory

Random sampling, the Law of Large Numbers, estimation of parameters, Central Limit Theorem, confidence intervals, regression analysis, sampling from a normal population, and testing hypotheses are studied.

MATH 550: Foundations of Geometry

Foundational aspects of geometry, postulational systems and their properties, Euclidean geometry from both the metric and the synthetic viewpoints, finite geometries, non-Euclidean geometries, and geometric transformations are studied.

MATH 561: Algebra I

Mappings and relations, concepts of lattices and categories, basic properties of monoids, semi-groups and groups, homomorphisms and isomorphism, study of various group structures and their properties, homomorphism and isomorphism theorems, groups with operators, normal series, direct products of groups, and category of groups are covered.

MATH 580: Special Topics in Mathematics

This course is designed to enable the student to pursue interests in some area of mathematics. The function of this course is not to introduce the student to beginning concepts. Rather, it is to permit the student to pursue the study of topics encountered in courses already taken. It is expected that the student will have had at least two courses in the program in her or his area of interest (algebra, analysis, topology, geometry, etc.) before enrolling in MAT 580.

Multicultural Education

MCED 500: Legal, Historical and Philosophical Foundations of Multicultural Education

This course offers critical analysis of a variety of theoretical frameworks associated with multicultural education, an in-depth examination of current issues affecting diverse students in educational settings, and an overview of legislation that both historically and currently impacts the educational experience of students from diverse backgrounds. Course content and assessments will provide students with opportunities to discuss and reflect on issues of race, ethnicity, language, socioeconomic status, gender and sexuality, cultural perspectives, and individual differences.

MCED 520: Cross-Cultural Communication in Education

This course will provide theoretical, methodological, and practical insights into intercultural communication with an emphasis on their implications for teaching and learning. Course content and assessments will enable students to explore ways that communication styles differ among different

cultural groups and how varied communicative behaviors can directly affect what takes place in educational settings. Related issues involving cross-cultural communication, such as school-family-community relationships, will be addressed.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MCED 535: Narratives in Multicultural Education

This course provides educators with personal stories and perspectives of people from a variety of racial, ethnic, cultural, linguistic, religious, sexual and gender identity, ability-related, and socioeconomic backgrounds. Personal stories highlight relevant school- and community-related experiences of students and family members in diverse schools and related settings. The course explores these narratives as case studies and offers the opportunity to discuss and consider the perspective of each featured individual as well as consider one's own personal narrative related to issues of diversity and schooling. Through each case study, educators are afforded the chance to identify ways schools can best meet the needs of individuals having similar experiences.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MCED 560: Community- or Internationally-Based Learning Experience

This course immerses educators in a new cultural setting and offers the opportunity to more deeply learn about and gain an understanding of a specific community. Educators will be able to apply previously learned strategies for effective cross-cultural communication and will employ culturally-relevant best practices within the context of diverse communities. This course will require time spent on-site in a location that provides the chance to experience and deeply learn about a culture previously unfamiliar to the participant and the connections within a broader community that includes a complex network of residential homes, businesses, and institutions that include but are not limited to public school settings. Experiences may take place in nearby or more remote settings depending on the interests and ability of course participants to travel.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Management

MGMT 510: Advanced Quantitative Methods for Business Decisions

The development and application of advanced mathematical and statistical techniques used in model building are discussed. Optimization techniques in single-stage and multi-stage management decision problems under certainty and uncertainty are analyzed. Computer use is provided.

MGMT 535: Human Resource Management

In this course, students study the concepts, issues, methods and procedures involved in building and maintaining an effective workforce in an organization. Specific topics include recruitment, selection, appraisal, compensation, benefits, training/development, labor-management relations, discipline, workforce planning and similar functions. The focus will be on the staff human resource management unit of an organization as a way of organizing the study, but applications for every supervisor and manager will be readily apparent. Knowledge of this staff specialty is particularly useful in understanding overall business operations of the organization.

MGMT 536: Human Resource Management and Organizational Strategy

This course will examine the various roles of human resource management in organizations, especially the role in strategic planning. Students study the advisory, service, control and change agent roles played by

human resources generalists and specialists in different organizational contexts and industries and how human resources policies, procedures and functions are integrated and coordinated within such organizations and industries.

MGMT 537: Management of Staffing, Training and Development

This course will examine how to determine recruitment needs and objectives and the internal and external sources of applicants. The various aspects of the selection process will be studied along with the legal ramifications associated with that process.
Training and development needs and the design of programs will be analyzed in light of an organization's goals, objectives, and strategies as well as federal legislation such as the Americans with Disabilities Act.

MGMT 538: Management of Compensation and Benefits

This course will examine the total compensation philosophy, strategy and policy of organizations and the economic factors affecting compensation. Students will learn how jobs are analyzed and how job descriptions and specifications are derived from such analysis. Job evaluations methods, job pricing, pay structures and pay rate administration are also scrutinized along with employee benefits programs and the philosophy, objectives, characteristics and types of such programs.

MGMT 542: Labor Relations and the Law

This course presents a detailed description of not only the principle and rule of labor law, but also of its historical and political context. The course takes a social science approach to labor law so that students who have little or no background in law will be able to appreciate and thereby understand its complexity. It emphasizes public labor policy and discusses how it operates rather than simply explaining the rules of law.

MGMT 545: Ethics in the Workplace and Society

MGM 545 covers the philosophical roots of ethical thought. It examines historical approaches to ethics – utilitarianism, egoism, deontology, relativism – as well as a relatively modern new approach that produces a standard for judging ethical behavior in today's business environment. The course explores how ethical behavior can be encouraged in society and in the workplace through systems thinking.

MGMT 552: Multi-National Business Enterprise

Analysis of the major characteristics of international business; of its economic, political, social, and cultural environments; of key international institutions, and of the problems, policies, and managerial practices in this area.

MGMT 561: Logistics and Supply Chain Strategies

This course presents a strategic perspective of planning, organizing, and controlling activities in the three principal logistics decision areas, transportation, inventories, and facility location. Students learn about developing and executing strategies to enhance the success of the enterprise by optimizing service to customers while reducing logistics costs within the firm and throughout the supply chain.

MGMT 570: Operations Management Theory and Practice

This course is designed to study the theory and application of operations management, including management philosophies, production cycle, simplification and diversification, and materials production and control. A study is undertaken of problems of production and other business processes which are devoted to the creation of consumer goods and services. A critical analysis of research and emerging

theories in the field of operations management, with emphasis on their social, economic, and physical implications, is also presented.

MGMT 571: Selected Topics in Management

In this course, students study concepts, issues, methods and procedures involved in critical areas of management as practiced within the United States and internationally.

MGMT 574: Managing Large Strategic Business Projects

This course covers project management. Topics include all aspects of project management from the point of view of project manager, decision maker, and implementer. The course will include extensive research on project management, business initiatives, and entrepreneurial endeavors. Methods for planning a strategic initiative, critical factors which generally lead to success, and factors which generally lead to failure will be covered. Students will engage in a case study of a real business initiative.

MGMT 575: Innovations and Entrepreneurship

Entrepreneurship is the pursuit of opportunity without being limited by a lack of current resources. As such, it is a mind-set that challenges the traditional systems approach of thinking with a more innovative and holistic approach, as applied to problem- solving and opportunity analysis. Entrepreneurship is a study of the theories and practices associated with business innovation. This course will evaluate the factors that encourage or hinder innovation; traits and roles involved with entrepreneurship, resource acquisition by new firms; and the overall management of business entry, organizational change, and innovation development.

MGMT 576: Energy Management

Energy management in organizations is studied. Coal, oil, natural gas, and nuclear, solar, and geothermal energies are of primary interest. The course focus is on management aspects of energy. Managerial options in production and consumption of each type of energy are considered, with particular emphasis on consumption. Attention is given also to conservation, technology development, and public utilities. Estimation is made of future energy scenarios and their impacts upon management actions. The role of government in production, consumption, and technology development is examined.

MGMT 582: Organizational Leadership

This course is designed to introduce graduate students to organizational theory and design principles that will better equip them to take on leadership roles in organizations. It will focus on selected areas of behavioral science theory as applied to a "micro" perspective on organizations. This includes the areas of organizational structure, process, reward systems and culture. It gives emphasis to a leader's ability to effectively guide an organization's pursuit of strategy and its operation with in its environment. The course assists students in learning how to adopt multiple perspectives of frameworks for understanding behavior in organizations and how to generate plans for maintaining or increasing organizational effectiveness.

MGMT 585: Management Decision Making

This course involves the identification, selection, and application of a variety of analytical methods used in the examination of complex business problems commonly encountered in the management of business organizations. It includes extensive practice in utilizing these methods to produce optimum solutions.

MGMT 589: Contemporary Topics in Management

This course will provide the student with an understanding of a variety of current topics and contemporary issues in the area of management. Topics such as reinventing the business, democratic governance, connected corporations, or hyper-competitive rivalries will be examined during the semester. These topics will be compared to previous theories about managing businesses in order to compare and contrast them. In addition, these theories will be evaluated to determine their relevance to practicing managers in a dynamic business environment. Exposing students to these latest topics will give them an opportunity to determine whether a new idea might be useful to them as future managers.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MGMT 590: Management Business Policy and Strategy

This course is designed to study top management decision making and internal and external environments of the organization in the formulation and execution of strategy and policy. This is an integrative course which may be scheduled only after completion of all foundation courses and with no more than 12 graduate credits remaining before completion of the program.

Marketing

MKTG 415: Problem Solving In Marketing

This course will explore the concepts associated with problem solving and critical thinking using case study analysis in marketing problem-based situations. Critical thinking has been a mainstream issue within a myriad of institutions. Case study analysis represents one of the most comprehensive and beneficial critical thinking and analytical tools to apply towards institutional problems and distinct opportunities.

MKTG 550: Marketing Strategies and Planning

Concepts from economics, behavioral science, and modern systems theory are used to study marketing as a subsystem within its social and economic environment. Marketing management decision making is examined as it is related to the analysis of markets as well as the planning, implementing and control of marketing strategies.

MKTG 560: Marketing and Entrepreneurship

The study of marketing techniques and strategies for small and medium enterprises (SMEs). The course will explore marketing under the following variables: -Limited economies of scale -Severe resource constraints -Limited geographical presence, with limited company/product image, limited brand loyalty, limited marketing management expertise -Decision making under even more imperfect information conditions than in larger firms. Developing a marketing plan from the perspective of the entrepreneur will be emphasized.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MKTG 571: Selected Topics in Marketing

This course will provide the student with an understanding of a variety of current topics and contemporary issues in the area of marketing. The emphasis will be on examining recent changes in marketing practices and concepts in a dynamic business environment. Topics will be diverse areas that are not covered in the regular graduate marketing classes. Instructors will utilize current articles and books in the field.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Modern Language Studies

MLST 428: Culture and Diversity of English Learners

This course is designed to prepare English as a Second Language (ESL) program specialists to facilitate the integration of English Language Learners (ELLs) and their families into the host school and community. As well, the course facilitates school staff members' understanding of multi-cultural and multi-language learners' needs and support strategies so as to maximize the educational experience. Participants in this course will undertake a comparative approach to similarities and differences between the US culture and other cultures with the goal of developing cultural understanding and sensitivity of ELL/ESL students and families living in the US culture.

MLST 434: Instructional Methodology for English Learners

This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist ESL Certificate. This course offers research-based information relative to the design and implementation of an ESL program; methods, strategies, and resources for ESL programs; the use of computer technology (hardware and software) for ELLs; the use of audio/visual media for ELLs; the adaptation of instructional strategies and materials to address the specific needs, talents and interests of ELLs; the integration of multicultural information for ELLs through various curricula; the development, implementation, and evaluation of varied curricular and instructional activities for diverse ELLs; metacognitive awareness and strategic planning of ELLs to assist them in regular classrooms; and the acculturation process regarding reading, writing, speaking, listening, and culture.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MLST 435: Language Acquisition and English Linguistics

This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist-ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners. This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist- ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective method s of instruction and assessment of spoken and written language for use with ESL learners.

Mathematics Education

MTED 415: Learning and Teaching Mathematics

The nature of mathematics and mathematical thought processes; current views on the learning and teaching of mathematics; problem-solving; discovery learning; meaningful instructional objectives; individualizing instruction in mathematics; aids to instruction; instructional strategies in mathematics education. Open to Senior Secondary Education Mathematics majors, Senior Elementary Education majors with a Mathematics Concentration and to graduate students in mathematics education.

MTED 425: Middle School Mathematics

This course is designed to prepare both elementary and secondary teachers to teach mathematics in the

middle school. Various instructional strategies will be examined and discussed. A significant portion of the course will be devoted to the content and methods of middle school mathematics. The course will include the presentation of some activities that middle school students can use to discover mathematical concepts. Open to Senior Secondary Education Mathematics majors; Senior Elementary Education majors with a Mathematics Concentration and to graduate students in mathematics education.

MTED 531: Methods of Research (Mathematics)

This course is an introduction to the rationale and procedures for educational research. Types of research, selection of a research problem, the use of the library, collection and application of data, background for the preparation of research, and the research report are subjects covered.

MTED 574: Seminar in Mathematics Education for Elementary Teachers

Goals in mathematics education, current research and experimentation in mathematics education in the elementary and middle school, planning, and evaluation are examined.

MTED 580: The Curriculum in Secondary Mathematics

Development of a secondary school curriculum, the history of curriculum change in mathematics education with special emphasis placed on the revisions of the past 10 to 15 years, and present-day secondary mathematics curricula are reviewed. Proposals for future changes in the mathematics education curriculum are examined. Practical applications are also discussed.

Music Education

MUED 510: Psychology of Music

This course addresses the physiological, sensory, and organizational processes required in perception and cognition of sound and how they interact with learning. Areas to be addressed include foundations of acoustics, physiology of the hearing system, musical preferences, human developmental psychology in relationship to musical learning, personality of musicians, performance anxiety, psychology of musical performance, relationships between music and intelligence, and the relationship between music, meaning and culture. Engaging with, reading and critiquing research articles in these various areas will require the student to additionally develop a basic understanding of research design and statistical importance.

