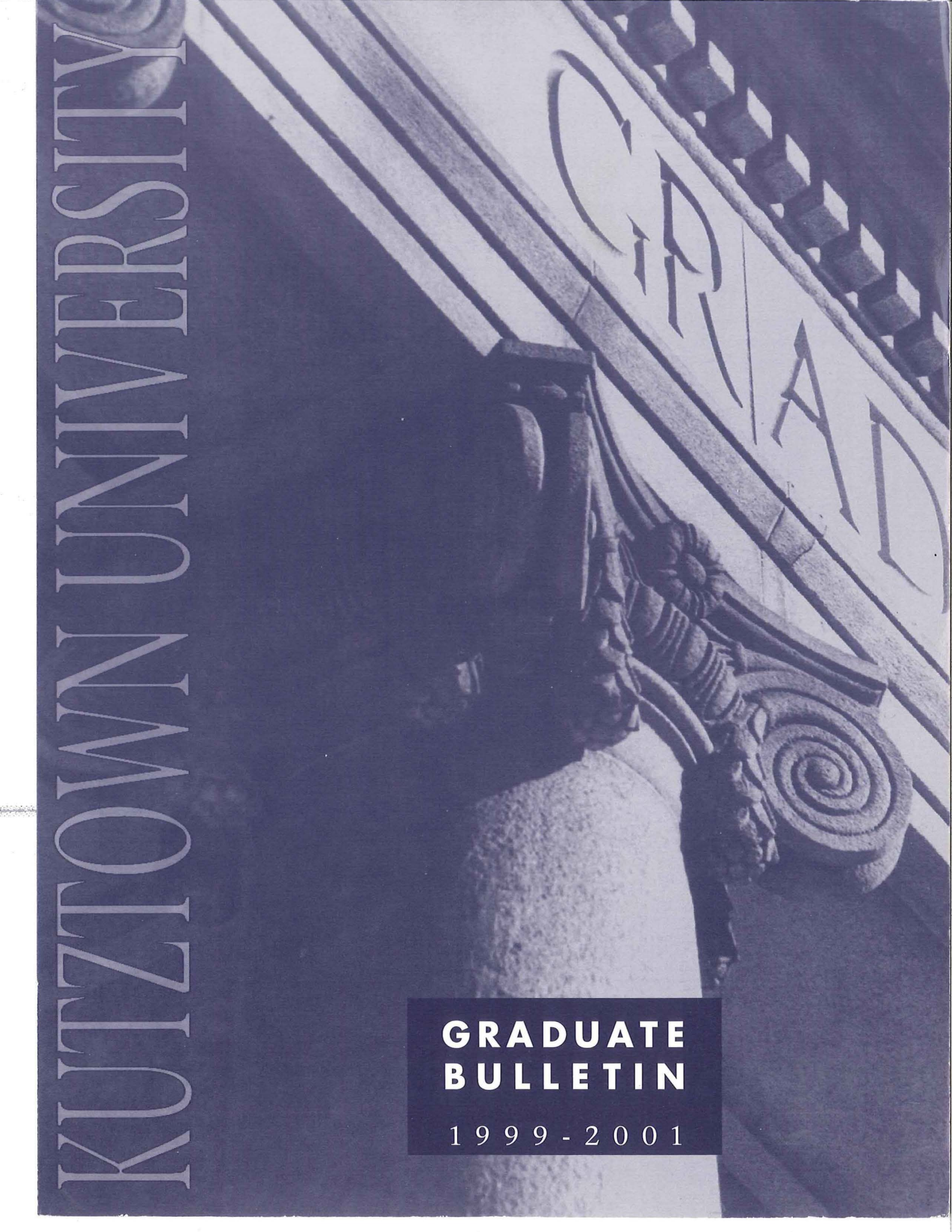


If you are unable to access the information in the Kutztown University Graduate Course Catalog, please contact the Graduate Studies Office at 610-683-4220.



KUTZTOWN UNIVERSITY

**GRADUATE  
BULLETIN**

1999 - 2001

## **REGULATIONS SUBJECT TO CHANGE**

The *Graduate Bulletin* provides information about Kutztown University and its graduate programs. The contents of this bulletin 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 the 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.

**The material in this catalog was compiled in December, 1998.**

*Kutztown University is committed to Affirmative Action, equal employment and educational opportunity in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, the Educational Amendments under Title IX of 1972, Sections 503/504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Asst. Act of 1974, the Age Discrimination Act as amended, the Civil Rights Restoration Act of 1987 and the Americans with Disabilities Act of 1990. Kutztown University provides reasonable access to facilities and programs. Please address Affirmative Action / Equal Opportunity inquiries and questions about access or needs to the Office of Human Diversity, (610) 683-4108.*





Dear Students,

Welcome to the College of Graduate Studies and Extended Learning of Kutztown University. On behalf of the graduate faculty, staff, and your fellow graduate students, we are delighted that you are considering enrolling at our university.

At Kutztown University you will find a stimulating environment for graduate study, twenty excellent graduate programs, and a faculty and support staff ready to assist you in attaining your educational and career goals. Of special interest to graduate students is the Rohrbach Library with over 422,000 volumes and numerous specialized collections.

Beyond the classrooms and research facilities, there are numerous opportunities for participation in activities related to graduate studies. The College sponsors the Graduate Student Association (GSA) which is open to all graduate students. The University is also the home of the Gamma Chapter of Alpha Epsilon Lambda, the national honour society for graduate and professional school students. Our chapter was the first to be established for graduate students in Pennsylvania. You will also be able to attend events in our outstanding Kutztown University Performing Artists Series, many other cultural programs, and athletic events.

While the primary mentor during your graduate studies is your academic advisor, you are welcome to visit my office in the Graduate Center at any time. I take a personal interest in the progress of all graduate students.

It is my hope that you shall decide to apply for admission to the College of Graduate Studies and Extended Learning at Kutztown University.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Wm. Bruce Ezell, Jr." with a stylized, cursive script.

Wm. Bruce Ezell, Jr., Ph.D.



# Kutztown University Graduate Bulletin 1999 - 2001

## **ACCREDITATION**

Kutztown University is accredited by the National Council for Accreditation of Teacher Education, National League for Nursing, Middle States Association of Colleges and Secondary Schools, the Pennsylvania Department of Education, and the State System of Higher Education. The University is a member of the Council of Graduate Schools, the Northeast Association of Graduate Schools and the Pennsylvania Association of Graduate Schools.

## **MEMBERSHIP ELIGIBILITY**

Kutztown University is approved for membership eligibility by the American Association of University Women.

KUTZTOWN, PENNSYLVANIA 19530

# KUTZTOWN UNIVERSITY

## 1999 CALENDAR

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### SPRING SEMESTER—1999

Residence Hall Occupancy Begins — 3:00 PM .....	Sunday, January 24
Classes Start — 8:00 AM .....	Monday, January 25
Undergraduate Late Registration .....	Monday, January 25
Graduate Late Registration —	
Evening Hours: 5:30 - 7:00 PM .....	Monday, January 25 - Wednesday, January 27
Extended Learning Late Registration— Evening Hours: 5:30 - 7:00 PM .....	Monday, January 25
Saturday Classes Start .....	Saturday, January 30
President's Holiday .....	Monday, February 15
Follow Monday Schedule .....	Tuesday, February 16
Mid Term .....	Friday, March 12
Mid Term Recess: Begins Close of Classes — 6:00 PM .....	Friday, March 12
Ends—8:00 AM .....	Monday, March 22
Spring Recess: Begins Close of Classes — 6:00 PM .....	Thursday, April 1
Ends—8:00 AM .....	Tuesday, April 6
Last Day of Regular Classes .....	Friday, May 14
Final Examinations Begin .....	Monday, May 17
Final Examinations End .....	Friday, May 21
Residence Hall Occupancy Ends .....	Friday, May 21
Last Saturday Class and Exam .....	Saturday, May 22
May Commencement .....	Saturday, May 22
Last Day of Spring Semester .....	Saturday, May 22

### SUMMER SESSION — 1999

#### SESSION I

Begins .....	Monday, June 7
Ends ( <i>Classes Tuesday thru Friday</i> ) .....	Friday, July 9

#### SESSION II

Begins .....	Monday, July 12
Ends .....	Thursday, August 12

# KUTZTOWN UNIVERSITY

## 1999 - 2000 CALENDAR

---

### FALL SEMESTER 1999

Residence Hall Occupancy Begins — New Students — 1:00 PM .....	Saturday, August 28
Residence Hall Occupancy Begins — Incumbents — 10:00 AM .....	Monday, August 30
Faculty Meeting .....	Monday, August 30
Classes Start — 6:00 PM .....	Monday, August 30
Undergraduate Late Registration .....	Tuesday, August 31
Graduate Late Registration — (Evening Hours 5:30 - 7:00 PM) .....	Tuesday, August 31 - Thursday, September 2
Extended Learning Late Registration — (Evening Hours 5:30 - 7:00 PM) .....	Tuesday, August 31
Saturday Classes Start .....	Saturday, September 4
Labor Day Holiday .....	Monday, September 6
Columbus Day Holiday .....	Monday, October 11
Follow Monday Schedule .....	Tuesday, October 12
Mid Term .....	Friday, October 22
Thanksgiving Recess	
Begins — at 6:00 P.M. ....	Wednesday, November 24
Ends — 8:00 AM .....	Monday, November 29
Last Day of Regular Classes .....	Friday, December 10
Final Examinations Begin .....	Monday, December 13
Final Examinations End .....	Friday, December 17
Residence Hall Occupancy Ends .....	Friday, December 17
Last Saturday Class and Exam .....	Saturday, December 18
December Commencement .....	Saturday, December 18
Last Day of Semester .....	Saturday, December 18

### WINTER BREAK 2000

Begins .....	Monday, January 3
Class will be held on Saturday, January 8, 2000	
Martin Luther King Holiday .....	Monday, January 17
Ends .....	Friday, January 21