MUED 520: Instructional Systems Design and Learning Processes in Music

This course provides an introduction to the foundations, history and practical applications of current instructional design strategies in educational settings and how human beings learn within and outside of academic situations. Special emphasis will be placed on how humans developmentally, cognitively, behaviorally, aesthetically, physically, and systematically learn and process music within various instructional contexts.

MUED 522: Elementary Music Methods

This course will prepare the prospective music educator to create, develop and teach successful elementary classroom music programs. Students will study major trends and learning theories, apply knowledge of child development including exceptional populations, examine the literature and materials for teaching music, create lesson and unit plans, and engage in practice teaching experiences.

MUED 525: Advanced Foundations of Music Education

This course examines a variety of important questions affecting how music education is viewed in the United States. Students will investigate the history of music education in the USA, the nature of educational experience, the nature of musical performance, the roles of imagination and creativity in music and all art, and the roles of democracy and personal meaning– making through music.

MUED 530: Practical Technology for Music Educators

This course is designed to enhance existing technology skills needed to be a successful music educator in the classroom. Areas to be addressed include current technology for musical notation; audio, video, and graphics editing; website creation, and offsite digital storage in the classroom.

MUED 532: Instrumental Music Methods

This course is designed to prepare students to teach instrumental music in the schools. Each student will be able to discuss and/or demonstrate appropriate teaching techniques, strategies and materials (including representative orchestral and wind repertoire), and develop an understanding of the administrative responsibilities needed to initiate and maintain a successful instrumental music program.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

MUED 535: Music for the Exceptional Learner

In this course students will become familiar with general educational issues and music education trends affecting exceptional learners in the United States. Developmental music experiences for the exceptional learner in mainstreamed music classes will be addressed with an emphasis on the identification, methods of instruction, and arranging of music for exceptional learners.
Questions about music education teaching and learning will be covered, and students will be introduced to variations in language ability, assessment, inclusion, and music education in a diverse world. Students will become knowledgeable in the areas of language, motor, visual, and social development, connecting current research and theory about exceptional learners in music education to classroom practice. To synthesize thinking and learning experiences, students will also critically assess inclusive school settings.

MUED 540: Musical Analysis for the Music Educator

This course focuses on using theoretical musical analysis as an aid to the interpretation of music. Through score analysis, comparative listening, and discussion, students will develop critical listening skills, and will present interpretations of pieces, which will be supported by their analysis.

MUED 542: Practical Music Acoustics for Music Educators

The purpose of this course is to engage music educators in experiencing fundamentals through advanced aspects of the physical properties of sound, which include musical acoustics and psychoacoustics. Special emphasis will be given to practical and theoretical knowledge and application of that knowledge to the following areas: (1) physical properties and behaviors of sound (2) structural properties of musical instruments, including the voice, and how the structural aspects affect the acoustical properties, (3) concert hall design, room and rehearsal space design, and auditorium design and how that affects acoustics and music perception, (4) psychoacoustics - the human and non-human perception and processing of sound from the ear to the brain, (5) environmental and sustainability issues of sourcing materials for musical instruments; and, (6) diversity and universality of human music. Students will be engaged in several small research projects requiring acoustical assessment software available for use under guidance.

MUED 545: Musician Health and Performing Arts Medicine for Musicians

The purpose of this class is to acquaint musicians and music educators with the growing field of performing arts medicine and musician health concerns. The performance of music, whether instrumental or vocal, requires performers of all ages to engage in muscular athletic activities that have been found to cause or contribute to physical injury, thus earning them the designation of "small muscle athletes." Students will learn about causes, symptoms and treatments of injuries, and also how to teach or engage in performance strategies that may lessen incidences of injury from medical professionals who are also musicians.

MUED 547: Advanced Methods of Teaching Music Literacy

This course is designed for music educators who want more advanced training in the Orff, Kodaly, and Feierabend methods of teaching music and music literacy, but are not ready yet to take the intensive certification programs associated with each method.

MUED 552: Choral Music Methods

This course is designed to prepare students to teach choral music in the schools. Each student will be able to discuss and/or demonstrate appropriate teaching techniques, strategies, and materials (including representative choral repertoire), and develop an understanding of the administrative responsibilities needed to initiate and maintain a successful choral music program.

MUED 560: Advanced Woodwind Pedagogy

This is a comprehensive course designed to provide the master's degree candidates with appropriate teaching methodologies, strategies, and materials for use in teaching flute, clarinet, saxophone, oboe and bassoon. Correct fingering, embouchure, articulation, tone production, and repertoire will be studied. Students will learn to play each instrument at the intermediate level; understand the specific playing techniques for each instrument; and develop pedagogical concepts for teaching the instruments at the basic, intermediate, and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

MUED 575: Field Experience in Music Education

The primary focus of this course is the connection of educational theory with practice. A practical orientation to the teaching of music in a multicultural society through field experiences in a music classroom. Students have opportunities to experience the adaptation of techniques and theories for instruction in the classroom. Seminars, workshops, and individual conferences with the university supervisor accompany the experience of the music classroom assistantship. Students are responsible for their own transportation to the school site.

MUED 580: Independent Study: Music Education

This course supports individual pursuit in depth of a subject not covered within regularly scheduled graduate curriculum, and to address the needs and interests of select students through guided research, readings, discussions, and papers. Graduate students may schedule this course for one to three credits in a single semester, with no more than nine credits of Independent Study overall.

MUED 590: Clinical Experience I

Student teaching is the culminating experience of the undergraduate Music Education program. It provides the student with the opportunity to observe professional music teachers and to participate in the music

education program of the school. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable. At some point during these placements the student teacher will have experience with general, vocal/choral, and instrumental music instruction. The student teacher is expected to participate in planning and teaching lessons in all of these areas. The Practicum is a seminar scheduled concurrently with Student Teaching. Led by university faculty, students will discuss a variety of subjects, including but not limited to: teaching strategies, learning theory, classroom and rehearsal management techniques, community resources, and other pre- professional concerns. Must be taken concurrently with MUU 592 Practicum.

MUED 591: Methods of Research

This course provides an introduction to a wide-range of research methods and provides graduate students with the knowledge they need to begin the process of collecting, analyzing and reporting data. In addition, students will examine their own research lens and biases and develop the critical thinking skills needed to analyze and comprehend research reports.

MUED 592: Clinical Experience II

Student teaching is the culminating experience of the undergraduate Music Education program. It provides the student with the opportunity to observe professional music teachers and to participate in the music education program of the school. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable. At some point during these placements the student teacher will have experience with general, vocal/choral, and instrumental music instruction. The student teacher is expected to participate in planning and teaching lessons in all of these areas. The Practicum is a seminar scheduled concurrently with Student Teaching. Led by university faculty, students will discuss a variety of subjects, including but not limited to: teaching strategies, learning theory, classroom and rehearsal management techniques, community resources, and other pre-professional concerns. Must be taken concurrently with MUU 592 Practicum.

MUED 595: Graduate Seminar in Music Education

This course provides opportunities for students nearing completion of the requirements for the M.Ed. in Music Education to reflect upon and refine their perspectives regarding the history, theories, goals, research and contemporary practices in the field of music education. Each perspective is investigated by analyzing issues of the learner's professional identity with attention to working with diverse communities. Drawing upon insights and understandings gleaned from their course of study, additional readings, and contributions of seminar participants, seminar participants will develop an integrative product (a thesis or portfolio for national board certification) that documents their professional growth and development to this point in the program and puts forward implications for continued practice.

Music Performance

MUPF 443: Applied Music: Flute (Pr)

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music. This course is repeatable for credit, including in the same semester, up to 99 times.

MUPF 445: Applied Music: Clarinet (Pr)

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a

special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music. This course is repeatable for credit, including in the same semester, up to 99 times.

MUPF 447: Applied Music: Saxophone (Pr)

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music. This course is repeatable for credit, including in the same semester, up to 99 times.

MUPF 461: Applied Music: Piano (Pr)

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music. This course is repeatable for credit, including in the same semester, up to 99 times.

MUPF 462: Applied Music: Organ (Pr)

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music. This course is repeatable for credit, including in the same semester, up to 99 times.

Music

MUSC 420: Selected Topics In Music Literature

Music literature of various stylistic periods, cultures, media, and genre, and/or works of selected composers or performers which cannot, because of their scope, receive emphasis in existing music literature courses are studied.

MUSC 450: Performing Arts Administration

Performing Arts Administration will engage students in the business aspects of the performing arts industry, including organizational behavior and arts management, performing arts center and ensemble management, community arts organizations, financial management for the arts, audience development and marketing the arts, legal issues in the arts, repertoire appraisal in the arts, working in the non-profit sector, grant-writing, and fundraising. Students will also complete field work with local arts agencies as part of the course.

MUSC 460: Foundations of Christian Musical Worship

This course is a study of the history, theology, and practice of music and the arts in worship. Designed for church musicians and students who are interested in music in the church, this course will provide biblical and historical perspective and necessary materials and resources to understand and develop creative worship experiences.

MUSC 470: Selected Topics in Music Literature

Music literature of various stylistic periods, cultures, media, and genre, and/or works of selected composers or performers which cannot, because of their scope, receive emphasis in existing music literature courses are studied.

MUSC 485: Intermediate Piano Tuning

This is an intermediate level course for learning piano tuning. The primary focus of this course is to learn techniques and procedures for proper tuning of pianos using musical industry approved methods. Emphasis is placed upon ear-training for aural tuning and the correct use of electronic tuning aides. Recognition of the various factors that affect pitch stability and tuning durability are presented.

MUSC 490: Advanced Piano Tuning

This is an advanced level course for learning fine piano service techniques of voicing, tuning, and regulation of piano hammers, strings and key actions. Emphasis in this course is placed upon recognition of correct piano tone and touch along with understanding methods that can facilitate accurate sonic and tactile micro-changes.

MUSC 506: Seminar in Elementary School Music

The various phases of the elementary music program are explored with particular reference to the role of the classroom teacher and the specific needs and problems of the graduate student.

MUSC 510: Music Listening in the Elementary School

This course is designed to further the teaching of music appreciation and the integration of music listening into the curriculum through the presentation of current materials and methods now available.

MUSC 526: Graduate Conducting

Intermediate and advanced instruction in choral and instrumental conducting techniques for music educators. Knowledge and skill areas stressed are a review of conducting gestures and patterns; advanced score interpretation, rehearsal management and technique, special challenges in choral and instrumental contexts.
This course is designed to refine pre-existing choral and/or instrumental conducting skills in the music educator. Specific attention will be given to the music teacher as conductor. Areas of study include: 1) advanced conducting technique; 2) advanced score study, marking, and preparation; and 3) advanced rehearsal techniques. Representative literature from various ensembles and periods will be studied and conducted. Successful completion of this course can lead to conducting opportunities with university ensembles.

MUSC 550: Seminar in Musicology

This course focuses primarily on the music, composers, styles and techniques, aesthetic principles, and the performance practices of the Western Classical tradition via reading, listening, writing, and musical analysis. Additional study in popular and non-Western styles may also be included. The composers and repertoire studied will change depending on the specific needs of the seminar group.

Physics

PHYS 465: Advanced Physics Laboratory II

This is an advanced level laboratory physics course in electricity, magnetism and modern physics. Advanced experiments from the areas of electricity, magnetism, optics and atomic, nuclear and solid state physics are performed. Topics in error and data analysis are included. This course will cover topics at a more in-depth level than PHYS 319. A student may not enroll in this course if he/she has successfully completed PHYS 319.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

PHYS 470: Quantum Mechanics

This course is an introduction to the subject of quantum physics. Topics include wave-particle duality, state functions and their usefulness, the Schrodinger equation, uncertainty principle, expectation values of observables and applications of quantum physics to one dimensional systems. The hydrogen atom is also considered. This course will cover topics at a more in-depth level than PHYS 360. A student may not enroll in this course if he/she has successfully completed PHYS 360.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

PHYS 472: Solid State Physics

This course is an introduction to the subject of solid state physics. Topics include crystal structure, crystal binding, lattice vibrations, thermal and electrical properties of solids, the Fermi gas, band theory of solids, conductors and semiconductors, superconductivity, magnetic properties, and crystal defects. This course will cover topics at a more in-depth level than PHYS 362. A student may not enroll in this course if he/she has successfully completed PHYS 362.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

PHYS 474: Nuclear Physics

This course is an introduction to the subject of nuclear physics. Topics include nuclear structure and models, nuclear transitions and decay, nuclear reactions, radiation detection, natural radioactivity and elementary particles. This course will cover topics at a more in-depth level than PHYS 364. A student may not enroll in this course if he/she has successfully completed PHYS 364.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Political Science

POLI 425: Public Policy Making

The study of public policy within an analytical framework. Emphasis will be given to: conceptual frameworks and approaches to the study of public policy; the role of the environment in the policy process; the effect of political structures and institutions on public policy; and the citizen in the policy process.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

POLI 441: Managerial Leadership and Ethics

This course gives graduate public administration students a fundamental and practical understanding of effective administrative leadership. Various leadership approaches are examined, paying particular attention to the public sector. With leadership comes ethical responsibility. How does one attain organizational objectives while accommodating for politics, ethics, and multiple agendas? How does a public administrator balance conflicting interest and the public good? In what way is integrity the means

to effective leadership?

POLI 465: Administrative Law

An analytic study of the law dealing with the power, procedures, and judicial review of the administrative agencies of government; emphasis will be placed on federal agencies and procedures. Graduate course open to juniors and seniors with 2.90 Q.P.A. and Departmental permission.

POLI 503: Thesis

Students register through the department chairperson for three (3) semester hours in two (2) different semesters or six (6) semester hours in one (1) semester.

POLI 509: Approaches and Methods in Political Science

This course explores the nature and scope of political science, introduces the terminology of the discipline and describes the various approaches used in the sub-fields of the discipline, with special emphasis on quantitative analysis. It describes and analyzes the conflict between the normative and behavioral schools.