# KUTZTOWN UNIVERSITY

## 1999 - 2000 CALENDAR

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### SPRING SEMESTER 2000

Residence Hall Occupancy Begins — 3:00 PM .....	Sunday, January 23
Classes Start — 8:00 AM .....	Monday, January 24
Undergraduate Late Registration .....	Monday, January 24
Graduate Late Registration — (Evening Hours 5:30 - 7:00 PM) .....	Monday, January 24 - Wednesday, January 26
Extended Learning Late Registration — (Evening Hours 5:30 - 7:00 PM) .....	Monday, January 24
Saturday Classes Start .....	Saturday, January 29
President's Holiday .....	Monday, February 21
Follow Monday Schedule .....	Tuesday, February 22
Mid Term .....	Friday, March 17
Mid Term Recess	
Begins — Close of Classes — 6:00 PM .....	Friday, March 17
Ends — 8:00 AM .....	Monday, March 27
Spring Recess	
Begins — 6:00 PM .....	Thursday, April 20
Ends — 8:00 AM .....	Tuesday, April 25
Last Day of Regular Classes .....	Friday, May 12
Final Examinations Begin .....	Monday, May 15
Final Examinations End .....	Friday, May 19
Residence Hall Occupancy Ends .....	Friday, May 19
Last Saturday Class and Exam .....	Saturday, May 20
May Commencement .....	Saturday, May 20
Last Day of Semester .....	Saturday, May 20

### SUMMER SESSION 2000

#### SESSION I

Begins .....	Monday, June 5
Ends ( <i>Classes Tuesday thru Friday</i> ) .....	Friday, July 7

#### SESSION II

Begins .....	Monday, July 10
Ends .....	Thursday, August 10

# PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

## JAMES H. McCORMICK CHANCELLOR

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**George Paterno, Assistant to the Provost** — B.A., M.A., Queens College

**James R. Sutherland, Vice-President for Administration and Finance** — B.A., Old Dominion University; B.S., Central Missouri State University; M.B.A., University of Missouri; C.P.A., West Virginia and Colorado

**William J. Sutton, Vice-President for Advancement** — B.S., University of Wisconsin-Platteville; M.A., Northern Illinois University

**Charles J. Woodard, Vice-President for Student Affairs** — B.S., Edinboro University of Pennsylvania; M.A., Wayne State University; Ph.D., University of Michigan

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**Barbara M. Taliaferro, Assistant to the President for Human Diversity** A.B., Muhlenberg College; M.Ed., Lehigh University

**Joseph L. Amprey, Dean, Academic Services** — B.A., Morgan State University; M.Ed., The Johns Hopkins University; M.S., University of Baltimore; Ph.D., The American University

**John A. Erdmann, Registrar** — A.B., Wagner College; M.A., New York University; Ed.D., Temple University

## ACADEMIC DEANS

**Arthur W. Bloom, Dean, College of Visual and Performing Arts** — A.B., Dartmouth College; Ph.D., Yale University

**Carl E. Brunner, Dean, College of Liberal Arts and Sciences** — B.A., M.A., Montclair State College; M.S., Ph.D., Syracuse University

**Theodore A. Hartz, Dean, College of Business** — B.S., Bloomsburg University; M.B.A., Lehigh University

**Eileen L. Shultz, Dean, College of Education** — B.S., West Chester University; M.Ed., Kutztown University; Ed.D., Lehigh University

## COLLEGE OF GRADUATE STUDIES AND EXTENDED LEARNING

**William Bruce Ezell, Jr., Dean** — B.S., Lander College; M.S., Ph.D., Clemson University; D. Litt., Lander College; additional graduate studies: Colorado State University, Mansfield College and Oxford University

**Sandra Hammann, Director of Grants and Sponsored Projects** — B.S., Lock Haven University; M.A., Pennsylvania State University

**Judith Kennedy, Director of Honors Program** — B.A., Brooklyn College; M.A., Ph.D., New York University

**College Staff:** Office of Graduate Studies  
Ms. Claudia M. DeLong  
Ms. Anne Imschweiler

Office of Extended Learning  
Ms. Jane D. Bennett

Office of Grants and Sponsored Projects  
Ms. Elaine P. Hamm

Honors Program/Summer Sessions  
Ms. Theresa Vigoda

## Succession of Graduate Deans

The following persons have served as Dean of Graduate Studies at Kutztown University:

1960-63      **Josef G. Gutekunst** — B.S., Kutztown State Teachers College; M.A., Lehigh University; Ed.D., Temple University

1963-71      **Dodson E. Dreisbach** — B.S., Kutztown State Teachers College; M.A., Columbia University; Ed.D., Temple University

1971-84      **Paul R. Drumm** — B.S. Ed., Bucknell University; M.Ed., Ed.D., Temple University

1985-89      **Mildred W. Weil** — B.A., Rutgers University; M.A., Ph.D., New York University

1990-        **Wm. Bruce Ezell, Jr.** — B.S., Lander College; M.S., Ph.D., Clemson University; D. Litt., Lander College

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Maximiliano E. Zuniga, Ph.D.  
John White, Ph.D.

Biology  
Library Science  
Marketing  
Library Services  
Foreign Languages  
Political Science  
Elementary Education  
Graduate College  
History  
Audiovisual Communications  
Management  
Geography  
Telecommunications  
Counseling and Human Services  
Physical Science  
Counseling and Human Services  
Psychology  
Elementary Education  
Secondary Education  
Music  
English  
Mathematics and CIS  
Anthropology/Sociology  
Foreign Languages  
Art Education

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# **Graduate Degree Programs**

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## **Master of Arts**

Counseling Psychology  
English  
Mathematics

## **Master of Science**

Computer and Information Science  
Telecommunications

## **Master of Education**

Art Education  
Elementary Education  
Reading Specialist  
Counseling  
    Elementary School Counseling  
    Secondary School Counseling  
    Student Affairs in Higher Education  
Secondary Education  
    Biology  
    Curriculum and Instruction  
    English  
    Mathematics  
    Social Studies

## **Master of Business Administration**

## **Master of Public Administration**

## **Master of Library Science**

Inquiries regarding graduate programs and admissions will be answered promptly if addressed to: The Dean,  
College of Graduate Studies and Extended Learning, Kutztown University, Kutztown, Pennsylvania 19530.

# The University

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## PHILOSOPHY AND MISSION

Kutztown University, as a multi-purpose institution of higher education, serves the people of the Commonwealth of Pennsylvania as a center for education in the arts and sciences, teacher education, business, and visual and performing arts. The University provides access and opportunities for intellectual, aesthetic, social, and physical development.

The University's mission is to:

1. Pursue a commitment to academic excellence.
2. Provide for all students opportunities to increase their appreciation and knowledge of the physical universe, of human society and cultural diversity, and of values, through general education, major study, and co-curricular programming.
3. Develop the student's ability to think critically and constructively, to read, write, and speak effectively, and to exercise good judgment.
4. Provide a quality of campus life which will encourage the growth of self-esteem, respect for the beliefs of others, and the open exchange of ideas.
5. Respond to the diverse needs of society by ensuring equal access to its educational programs and services without regard for race, gender, creed, age, or national origin.
6. Offer a variety of professional and pre-professional programs which combine the broadening effects of the liberal arts and sciences with progressively specialized studies and experiences leading to careers and entrance-level professional competencies.
7. Offer post-baccalaureate programs in liberal arts and sciences, education, business, and visual and performing arts which enable students to further their scholarship and professional skills.
8. Provide opportunities through extended programs whereby students pursue interests and enhance skills and professional competencies through credit and non-credit courses.
9. Contribute to the increase of knowledge through the encouragement of research and creative activities.
10. Serve as a center for cultural activities.
11. Provide leadership and support services for schools, businesses, industries, government, health, and other appropriate agencies.

## LOCATION

With access both to the Lehigh and Schuylkill River valleys, Kutztown University is located in the heart of the "Pennsylvania Dutch" country of the Commonwealth of Pennsylvania. A short drive of seven miles via Pennsylvania Route 737 provides easy access to Interstate Highway 78, connecting New York City and Harrisburg, PA. Kutztown is situated equidistant from Reading and Allentown, PA, along U.S. Route 222. The distance is 16 miles from either city. Commercial bus transportation is available from Kutztown to Reading, Philadelphia, New York City, and Washington, D.C. The University is located 25 miles west of the Lehigh Valley Airport and 18 miles east of the Reading Airport.

## HISTORY

Since its founding in 1866, Kutztown University of Pennsylvania has maintained a proud tradition of public service and responsiveness to the citizens of the Commonwealth. Established as a "teacher's college" or normal school, the institution was authorized to confer the Bachelor of Science degree in education in 1926. During its long and colorful history, present-day Kutztown University was variously known as Keystone State Normal School (1866), Kutztown State Teachers College (1928), Kutztown State College (1960), and Kutztown University of Pennsylvania (1983).

Modern Kutztown University has retained its historic commitment to public education and teacher training, while expanding its mission into new areas of service. This continuing mission in teacher education includes training at the graduate level in both elementary and secondary education and a variety of specialized fields, including art education and library science.

As the need and demand for public service and education increased in the Commonwealth, the college responded through the development of additional educational programs, including many at the graduate level. On 8 January 1960, the governor of the Commonwealth approved legislation making Kutztown State College a center of learning for the best possible education of the youth of Pennsylvania in the arts and sciences, moving the institution beyond its original mission as a teacher training center. One year earlier, the college had been authorized to grant master's degrees in art education and elementary education. Under the new statement of mission, Kutztown began to expand the breadth and richness of its programs and degree offerings.

Now in its 126th year of service, Kutztown University is committed to the search for academic excellence in a broad range of missions. This commitment begins with the liberal arts and sciences, which are vital to the inner strength of the curriculum. Unchanged from earlier times is the responsibility of the University to provide for the preparation of those seeking careers as teachers in the fields of public and private education. Relatively new graduate offerings in the field of public education include programs in reading (offered by the Department of Elementary Education) and curriculum and instruction (offered by the Department of Secondary Education).

Of special interest is the Department of Counseling and Human Services. As the only academic department offering exclusively graduate courses and degrees, this department has enhanced the reputation of Kutztown University as a graduate institution. At present, this department offers two graduate degrees in five different curricula. In cooperation with the Department of Psychology, the department offers the Master of Arts (M.A.) in counseling psychology in agency counseling and marital and family therapy. The Master of Education (M.Ed.) is offered in three tracks.

In addition, the University offers the Master of Arts degree in the traditional disciplines of English and mathematics, and the Master of Science degree in telecommunications and computer science. Professional degrees include the Master of Public Administration (M.P.A.) and the Master of Business Administration (M.B.A.).