POLI 515: Principles and Problems of Public Administration

The modern techniques of public administration with special emphasis on qualifications of administrators, administrative organization, personnel administration, and training for government service are examined.

POLI 516: Administrative and Organizational Theory

Administrative and organizational theory within a framework emphasizing conceptual approaches are analyzed. Both public and private organizations are studied.

POLI 517: Public Personnel and Strategic Human Resource Management

The changing nature of public personnel administration as seen in procedural changes in recruitment, classification, evaluation, promotion, and training public employees is studied. Historical development from the spoils system through the merit system to recent trends which emphasize the positive and political nature of personnel processes and behavior, and the impact of public workers' unions, affirmative action programs, and increasing political activity of public employees are discussed.

POLI 518: Budgeting and Decision Making

This course examines the comparison and evaluation of budgetary decision making in private and public budgeting, the concept of responsibility in budgeting, and rationality in decision making. Emphasis is placed on processes that link political and economic values basic to decision making and budgeting systems.

POLI 538: Program and Policy Evaluation

This course is an introduction to various techniques of evaluating the effectiveness of public programs and policy implementation. Discussion of types of evaluation, the use of evaluations, and the politics of the evaluation process are reviewed. However, focus is on systematic methods of program evaluation such as benefit cost analysis, statistical applications, the structure of evaluation research, and decision analysis.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

POLI 555: Federalism and Intergovernmental Relations

This course is an examination of distinctive features of intergovernmental relations in the United States. Topics stressed include the historical adaptations of federalism, the emerging role of the administrator, contemporary trends in intergovernmental relations, and the assessment of contemporary trends from federal, state, and local perspectives.

POLI 562: Urban Politics

This course focuses attention on the rule of government in the management of conflict. It analyzes the structural arrangements and political processes to determine how they affect the allocation of influence and policy output of local communities.

POLI 565: Public Administration Internship

POLI 565 involves a 15-week internship that combines a 20-hour per week on-the-job experience with a public on nonprofit agency under the direct supervision of an agency supervisor and the completion of an approved internship report integrating the experience and previous course work. The course provides an opportunity to integrate knowledge and skills developed in other courses within the MPA program. During the semester, students will develop an understanding of effective management techniques, apply skills obtained in an academic setting to administrative problems and issues, and refine their written and oral communication skills to the demands of the workplace.

POLI 570: Selected Topics in Public Administration

This course will address a variety of current issues and topics in the changing field of public administration. The selected topics course will supplement the program offerings in the Master of Public Administration program. Topics will include but will not be limited to such issues as economic development, urban and rural planning, health care administration, and community development. This course may be taken for credit twice provided that the same topic is not repeated.

POLI 571: Nonprofit Organizational Management

This course will address the specific issues associated with the management of nonprofit or not-for-profit organizations. These issues include the legal and structural differences between nonprofit and private sector or government organizations and the special fundraising and fiscal management needs of nonprofit organizations. The course will employ both lecture and case studies to explore the unique aspects of nonprofit management. Guest speakers from area nonprofit organizations and government or private funding sources will bring real world experience into the classroom.

POLI 580: Independent Study in Public Administration

Independent reading and/or research under the supervision of a member of the graduate faculty in an area of public administration of special interest to the student. A total of 6 semester hours may be earned in independent study, with no more than 3 semester hours taken in any one semester.

POLI 581: Professional Seminar in Public Administration

This course is intended only for students who are completing their Masters of Public Administration (MPA) degree. It is offered as an alternative to completion of the thesis for MPA students and to integrate learning across the program of study. The course offers each student the opportunity to demonstrate mastery of the theory and practice of public administration by applying the knowledge and

skills gained in the MPA program to a project of the student's choice with approval of the instructor. Students also integrate their learning by exploring salient issues of the 21st century administration, their personal leadership and decision-making styles, career planning and development and the knowledge, skills and abilities required for senior leadership roles. The course involves completing a project report reflecting the cumulative knowledge gained from their educational experiences in their program of studies.

Prerequisites: The current prerequisites for this course can be found in the online Course Description.

Professional Studies

PRST 410: Accounting, Budgeting, and Financial Reporting for Public Libraries

This course is designed for students majoring in Library Science and professional librarians wishing to strengthen their knowledge of Pennsylvania Law relating to accounting, financial reporting, and budgeting for public and special libraries in the Commonwealth of Pennsylvania.

Professional Writing

PRWR 400: Creative Writing: Theory and Practice

This graduate-level workshop focuses on the production of original works of fiction, poetry, or drama. Using contemporary writers as models, students will explore various writing styles consistent with the practice of contemporary writing. Students will examine craft and technique used by celebrated authors. As this is a workshop, students are expected to critique the works of their peers and actively participate in classroom discussions. The course is meant to prepare students technically and creatively for further study in creative writing with the goal of producing publishable works. Emphasis is placed on the writing process itself.

PRWR 430: Rhetorical Traditions and Contemporary Renditions

This course studies the histories of rhetoric as well as contemporary intersections and applications across disciplines. Depending on the particular interests of the professor, one or more specific area(s) such as media, popular culture, sciences, feminisms and gender studies, composition studies, literary theories, literacies, global issues, pedagogy, arts, and political discourse will be chosen for a more detailed study. Critical to the course are the writing assignments that allow students to examine issues in more depth and explore alternative rhetorical stances and situations.

Psychology

PSYC 429: Behavior Modification

A survey of procedures used for behavior modification and behavior therapy. Practical application of these procedures to various populations will be stressed.

PSYC 432: Human Neuropsychology

This course will consider aspects of the relationship between brain and behavior in the adult and the developing human through the critical examination of evidence derived from (1) the study of the effects

of focal lesions of the cerebral cortex, (2) the effect of forebrain commissurotomy and (3) the neuropsychological investigation of subjects without neurological impairment. Relevant experimental literature concerned with animals other than humans will also be considered.

PSYC 512: Psychological Testing

The course is designed to study the objectives of testing, procedural methods common to all testing, and the meaning of standardization, validity, reliability, and other terms related to understanding and evaluating tests and use. Familiarity with some of the leading tests in use today is expected.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

PSYC 520: Advanced Social Psychology

A scientific study of interpersonal relationships is undertaken. The relationships of persons to other persons as individuals and as members of groups, the mutual interdependence, and reciprocal influences upon attitudes, thoughts, and behavior are studied.

PSYC 525: Developmental Psychology of Childhood

In this course the development of heredity, environment, physical, motor, emotional, social, and intellectual patterns are studied. The culturally deprived child and current trends and issues in infant and child care are topics included in the course.

PSYC 527: Developmental Psychology of Adolescence

Developmental problems of the adolescent period are studied. This includes the interrelationships that exist between maturational changes and cultural influences, and the effects of the home, the peers, and the social agencies.

PSYC 529: Growth and Development Through Adulthood and Aging

This course examines physical, social, cognitive, and personality development from early adulthood through late adulthood. The emphasis is on normative behavior, but extremes in behavior are considered.

PSYC 530: Life Span Development

This course examines human development across the life span from infancy to old age. The emphasis will be on physical, cognitive, social, and personality development. Normal development will be stressed, but aspects of abnormal functioning will also be considered.

PSYC 545: Theories of Personality

The theoretical structure and functioning of the normal personality and the assessment of and research into the various theories of personality are analyzed.

PSYC 546: Psychopathology

This course presents an overview of adult and child mental disorders. The causes, characteristics, and, to some extent, treatment of these disorders will be discussed. The focus is on the relationship between the psychological, biological, social, environmental and cultural influences on emotional and mental health. Differential diagnoses will be discussed as well. The current DSM diagnostic manual criteria and other diagnostic schemas will be discussed.

PSYC 565: Theories of Learning

This course focuses on how human beings and animals learn. It covers principles and applications of classical conditioning, operant conditioning, social learning, and cognitive learning approaches.

Science Education

SCED 521: Biology in the Secondary School

This course covers in-depth views of secondary school biology, instruction, biological concepts, biological investigations, specialized competencies and responsibilities of biology instructors, the role of biology instruction in the development of responsible citizens, and the interaction of biology study with other divisions of the secondary school curriculum.

SCED 523: Techniques in Environmental Education

Techniques for teaching population biology, ecosystem analysis, detection of pollutants, and the development of an environmental ethic are discussed.

SCED 580: Selected Topics in Science Education

Topics in science education of a timely nature, highly specialized, in response to new developments in science education, and/or topics requested by special interest groups will be presented.

Secondary Education

SEED 410: Science Instructional Methods for Middle and High School

This course is a graduate level instructional methodology course designed to meet the needs of the graduate and post- baccalaureate student seeking certification in middle level and high school level science. It is a comprehensive science methodology course for students in the College of Education. The basic philosophy of this course is to adapt constructivist methodology to science education. The infusion of Internet technology coupled with the National and Pennsylvania Standards in Science Education will call upon students to formulate instructional strategies that are both relevant and grade level appropriate. This graduate course will meet PA State CETP guidelines.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SEED 414: Computer Science Instructional Methods for Middle and High School

This course is designed to meet the needs of Secondary Education teacher candidates (undergraduate and graduate) seeking certification in Grades 7-12 Computer Science. This course provides teacher candidates in the Secondary Education Computer Science program with the knowledge, skills, and dispositions necessary to effectively teach computer science at the secondary level. This course focuses on the theories, methods, materials, and assessment procedures that align with the standards put forth by the Pennsylvania Department of Education (PDE) and the Computer Science Teachers Association (CSTA). In this course, there will be a strong emphasis on practical aspects of classroom instruction, such as synthesizing content into individual lesson plans, developing instructional units, designing effective assessment, working with state and national standards, and using a wide variety of strategies to relay

content. In addition, teacher candidates will teach sample lessons and complete a number of field experiences. As a whole, this course is designed to prepare teacher candidates with opportunities to connect theory, resources, and instructional methods to effectively teach in middle school and high school Computer Science classrooms during their student teaching (clinical) experience and beyond. Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SEED 420: Education Theory and Practice

This course is designed for post-baccalaureate teaching candidates who have already passed the Praxis II in their content area. This course will provide the preservice middle and high school teachers with strategies necessary to promote effective, creative, and scholarly middle and high school instruction. Major emphasis will be placed on providing the necessary background to develop courses, instructional units, and lessons. Instructional activities will be aimed at promoting the subject literacy of their students. Teaching candidates will gain insights into methods of effective communication and interaction with students, utilization of technology for laboratory research and reference, and methods of evaluating student achievement. Process skills as well as content will be strongly emphasized.

SEED 422: World Language Instructional Methods for Middle and High School

This course is an undergraduate and graduate level instructional methodology course designed to meet the needs of teacher candidates in the undergraduate Secondary Education program and Secondary Education Master's program seeking certification in K-12 Spanish and German. This course focuses on the theories, methods, techniques, strategies, materials, technology, and assessment procedures that align with the standards put forth by the American Council for Teachers of Foreign Languages. Students will learn how to plan effective lessons and thematic units, implementing the national standards for world language instruction for planning, instruction and assessment. The teacher candidates will also adhere to the ACTFL recommendation that lessons are taught in the target language. In addition to completing written assignments, students will teach sample lessons to their peers and perform twenty hours of observation in the field.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SEED 425: English Instructional Methods for Middle and High School

This is an undergraduate and graduate instructional methodology course designed to meet the needs of teacher candidates in the undergraduate Secondary Education program and the Secondary Education Masters program seeking certification in Grades 7-12 English. This course focuses on the theories, methods, strategies, materials, and assessment procedures for effective teaching and learning in a secondary English classroom and that align with the standards put forth by the National Council of Teachers of English (NCTE). In this course, student experiences include classroom observation, microteaching, films, lectures, and construction of lesson plans and an instructional unit. Teacher candidates will learn how to plan lessons using the PDE- SAS lesson plan template and develop instructional units, implementing NCTE's standards for effective instruction and assessment. In addition, teacher candidates will teach sample lessons and complete 20 hours of field experiences. This course is designed to prepare teacher candidates with the strategies and instructional tools necessary to teach in middle school and high school English classroom settings during their student teaching (clinical) experience.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SEED 426: Social Studies Methods for Middle and High School

Social Studies tends to be misinterpreted as fact-based history, rote memorization of state capitols, and balancing budgets. The reality is that social studies can be a valuable tool in encouraging children to become active participants in our society. According to the National Council for the Social Studies (NCSS), the leading national organization for social studies education, "the purpose of social studies is to enable

students to understand, participate in, and make informed decisions about their world." With this in mind, this course is an undergraduate and graduate instructional methodology course designed to meet the needs of teacher candidates in undergraduate Secondary Education program and Secondary Education Masters program seeking certification in Grades 7-12 Social Studies. This course explores the theories, methods, strategies, materials, and assessment procedures for effective teaching and learning in a secondary social studies classroom and that align with the standards put forth by the NCSS. This course is designed to provide preservice teachers in social studies with the knowledge, skills, and dispositions necessary to powerfully teach social studies at the secondary level. While social studies content is embedded in our discussions of classroom instruction, this course is structured to provide students with opportunities to apply theory, resources, and methods to social studies teaching and learning in the middle and high schools through micro-teaching, planning and media analysis tasks. We explore a myriad of topics and issues related to social studies content, pedagogy, and assessment, and offer students specific opportunities to lead these conversations during the semester. Much of our work together highlights the competing goals of social studies education, the relationship among teaching, learning and assessment, and constructing classrooms that reflect democratic ideals. In addition, there will be a strong emphasis on practical aspects of classroom instruction, such as synthesizing content into unit and individual lesson plans, working with state and national standards, and using a wide variety of strategies to relay content.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SEED 430: Mathematics Instructional Methods for Middle and High School

This course is an undergraduate and graduate level instructional methodology course designed to meet the needs of teacher candidates in the undergraduate Secondary Education program and Secondary Education Master's program seeking certification in middle level and high school level mathematics. This course focuses on the theories, methods, techniques, strategies, materials, technology, and assessment procedures applicable to the teaching of secondary school mathematics. Students will learn how to plan effective lessons, implement both state and national standards for mathematics, use appropriate technology, and prepare appropriate assessment instruments. In addition to completing written assignments, students will teach sample lessons to their peers and perform twenty hours of observation/service in the field.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SEED 535: Classroom Management for the Inclusive Classroom

This course will prepare teachers to be educational leaders who effectively manage their classrooms. It will focus on taking a proactive approach to create a positive learning environment for all students. The course will operate from a perspective that it is the teacher's responsibility to bring an enhanced level of professionalism and strong sense of ethical behavior to the classroom. Special attention will be given to the recognition that today's classrooms are inclusive and contain students with a variety of needs and learning styles that need to be accommodated. A successful learning environment requires effective lesson plans and appropriate communication with students, parents, administrative and community resources.