## ROHRBACH LIBRARY

The Rohrbach Library is the focal point of academic life at Kutztown University. The library houses collections of books, periodicals, pamphlets, newspapers, maps, microforms, non-print media, and microcomputer programs. At present the collection consists of more than 422,000 volumes, representative federal and state documents, 48,000 maps, approximately 2,000 periodicals and newspapers, 15,000 units of non-print media, and more than one million units of various kinds of microforms. The library provides electronic access to several full-text databases and the *Encyclopedia Britannica* over the University's network. The map collection is one of the finest in the state and includes Braille maps, city plans, and topographic and raised relief maps. Over 11,000 carefully chosen volumes on all facets of Russian Culture symbolize Kutztown's enthusiastic support of the state-supported universities' World Culture Program.

The Curriculum Materials Center provides in-service teachers and other interested patrons with a wide range of the newest teaching and learning resources for examination, evaluation, and curriculum revision.

The Audiovisual Communications Department, located in the Audiovisual Center on the ground floor of the library, administers a comprehensive collection of audiovisual materials and equipment. Additionally, the Audiovisual Center houses a microcomputer laboratory, microcomputer software collection, and a materials production area.

Rohrbach Library provides numerous services to patrons. These include the circulation of open-collection and reserve materials, on-line database searching, and inter-library loan services. Computer-based, on-line database searching produces custom-made bibliographies on complex subjects for students and faculty pursuing advanced research. Inter-library loan is available to obtain from libraries through the United States books and periodical articles not owned by the University.

The Rohrbach Library staff is responsible for developing and organizing the library collections and for administering programs of library orientation and bibliographic instruction. Librarians meet frequently with classes from all areas of curriculum to discuss specialized research tools. The staff encourages students, faculty, and other patrons to become familiar with the 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.

## COOPERATIVE RESEARCH AGREEMENT

The University maintains a cooperative research agreement with Hawk Mountain Sanctuary located in Kempton, PA. Hawk Mountain Sanctuary is a 2,380-acre nature preserve located atop Kittatinny Ridge. The sanctuary is considered an international study centre for biological field studies, with a special emphasis on raptors (i.e., birds of prey). Founded in 1934, by Naturalist Rosalie Edge, this remarkable sanctuary provides unique research opportunities for investigators interested in ecological field studies, conservation policies and practices, and the history of early conservation work in the Commonwealth of Pennsylvania. The cooperative research agreement enables University faculty and graduate students to work with researchers at Hawk Mountain on research endeavors of mutual interest.

## COMPUTER AND OTHER FACILITIES

Other resources provided by the University to support the academic programs include a modern science complex; an astronomical observatory and planetarium; a seismic observatory; the Sharadin Art Gallery; broadcasting-quality television studios; a modern language laboratory installation; and a speech clinic for students.

A large-scale UNISYS A-11 computer serves the administrative computing needs of the University. A UNISYS U6000/70 Parallel Processing, UNIX-based minicomputer supports the serious academic computer user. Several Sun and Hewlett-Packard Unix machines provide e-mail, world-wide-web, and ftp services. Additionally, there are two terminal rooms and seven micro-computer labs, or classrooms, on the campus. In total, the University has well over 1,000 micros, terminals, and printers for student, faculty, and administrative use.

## AUXILIARY STUDENT SUPPORT SERVICES OF THE UNIVERSITY

Kutztown University offers a variety of support services for its students, both graduate and undergraduate, which include academic advisement, personal and career counseling, campus traffic control and safety, support for students with physical disabilities, and limited medical services.

The **"KU CARD"** — Every KU student needs the official university identification card, *"KU Card."* The *"KU Card"* is designed to provide consolidated access to a variety of campus services identifying your relationship with the University. With this card, you are given access to the services of Rohrbach Library, many university sponsored events, some buildings/facilities as determined by academic need, and any privileges extended to the KU community by local merchants and vendors.

Efforts are also underway to make the *"KU Card"* a full service card for other campus needs. Participation in the *"KU Card"* program offers the option of banking services including access to automated teller machines (ATM) on campus. This feature is made possible through an agreement between Kutztown University and Penn Security Bank and Trust Company. You will find your card convenient and secure without the need to renew or validate the card as long as you are enrolled in the University.

The cost of the *"KU Card"* is \$10. Upon receiving your ID, a \$10 charge will be placed on your account. You will receive a bill within a week, payable at the Bursar's Office, Administration Building, Room 230. The *"KU Card,"* as well as the banking option, is available through the Orientation Office, which is located in the Student Union Building (SUB) Room 264, between the hours of 8:00 AM - 4:00 PM (Monday - Friday). This office is open every Tuesday until 6:15 PM during the Fall and Spring semesters. If you need to make special arrangements or have any questions, please call the Office of Administrative Services at (610) 683-4143.

**Academic Advisement** — Every graduate student granted regular or conditional admission is assigned an academic advisor in his or her department. Students admitted under transient or professional studies status may meet with the Graduate Dean for limited advisement purposes.

It is the responsibility of the student to seek regular and timely meetings with the academic advisor, the need for such meetings varying according to the individual student and the academic program. The advisor will assist the student in determining goals and objectives, and in pursuing an organized plan of study as prescribed for that degree program in the *Graduate Bulletin*. Additionally, the advisor provides help in planning for a comprehensive examination or in developing a thesis topic, if appropriate. Some graduate degree programs may require the assistance of a professional education advisor to aid the student in obtaining or extending teaching certification. In every case, the academic advisor should be the primary source of information and guidance.

A graduate student may call upon the department chairperson for information in matters relating to curriculum changes, future schedules of course offerings, department regulations, sabbatical leave by faculty, etc. The Graduate Dean is available to all graduate students for consultation in matters of Graduate College regulations, time limitations, extreme cases of personal difficulty or hardship, etc.

**Academic Support Services** — A variety of academic support services are available to graduate students through the Department of Developmental Studies, which include:

- a) **academic counseling** — programs are available to assist graduate students to develop specific study skills, form realistic personal goals, and develop an attitude of personal responsibility.
- b) **tutoring laboratories** — specialized tutoring facilities are available for mathematics and accounting. In addition, the University operates a Learning Assistance Laboratory which includes a microcomputer facility. Located in Room 161 of Beekey Hall, this lab is staffed by graduate students who assist students desiring to improve their individual study skills, time management, and personal organization.
- c) **peer tutors** — located in Room 163 of Beekey Hall, the Tutoring Office aids students by assignment of carefully selected peer tutors. Phone: (610) 683-4207.
- d) **reading skills and abilities** — a developmental reading course (DVR 000) is offered by the Department of Developmental Studies every semester to all University students who wish to improve their reading ability. Computer-assisted instruction is also offered. International graduate students wishing to enhance their skills in English should note the availability of this service.

**Counseling Services** — The Office of University Counseling Services offers a range of counseling and psychological services to students, including individual and group counseling, assessments, referrals, special programs based upon individual interest and need, and emergency services. Counseling is available both for personal and for academic problems. For further information, contact: **Office of University Counseling/215 Stratton Administration Center/ (610) 683-4072.**

**Health Services** — All graduate students at Kutztown University are required to pay a Health Center fee which entitles them to all services provided by the Health Center. During the Fall and Spring semesters, the Health Center is open from 7:00 AM to 11:00 PM, 7 days/week. It is staffed by a full-time and part-time professional nursing staff and part-time physicians who provide, by appointment, services Monday through Friday during the regular semesters. Students can be evaluated and treated immediately on a walk-in basis by the nursing staff. Physician appointments and all stock medications are provided to the students at no additional cost. For additional information regarding the Health Center services, please call 683-4082 or review our web site ([www.kutztown.edu/~healthcenter](http://www.kutztown.edu/~healthcenter)). The Health Center staff will send a graduate health record to you. Graduate students (*does not include certificate students*) may choose to “waive” submission of a completed health record and Health Center services. To obtain the waiver form, please contact the Health Center at 683-4982 during the weekdays between the hours of 8:00 AM to 12:00 noon and 1:00 to 4:30 PM.

**Physical and Learning Disabilities** — To meet the needs of enrolled students with disabilities and to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Title II, 1992, Kutztown University will continue to assess its physical plant to achieve a barrier-free environment, and will maintain reasonable accommodations within classrooms and residence halls for students with a variety of physical and learning disabilities. Such accommodations are made, whenever reasonably possible, to allow students with disabilities to undertake academic tasks essential to the programs of instruction.

The goal of the University is to provide the education necessary for the qualified student with disabilities to function as a self-sustaining individual. **Identification and documentation of a disabling condition is the sole responsibility of the student.** The ADA coordinator receives and maintains all records of a student's disabilities and the accommodations provided.



The University does not discriminate in its admissions procedures on the basis of disability, nor is such information part of the student's admissions file. When appropriate, alternate teaching and testing accommodations will be available to students with declared disabilities; again, it is the student's responsibility to request such accommodations directly from the instructor.

Prior to application, students with disabilities are advised to investigate both the University's ability to provide reasonable accommodations for their program of study and their own abilities to undertake such studies. More detailed information may be obtained from:

**Office of Human Diversity, 220 Stratton Administration Center, (610) 683-4108.**

**Career Services** — The goals of the Office of Career Services are for students and alumni to:

1. think of themselves as educated people with skills and abilities that have value to employers;
2. think in terms of functional skills rather than merely linking their academic major to jobs;
3. acquire and develop the skills necessary to become self-reliant and informed decision makers;
4. prepare for a competitive job market;
5. develop their potential to become mature managers of their own careers.

To accomplish these goals, the Office of Career Services offers numerous resources and services both for graduate students and undergraduates. These include **a career resource center** featuring materials on career planning, job search directories, and graduate school information; **career programs and workshops** presented by Career Services professionals; **individual and group consultation** to practice interviewing techniques, job search strategies, and career goals; **on-campus interviewing** conducted by potential employers; and **computer-assisted career planning** featuring the SIGI+ interactive software. For additional information contact: **Office of Career Services, 129 Stratton Administration Center, (610) 683-4067.**

**Public Safety** — Overall safety and security for the Kutztown University campus community are provided by the Department of Public Safety. In addition, this department enforces fire and traffic safety regulations. A dispatcher, located in the Public Safety office in the basement of Old Main Hall, is on duty 24 hours a day to take calls for the **campus emergency number (4001) or from the red emergency telephones located throughout the campus.** The non-emergency number is (4002)

**Vehicle registration** with the Department of Public Safety is required of **ALL** University students and staff. This may be accomplished by presenting a valid driver's license and vehicle ownership registration to the dispatcher. A decal will be issued immediately, and must be displayed properly on the registered vehicle at all times when it is parked on campus.

# The College of Graduate Studies and Extended Learning

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## MISSION AND COMMITMENT

The basic commitment of the Graduate College of the University is to students matriculated in programs and courses designed to increase academic and professional competence, building upon knowledge gained at the baccalaureate level. The goals of graduate study at Kutztown University are that:

1. Students receiving graduate degrees should be competent to pursue increasingly independent scholarship and creative investigation in their disciplines. This may include further graduate study.
2. Students receiving graduate degrees should be competent to perform at more advanced levels of employment in their professions.
3. Non-degree students completing credit or non-credit work should be able to achieve their personal learning objectives.

Schedules are designed primarily to accommodate students who can attend classes in the evening and other alternative times. Although most graduate students attend part-time because they have other responsibilities which prevent them from taking full schedules, there are usually about fifty full-time students each semester. Some courses for graduate credit are offered in the summer, and these are scheduled at times which would seem most preferable to the clientele whom they are designed to serve.

## DIVISIONS OF THE GRADUATE COLLEGE

**Department of Counseling and Human Services** — The Department of Counseling and Human Services is composed only of graduate faculty. This department reports directly to the Graduate Dean. Degrees offered include the Master of Education and the Master of Arts. The former degree is offered in three tracks: counseling in elementary schools, counseling in secondary schools, and student affairs in higher education. The Master of Arts degree is offered in agency counseling and marital and family therapy in cooperation with the Department of Psychology.

**Office of Extended Learning** — The Office of Extended Learning, administered by the Dean of Graduate Studies and Extended Learning, is the University's vehicle for offering a variety of continuing education courses both for credit and non-credit. In addition, the responsibility for the Winter Break Session, an annual three-week interim term in January, is under Extended Learning, as well as administration of Summer Sessions. Another significant responsibility of this division is the Postbaccalaureate Teacher Certification program which enables persons holding a baccalaureate degree in a field other than education to obtain certification to teach in the Commonwealth of Pennsylvania, or to earn additional certification in another area of education.

**Office of Grants and Sponsored Projects** — Research plays a vital role in any graduate school. Faculty members who participate in research studies do so for several reasons: they want to remain current in their field; they are interested in a particular project and want to pursue that project; and they believe involvement in research is key to being a vital faculty member. This commitment to research enhances the faculty member's teaching at Kutztown University.

The Office of Grants and Sponsored Projects offers numerous services to faculty. This office provides information on types of funding, helps locate appropriate contact people at funding agencies, helps in the proposal preparation, and works with implementation once the project is funded.

The Grants Office serves as the contact point for the Human Subjects Institutional Review Board (IRB). At Kutztown University, research involving human subjects (*including questionnaires and surveys*) must be reviewed and approved by the Human Subjects IRB prior to the beginning of the research. Forms and procedures for complying with this requirement are available in the Grants Office.

**Honors Program** — The University Honors Program is designed to provide advanced academic opportunities for more proficient and highly-motivated students. This program is intended solely for full-time *undergraduate students*, who are required to take 21 hours of honors courses stressing in-depth study, responsible research and experimentation, and challenging exploration of various fields of study.

## GRADUATE STUDENT ORGANIZATIONS

**Alpha Epsilon Lambda** — Kutztown University is the home of the Gamma Chapter of Alpha Epsilon Lambda. This chapter marked the founding of the first honor society solely for graduate students in the Commonwealth of Pennsylvania. Alpha Epsilon Lambda is a national honor society for graduate and professional school students. The mission of the organization is to confer distinction for high achievement, promote leadership development, promote scholarship and encourage intellectual development, enrich the intellectual environment of graduate institutions, and encourage high standards of ethical behavior. Graduate students seeking membership in the Gamma Chapter at Kutztown University must have completed a minimum of 12 graduate semester hours, attain a graduate quality point average in the upper 35% of all graduate students currently enrolled at the University, and provide a record of leadership and service to the campus and the community. For further details, contact the Graduate Office.

**Graduate Student Association** — All enrolled graduate students are considered to be members of the Graduate Student Association. This organization exists to meet the social and professional development needs of graduate students at Kutztown University, as well as to address matters of general concern to the graduate student population.

## COLLEGE OF GRADUATE STUDIES AND EXTENDED LEARNING

**Websites** — The College maintains an active website featuring information about current and future activities. This site is frequently updated and all graduate students are encouraged to visit this location on the Internet. All materials for admission may be downloaded from this site. Here one may find information regarding graduate student orientation, course listings, the Office of Grants and Sponsored Projects, student activities, and information about various graduate degree programs. The College site is:

<http://www.kutztown.edu/acad/graduate/>

The general website for the University is:

<http://www.kutztown.edu>

# Academic Policies and Procedures of the Graduate College

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## GENERAL ADMISSION REQUIREMENTS

The purpose of the admission process is to consider and to evaluate the data submitted by the applicant. The decision to admit is made with a sense of commitment to the future success of the graduate student. Graduate study is not for everyone, nor is it a continuation of undergraduate study. It is a mentally rigorous process in which the student's academic record and personal performance demonstrate a capacity for serious and demanding scholarship. Therefore, in addition to meeting the minimum standards for admission to the Graduate College, all degree-seeking students must satisfy any academic criteria imposed by the relevant department or graduate program.

***It is the responsibility of all admitted students to become familiar with departmental 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 the immediate service area of Kutztown University are accredited by the Middle States Association of Colleges and Schools (MSA). ***Applicants holding degrees from foreign institutions*** will have their transcripts evaluated by the appropriate Kutztown University personnel as determined by the Graduate Dean. All applicants must possess a four-year undergraduate degree or its equivalent. Associate degrees and three-year degrees ***ARE NOT*** considered as meeting this requirement.

**Graduate Record Examination (GRE)** — ***ALL*** applicants to the Graduate College ***are required*** to submit test scores from the general portion of the Graduate Record Examination (GRE). Scores for the special subject areas of the GRE for individual academic disciplines may be submitted, but are not necessary. Kutztown University does not require a minimum score on the GRE, but the verbal and quantitative sections are used in conjunction with the undergraduate quality point average of the applicant.

Further information regarding the GRE may be obtained from:

Graduate Record Examinations  
Sylvan Learning Center  
2357 Lehigh Street  
Allentown, PA 18103  
TELEPHONE: (609) 791-5320  
FAX: (609) 791-5321  
sadmin@fast.net

Graduate Record Examinations  
Educational Testing Service  
Box 6000  
Princeton, NJ 08541-6000  
TELEPHONE: 1-800-GRE-CALL  
FAX: (609) 771-7906  
<http://www.gre.org>

Only ***two exceptions*** to the GRE requirement are allowed: (1) all applicants for admission to the ***Master of Business Administration*** degree program must take the Graduate Management Admission Test (GMAT); and (2) the GRE may be waived at the discretion of the Graduate Dean for those applicants already holding a master's degree who wish to take graduate courses not leading to a graduate degree at the University.

**Graduate Management Admission Test (GMAT)** — All applicants to the Master of Business Administration degree program must submit test scores from the Graduate Management Admission Test (GMAT). Further information regarding the GMAT may be obtained from:

Graduate Management Admission Test  
Sylvan Learning Center  
2357 Lehigh Street  
Allentown, PA 18103  
TELEPHONE: (609) 791-5320  
FAX: (609) 791-5321  
sadmin@fast.net

Graduate Management Admission Test  
Educational Testing Service  
Box 6103  
Princeton, NJ 08541-6103  
TELEPHONE: 1-800-GMAT-NOW  
FAX: (609) 883-4349  
<http://www.gmat.org>

**Quality Point Average** — The normal, expected standard for students applying for graduate study at Kutztown University is a “B” average, as indicated by at least a 3.0 quality point average (QPA) on a 4.0 scale. The undergraduate QPA is defined as “that statement appearing upon or derived from a calculation of the QPA 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. In general, however, the undergraduate QPA 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 reasonable for the proposed course of graduate study. Such preparation typically includes undergraduate course work in, or closely related to, the graduate discipline selected. Applicants concerned about this matter may wish to schedule a meeting with the Graduate Dean or the chairperson of the appropriate academic department, in which the student may be offered advice and suggestions regarding any deficiencies.

## THE ADMISSION DECISION

An admission file for all students meeting the minimum requirements for acceptance into the College of Graduate Studies 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 decisions of the Graduate College are the undergraduate QPA, an official transcript of the baccalaureate degree, and GRE test scores (or GMAT scores for admission to the the M.B.A.). A more detailed explanation of how these data are used in the admissions formula is available upon request from the Graduate Office, Room 100, Graduate Center.

**Subjective criteria** are used also 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 (*required for the M.B.A. program*), and a brief autobiography (*required for certain programs such as counseling psychology*). While not required, a résumé outlining the applicant’s background and experience may be submitted with the application. Subjective data and information are encouraged especially for those applicants who regard themselves as “non-traditional students” for various reasons.

## INTERNATIONAL STUDENTS

Kutztown University welcomes applications for graduate study from citizens of other nations. The following requirements apply to foreign students.

**International transcripts** — As mentioned previously, all applicants to the Graduate College must submit by mail a sealed academic transcript of the undergraduate degree. International applicants may be required to produce a notarized translation of their transcripts. At the discretion of the Graduate Dean, translations and evaluations provided by recognized international educational service agencies may be accepted. If a translator or agency is used, the ***cost of such service is the sole responsibility of the applicant.*** Kutztown University does not pay for certified or notarized transcript translations.

**Graduate Record Examination** — As for all other applicants, international students must submit test scores from the general portion of the GRE. Scores from the special subject areas are not required; however, past experience has indicated that submission of academic area scores is generally to the advantage of the foreign student.

**TOEFL Test** — The Test of English as a Foreign Language (TOEFL) is required of all international students for whom English is not their first language. ***A minimum test score of 550 is required*** for admission to the Graduate College. Individual academic departments or programs may require higher TOEFL scores.