SEED 540: Reading, Writing, and Critical Thinking in a Standards Aligned System

This graduate course will focus on the literacy needs of adolescent and young adult learners. Formal and informal techniques and strategies which promote information acquisition, expression, and critical thinking in content areas will be at the essence of this course. Students will learn reading and writing activities suitable to all content area course offerings. Additionally, strategies which promote problem solving and critical thinking will be included in this course. Students taking the minimum number of credits in Areas I-IV in the Masters of Education Programs will have 3 credits remaining to be completed as a free elective. These 3 credits may be satisfied by taking an additional graduate level course. This course would fall into this category. This course can be taken as an elective in Area IV of the Master's Degree in Secondary Education - Curriculum and Instruction.

SEED 544: Action Research for Teacher Leaders

This seminar is designed for practicing teachers and others who are involved in instructional activity. The state-of-the-art in instructional theory will be investigated. Consideration will be given to the factors related to effective teaching, teacher credibility, and the planning and implementation of a feedback system.

SEED 567: Curriculum in a Standards-Aligned System

Curriculum of the Secondary School in a Standard Aligned System The course emphasizes critical appraisal of existing curriculum theory and practice in American secondary schools. Identification and evaluation of current trends will be discussed. Students will investigate historical, global, and political influences the secondary education level curriculum of today and the future with particular emphasis on the Standard Aligned System and the Common core Curriculum.

SEED 590: Practice Teaching Fieldwork I

Two full-time fieldwork assignments at different levels and in different settings provide a full-semester practice teaching experience. Students will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day- to-day teaching experience. Student teachers prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for students to synthesize their graduate learning experience. In addition, students will be required to maintain a written reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor. 6 ch. 6 sh. (Each 6 hours will receive a separate grade.)

SEED 591: Practice Teaching Fieldwork II

Two full-time fieldwork assignments at different levels and in different settings provide a full-semester practice teaching experience. Students will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day- to-day teaching experience. Student teachers prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for students to synthesize their graduate learning experience. In addition, students will be required to maintain a written reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor. 6 ch. 6 sh. (Each 6 hours will receive a separate grade.)

Sociology

SOCI 450: The Sociology of Education: School and Modern Society

The educational system in the United States is viewed from a sociological perspective, focusing upon the social forces that shape the schools and the internal social structure and processes which influence its mission in society.

SOCI 510: Deviant Behavior

This course is a review of major sociological theories of social deviance and an examination of selected areas

of social deviance within a sociological framework.

SOCI 545: Ethnic Minorities and Group Conflict

This course analyzes the factors producing tensions among racial, ethnic, and religious groups, the nature and causes of prejudice and discrimination, and the types of social action programs used in the control and reduction of inter-group tensions. Various theoretical models based on sociological perspectives are used for comparative analysis.

Social Work Doctorate

SOWD 700: Social Work Leadership I

This is the first of a sequence of two courses on advanced leadership and management for Doctor of Social Work students. Students will glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect the values of the social work profession and their application to social service systems, structures, and processes. Also explored will be theories of organizational change, organizational challenges, and organizational effectiveness. Within the context of social service organizations, leadership approaches and theories are also examined.

SOWD 701: Social Work Leadership II

This is the second course in the advanced leadership and management sequence. The focus of this course is on development of knowledge and skills for social work managers within the public and private social service sector. Additional attention will be given to leading in times of fiscal constraint, political changes, and workforce challenges.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWD 704: The Social Work Teacher-Scholar I

This is the first of a sequence of two courses on social work teaching and scholarship for Doctor of Social Work students. The course will enable the students to critically examine seminal and contemporary works in pedagogy. The connection of these theories to social work teaching and learning will be a central component of this course, including particular emphasis on the historical evolution of social work education. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate contemporary theories of teaching and learning in social work. It is required preparation for the second course in the sequence in which students develop a unique and personal conceptual framework for their own teaching.

SOWD 705: The Social Work Teacher-Scholar II

This is the second in a sequence of two courses about social work teaching and scholarship for Doctor of Social Work students. The course provides students with an opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work. Students will craft a conceptual framework to guide their own career as instructors in a variety of social work settings, including undergraduate and graduate professional social work education. They will practice course planning and delivery along with program development and student/course/program assessment with attention to accreditation requirements. In addition, they will develop understanding of the roles of the social work teacher-scholar in academe and other settings.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWD 710: Research Methodology

This course provides a connection between social science theory building and research. It explores in depth the logic of research and the stages of the scientific process. Central to this course are also the major methods, designs, techniques, and strategies in the practice of social research. The role of research in social work practice as well as the strengths and limitations of various approaches, designs, methods, and techniques will be examined. Data gathering, information processing systems, and analytical techniques will form a major focus in this course. Of particular importance will be the students' development of skill for designing proposals for evidence-based ethical research.

SOWD 715: Multivariate Statistical Analysis

This is a required course in the research methods sequence for KU/MU doctoral students. At the end of this course, students will be able to apply appropriate statistical analysis techniques with emphasis on skill development for multivariate statistics. More specifically, the course will cover applied multivariate techniques such as Analysis of Variance and Covariance, Correlations, Simple Linear Regression, Discriminant Analysis, Factor Analysis, and other multiple regression techniques including the use of Path Analysis for model and theory building. The focus of the course will be on the analysis and interpretation of data sets relevant to social work theory and practice. The students will be trained in the use appropriate statistical analysis software and effective communication of findings.

SOWD 720: Leadership/Teaching Praxis I

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis. A Pass/Fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWD 721: Leadership/Teaching Praxis II

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis. A Pass/fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWD 725: Intervention Research

This advanced research course will introduce students to the five steps of intervention development, testing, and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting, and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

SOWD 730: Qualitative Analysis

This course prepares students to understand the core process of qualitative study including the steps, data analysis techniques, and ethics. The students will study the four strategies of qualitative research that include Case Study, Ethnography, Narrative Analysis, and Grounded Theory. The course design

provides opportunities to learn the tools to enhance and critically evaluate rigor of a qualitative study, write research proposal and report for a qualitative study, and identify how knowledge of social work practice, policy, and education can be advanced through qualitative research.

SOWD 774: Comprehensive Seminar

Students will engage in a collaborative learning experience in which they assess whether as doctoral students they have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing both theoretical and empirical knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research. The Comprehensive Paper should demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to best practices in social work as related to leadership, teaching, or both. Students will provide an oral defense of their comprehensive paper. The defense will include an overview of the phenomenon as well as a summary of the research question that could be employed should students continue with the same topic for their dissertation. A Pass/Fail grading model will be used for this course.

SOWD 775: Dissertation Seminar

Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators. A Pass/Fail grading model will be used for this course.

SOWD 776: Doctoral Dissertation I

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain Institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession: as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A Pass/Fail grading model will be used for this course.

SOWD 777: Doctoral Dissertation II

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A Pass/Fail grading model will be used for this course.

SOWD 779: Independent Study in Doctoral Social Work

This is an independent course of study in the Doctor of Social Work program. The area of study may be used to expand upon specialized knowledge or in support of completion of the doctoral research and dissertation. The student and faculty member will write a joint course proposal with a complete description of the course or research to be conducted, a plan of study with topics covered, assessment mechanisms, and concrete deliverables or learning outcomes with a clear connection to the program's focus on leadership and education as well as its competencies and outcomes.

Social Work

SOWK 400: Foundations in Human Behavior in the Social Environment

This course, for foundation-year graduate students in social work, teaches students to critically evaluate and apply biological, psychological, and social theories to client situations across the lifespan. Effects of the interplay of biological, psychological, social, economical and cultural elements of the social environment on human functioning are examined. Systems promoting or deterring people in the attainment and maintenance of optimal health and well-being are explored with particular attention on the effects over the life course of these systems on populations at risk, ethnic and racial minorities, sexual minorities, women, and persons with disability.

SOWK 450: Foundations of Social Work Practice with Individuals

Students will learn a planned change process that includes relationship building, prevention, planning, interviewing techniques, case recording, termination and evaluation. Attention to the evolution of social work practice from an historical and international perspective will establish the context for this introduction to practice with individuals in the context of the agency setting. Students will be expected to participate in a laboratory experience involving a helping relationship project. Knowledge and skills relevant to engaging diversity in practice and advancing human rights and social justice will be emphasized. Issues of ethical decision-making, evidence based practice and professional identity will be integrated throughout the course. This course is required of all Master's of Social Work students.

SOWK 455: Foundations of Social Welfare Policies

This course, for foundation-year graduate students in social work, provides an historical perspective for understanding current issues in social work and social welfare. The policy making process is critically examined and the major actors associated with it are identified. A significant part of the course will be spent in the study of major welfare policies and the groups affected by them. Strategies and involvement of people for policy change are examined.

SOWK 460: Foundations of Social Work Research Methods

This course, for foundation-year graduate students, uses the scientific inquiry model for social and behavioral science research in social work practice. Students develop skills in formulating research problems and questions, conducting a comprehensive literature review, establishing hypotheses and choosing research designs, both quantitative and qualitative. Data collection instruments, analysis techniques and report writing are emphasized. Ethical issues related to human subjects, as well as sensitivity to the diversity of research participants are included. Emphasis is placed on social work practice evaluation techniques, including single-subject as well as experimental and quasi-experimental designs. Computers and information technology for social work practice are introduced. The use of appropriate statistical techniques in data analysis is covered.

SOWK 465: Foundations of Social Work Practice with Groups and Families

This course for foundation level graduate students in social work continues the study of the problem solving approach with multi-level client systems (individual, groups, families, communities, organizations). The course focuses on concepts, methods, and skills in social work practice with groups and families. Family development and dynamics will be studied and social work intervention techniques with emphasis on problem solving will be examined. Through class discussions, exercises and group projects, students will apply their understanding of group dynamics and family assessment, and demonstrate social work practice skills with groups and families.

SOWK 480: Foundations of Social Work Practice with Organization

This course for foundation level graduate students in social work continues the study of the problem solving approach with multi-level client systems (individual, groups, families, communities, organizations). This course reinforces and applies social work knowledge, values, and skills using the problem solving approach and focuses on intervention strategies with communities and organizations. Students practice generalist social work within a systems theory framework. A policy practice emphasis is applied for advocacy and change strategies with agencies and communities. Particular attention will be given to strategies of change with populations at risk.

SOWK 481: Generalist Internship I

This internship is the first of two foundation-level, graduate semesters (total 450 hours) of field instruction in social welfare agency settings which are required under the supervision of a professional social worker. Students apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and program. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of applied learning, as is development of professional identity. Must be taken concurrently with SWK 482, Integrated Professional Generalist Social Work Practice Seminar I.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 482: Integrated Generalist Social Work Practice Seminar

This seminar, the first of two for foundation-level MSW students, begins an effective bridge to align the liberal arts perspective expected of entering graduate-level students and the advanced level family-in-environment content. The following concepts will be introduced and reinforced: the history and philosophy of the social work profession, social work values and ethics, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The Seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist social work in a systems theory perspective. The seminars also assist students to expand their knowledge of the human services field beyond the confines of their own placement. Topics and policies of social work and social welfare are discussed, based in large part, on the experiences of students in the field through written logs, client summaries, and classroom discussions of experiences including feelings about their social work practice. Must be taken concurrently with SOWK481.

SOWK 483: Generalist Internship II

This internship is the second of two foundation-level, graduate semesters of field instruction (total 450 hours) of field instruction in social welfare agency settings which are required under the supervision of a

professional social worker. Students apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and program. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of applied learning, as is development of professional identity. Must be taken concurrently with SOWK 484, Integrated Professional Generalist Social Work Practice Seminar II.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 484: Integrated Generalist Social Work Practice Seminar

This seminar, the second of two for foundation-level MSW students, continues aligning the liberal arts perspective expected of entering graduate-level students and the advanced level family-in-environment content. The following concepts will be integrated: professional use of self, social work values and ethics in the context of the mandate of the setting, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The Seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist social work in a systems theory perspective. The seminars also assist students to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SOWK 483.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 491: Internship for Advanced Standing I

Offered to advanced-standing MSW students, this internship is the first of two graduate semesters (total 450 hours) of field instruction under the supervision of a professional social worker. While foundation social work practice is based on 10 competencies and their associated practice behaviors, advanced practice augments these competencies with the development of a knowledge concentration specific to advanced generalist practice. The purpose of this internship is to bridge foundation and advanced studies by 1) highlighting those foundation competencies that are most significant to this program's mission, and 2) allowing students to develop the skill of articulating to a variety of constituents the connection between conceptual frameworks and their increasingly complex, multi-level practice behaviors. Through supervision, students enhance and articulate their awareness of self and further the development of a professional identity as social workers. They articulate critical analysis for ethical decision-making and practice implementation and engage in practice-informed research. They articulate methods of assessing and intervening to advance human and civil rights through an understanding of the impact of policy and the strengths and challenges associated with diversity. Responding to the context of practice, students learn the importance of agency function and worker role to multi-level, advanced practice. Must be taken concurrently with SOWK 492.