**Test of Spoken English** — In addition to the standard TOEFL test, the Test of Spoken English (TSE) is ***required***. Information regarding both the TOEFL examination and the TSE may be obtained from:

TOEFL Services  
Sylvan Learning Center  
2357 Lehigh Street  
Allentown, PA 18103  
TELEPHONE: (609) 791-5320  
FAX: (609) 791-5321  
sadmin@fast.net

TOEFL/TSE Services  
Educational Testing Service  
Box 6151  
Princeton, NJ 08541-6151  
TELEPHONE: 1-800-257-9547  
FAX: (609) 771-7500  
<http://www.toefl.org>

**International FAX** — International applicants are encouraged to contact the College of Graduate Studies at Kutztown University through facsimile (FAX) communication. Such FAX contacts always should include the FAX number of origin (*including country code*) and the full mailing address of the applicant. The FAX number for the Graduate Office is (610) 683-1393.

**E-Mail** — International applicants wishing to communicate with the Graduate Office may contact the Graduate Dean via his e-mail address: [ezell@kutztown.edu](mailto:ezell@kutztown.edu)

**Additional Support** — International students requiring additional information regarding non-academic matters (*visa/passport, immigration procedures, statements of financial support, etc.*) should contact:

Dr. Joseph L. Amprey, Jr.  
Dean of Academic Services  
307 Stratton Administration Center  
Kutztown University  
Kutztown, PA 19530-0730  
TELEPHONE: (610) 683-4215



## CATEGORIES OF ADMISSION

There are four categories of admission to the College of Graduate Studies:

- a. regular admission
- b. conditional admission
- c. transient admission
- d. professional studies admission

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

**Regular Admission** — Students admitted in this category have met all admissions criteria and are accepted as degree-seeking graduate students by the Graduate College and the appropriate academic program or department. Students admitted in this category must have earned an undergraduate grade point average of 2.5 or better and meet the minimum combined test score on the Graduate Record Exam (GRE). In order to be assured for regular admission, applicants are expected to meet all published deadlines. However, the College recognizes the need to meet student contingencies. Highly qualified students who apply for admission before these deadlines **MAY BE** offered priority early admission. Qualified students who apply for admission to some graduate programs after the established deadlines may be considered for regular admission only to graduate programs which are not filled to capacity. 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 do appear on the graduate transcript of the student, but **ARE NOT** used in computation of the graduate QPA. Students in master's degree programs are subject to the time limitation of six (6) years in which to complete the degree, except for certain specialized degrees in counseling.

**Conditional Admission** — Applicants who fail to meet one or more of the minimum admissions criteria **MAY** be accepted as conditionally admitted into the Graduate College. Such students may later earn full admission into the appropriate academic department **provided** they successfully complete the stated conditions cited in their individual conditional admission letters from the Graduate Dean. Special considerations, prerequisites, and/or academic courses associated with conditional admission do not normally exceed nine (9) semester hours of academic coursework. 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." Students with undergraduate grade point ratios of less than 2.5 are normally eligible for conditional admission only, unless test scores on the required standardized tests (e.g., the GRE or GMAT) warrant otherwise. Highly qualified students who present an undergraduate transcript, but are unable to complete certain other requirements (e.g., the GRE or GMAT tests) may be eligible for "Fastrack Admission." Students using this process are offered conditional admission, but they are required to submit all remaining admissions materials within the first semester of enrollment.

**Transient Admission** — Transient admission is a courtesy granted to graduate applicants with special needs involving graduate study for a limited period of time. Transient students are admitted only to the Graduate College, and should clearly understand that they have not been admitted into an academic department or graduate program. Therefore, any graduate courses taken as a transient student may or may not be accepted toward requirements for a future graduate degree. Transient admission requires minimal documentation (submission of official transcripts and a one-page application form). ***Nine (9) credit hours is the maximum total for transient students. The Department of Counseling and Human Services strictly limits transient graduate students to ONE THREE-HOUR COURSE in their curricula leading to Master of Arts degrees.***

***Reasons for transient admission:***

1. Some graduate students enrolled at other institutions may wish to transfer credits earned at Kutztown University to their home institutions. Visiting graduate students seeking transient admission may present (*what is commonly termed*) a letter-of-good-standing signed by the Graduate Dean of their home institutions in lieu of a transcript. Such visiting graduate students are advised to consult with their academic advisors for advance approval of any courses taken at Kutztown University; many graduate schools accept only a maximum of six graduate credits in transfer. Visiting graduate students are admitted at the discretion of the Graduate Dean on a space-available basis during second-cycle registration.
2. Transient students may enroll in certain courses for personal edification.
3. The transient category may be used also by those students holding a baccalaureate degree who wish to participate in **summer institutes or special programs**, such as graduate courses offered at off-campus locations or programs offered abroad.

***Exceptions to transient admission*** — Under unusual circumstances, exceptions to the limitation rule of 9 semester hours for transient students may be granted by the Graduate Dean. (*Pending application for regular admission is NOT such a circumstance*). Also, certain academic departments may allow **less** than 9 hours to be taken or impose other restrictions. Transient students should consult the chairperson of the appropriate academic department regarding any restrictions.

***Professional Studies Admission*** — This admission category is restricted to graduate students with special needs and requirements. Professional studies students have not been accepted into a regular degree program or department. **Non-degree, professional studies students** are those ***holding graduate degrees already*** from an accredited institution who ***do not wish to seek an additional graduate degree***. They are admitted both to the College of Graduate Studies and also to the academic department of their choice on a case-by-case basis, subject to space availability, solely for the purpose of pursuing a personal learning agenda. Certain academic departments may limit or deny enrollment of professional studies students due to space limitations. Such students are encouraged to meet with the Graduate Dean prior to initiating enrollment. All persons admitted as “professional studies” graduate students are required to sign a form entitled “*Professional Studies*” Non-Degree Declaration. This form is available from the Graduate Office.

***Simultaneous Enrollment in Two Graduate Programs*** — Some graduate students desire to enroll ***simultaneously for two different (but usually related) graduate degrees***. In cases of related degree programs, it may be possible for students to arrange for the “sharing” of up to six (6) semester hours of credit. This means that if approval for simultaneous enrollment is granted, a student enrolled in two 30-hour programs would be required to complete a total of only 54 hours.

The following policies and procedures have been adopted by the Graduate Council of Kutztown University (as amended March 10, 1991) for students seeking dual degree enrollment:

1. full acceptance by the student into the Graduate College and into a degree program;
2. **prior** consultation with the Graduate Dean;

3. **prior** completion of the form entitled "***Permission for Simultaneous Enrollment in Two Graduate Degree Programs***" (available from the Graduate Office), requiring the signatures of **BOTH** department chairpersons involved and the Graduate Dean;
4. a maximum of six (6) semester hours of the minimum total hours needed for the completion of both degrees shall be counted as common to both programs of study;
5. the course work common to both degrees must constitute a well-planned and meaningful part of each program;
6. the common course work ***may not include thesis credits in either program.*** Thesis credits shall function for individual degrees only; if both programs require a thesis, the student must write a separate thesis for each;
7. graduate credit transferred from another institution (*limited to a maximum of six semester hours*) may be applied ***only to one degree program***;
8. a single, integrated graduate transcript with a cumulative QPA will be generated for both degrees;
9. all course work for ***each*** degree must reflect a minimum 3.0 average for candidacy and for graduation, as well as a 3.0 average overall; failure to achieve a 3.0 in one program, while maintaining a 3.0 overall, shall disqualify the student from that degree; and,
10. students who withdraw from one degree still are required to maintain a 3.0 QPA overall and 3.0 QPA for the remaining degree program on the integrated transcript.

**Application of Credit from a Previously Earned Degree** — A graduate student desiring to utilize academic credits (*hereinafter cited as internal transfer credits*) earned from a previously earned graduate degree at Kutztown University may seek approval for the utilization (by transfer) of up to six (6) semester hours in a second master's degree program. The approval of such credits is subject to the receipt of a signed recommendation from the chair of the recipient department indicating that the requested transfer credits are timely and appropriate to the second master's degree curriculum. The final approval for transfer of previously earned graduate credits into a second master's curriculum is the Dean of the College of Graduate Studies and Extended Learning.

Newly admitted graduate students seeking a second master's degree from Kutztown University should report to the Graduate Office (*Room 100 of the Graduate Center*) and complete a form entitled: **Application of Credit from a Previously Earned Degree**. The responsibility of obtaining the required signature for this form rests solely with the individual graduate student.

**Graduating Seniors Seeking to Enroll in Graduate Classes** — Graduating seniors who have made application to enter the College of Graduate Studies and Extended Learning may be eligible to begin graduate studies early. Seniors with a minimum cumulative grade point average (GPA) of 3.0 and/or special permission from the Graduate Dean, 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 the College of Graduate Studies and Extended Learning 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 second cycle graduate registration. Graduate credit for a maximum of nine (9) 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 seeking to begin their graduate studies under this policy should schedule an appointment with the Dean of the College of Graduate Studies and Extended Learning. All students seeking to utilize this policy must complete a form entitled, "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

The Graduate Dean and his staff coordinate the admission process for all applicants to graduate programs of the University. The Graduate Office is located in Room 100 of the Graduate Center. All communications regarding the application process should be addressed to:

Dr. Wm. Bruce Ezell, Jr., Dean  
College of Graduate Studies and Extended Learning  
100 Graduate Center (ATTENTION: Graduate Admissions)  
Kutztown University  
Kutztown, PA 19530  
TELEPHONE: (610) 683-4200

An application file is developed in one of the four admissions categories for all applicants. ***Only completed applications*** meeting all admissions requirements by the appropriate deadlines ***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. Exceptions cannot be made for those who fail to comply with the published deadlines of the University and of the College of Graduate Studies.

The final decision regarding full or conditional acceptance of an applicant rests with the graduate faculty of the department. The department chairperson notifies the Graduate Office of the admissions decision, and the applicant is then notified by the Graduate Dean.