SOWK 492: Generalist Social Work Practice for Advanced Standing I

This seminar for advanced standing students complements the field instruction by providing a structured learning opportunity. While foundation social work practice is based in 10 competencies with the development of a knowledge concentration specific to advanced generalist practice. The purpose of this internship is to bridge foundation and advanced studies by 1) giving students the opportunity to integrate an articulate those foundation competencies that are the most significant to the programs mission, and 2) allowing students to articulate the connection between conceptual frameworks and their increasingly complex, multi-level practice behaviors. Students articulate verbally and in writing their process of developing a professional use of self and professional identification. They articulate critical analysis for ethical decision making, practice implementation and practice-informed research projects. They articulate

methods of assessing and intervention to advance human and civil rights through and understanding of the impact of policy and the strengths and challenges associated with diversity. Responding to the context of practice, students learn the importance of agency function and worker role to multi-level advanced practice. The seminar assists students to expand their knowledge of the human services field beyond the confines of their own placement through their shared experiences as discussed in class. Must be taken concurrently with SOWK 491.

SOWK 493: Internship for Advanced Standing II

Offered to advanced-standing MSW students, this internship is the second of two graduate semesters (total 450 hours) of field instruction under the supervision of a professional social worker. While foundation social work practice is based on 10 competencies and their associated practice behaviors, advanced practice augments these competencies with the development of a knowledge concentration specific to advanced generalist practice. The purpose of this internship is to bridge foundation and advanced studies by 1) highlighting those foundation competencies that are most significant to this program's mission, and 2) allowing students to develop the skill of articulating to a variety of constituents the connection between conceptual frameworks and their increasingly complex, multi-level practice behaviors. Through increasingly reflective supervision students enhance and articulate their awareness of self and further the development of a professional identity as social workers. They articulate critical analysis for ethical decision-making and practice implementation and complete a practice-informed research project. They articulate methods of assessing and intervening to advance human and civil rights through an understanding of the impact of policy and the strengths and challenges associated with diversity. Responding to the context of practice, students learn the importance of agency function and worker role to multi-level, advanced practice. Must be taken concurrently with SOWK 492.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 494: Generalist Social Work Practice for Advanced Standing II

This seminar, the second of two incoming MSW students with advanced standing status, continues to provide a structured learning opportunity for students enrolled in field instruction. The course continues to bridge foundation and advanced studies by 1) giving students the opportunity to continue the process of integrating and articulating those foundation competencies that are the most significant to the programs mission, and 2) allowing students to practice the articulation of the integration of conceptual frameworks into their increasingly complex, multi-level practice behaviors. Emphasis is placed on the following: independent, practice-informed program evaluation; autonomous articulation of social work principles and professional identity; engagement of diversity in practice along with advocacy toward human rights and social justice; and professional use of self within the social work role as it exists in agency context. Must be taken concurrently with SOWK 493.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 500: Families in the Social Environment

This course is part of the advanced year of study for graduate students of social work, in which foundation knowledge of human behavior in the social environment is further developed into a specialized knowledge base. This knowledge is necessary for effective social work practice with and on behalf of families. Students will acquire a comprehensive conceptualization of the strengths and needs of diverse family forms and an understanding of the social, cultural, economic, and political factors as well as the social service delivery system which influence and shape family life across the lifespan and the family as a social institution.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 501: Treatment Modalities for Social Work with Families

This one-credit elective course is designed to help the advanced-year graduate student in social work who

is interested in direct practice with families toward a fuller understanding of the applications of specialized methods of intervention in social work practice with a broad array of families. It builds on knowledge of families in the social environment as considered in SOWK 500, as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 502: Social Work Crisis Intervention with Families

This one-credit elective course is designed to help the student who is interested in direct practice with families toward a fuller understanding of the application of crisis intervention methods in social work practice with a broad array of families. It builds on knowledge of families in the social environment as considered in SOWK 500 as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 503: Social Work with Family Groups

This one-credit, elective course is offered for advanced-year graduate students in social work who are specializing in direct practice with families. The course introduces students to the use of multifamily group therapy in social work practice. An efficient use of often scarce social work resources, this modality provides a unique opportunity to combine professional help with mutual aid within and across families. 1 s.h., 1 c.h.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 504: Short-Term Treatment Models in Social Work with Families

This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families toward a fuller understanding of the applications of specialized methods of intervention in social work practice with a broad array of families. It is concerned specifically with time-limited methods of intervention, building on knowledge of families in the social environment as considered in SOWK 500 as well as knowledge related to generalist social work practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 505: Psychopharmacology for Social Workers

Students will be presented with an overview of the current therapeutic use of psychotropic drugs as well as pharmacological terminology and reference books. The clinical use of psychotropic drugs such as narcotic analgesics, the sedative hypnotics, stimulants, anxiolytics, neuroleptics, antidepressants and lithium will be examined. Societal and ethical issues of psychopharmacology will be explored.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 507: Differential Assessment Techniques for Social Workers

This one-credit elective course is designed to help the student who is interested in direct practice with families toward a fuller understanding of wholistic assessment, including theoretical and value foundations as well as practice techniques. It builds on knowledge of families in the social environment as considered in SOWK 500 as well as knowledge related to generalist social work practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 508: Maltreatment in the Family: Social Work Practice

This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families toward a fuller understanding of the applications of specialized

methods of intervention related to abuse in the family context with a broad array of families. It builds on knowledge of families in the social environment as considered in SOWK 500 as well as knowledge related to generalist social work practice. Intergenerational patterns of abuse and their implications on child welfare and permanency will be considered. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 516: Social Work in Health Care

This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families in health care settings toward a fuller understanding of the applications of specialized methods of intervention in social work practice with a broad array of families. It builds on knowledge of families in the social environment as considered in SOWK 500 as well as knowledge related to generalist social work practice and the current social policy environment in healthcare.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 519: Qualitative Research in Social Work

This one-credit, elective course for advanced-year graduate students in social work builds on the foundations in social science research as presented in the Master's of Social Work curriculum. Its particular focus is on the critique and practice of qualitative research methods. Students will be introduced to the philosophy behind qualitative research, with attention to its applicability to the study of diverse client groups. Students will develop an understanding of the interpretive perspective through examination of grounded theory, qualitative research design, and methods of data collection, analysis and presentation.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 520: Community Social Needs Assessment

This course will focus on community needs assessment techniques. In particular students will be exposed to a variety of approaches to needs assessment including social indicators, key informants, community forums and focused groups, and community surveys. Issues associated with particular methods and techniques in using these approaches will be studied. Emphasis will be placed on designing data collection and analysis techniques. Ethical and policy issues will be examined.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 524: Program Evaluation and Social Work

This short-term course will develop the students' capacity to be an intelligent consumer and a producer of program evaluation. It provides an in-depth examination of the issues associated with the design and implementation of a program evaluation, introduces a model of outcome measures, examines community needs assessment techniques and provides a framework for a cost-benefit analysis.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 525: Information Technology and Social Work Practice I

This short-term course is the first in a series of information technology courses aimed at developing skills for effective use of computers and information technology in social work practice, research, and the administration of social service programs.
Students will become familiar with information processing concepts and develop social work applications using popular microcomputer word processing, spreadsheet, and database management software.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 526: Information Technology and Social Work Practice II

This short-term course is the second in a series of information technology courses aimed at developing skills for effective use of computers and information technology in social work practice, research, and the administration of social service programs. Students will develop social work applications using popular microcomputer-based web, database management, statistical, and presentation software. In addition, students will be sensitized to the ethical questions and issues arising from the use of information technology.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 527: Social Entrepreneurship and Social Work

This course is one of a group of social work elective courses in entrepreneurial social work. This course applies to concepts of social entrepreneurship to social work practice including agency program development and private social work practice.
Students will build upon foundation level graduate curriculum in social work where students are exposed to change strategies with agencies and communities. Students will develop an understanding of social entrepreneurship, its application to social work practice, and its difference from social service delivery. It will identify entrepreneurial opportunities that can impact social change and benefit the larger community and society.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 528: Social Work and Nonprofit Leadership

This course is one of a group of social work elective courses in entrepreneurial social work. This course examines and applies leadership of social entrepreneurial enterprise and its relationship to the social work practice of understanding and addressing social change. Students will build upon foundation level graduate curriculum in social work where students are exposed to change strategies with agencies and communities. Students will utilize this course to develop an understanding of transformational leadership capable of influencing others to bring about change in agencies and communities.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 529: Financial Sustainability of Entrepreneurial Social Work

This course is one of a group of social work elective courses in entrepreneurial social work. This course introduces financial management of social entrepreneurial enterprise and its relationship to the social work practice of understanding and addressing social change. Students will build upon foundation level graduate curriculum in social work where students are exposed to change strategies with agencies and communities. Students will utilize this course to develop an understanding of multiple sources of financing including grant writing, philanthropy, and fundraising, along with financial management of entrepreneurial opportunities that can impact social change that benefits the larger community and society.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 536: Skills for Working with the New Immigrant and the Family

With the increase in the U.S. immigration in the recent years, the number of immigrants and their families needing social services has risen dramatically. Assisting the new immigrants and their families to adjust to their new host environment has been a challenge to social work professionals. This course takes an ecosystems perspective on working with the immigrant family, paying special attention to the interactions between and amongst family members and their social environment. (1 s.h., 1 c.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 538: The Organization and Practice of Family Group Decision Making I

In this course students develop an overview of family group decision making (FGDM) in the field of child welfare. They develop an understanding of the implications of FGDM and family-centered social work practice on foster care, adoption and the goal of child permanence. This will include an understanding of the social, cultural, economic, and political factors affecting the quest for permanence in a setting the child perceives to be his or her own family. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 539: The Organization and Practice of Family Group Decision Making II

In this course students refine their understanding of the implications of family group decision making (FGDM) and family- centered social work practice on child permanence. They also observe the practice of FGDM and practice the skills necessary to carry it out. Learning includes experience applying the family-in-environment practice perspective in the context of the social, cultural, economic, and political systems affecting the quest for permanence in a setting the child perceives to be his or her own family. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 540: The Organization and Practice of Family Group Decision Making III

In this course students refine their understanding of the implications of family group decision making and family-centered social work practice on child permanence and its reciprocal influence on social welfare policy. They also practice the policy change skills necessary to make organizations change in order to carry out the ideals of the Family Decision Making Model as it is sanctioned by the communities in which it operates. Learning includes experiential understanding of the family-in-environment perspective and the macro-level change component of advanced generalist social work practice. The social, cultural, economic, and political factors affecting the quest for permanence in a setting the child perceives to be his or her own family form the context for this consideration of macro-level practice. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 541: Assessment Methods for Social Workers: Children and Adolescents

This one credit hybrid course is intended and designed for graduate level social work students who are interested in learning more about assessment methods for children and adolescents, and especially for those social work students who would like to work in schools. This course will help to introduce and create a general awareness of the types of assessments used in working with the school aged population, the purposes of the assessments, how to interpret results of the assessments, and an understanding in how the results of those assessments are used to make data informed decisions in the special education process. Ethical, legal, and multicultural implications for practitioners during assessment will also be explored. School social workers and social workers that work with the school aged population are often a member of multidisciplinary teams and play a vital role in the special education process. They communicate with parents and teachers and facilitate communication between students, parents, community-based mental health providers, and educational personnel. They help advocate and explain the inclusion of individualized assessment of the student and may assist in identifying students who require additional services, help with identifying measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for school personnel, as well as may coordinate special education services in some schools.

SOWK 545: Child Permanence in the Family-in-Environment

Students will acquire the multi-level skills necessary for achieving permanency for children in the child welfare system. They will develop a comprehensive conceptualization of the implications of family-centered social work practice on child permanence.
This will include an understanding of the social, cultural, economic and political factors affecting the quest

for permanence in a setting the child perceives to be his or her own family. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 551: The Fundamentals of Trauma-Informed Care

This one-credit course is part of a series of three courses that looks at the impact of trauma at the micro, mezzo, and macro level and subsequent interventions to help individual, families, organization, and communities that have been affected by it. This course will look at the impact of trauma on the micro level. This course is designed to help the students who are interested in direct practice with individuals gain a fuller understanding of the application of the Trauma-Informed Care Model and Contemporary Trauma Theory. This course also examines social and behavioral theories and human behavior in the social environment and will look at intervention approaches and skills, to include evidence-based and best practices as they apply to practice with childhood and adult survivors of trauma.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 552: Clinical Approaches to Trauma-informed Practice

This one-credit elective course is designed to help the students who are interested in practice with groups and families gain a fuller understanding of the application of the Trauma-Informed Care model in social work. This course examines social work practice theories, intervention approaches and skills, to include best practices as they apply to practice with trauma survivors who are a part of families and groups. It is one of three courses that look at trauma and subsequent interventions. This course is designed to address mezzo level practice of trauma-informed care. This course will incorporate the fundamentals of trauma-informed care, trauma theory, families in their social environment, systems theory, human behavior and the social environment as well as knowledge related to generalist social work practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 553: Trauma-informed Practice with Systems

This one-credit elective course is designed to help the students who are interested in working with organizations and communities integrate a trauma-informed lens into their practice. This course is one of three electives that looks at trauma- informed care. This course examines social work practice theories, intervention approaches and skills, to include best practices as they apply trauma-informed care to organizations and communities. This elective looks at trauma-informed care on a macro level. This course will incorporate the fundamentals of trauma-informed care, trauma theory, families in their social environment, systems theory, human behavior and the social environment as well as knowledge related to generalist social work practice.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 555: Applied Family Policy and Family Service Programs

This course will explore the interrelation between family functioning and public/private policies at the local, state, and federal level. Students will explore how the families contribute to social problems, how families are affected by these problems, and how a family focus can enhance the effectiveness of policies. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. The course will include theoretical approaches for conceptualizing family policy and, most importantly, the roles professionals can play in using research to design, implement, and evaluate policies and programs.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 559: Social Work Intervention with Substance Abusing Populations: A Systems Approach to Chem Dependency Treatment

This course provides students with the knowledge necessary to examine intervention strategies with adult populations and family members of persons who abuse substances. Implications for child welfare in the context of the family-in-environment perspective will be considered. The students will explore the overarching frameworks of substance abuse treatment as well as the integration of the strength perspective for advanced generalist practice with substance abusing populations and its application to gender, family and child issues. This is a short term, elective course designed to provide an overview and knowledge of substance abuse treatment. It has been designed to provide the student with knowledge of addiction treatment, application of the strength perspective with gender and child welfare issues associated with substance abuse. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 560: Applied Methods of Social Work Research

This course for the advanced year social work students, builds on the foundation level research course by allowing students to specialize in program and practice evaluation of services with and on behalf of families. Single system and group designs will be studied. Descriptive statistics and graphical representation of data using computer software will be utilized. Values and ethical issues related to research with particular sensitivity to populations at risk will be considered as an integral part of any social work research. Qualitative and quantitative methods of analysis will be employed, and students will be introduced to the use of research in the prevention of social problems. Emphasis will be placed on the critical use of research at each phase of the problem solving process.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 561: Motivational Interviewing Skills: Social Work Strategies in Gender

This course provides students with the knowledge necessary to examine motivational interviewing and the stages of change model with adult populations of substance abusers. In addition to integrating the strength perspective students will be introduced to motivational interviewing and its application to gender issues in substance abuse treatment.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 562: Social Work Best Practices in Addiction Treatment

This course provides students with the knowledge necessary to examine addiction treatment models and specific assessment and intervention strategies with populations of persons who abuse substances. This is a short term, elective course designed to provide an overview and knowledge of empirically-driven practices with emphasis on risk and resiliency.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 570: Selected Topics in Advanced Social Work Practice

This course allows the student to study specific topics of current interest to social work practice. It permits the students to have a more in-depth study of topics presented in the required graduate nursing courses as well as providing the vehicle for the study of newly emerging topics in social work practice. (1-6 s.h., 1-6 c.h.)