**Application Deadlines** — The following deadlines apply to all applicants. *All newly admitted graduate students are classified as transient students if they are enrolled during the Summer Sessions.*

<b>Fall:</b>	<b>Regular/Conditional Admission</b>
	<b>April 1</b> last date for an applicant to <b><i>complete</i></b> an admissions file
	<b>Transient/Professional Studies Admission</b>
	<b>July 1</b> last date for an applicant to <b><i>complete</i></b> an admissions file

**Spring: Regular/Conditional Admission**  
**September 1** last date for an applicant to **complete** an admissions file

**Transient/Professional Studies Admission**  
**December 1** last date for an applicant to **complete** an admissions file

**Summer: For summer admission**  
**May 1** last date for an applicant to **complete** an admissions file for Summer I

**June 1** last date for an applicant to **complete** an admissions file for Summer II

**The Procedure** — In order to expedite the processing of all applications, the applicant **is required** to submit the following items in a pre-addressed *Kutztown University Graduate Application Envelope*. This envelope is routinely mailed to applicants at the time of initial inquiry.

### **Required Enclosures For An Admissions Envelope For Transient and Professional Studies Admission only**

- 1) **Application:** A signed and completed *Application for Graduate Admission* is required.
- 2) **Sealed Transcript:** An official transcript from the applicant's undergraduate institution(s) is required. This transcript must bear the official seal of the university and the signature from the appropriate person at the issuing institution. All official transcripts must be in a sealed envelope at the issuing institution.

### **Required Enclosures For An Admissions Envelope For Regular Admissions**

- 1) **Application:** A signed and completed *Application for Graduate Admission* is required.
- 2) **Sealed Transcript:** An official transcript from the applicant's undergraduate institution(s) is required. This transcript must bear the official seal of the university and the signature from the appropriate person at the issuing institution. All official transcripts must be in a sealed envelope at the issuing institution.
- 3) **Processing Fee Card:** A completed *Processing Fee Card* is required of all applicants seeking regular admission.
- 4) **Processing Fee Check:** A personal check or money order in the amount of \$25.00 must be included. Cash may not be accepted. The check should be made payable to "Kutztown University."
- 5) **Letters of Recommendation:** Applicants for regular admission must submit a minimum of three letters of recommendation from persons who have taught or supervised them. Recommendation forms are supplied by the University to all applicants. The use of these forms **is optional**, as some references may elect to write

a formal letter. All letters of recommendation must be sealed and bear the signature of the author. All applicants for admission into all programs offered by the Department of Counseling and Human Services **are required** to submit at least one reference from a former professor attesting to the applicant's academic ability.

- 6) ***Additional Items for Applicants to the Department of Counseling and Human Services:*** Applicants for regular admission to the Department of Counseling and Human Services must submit an **autobiographical statement** and complete a **personal interview** with a Department faculty member. The autobiographical statement should address the following: 1) Your activities (e.g. job status, family situation); 2) The process you used in deciding to pursue a degree in Counseling Psychology, including influential life experiences and other factors; 3) Your ultimate life goals and ambitions; 4) Strengths you possess which will contribute to goals and ambitions; 5) Areas in which you may need improvement in order to reach your goals and ambitions; 6) Your assessment of why people behave as they do. Applicants will be contacted for the interview during the semester of application.

### **Other Enclosures for an Admissions Envelope**

- 1) ***Resume:*** All applicants are **strongly encouraged** to submit a copy of their professional resume. All applicants for the Master of Business Administration program **are required** to submit a resume.
- 2) ***Statement of Goals:*** A statement of goals **is required** for all applicants to the Master of Business Administration program.
- 3) ***Teachers Certificate:*** Applicants for graduate degrees in Elementary Education (including *Extension of certification*), Reading Specialist, and Secondary Education **are required** to submit a copy of their Professional Teaching Certificate.

**Transcript Procedures** — The applicant should contact his/her *alma mater* and request information regarding procedures and costs associated with obtaining a copy of their undergraduate transcript. The issuing institution normally requires the completion of a form and the payment of a small fee. The applicant's signed and sealed transcript is then mailed back to the applicant's home address for inclusion in his/her *Kutztown University Graduate Application Envelope*. **Contrary to past practice the applicant's transcript is not mailed directly to Kutztown University.**

**Letters of Recommendation Procedures** — The applicant should give his/her reference a self-addressed stamped envelope. This envelope is addressed to the applicant (not Kutztown University). Upon receipt of a minimum of three letters of recommendation, the applicant includes the unopened, sealed envelopes in his/her *Kutztown University Graduate Application Envelope*.

**Graduate Record Examination Procedures** — The only item for a graduate admissions application that **is not** included as a part of the applicant's *Kutztown University Graduate Application Envelope* is the official transcripts of his/her test scores on the Graduate Record Examination (GRE), or the Graduate Management Admission Test (GMAT) for students applying to Master of Business Administration degree. Transcripts of these scores are mailed directly to the University by the Educational Testing Service **provided** the applicant requested that said scores be sent to Kutztown University.

**Language Tests Procedures** — International students are required to submit transcripts for TOEFL and TSE test scores. Transcripts of these scores are mailed directly to the University by the Educational Testing Service **provided** the applicant requested that said scores be sent to Kutztown University.



## TUITION AND FEES

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

### Tuition and Fees

PA residents	\$193/credit hour
Non-residents	\$346/credit hour
Health Center fee	\$4.42/credit hour (not applicable to courses taken off campus)

### Instructional Equipment fee

PA residents	\$19.30/credit hour
Non-residents	\$34.60/credit hour

### Total tuition and fees

PA residents	\$224.64/credit hour
Non-residents	\$392.94/credit hour

**Other Charges** — The following miscellaneous charges also may apply:

Application fee	\$25
Late registration fee	\$25
Graduation diploma fee	\$7
Thesis binding fee	\$15.75/bound copy
Transcript fee	\$3/transcript copy

## FINANCIAL ASSISTANCE AND HOUSING

Kutztown University attempts, within the limitations of its resources, to provide financial assistance and housing (**summer session only**) for eligible graduate students. Students should estimate carefully all reasonable expenses needed for the successful completion of their degrees prior to initial enrollment.

**Graduate Assistantships** — Limited numbers of graduate assistantships are available to highly-qualified students. The award and assignment of graduate assistantships is the responsibility of the Graduate Assistantship Committee of the Graduate Council. Those students seeking assistantships must meet these criteria:

1. be **fully accepted into a master's degree program** by the College of Graduate Studies and the appropriate academic department (*transient and professional studies students are not eligible*);
2. be enrolled as a full-time graduate student (*at least 9, but not more than 12, hours*) during both fall and spring semesters;
3. be academically qualified for the proposed assistantship position.

The graduate assistantship entitles the student to a stipend and a waiver of tuition payments, but does not waive the payment of the Health Center fee, Student Union fee, and the Instructional Equipment fee. Under supervision of a faculty member or administrator, the graduate assistant works a maximum of 20 hours per week during the fall and spring semesters. Graduate assistants do not work during the winter session in January. Assistantships are not available during the summer months. While subject to renewal, all graduate assistantships end with the close of University operations for the spring semester each year. The Graduate Dean and the Graduate Assistantship Committee evaluate and monitor all assistantships, receiving input both from graduate assistants and their supervisors. A limited number of special graduate assistantships are available to qualified students who are citizens of the United States and who have been historically underrepresented in higher education. Inquiries should be addressed to the Graduate Dean. The graduate assistantship compensation at the time of this printing of the *Graduate Bulletin* is a stipend of \$5000 and full tuition waiver for two semesters of service.

**Other Financial Aid** — Financial aid in the form of loans are available to eligible graduate students who are enrolled either full-time or half-time (*at least 6 hours*). How do we determine eligibility?

1. All Graduate students must be fully accepted into a master's degree program. Transient graduates are not eligible to use Stafford loans but there are several alternative loans available to assist the student with the cost to attend. Stafford loans may then be acquired once the transient becomes fully accepted into a master's degree program.
2. **ALL** students, who are seeking financial assistance, must file the Free Application for Federal Student Aid and a Stafford loan application for each academic year enrolled.
3. Graduate students must be enrolled for a minimum of 6 credits (*half-time*) per semester. This includes summer classes also. Summer I and II credits may be added together to fulfill the minimum requirement which is 6 credits.
4. Graduate students are subject to the Financial Aid Office academic progress policy to be eligible for loans. **Any** student planning on dropping a course(s) during the semester or summer should check with the Financial Aid Office to determine what affect it will have on their aid now or in the upcoming semesters.

Detailed information regarding financial aid may be obtained by contacting:

Office of Financial Aid  
218 Stratton Administration Center  
Kutztown University  
Kutztown, PA 19530-0730  
TELEPHONE: (610) 683-4077

**Graduate Student Housing** — Housing for graduate students in University residence halls is offered *only during the summer session* and on a space-available basis. For further information contact:

Office of Housing and Residence Life  
208 Stratton Administration Center  
Kutztown University  
Kutztown, PA 19530-0730  
TELEPHONE: (610) 683-4027

## GRADUATE REGISTRATION

The Office of the Registrar is responsible for all course registration procedures for graduates and matriculated undergraduates. Graduate students should contact the graduate coordinator in the Office of the Registrar concerning all matters relating to initial registration, course or section changes, withdrawal, and academic transcript maintenance.

**Registration Schedules** — In most cases graduate registration may be accomplished by mail. The schedule of graduate courses is available from the Office of the Registrar each semester. (*All newly-admitted graduate students of any of the four admission categories are eligible for second cycle registration only.*) After the first semester of enrollment, students of regular and conditional admission status become eligible for first cycle registration, (i.e., first access to course selection.) Second cycle registration is scheduled as:

For the fall semester	mid-August
For the spring semester	late December/early January

## GRADES AND TRANSCRIPTS

The Office of the Registrar maintains a separate graduate transcript for all graduate students, even if the student holds a baccalaureate degree from Kutztown University. This means that a separate quality point average (QPA) is calculated and maintained for graduate work from registration and enrollment in the first graduate course. Graduate students should be aware that ***calculation of the graduate QPA differs from that of the undergraduate degree at Kutztown University.***

**Graduate QPA Computation** — The graduate QPA is computed using *all graduate courses attempted and the grades received*. Courses which are repeated are reflected on the transcript and calculated in the QPA, but the former grade received and hours attempted also remain as part of the cumulative QPA. Thus, the original grade is not “forgiven.”

**Undergraduate Course Enrollment** — Graduate students enrolling in undergraduate courses (credit courses numbered lower than 400) which may be required prerequisites or optional courses have such courses recorded on the transcript as neutral credits. These credits are not used in computation of the graduate QPA, nor counted toward completion of the graduate degree.

**Change of Degree Program** — A graduate student generates one graduate transcript that is completed only upon graduation, when a final QPA is computed. Therefore, students who withdraw from one degree program and enter another at the University do not generate a new graduate transcript. All grades received in the previous curriculum continue in the cumulative QPA of the new curriculum.

**Graduate Grades** — Effective September, 1993, the Office of the Registrar is authorized to record the following grades only for graduate courses:

A	for exceptional graduate work
B	for acceptable graduate work
C	for substandard or conditional graduate work
F	failure
W	withdrawal from the course
WP	withdrew passing
WF	withdrew failing (computes as an “F” in the student’s QPA)
I	incomplete (computes as an “F” until resolved)

Also effective in September, 1993, the grade of "D" **is abolished** and no longer given to graduate students at Kutztown University.

**Incomplete Grades** — Graduate students receiving a grade of "I" (*incomplete*) in a graduate course have one calendar 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. *It is the sole responsibility of the student to address all matters concerning the change of the grade of "I."* A "conversion F" is computed in the QPA exactly as a regular "F."

**Retaking of Graduate Courses** — Under no circumstances may a graduate course at the University be repeated more than once. A grade of "F" on a **required** graduate course **mandates repetition of the course**.

**Candidacy/Graduation Requirements** — A cumulative QPA of 3.0 **is required** both for candidacy and for graduation in all graduate degree programs. This policy also affects those students enrolled in dual degree programs.

**Graduate Records and Transcript Copies** — Students wishing to obtain copies of their graduate transcripts, or to have official transcripts mailed elsewhere, should make a written request to:

Office of the Registrar  
ATTENTION: Graduate Transcript Secretary  
Box 730  
Kutztown University  
Kutztown, PA 19530  
TELEPHONE: (610) 683-4485

All non-transcript academic records for graduate students are maintained for a period of six (6) years. At the end of this time, all such records are destroyed. Transcript processing fee: \$3/copy.

## TRANSFER CREDIT

Transfer credits are those graduate courses (not grades) taken at other regionally-accredited institutions of higher learning that are approved for transfer to Kutztown University by the student's academic advisor, the appropriate department chairperson, and the Graduate Dean. Transfer credits are subject to the restrictions cited below. (These policies also apply to matriculated Kutztown University graduate students who wish to take a graduate course at another institution for transfer into their Kutztown program).

**Acceptability** — Graduate courses approved for transfer are those courses unquestionably identified as **graduate-level courses**. They must be equivalent to existing graduate courses at Kutztown University **OR** must be allowed as approved electives in the field of study. Undergraduate courses are **NOT** acceptable for transfer to the College of Graduate Studies.

**Limitation** — A maximum of six (6) semester hours of graduate credit may be approved as transfer credit. The **sole exception to this rule is the M.B.A.** program, which allows transfer of up to twelve (12) semester hours of graduate credit.

**Grade Restriction** — No graduate course for which a grade of less than “B” or its equivalent was earned may be accepted as transfer credit in the College of Graduate Studies.

**Credit-Only Transfer** — If approved, the credit hours transfer as neutral credits only. The course number and description of the transferred course are recorded on the student’s transcript; however, the grade received is not recorded or used in the computation of the QPA.

**Degree Credits** — Credits earned as a part of a graduate degree may be accepted as transfer credit, subject to the above policies.

**Application of Credit from a Previously Earned Degree at Kutztown** — A graduate student desiring to utilize academic credits (*hereinafter cited as internal transfer credits*) from a previously earned graduate degree at Kutztown University may seek approval for the utilization (by transfer) of up to six (6) semester hours in a second master’s degree program. Students making this request must meet and understand the policies and procedures stated on the reverse side of this form. The approval of such credits is subject to the receipt of a signed recommendation from the chair of the recipient department indicating that the requested transfer credits are timely and appropriate to the second master’s degree curriculum. The final approval for transfer of previously earned graduate credits into a second master’s curriculum is the Dean of the College of Graduate Studies and Extended Learning.

Newly admitted graduate students seeking a second master’s degree from Kutztown University should report to the Graduate Office (*Room 100 of the Graduate Center*) and complete a form entitled: **Application of Credit from a Previously Earned Degree**. The responsibility of obtaining the required signature for this form rests solely with the individual graduate student. The following policies have been established with regard to *internal transfer credits*.

**Rationale:** Graduate students enrolled for a second master’s degree at Kutztown University may be entitled to apply up to six hours of graduate credit earned during their first graduate degree to apply toward a second master’s degree subject to the policies cited below:

**Definition:** Transfer credits from a previously earned master’s degree issued by Kutztown University and subsequently applied to a second master’s degree also to be issued by Kutztown University are hereinafter cited as *internal transfer credits*.

**Regulations and Procedures:**

- 1) **Internal transfer credits** are available only to those graduate students who are fully enrolled and currently accepted into a second master’s degree program at Kutztown University.
- 2) **Internal transfer credit** from a previously earned master’s degree is limited to not more than six (6) semester hours of graduate credit.
- 3) **Internal transfer credits** shall be restricted to those graduate courses in which a grade of “B” or better was earned.
- 4) Grades received on *internal transfer credits* **shall not be used** in the computation of the student’s grade point average (GPA) of the second master’s degree. This means that University **internal transfer credits** are treated in the same manner as external transfer credits (*from other accredited institutions of higher learning*) in a given program and are therefore mathematically neutral in the determination of the GPA of the second master’s degree.

- 5) The granting of academic credit from a previously earned master's degree at Kutztown University **is a privilege, not a right**, which may be granted only upon approval by the recipient academic department. This means that the advisor, chair, or Graduate Dean **may decline to approve** the proposed **Internal transfer credits** on the basis that the course or courses are not timely or the course or courses are deemed inappropriate for the curriculum of the second master's degree.
- 6) The signatures of the student's advisor and the chair of the appropriate department (*herein defined as the "recipient department"*), therefore, attest their mutual convictions that the proposed transfer credits are reasonable, timely, and applicable to the second master's curriculum.
- 7) The final authority for approval of **internal transfer credits** is the Dean of the College of Graduate Studies and Extended Learning.

**Transfer Procedures** — Graduate students seeking to transfer credits to the University may follow one of two procedures:

- 1) **Prior Review and Approval:** Students who anticipate the need to enroll in a graduate class at another university, should procure and complete a form from the Graduate Office entitled, *External Transfer Credit Approval*. The student attaches a copy of the syllabus or a copy of the catalogue description of the course being proposed as an external transfer credit. The student then secures the recommendation of the Chair of the appropriate academic department and the Dean of the College of Graduate Studies. It is the responsibility of the student to secure the necessary signatures. If recommended and approved, the student may then enroll for the course. Upon completion of the course, an official transcript from the external university must be procured by the student. The graduate student may elect to have the transcript mailed directly to the College of Graduate Studies and Extended Learning. Alternatively, the student may procure a copy of the transcript in a sealed envelope from the issuing institution and submit the item in person at the Graduate Office.
- 2) **Ex post facto Approval:** Students who have already earned graduate credits at another university may seek *ex post facto* approval of their courses. In this procedure, the student procures and completes a form entitled, *Previously Taken External Credit Approval*. The student attaches a copy of the syllabus or a copy of the catalogue description of the previously taken course being proposed as an external transfer credit. An official copy of the transcript in a sealed envelope is also attached to the form. **Unofficial copies of transcripts, and transcripts stamped "student copy" are unacceptable for this procedure.** The student then secures the recommendation of the Chair of the appropriate academic department and the Dean of the College of Graduate Studies. **It is the responsibility of the student to secure the necessary signatures.** If recommended and approved, the external transfer credit is then added to the student's official record at Kutztown University.

**Change of Program** — Graduate students who have received approval to transfer credits into one degree program may not assume that those same transfer credits would be accepted in a second program should the student make such a change. The Graduate Dean and the department chairperson of the new degree program would reevaluate the student's transcript to date.

## ADMISSION TO CANDIDACY

Following admission and acceptance into both the College of Graduate Studies and the academic department, the graduate student should determine in consultation with her/his academic advisor a reasonable date for making application for candidacy. The purpose of applying for candidacy is to ensure that the student and advisor come together to form realistic goals and objectives based on the student's personal and professional plans. Such goals and objectives should be congruent with an appropriately outlined schedule of course work, as well as research, internships, or thesis (if required). The role of the academic advisor is pivotal to candidacy. However, *it is the sole responsibility of the graduate student to initiate application for candidacy.* Neither the Graduate College nor the advisor shall contact the student concerning this matter.

Application for candidacy forms may be obtained from the Graduate Office. If students anticipate the transfer of graduate credits from another institution, this should be accomplished before applying for candidacy. It is generally to the student's advantage to apply for candidacy as early as possible. **Application for admission to candidacy is not considered an application for graduation.**

**Requirements for Candidacy** — Graduate students may file for candidacy with the Graduate Dean if the following requirements have been met:

1. successful completion of between 12 and 24 semester hours of graduate coursework;
2. maintenance of a cumulative QPA of at least 3.0;
3. all incomplete grades have been resolved; and
4. the "Application for Candidacy" form has been correctly completed and signed by the applicant and the academic advisor.

**Conferral of Candidacy** — Applications for candidacy are presented by the Graduate Dean to the Graduate Council at the next regularly-scheduled meeting of the Council. Following action by the Council, the Graduate Dean notifies each student of whether candidacy was conferred; in the case of denial, the Graduate Dean will advise the student regarding future actions that may be required. Students from the Department of Counseling and Human Services should be advised that candidacy must precede professional evaluation. (*Students' Progress as a Professional Evaluation.*)

**Time Requirement** — All graduate students must be admitted to candidacy *at least one semester prior to anticipated date of degree conferral.* A student expecting to graduate in the summer must be admitted to candidacy before the first session of the summer in which the degree is to be granted.

**Comprehensive Examination** — Graduate students may **NOT** take comprehensive examinations (*required in some programs*) prior to admission to candidacy.