SOWK 573: Publishing and Professional Presentations in Social Work

This course provides students with the tools needed to disseminate social work knowledge and research findings in a variety of forums, including: peer-reviewed journals, book and book chapters, practitioners' periodicals, social media, popular periodicals, juried conferences, and invitational workshops. Ethical considerations specific to disseminating research will be discussed.
Repeatable and repeatable in the same semester up to a total of six credits.

Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 574: Family Mediation in Advanced Social Work Practice

This one-credit elective course is designed to help the advanced-year graduate social worker who is interested in direct practice with families acquire an understanding of the application of the unique and focused methods of family mediation as they are practiced in forensic and other settings. It builds on knowledge of families in the social environment as well as knowledge related to generalist social work practice. (1 c.h., 1 s.h.)
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 575: Clinical Supervision in Social Work

This course provides students with the knowledge necessary to provide quality, ethical supervision to practicing social workers. Students will explore the purposes of the clinical (as opposed to administrative) aspects of supervision along with methods for achieving those purposes and evaluating supervisory outcomes. In addition, students will be introduced to the professional literature available for their future reference and to methods for supervisors to engage in ongoing professional growth within their own supervisory processes.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 579: Independent Study in Advanced Generalist Social Work Practice

This is an individualized, independent course of study in an area of advanced generalist social work practice. The area of study may be used to expand upon specialized knowledge gained in previous course-work or practicum experience. The focus of the independent study may be to add further depth to specialized knowledge of a field of practice (e.g. aging, mental health, mental retardation, child welfare and family studies, etc.) or a practice modality (e.g. program administration, clinical supervision, clinical practice, etc.). The area of study will be identified via consultation among the student, a field representative/supervisor, and the student's faculty advisor. The independent study may be conducted under the direction of any social work faculty member.

SOWK 581: Specialized Internship I

This internship is the first of two advanced-level, graduate semesters (total 450 hours) of field instruction in social welfare agency settings which are offered to advanced-level students and required, under the supervision of a professional social worker. Students apply advanced knowledge of families in the social environment, advanced competence, and the highly articulated values and ethics of advanced generalist practice with and on behalf of families. Through supervision, students crystallize their unique professional use of self in the context of their placement. They refine written and oral communication skills necessary for analysis of professional practice and apply critical analytic skills for differential assessment, selecting interventions, implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice in their practicum setting and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is refinement of professional identity. Must be taken concurrently with SOWK 582, Advanced Theories of Social Work Practice I.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 582: Advanced Theory in Family-Centered Generalist Social Work

This is a concentration course, for specialized knowledge-building. It is the first in a series of two

theoretical seminars for advanced-level MSW students. Course content is concentrated on the family as a universal social institution and may be classified into three areas: 1) the development of the values, knowledge and skills of the autonomous social work practitioner for work with and on behalf of families; 2) research on the advancement of knowledge about family functioning; and 3) the effective, efficient, and humane organization of social service delivery networks serving families. The course also offers students opportunities to interact and integrate knowledge related to their varied practica in order to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SOWK 581.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 583: Specialized Internship II

This internship is the second of two advanced-level, graduate semesters (total 450 hours) of field instruction in social welfare agency settings which are offered to advanced-level students and required, under the supervision of a professional social worker. Students apply advanced knowledge of families in the social environment, advanced competence, and the highly articulated values and ethics of advanced generalist practice with and on behalf of families. Through supervision, students crystallize their unique professional use of self in the context of their placement. They refine written and oral communication skills necessary for analysis of professional practice and apply critical analytic skills for differential assessment, selecting interventions, implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice in their practicum setting and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is refinement of professional identity. Must be taken concurrently with SOWK 584, Advanced Theories of Social Work Practice II.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 584: Advanced Theory in Family-Centered Generalist Social Work

This is a concentration course, for specialized knowledge-building. It is the second in a series of two theoretical seminars for advanced-level MSW students. Course content is concentrated on the family as a universal social institution and may be classified into three areas: 1) the development of the values, knowledge and skills of the autonomous social work practitioner for work with and on behalf of families; 2) research on the advancement of knowledge about family functioning; and 3) the effective, efficient, and humane organization of social service delivery networks serving families. The course also offers students opportunities to interact and integrate knowledge related to their varied practica in order to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SOWK583.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 586: Internship in School Social Work

This internship is a specialized internship in school social work. It is intended for MSW students who want to acquire knowledge and skill in this area and use this as a qualification for certification as school social workers. It is also intended for holders of the MSW degree who participate in the School Social Work Certificate program at Kutztown University. During this one hundred twenty-five hour internship in a school setting, students will gain a social work practice perspective based on an individualized learning contract that includes areas of advanced and multilevel practice in a school environment. More specifically, the course will include focus on practice processes and skills related to cognitive development of children, addressing needs of children with exceptionalities, assisting teachers and school administrators with social and behavioral interventions, participating in multidisciplinary and interdisciplinary teams, analyzing student performance, and assisting with interpretation of student, community, and school-related data. Students will benefit from this course in that it prepares them to

complete the competencies necessary for school social work certification in the State or Pennsylvania. The content of the Individualized Learning Contract of this course will be the base for specialized learning in school social work for those students in the KU MSW program who take SOWK 583 Advanced Internship II, are enrolled in the school certificate program, and are performing this internship at an approved school setting.

SOWK 590: Social Work Practice in Schools

This course is designed to provide an overview of social work practice in an educational setting. The course focuses on the history of school social work, the theoretical foundations of school social work, relevant educational laws, social problems that impact students and their academic performance and effective interventions for micro, mezzo and macro levels of school social work practice. Students will examine the roles of the social worker within an educational setting and will gain an understanding of the importance of collaborating with parents, teachers, staff, administrators and community agencies. School social workers require specialized knowledge in educational law, the effects of social and emotional issues on school performance and evidence-based interventions that can be utilized in schools. This course is designed to fulfill some of the educational requirements for the school social work certification.

SOWK 591: Meeting the Diverse Needs of Students with Exceptionalities

This course provides an in-depth examination of the diverse characteristics and needs of exceptional individuals across the lifespan. Students will study the different types of disabilities and their social and behavioral aspects and will learn evidence- based interventions that can be utilized to meet the needs of students who have a disability. Students will study the philosophy, policy, logistics and legalities of special education as well as the school social worker's role as part of the interdisciplinary special education team. School social workers provide services to students of various levels of functioning. This course enables social work students to learn about the characteristics and needs of students who have exceptionalities. In addition to learning about the social and behavioral characteristics and needs of exceptional students, this course enables social work students to understand the diverse learning styles of students who have exceptionalities in order to develop appropriate interventions to effectively meet their needs. This course is required for the School Social Work Certificate.

SOWK 595: Capstone Experience: Social Work and the Family-In-Environment

This advanced-level course for graduate students in social work represents the culmination of students' educational experience. This course is designed to draw on all previous courses and to engage students in integrating and applying all previous course and field practica content.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 700: Social Work Leadership I

This is the first of a sequence of two courses on advanced leadership and management for Doctor of Social Work students. Students will glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect the values of the social work profession and their application to social service systems, structures, and processes. Also explored will be theories of organizational change, organizational challenges, and organizational effectiveness. Within the context of social service organizations, leadership approaches and theories are also examined.

SOWK 701: Social Work Leadership II

This is the second course in the advanced leadership and management sequence. The focus of this course is on development of knowledge and skills for social work managers within the public and private social service sector. Additional attention will be given to leading in times of fiscal constraint, political

changes, and workforce challenges.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 704: The Social Work Teacher-Scholar I

This is the first of a sequence of two courses on social work teaching and scholarship for Doctor of Social Work students. The course will enable the students to critically examine seminal and contemporary works in pedagogy. The connection of these theories to social work teaching and learning will be a central component of this course, including particular emphasis on the historical evolution of social work education. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate contemporary theories of teaching and learning in social work. It is required preparation for the second course in the sequence in which students develop a unique and personal conceptual framework for their own teaching.

SOWK 705: The Social Work Teacher-Scholar II

This is the second in a sequence of two courses about social work teaching and scholarship for Doctor of Social Work students. The course provides students with an opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work. Students will craft a conceptual framework to guide their own career as instructors in a variety of social work settings, including undergraduate and graduate professional social work education. They will practice course planning and delivery along with program development and student/course/program assessment with attention to accreditation requirements. In addition, they will develop understanding of the roles of the social work teacher-scholar in academe and other settings.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 710: Research Methodology

This course provides a connection between social science theory building and research. It explores in depth the logic of research and the stages of the scientific process. Central to this course are also the major methods, designs, techniques, and strategies in the practice of social research. The role of research in social work practice as well as the strengths and limitations of various approaches, designs, methods, and techniques will be examined. Data gathering, information processing systems, and analytical techniques will form a major focus in this course. Of particular importance will be the students' development of skill for designing proposals for evidence-based ethical research.

SOWK 715: Multivariate Statistical Analysis

This is a required course in the research methods sequence for KUIMU doctoral students. At the end of this course, students will be able to apply appropriate statistical analysis techniques with emphasis on skill development for multivariate statistics. More specifically, the course will cover applied multivariate techniques such as Analysis of Variance and Covariance, Correlations, Simple Linear Regression, Discriminant Analysis, Factor Analysis, and other multiple regression techniques including the use of Path Analysis for model and theory building. The focus of the course will be on the analysis and interpretation of data sets relevant to social work theory and practice. The students will be trained in the use appropriate statistical analysis software and effective communication of findings.

SOWK 720: Leadership/Teaching Praxis I

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct,

guide, and assess students' progress related to the leadership and/or teaching praxis. A Pass/Fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online [Course Description](#).

SOWK 721: Leadership/Teaching Praxis II

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis. A Pass/fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online [Course Description](#).

SOWK 725: Intervention Research

This advanced research course will introduce students to the five steps of intervention development, testing, and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting, and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

SOWK 730: Qualitative Analysis

This course prepares students to understand the core process of qualitative study including the steps, data analysis techniques, and ethics. The students will study the four strategies of qualitative research that include Case Study, Ethnography, Narrative Analysis, and Grounded Theory. The course design provides opportunities to learn the tools to enhance and critically evaluate rigor of a qualitative study, write research proposal and report for a qualitative study, and identify how knowledge of social work practice, policy, and education can be advanced through qualitative research.

SOWK 774: Comprehensive Seminar

Students will engage in a collaborative learning experience in which they assess whether as doctoral students they have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing both theoretical and empirical knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research. The Comprehensive Paper should demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to best practices in social work as related to leadership, teaching, or both. Students will provide an oral defense of their comprehensive paper. The defense will include an overview of the phenomenon as well as a summary of the research question that could be employed should students continue with the same topic for their dissertation. A Pass/Fail grading model will be used for this course.

SOWK 775: Dissertation Seminar

Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be

examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators. A Pass/Fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 776: Doctoral Dissertation I

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain Institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession: as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A Pass/Fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 777: Doctoral Dissertation II

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A Pass/Fail grading model will be used for this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SOWK 779: Independent Study in Doctoral Social Work

This is an independent course of study in the Doctor of Social Work program. The area of study may be used to expand upon specialized knowledge or in support of completion of the doctoral research and dissertation. The student and faculty member will write a joint course proposal with a complete description of the course or research to be conducted, a plan of study with topics covered, assessment mechanisms, and concrete deliverables or learning outcomes with a clear connection to the program's focus on leadership and education as well as its competencies and outcomes.

Spanish

SPAN 413: Major Spanish American Novelists of the New Narrative Period

This course is an intensive study of representative novels by major Spanish American writers of the "New Narrative Period." This period spans approximately five-and-one-half decades, from the mid-forties to the present. The course will focus on the writers' new visions and interpretations of the history, mythology and present realities of the Spanish American world.
Additionally, the course will link the thematic content to the stylistic and structural innovations made by these authors in creating the "new Spanish American novel." (In Spanish)

SPAN 414: Major Spanish American Short Story Writers of the New Narrative Period

This course is an intensive study of representative collections of short fiction by major Spanish American Writers of the "New Narrative Period." The course also provides the students with the opportunity to study

in depth and apply the latest critical approaches to textual analysis. (In Spanish)

SPAN 415: Mexican Literature: Voices of a Nation

This advanced course examines the complexity of Mexican Literature particularly as relates to the development and expression of national identity. This course will focus on a variety of narrative discourses (novel, short story, drama, essay and poetry) while contextualizing said narratives within appropriate cultural and historical chronologies. In-depth practice with literary and cultural analysis will be accompanied by opportunities for increased proficiency in oral and written expression. (In Spanish)

SPAN 425: Advanced Spanish Grammar and Composition

This advanced course examines the finer points of advanced Spanish grammar. With an emphasis on composition, an intensive analysis and practice of the typical "problem areas" (such as the preterite vs. the imperfect, the indicative vs. the subjunctive, ser vs. estar, por vs. para etc.) will be approached through a contrastive method that is particularly insightful for individuals conversant in Spanish and English. In addition, the course will offer extensive practice in analyzing literary and colloquial styles and will provide necessary practice to further mastery and expression (oral and written) of acceptable idiomatic styles. Greater proficiency, ease, and enjoyment in reading as well as an increased awareness of cultural manifestations in writing will be concomitant results of the course. (In Spanish)

SPAN 431: Modern Spain through Literature and Film

This course studies the major political, cultural, social and economic changes that have taken place in Spain during the second half of the 20th century. Special attention is paid to the following periods: the civil war, the postwar period, the economic boom in the sixties, the transition from dictatorship to democracy and the establishment of democracy. The films and novels studied in this course dramatize the major events that have shaped Spanish history since the end of the Civil War. (In Spanish)

SPAN 435: Modern Latin American Drama

An intensive study of representative theatre works by major Spanish American, Central American, Mexican and Caribbean dramaturges of the twentieth century with an emphasis on the contemporary period. Students will read and evaluate plays and study appropriate critical approaches to modern theatre within the context of socio-political, economic and historic conditions and events. Attendance at selected plays is required. (In Spanish)

SPAN 447: Mexican Culture and Civilization

This course is an intensive exploration of the depth and variety of Mexican Culture and Civilization. This course will incorporate a multi-disciplinary approach to the historical, political, cultural, artistic, and socio-economic movements that have influenced Mexico as a nation. Various cultural manifestations will be examined including art, music, narrative texts and film. Extensive oral and written practice in critical thought will further mastery and expression of the Spanish language. (In Spanish)

SPAN 460: Hispanic Literature in the USA

This course is an in-depth study of several Hispanic writers writing in Spanish in the USA. It includes representative works from all major literary genres: novel, essay, short story, drama and poetry. Except for a few short texts written in English, the majority of the works are written in Spanish. (In Spanish)

SPAN 470: Selected Topics in Spanish

This course offers an intensive study of literary topics, cultural phenomena, styles, trends, criticisms, and

writers not included or not covered in depth in other Spanish courses.

SPAN 495: Independent Study in Spanish

This course, which shall be taught in Spanish, is for students who wish to study and explore, in depth, aspects of Spanish and Latin American literatures, cultures and societies or a special topic in Spanish language. It is open to both graduate and undergraduate students. Students may register for this course more than once, up to a maximum of six semester hours of credit, so long as they do not repeat the same topic. The student must confer and reach agreement with the faculty member who will guide the independent study. The student and the faculty member must agree upon a topic, course content, evaluation procedures, reading list, and amount of credit prior to registration for the course. This material (course content, evaluation procedures, reading list, etc.) must be filed with and receive approval of the majority of Spanish professors and of the departmental chairperson.

SPAN 560: Study Abroad Experience

Study Abroad Experience.

Special Education

SPEE 433: Characteristics and Etiology of Autism Spectrum Disorders

This course covers the characteristics of autism and other related disorders, commonly referred to as Autism Spectrum Disorders (ASD) including; communications deficits, social skills, stereotypical behaviors, and typical responses to stimuli. Additionally, theoretical and scientific etiologies are discussed with various diagnostic instruments and procedures. Cultural perspectives of autism and related disorders with their relationships to educational services are also addressed.

SPEE 434: Applied Behavior Analysis

This course introduces principles of applied behavior analysis (ABA) and how it can serve individuals with autism, with special attention given to classroom settings. ABA coverage includes; reinforcement, punishment, thinning, stimulus control, prompting, fading, generalization, maintenance, and data collection with analysis. Specific empirical-based ABA methods such as discrete training, direct instruction, and verbal behavior will be discussed.

SPEE 435: Assessment and Instructional Intervention for Individuals with Autism Spectrum Disorders

This course examines instructional strategies that have been shown to be effective in promoting the development of communication and social skills by students with ASD. Augmentative and alternative communications systems (AAC) and approaches for teaching social skills in home, school, and community environments along with coordination of services and advocating for students with Autism Spectrum Disorders will be discussed.

SPEE 436: Practicum with Students with ASD: Collaboration with Families, Agencies, and the Community

An opportunity is provided for observation and for student teaching of students with autism spectrum disorders (ASD). Discussion periods are provided for classification of techniques, methods, and approaches.

SPEE 500: Special Education in a Standards Aligned System

This course, designed for general education teachers in graduate programs, surveys the development and provision of special education services to individuals with disabilities in an inclusive environment. Additionally, the identification and characteristics of different types of disabilities will be discussed along with effective collaboration procedures and current classroom management procedures for pre-kindergarten to eighth grade students.

SPEE501: Basic Orientation and Mobility for Students with Visual Impairments

This course covers exploration of space in the home and school environment and the wider community according to individual needs of students with visual impairments, including students who are deafblind. Practical experiences are provided in orientation and mobility training under conditions of simulated blindness and deafblindness. Experiences are structured to sequentially afford environmental situations of increasing complexity. Students will learn how to utilize functioning sense modalities in conjunction with specially designed mobility techniques for the purpose of teaching individuals how to move safely, efficiently, and independently in the environment.

SPEE502: Reading, Writing, and Teaching Unified English Braille

This course provides knowledge and skills in reading and writing contracted and uncontracted braille in the Unified English Braille code. It presents an overview of other means of communication used by the blind, including those with multiple disabilities. Experiences are structured to include writing braille with a Perkins Braille Writer, reading and transcribing braille material, basic textbook formatting, methods of teaching braille reading, and an introduction to computer systems used to produce braille.

SPEE503: Anatomy of the Eye and Visual Assessments

This course provides lectures and demonstrations on anatomy and physiology of the eye. The course will cover structure and function of the eye, causes and implications of eye conditions, clinical assessment, functional vision assessment, environmental assessment, and stereotypical behavior assessment. This course will provide an introduction to learning media assessment. This course will cover the foundations of working with students with low vision. This course will discuss the relationship of visual impairment to other disabilities, neurological aspects of visual impairments, and educational implications. The course will provide opportunities for student use of low vision aids, activities with low vision simulation, and completion of a functional vision assessment, including environmental assessment and stereotypical assessment.

SPEE504: Reading, Writing and Teaching Adv Unified English Braille, Nemeth Mathematics, & Other Braille Codes

This course provides knowledge and skills in mastery of the Unified English Braille Code, Nemeth Code, and use of the abacus. Students will demonstrate competence in braille mathematics in both Unified English Braille and Nemeth code. This course includes the use of slate and stylus in preparing drills, assignments, and in taking notes. The course requires the student to read and produce braille materials accurately. Braille music and foreign language are introduced. Advanced methods of teaching braille are emphasized throughout the course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE505: Early Intervention for Students with Visual Impairment

This course provides strategies for working with young children who have visual impairment, including students who are deafblind or have multiple disabilities and their families. It provides a history of the field of visual impairment and the impact history has played in the provision of early intervention services. This course will provide students with an understanding of the differences in working with students who are visually impaired and students who are deafblind.

SPEE506: Adapting Materials and Methods of Instruction including Visual Assessments

This course provides strategies for teaching and adapting materials and instruction in content areas, communication skills (i.e., reading and writing braille, reading and writing print with and without low vision devices, finger spelling), listening skills, use of technology, independent and daily living skills, habilitation, career/vocational concerns, physical education, transition from the educational setting, and leisure and recreation for students with visual impairments, including multiple disabilities and deafblindness. The course provides a theoretical framework for the concept of teacher as lifelong learner, assessment strategies for learning medium and reading medium, writing IEP's, and research applications.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE507: Internship in Visual Impairment

This course provides opportunities for observation and participation in the performance of the duties of a teacher of students with visual impairments, including those with multiple disabilities in an itinerant, residential, or day school setting. Practicum sessions provide for an opportunity to discuss problems, trends and issues, multicultural needs, interviewing techniques, scheduling, lifelong learner model for teachers and students, and organizational skills unique to the field.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE513: Assessment and Instructional Design for Students with Disabilities in a Standards Aligned System

This course is an intensive implementation survey and specific level assessment of learning and instructional design for meeting the challenges of students with special needs. Students will acquire skills in educational evaluation of student learning during the prereferral and special education process and universally designed instructional planning, accommodations, and modifications across a variety of content areas.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE514: Standards-Aligned Instruction for Students with Disabilities in Inclusive Classrooms

This graduate course addresses the knowledge base and skills necessary for general educators to provide standards-aligned curriculum, assessment, and instruction and intervention for students with disabilities into their classrooms. Emphasis is placed on structuring inclusive classrooms and designing appropriate accommodations for elementary and secondary students with disabilities.

SPEE516: Literacy Development and Instruction in Core and Intervention Areas Standards Aligned System

An in-depth study in the assessment, curricular, and instructional needs of students who exhibit significant reading difficulties. Students will examine effective practices through the Response-to-Intervention and Instruction model which supports student success in the general education setting. Course topics include: essential literacy skills, universal screening and progress monitoring, scientifically research-based curriculum and instruction, as well as strategic and intensive interventions, including both problem-solving approaches and standard treatment protocols.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE520: Special Education Processes and IEP Development in a Standards Aligned System

This course addresses aligning IEPs for students with disabilities with the general education academic standards. Using the Pennsylvania Department of Education Standards Aligned System (SAS), teacher

candidates learn to develop IEPs for students with disabilities that provide access to the general education curriculum and education with nondisabled students. Emphasis will be on the special education process, SAS conceptual framework (Understanding by Design), specially designed instruction, multifactor and nonbiased assessment, and backward design instructional planning.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE522: Teaching Students with High Incidence Disabilities

This course is designed to present solid theoretical material and recent research in the education of students with high incidence disabilities (i.e. specific learning disabilities, mild intellectual disabilities, and mild emotional disturbance). Students will gain an understanding and meeting the needs of learners with mild and high incidence disabilities using research- and evidence-based instructional methods and strategies. Since most students with mild and high incidence disabilities are taught in the general education classroom, students will focus on universally designed instruction to address the needs of ALL learners as well as methods specific to particular learning challenges.

SPEE527: Transition, Self-Determination, and Self- Advocacy for Adolescents with Disabilities

This course introduces preservice and in-service professionals to the specific educational, daily living, and employment needs of adolescents and adults with disabilities. Course participants examine the historical and legal basis for providing people with disabilities with opportunities to lead independent lives and realize educational, vocational, and personal goals. Course content includes employment, and residential issues, post-secondary education, self-determination and choice-making, and adult life issues.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE528: Positive Behavior Interventions and Supports

This course will address the education of children and youth possessing significant behavioral issues. Included will be a study of causal theories, characteristics, assessment procedures, and multidisciplinary services with a focus on educational intervention strategies appropriate for individuals displaying behavioral concerns. An examination and application of multiple levels of positive behavior support (i.e., three-tiered model), containing various evidence-based practices that address an array of behavior problems will be employed.

SPEE530: Teaching Students with Low Incidence Disabilities and Complex Instructional Needs

The course will address medical, physical, psychological and educational aspects of students with low incidence disabilities and complex instructional needs. The major focus of this course will be teaching students with significant intellectual disabilities, autism, multiple disabilities, significant orthopedic impairments, other health impairment, and traumatic brain injury. Included will be an examination of evidenced- and research-based strategies relevant to the education of students with low incidence disabilities and complex instructional needs.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE540: Philosophical Underpinnings

This course introduces the goals and dimensions of behavior analysis as a science through description, prediction, and control. Philosophical assumptions of behavior analysis are covered in addition to perspectives of radical behaviorism. Distinctions are covered among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice by the science of behavior analysis.

SPEE541: Concepts and Principles of Behavior Analysis

This course introduces principles of applied behavior analysis (ABA) and how it can serve individuals with autism, with special attention given to classroom settings. ABA coverage includes; reinforcement, punishment, thinning, stimulus control, prompting, fading, generalization, maintenance, and data collection with analyses.

SPEE542: Behavior Assessment

This course prepares to candidates to identify behaviors for intervention and conduct assessments of variables affecting behavior. Assessment procedures include organizing, analyzing, and interpreting observed data, planning for possible effects of implemented consequences, and management of behavior analytic services.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE543: Measurement and Experimental Design

This course introduces and explores various experimental designs of single-case study research. Incorporating the empirical literature, students will additionally be required to evaluate different methods of measurement and analyze presented data.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE544: Behavior Change Procedures

This course discusses fundamental elements of behavior change and specific behavior change procedures. Additionally, considerations for selecting and implementing interventions are covered. Candidates are required to research and create a behavior intervention plan using methods covered in this course.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE545: Personnel Supervision and Interventions

This course discusses various domains in providing behavior analytic supervision through training, performance feedback, and evaluation of the effects of supervision. Additionally, the selection of interventions based on supporting environments, social validity with an emphasis on data-based decisions is also covered.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

SPEE546: Ethics of Behavior Analysis

This course discusses the ethics in providing behavior analytic services. Through reviews of case studies, professional literature, and other related mediums, candidates will be required to identify the related Professional and Ethical Compliance Code standards of the Behavior Analysis Certification Board® (BACB) and recommend appropriate action.

SPEE560: Master's Capstone Project: Action Research

This course allows the student to investigate a research topic in special education. Students will implement quantitative or qualitative research methods in a public or privately run educational or rehabilitation services agency, educational settings, school-based and community-based programs, and/or other related educational and human service programs. Students will select a research topic and develop it in consultation with their instructor. The research project should be designed for completion within a 15-week schedule. The thesis should provide evidence of the student's ability to present the results in a clear and systematic form and to conduct independent investigations. If the research involves human participants, the student investigator is required to undergo Kutztown University Institutional Review

Board (IRB) training and receive its approval prior to commencing. Repeatable up to 6 credits. Prerequisites: The current prerequisites for this course can be found in the online [Course Description](#).

SPEE570: Selected Topics in Special Education

Selected Topics.

SPEE592: Clinical Experience in Special Education I

A professional experience designed to provide the graduate-level student the opportunity to participate, under supervision and with guidance, in the work and duties expected of a special education teacher. Emphasis is placed on the application of evidence-based practices in special education and demonstration of the knowledge, skills, and dispositions necessary to positively impact learning for children and youth with disabilities. Discussion periods are provided for classification of techniques, methods, and approaches. 100 hours of field experience are required.

SPEE593: Clinical Experience in Special Education II

A professional experience designed to provide the graduate-level student the opportunity to participate, under supervision and with guidance, in the work and duties expected of a special education teacher. Emphasis is placed on the application of evidence-based practices in special education and demonstration of the knowledge, skills, and dispositions necessary to positively impact learning for children and youth with disabilities. Discussion periods are provided for classification of techniques, methods, and approaches. 100 hours of field experience are required.

Social Studies Education

SSED 523: The Social Studies Curriculum: Prospects and Problems

Current trends and developments in social studies curriculum and instruction are examined. The course is problem-focused, reflecting ongoing instructional concerns.

SSED 524: Teaching Models for Social Studies Instruction

Application of a variety of instructional models in social studies education is undertaken. Educational goals, pedagogical strategies, and curriculum design, including materials, are discussed.

Student Affairs

STAF 516: Introduction to Student Affairs and Higher Education

This course familiarizes the student with the origin, development, purpose, and challenges of student affairs and its role in higher education; and presents an overview of the philosophy, mission, operational activities, and professional requirements of each of its major functional areas. Opportunities for interaction with specialists representing specific areas and on-site visits will be provided.

STAF 517: Ethics and Organizational Behavior in Student Affairs and Higher Education

Contemporary ethical issues relevant to organization and governance in higher will be examined using the

Ethical Principles and Standards of the American College Personnel Association (ACPA). Students will gain an understanding of how colleges and universities work by examining real-world ethical cases and the academic literature. Students will become familiar with the literature on the organization, administration, and governance of institutions of higher education. This course will prepare students to apply major theoretical concepts of organizational behavior to ethical issues and apply these perspectives to practical problems.

STAF 530: Advising and Supporting Students Higher Education

This course focuses on knowledge and skills needed to appropriately advise and support college students. Students will understand the importance of group dynamics, managing conflict, crisis situations, and the utilization of on and off campus collaborations. Individual capacities to recognize student needs and execute interventions that entail listening, direction, feedback, critique, referral and guidance appropriate for working with college students will be developed.

STAF 570: Contemporary College Students

This course examines the characteristics, issues, concerns, values, attitudes, needs and expectations of contemporary undergraduate students. It examines the impact of college on students and students on the college, as well as the influence of societal factors. Special attention will be devoted to diverse undergraduate student subpopulations (e.g. residents and nonresidents, undeclared majors, transfers, Greeks, students of color, etc).

STAF 571: Theory and Application of Student Development Principles

This course provides the student with a knowledge of human development principles as applied to undergraduates. It examines major theories relevant to the student development process. It attempts to relate theories to practice in current student affairs settings by demonstrating how undergraduates can identify their needs, promote growth, and measure progress. Appropriate evaluation and assessment measures are described. The work of major theorists will be included.

STAF 572: Seminar in Leadership in Student Affairs and Higher Education

This seminar will provide students with opportunities to learn about leadership and to acquire and enhance personal leadership skills in a student affairs setting. It will focus both upon leadership as a field of study and upon personal leadership development of each enrolled student. It introduces students to the several styles, characteristics, and practices of leadership, and examines dimensions of leadership in different settings. Opportunities will be provided for the improvement of personal skills in preparation for leadership, advisement, and mentoring responsibilities in student affairs settings. Students will serve as advisors or co-advisors of campus organizations.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

STAF 573: Social and Legal Issues in Student Affairs and Higher Education

This course addresses the vast array of social and legal issues that practitioners working in the realm of student affairs and higher education need to be aware of. It will also address the impact of these issues upon the roles of practitioners, and discuss skills that practitioners need to act within the parameters of the law and to effectively and competently execute these roles.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

STAF 579: Practicum in Student Affairs and Higher Education

This course gives students in the student affairs in higher education program a more in-depth

understanding of the role and function of student affairs practitioners. Students are engaged in a professional experience that allows them to exercise and apply student affairs professional competencies to professional practice in a specified student affairs/student services functional area, while working under the supervision of an on-site supervisor. Students also participate in an in-class experience that provides an opportunity to review, discuss, and explore topics of relevance to applying theory to professional practice in student affairs in higher education. Group and individual supervision is provided in this venue by the university faculty supervisor.

STAF 588: Assessment and Evaluation in Student Affairs and Higher Education

This course will be a review of the student affairs and higher education literature on evaluation and outcomes assessment, and will address the knowledge, skills, and dispositions necessary to effectively conduct outcome assessment and program evaluation in student affairs and higher education, and utilize the information yielded to inform instruction, programs, and services.

STAF 589: Practical Applications of Research Methods in Higher Education

This course is designed to be an introduction to the foundations and concepts necessary for understanding and conducting research in the realm of student affairs and higher education. The course will focus upon the basics of research design including problem identification, literature review, method selection, data collection and analysis, application, and writing.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

STAF 590: Contemporary Issues in Higher Education Finance

This course is an introductory examination of financial and budgetary issues within higher education. Students will learn the role of federal and state governments in relation to institutional budgets, analyze financial statements from institutions of different sectors to understand revenue streams and expenditure patterns, and relate budgetary issues to institutional operations. In addition, due to the strong nexus between finances and governance, the course will include an overview of common institutional governance structures, organizational structure and decision-making patterns in various institutions.

STAF 592: Internship in Student Affairs and Higher Education I

This is a fifteen-week internship which combines a fifteen-hour per week campus on-the-job experience in student affairs (under the direct supervision of a site supervisor) and a three-hour, fifteen-week seminar with a professor. During the semester, students will share information on the functions, services, and issues of each office, its role within the institution, and relevant professional literature with each other. Students will develop and share personal internship goals, implementation strategies, and a project which relates developmental theory to the internship experience. Students can select from several student affairs sites at Kutztown University and several other area colleges and universities. Paid graduate assistantship sites may be utilized with permission from the student affairs program coordinator.
Prerequisites: The current prerequisites for this course can be found in the online Course Description.

STAF 593: Internship in Student Affairs and Higher Education II

This course is a fifteen-week internship which combines a fifteen-hour per week campus on-the-job experience in student affairs (under the direct supervision of a site supervisor) and a three-hour, fifteen-week seminar with a professor. During the semester, students will share information on the functions, services, and issues of each office, its role within the institution, and relevant professional literature with each other. Students will develop and share personal internship goals, implementation strategies, and a project which relates developmental theory to the internship experience. Students can select from several student affairs sites at Kutztown University and several other area colleges and universities. Paid graduate assistantship sites may be utilized with permission from the student affairs program coordinator.

Women's, Gender & Sexuality Studies

WGST 515: Womens Issues in Arts

This course will provide an overview of women's creative achievements, experiences and status in the visual arts. The focus of this course is on gender; however, issues relating to the intersections of gender with race, class, national origin, ethnicity, age, and sexual orientation will also be discussed. As well, the course will explore the portrayal of women and the way in which cultural definitions of gender shape women's aesthetic expression. This is an advanced level course open to graduate students interested in women and art. This course will require substantial reading and critical responses in written, verbal, and visual forms. (This course is also offered under the ARED 515 designations.)

General Information

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Master of Business Administration Degree (Dr. Gary Chao, Chairperson; Dr. Chali Nondo, College of Business Associate Dean and Program Coordinator)

COLLEGE OF EDUCATION
Dr. Rebecca Burns, Dean

Ed.D. in Transformational Teaching and Learning (Dr. Mark Wolfmeyer, Chairperson; Dr. Catherine McGeehan, Program Coordinator)

Master of Arts Degree in Clinical Mental Health Counseling (Dr. Helen Hamlet, Chairperson; Dr. Deborah Duenyas, Clinical Co-Coordinator; Dr. Scott Tracy, Clinical Co-Coordinator)

Master of Arts Degree in Counseling Concentration in Addiction Counseling (Dr. Helen Hamlet, Chairperson; Dr. Scott Tracy, Clinical Coordinator)

Master of Arts Degree in Marriage, Couple, and Family Counseling (Dr. Helen Hamlet, Chairperson; Dr. Joanne Cohen, Clinical Coordinator)

Master of Education Degree in Elementary Education with Initial Certification PreK-4 (Dr. Tracy Keyes, Chairperson; Dr. Michele White, Program Coordinator)

Master of Education Degree in Elementary Education with Initial Certification 4-8 (Dr. Tracy Keyes, Chairperson; Dr. Michele White, Program Coordinator)

Master of Education Degree in Instructional Technology/Digital Classroom Technology (Dr. Tracy Keyes, Chairperson; Dr. Roseanne Perkins, Program Coordinator)

Master of Education Degree in Multicultural Education (Concentrations in Equity in Education, Special Education, and English as a Second Language) (Dr. Tabetha Bernstein Danis, Chairperson; Dr. Kathleen Stanfa, Program Coordinator)

Master of Education Degree in Reading (Dr. Tracy Keyes, Chairperson; Dr. Catherine McGeehan, Program Coordinator)

Master of Education Degree in Secondary Education with a Specialization (Biology, English, Mathematics, Social Studies, or Middle Level) (Dr. Mark Wolfmeyer, Chairperson)

Master of Education Degree in Secondary Education – Curriculum and Instruction (Dr. Mark Wolfmeyer, Chairperson)

Master of Education Degree in Secondary Education – Teaching with Initial Certification (Dr. Mark Wolfmeyer, Chairperson; Dr. Mark Wolfmeyer, Program Coordinator)

Master of Education Degree in Student Affairs in Higher Education – Administration (Dr. Helen Hamlet, Chairperson; Dr. Diane Elliott, Program Coordinator)

Master of Library Science Degree (Dr. Tracy Keyes, Chairperson; Dr. Roseanne Perkins, Program Coordinator)

Master of Library Science Degree with Initial Certification or Extension of Certification (Dr. Tracy Keyes, Chairperson; Dr. Roseanne Perkins, Program Coordinator)

Master of Science Degree in School Counseling – Certification/Licensure (Dr. Helen Hamlet, Chairperson and Clinical Co-Coordinator; Dr. Lauren Moss, Clinical Co-Coordinator)

Certification Programs:

> **English as a Second Language (ESL) Program Specialist Certification** (Dr. Mark Wolfmeyer, Chairperson; Dr. Brenda Muzeta, Program Coordinator)

> **Instructional Certification: Special Education (PreK-12)** (Dr. Tabetha Bernstein-Danis, Chairperson; Dr. Wendy Rogers, Program Coordinator)

> **Instructional Certification: Special Education – Visual Impairment (B-21)** (Dr. Tabetha Bernstein Danis, Chairperson; Dr. Nicole Johnson, Program Coordinator)

> **Instructional Technology Specialist Certification** (Dr. Tracy Keyes, Chairperson; Professor William Jefferson, Program Coordinator) (Note: for students with existing Pennsylvania certification)

> **Principal: PreK-12 Certification** (Dr. Mark Wolfmeyer, Chairperson; Dr. George Sirrakos, Program Coordinator)

> **Reading Specialist Certification** (Dr. Tracy Keyes, Chairperson; Dr. Catherine McGeehan, Program Coordinator)

> **Supervisory Certification: Curriculum and Instruction** (Dr. Mark Wolfmeyer, Chairperson; Dr. George Sirrakos, Program Coordinator)

Visual Impairment Certification (Post Baccalaureate Certification) (Dr. Tabetha Bernstein Danis, Chairperson; Dr. Nicole Johnson, Program Coordinator)

PDE Endorsement Certifications:
  Autism Spectrum Disorders
  Instructional Coach
  Online Instruction

COLLEGE OF LIBERAL ARTS AND SCIENCES
Dr. Laurie McMillan, Dean

Doctor of Social Work in Leadership and Education (Dr. John Vafeas, Chairperson; Dr. Juliana Svistova, Program Coordinator)

Master of Arts Degree in English (Dr. Jonathan Shaw, Chairperson; Dr. Curt Herr, Program Coordinator)

Master of Public Administration Degree (Dr. Robert Portada, Chairperson; Dr. Paula Holoviak, Program Coordinator)

Master of Science Degree in Computer Science, Information Technology Track (Dr. Lisa Frye, Chairperson; Dr. Dylan Schwesinger, Program Coordinator)

Master of Science Degree in Computer Science, Software Development Track (Dr. Lisa Frye, Chairperson; Dr. Dylan Schwesinger, Program Coordinator)

Master of Social Work Degree (Dr. John Vafeas, Chairperson; Dr. Janice Gasker Program Coordinator)

Post-Baccalaureate Certificate:

  Data Analytics (Dr. Lisa Frye, Chairperson; Dr. Dylan Schwesinger, Program Coordinator)

COLLEGE OF VISUAL AND PERFORMING ARTS
Dr. Bradley Shope, Dean

Master of Arts Degree in Arts Administration (Dr. Peg Speirs Chairperson; Dr. Nicole Romanski, Program Coordinator)

Master of Education Degree in Art Education (Dr. Amy Pfeiler-Wunder, Chairperson)

Master of Education Degree in Music Education (Dr. Jeremy Justeson, Chairperson; Dr. Valerie Trollinger, Program Coordinator)

Master of Fine Arts in Communication Design (Prof. Margaret Noel, Chairperson)

Certification Programs:

   Instructional Certification: Art Education (Dr. Peg Speirs, Chairperson; Dr. Peg Speirs, Program Coordinator)

   Post-Baccalaureate Certification: Music Education (Dr. Jeremy Justeson, Chairperson; Dr. Valerie Trollinger, Program Coordinator)

Graduate Faculty

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