## APPLICATION FOR GRADUATION

Application for graduation must be made in writing through the Graduate Office. This is accomplished by submitting a letter of intent, indicating the semester in which the student anticipates graduation, social security number, and the program of study. Specific deadlines for such applications are noted each semester in the graduate course schedule. It is the **responsibility of the student** to submit this notification by the specified deadline.

## SPECIALIZED INSTRUCTION AND NON-DEGREE GRADUATE COURSES

**The Three Modes of Specialized Instruction** — Three types of alternative instruction are available to graduate students in some academic departments of the University: *individualized instruction* ("I.I."), *independent study* ("I.S."), and *internships* ("I.N."). These instructional modes allow graduate students to avail themselves of unique educational opportunities and to exercise greater flexibility in academic programs. Students should consult with their academic advisors regarding the availability of these alternatives. Each type of specialized instruction has some restrictions on its use by graduate students.

**NOTE:** Tuition charges for specialized instruction courses are the same rate per credit hour charged in the regular schedule of course offerings.

**Individualized Instruction** — In cases of documented need, graduate students may apply for individualized instruction ("I.I.") for certain existing graduate courses listed in the *Graduate Bulletin*. The appropriate request form may be obtained from the Graduate Office. Approval signatures must be those of the instructor for the I.I. course, the chairperson of the appropriate department, the dean of the college in which the course is taught, and the Graduate Dean. **Sole responsibility** for obtaining these signatures, and for submitting the form to the Office of the Registrar at the time of registration for the semester in which the I.I. will occur, **rests with the student**. Individualized instruction is not a guaranteed right of any graduate student, and the option to offer or not to offer any course as I.I. is established entirely by the four approving signatures on the request form. The final approving authority is the Graduate Dean, who also makes final approval for any undergraduate courses taken by graduate students. The Graduate Dean **DOES NOT** sign any I.I. requests not bearing the approval signatures of the proposed instructor, the college dean, and the chairperson of the appropriate academic department.

### ***Requirements for I.I. registration:***

1. the proposed I.I. course must be an approved, regular academic course listed in the *Graduate Bulletin*;
2. except in very unusual circumstances, the proposed course will not be offered during the semester in question;
3. the graduate student **must be a candidate** or have filed for candidacy; I.I. courses are not available to transient graduate students or those who have completed less than 12 hours of graduate credit;
4. only **ONE** graduate or undergraduate I.I. course is allowed per semester;
5. I.I. may be approved only for **required** courses in the student's graduate curriculum; the student is expected to have followed the required sequence of courses offered in her/his degree program.

**Course requirements** — A graduate student enrolled for I.I. credit may meet with her/his instructor regularly for at least five (5) contact hours per credit offered. Examinations, required readings, and all other academic work for the I.I. course is the same as that mandated for the course when offered in the regular schedule.



**Independent Study** — Independent study (“I.S.”) offers graduate students the opportunity to pursue a more narrow, in-depth area of interest related to their discipline than that covered in the regular course of study, provided faculty expertise is available for the proposed I.S. course. In cases of documented need and upon submission of an outline for the student’s proposed independent study, the student may submit a request for an I.S. course. This request form may be obtained in the Graduate Office. Similar to Individualized Instruction courses, these requirements apply:

1. approval signatures of the instructor for the proposed I.S. course, the appropriate departmental chairperson, the dean of the college in which the course is taught, and the Graduate Dean must be secured on the request form; this is the *sole responsibility of the graduate student*;
2. once signed by all parties, the request form must be submitted to the Office of the Registrar at the time the student registers for the semester in which the I.S. will occur;
3. the academic department of the course proposal **MUST** have an independent study course listed among its offerings in the *Graduate Bulletin* (some departments choose not to offer this option);
4. independent study is not a guaranteed right; through the approval process the University exercises the option to allow or not to allow the I.S. course in each case. The Graduate Dean **DOES NOT** sign I.S. request forms not bearing the approval signatures of the proposed instructor, the appropriate college dean, and the appropriate chairperson.

**Internships** — Unlike individualized instruction and independent study, graduate internships are often a required part of a graduate program. Internships allow graduate students exposure to conditions typical of the workplace associated with their respective academic disciplines. Because graduate internships may require special arrangements, a registration procedure similar to that for I.I. and I.S. courses is the rule.

Graduate students should consult their academic advisors prior to anticipated registration for an internship. If all requirements and prerequisites for the proposed internship have been met, the student must obtain a “*Permit to Take an Internship*” from the Graduate Office or from the academic department. This permit **MUST** be signed by the instructor or coordinator of the internship, the chairperson of the academic department, the appropriate college dean, and the Graduate Dean. Approved internship forms must be submitted to the Office of the Registrar at the time the student registers for the semester in which the internship will occur.

**Non-Degree Graduate Courses** — Kutztown University is pleased to offer a number of graduate courses that are **NOT** a part of a graduate degree curriculum. Such courses may be taken as electives (*if approved*), personal edification, and/or professional certification credits. The offering of such courses does not indicate that the University intends to offer a graduate degree in these disciplines. Such courses may be offered in Spanish, philosophy, and certain physical sciences.

## THESIS, COMPREHENSIVE EXAMINATIONS, AND SPECIAL PROJECTS

**Thesis Option** — Graduate students in many degree programs have the option of writing a thesis, based upon original research, for six (6) semester hours of graduate credit (*in lieu of six semester hours of regular graduate course work*). In some degree programs, the thesis is required rather than optional. Thesis credits may be taken in one or two semesters during any academic session of the University, including the summer sessions. *Credit is awarded only for completed and approved thesis work*. Partial credit is never awarded for an incomplete or unfinished thesis. Graduate students pursuing the thesis option **must declare their intent no later than the date of candidacy application**. This decision is subject to the approval of the student's academic advisor, and is not normally made without review of a detailed outline of the proposed thesis topic. Once the thesis topic is approved, the student may register for thesis credits in the usual manner (tuition for thesis credits is the same as that charged per credit hour for any other graduate credit).

Students writing a thesis are required to submit a minimum of four (4) appropriately signed copies of the completed manuscript to the Graduate Office prior to the deadline for meeting all graduation requirements. Because this deadline date may vary, students should inquire regarding the deadline during or even prior to the semester in which the thesis is to be submitted.

**Thesis direction form** — In addition to normal registration for six credit hours, the graduate student writing a thesis should file an approved form entitled "*Thesis Direction Agreement*" with the Registrar's Office. This form must be signed by the thesis director and the chairperson of the academic department.

**Thesis guidelines publication** — Prior to considering the thesis option, the student should obtain a copy of the "*Thesis Guidelines*" from the Graduate Office. This publication describes in detail the procedures and format of a properly-prepared thesis at Kutztown University. While not a style manual, this booklet does provide basic advice for producing a thesis acceptable to the Graduate College. Graduate students should consult the Graduate Dean if the requirements of their theses are markedly different from the standards set forth in this publication. Failure to comply with the regulations cited in "*Thesis Guidelines*" may result in rejection of the thesis by the College of Graduate Studies.

**Non-traditional thesis formats** — It is recognized that some thesis research is best conveyed in a non-traditional format. For example, thesis research projects in telecommunications have been submitted as completed videotape productions. In most cases, alternative thesis formats should be approved by the Graduate Dean.

**Language, style, and grammar** — Any thesis manuscript submitted to the College of Graduate Studies must conform to the language, style, and format generally considered acceptable to the academic discipline in question. The graduate student bears sole responsibility for becoming familiar with these expectations. Failure to meet these criteria shall constitute grounds for rejection of the manuscript until all errors have been corrected.

**Approval signatures** — A thesis submitted to the Graduate College must bear the signatures of the thesis advisor, the chairperson of the appropriate academic department, and the Graduate Dean.

**Binding charges** — It is required that four (4) copies of the thesis be submitted to the Graduate College, and that the student pay the cost of binding a minimum of four copies. The current binding fee is \$15.75 per copy.

**Comprehensive Examinations** — Some graduate degree programs of the University require the successful completion of a comprehensive examination. Such examinations may consist of written and/or oral components. Students failing a comprehensive examination are cautioned that such exams *may be repeated only once*. Only those students accepted into candidacy may take comprehensive examinations.

**Special Projects** — For some graduate degree programs, a specialized project is required or offered as an option. Such endeavors are not considered as being equal to writing a thesis, but may carry reduced academic credit. Students should consult their academic advisors and the appropriate curricular pages of the *Graduate Bulletin* regarding special projects.

## TIME LIMITATIONS

A program of graduate study, including academic courses, individualized instruction, internships, research, and thesis composition should constitute a logical whole completed in a reasonable and timely fashion. Given this obvious need, the Graduate Council of Kutztown University has established a time limitation rule for completion of a graduate degree that affect all graduate students.

**Six-Year Rule** — All requirements for a graduate degree at Kutztown University *must be completed within six years after the initial enrollment* of the graduate student in either regular or conditional admission status. For example, this means that an admitted student who enrolled in her/his first class during the fall semester of 1990 must complete all requirements for the degree no later than the end of the Summer II session of 1996. Only in the most extreme and unusual cases are exceptions made to this rule. Any such exceptions are granted solely by the Graduate Council, upon recommendation of the Time Extension Committee, and all exemptions granted by the Committee require extensive documentation by the appellant. Students should assume that exceptions to this rule are rare, and are granted only after investigation of the supporting material that is filed with the student's appeal. In those cases, however, where it is known in advance that the student is unable to complete all graduation requirements within six years, it is always advantageous to notify the Graduate Office *before* rather than *after* the fact. Initial inquiries regarding time extensions should be made to the Graduate Dean. **The only exceptions to this policy are found in some graduate programs offered by the Department of Counseling and Human Services (COU).** See the appropriate curricular pages for these exceptions.

## CONTINUING MATRICULATION AND WITHDRAWAL

**Continuing Matriculation** — As cited above, all degree-seeking graduate students should be aware of the need to complete their studies within a reasonable time period. The College of Graduate Studies does not have a policy allowing a "leave of absence." In order to finish a graduate degree within the time limitations required, the student should anticipate the advantages of continuing matriculation. Graduate students who *fail to register* for graduate classes *for more than two regular consecutive semesters* (e.g., spring and fall) will **NOT** receive automatic mailing of registration materials. Such students must notify the Office of the Registrar of their intent to return to their graduate studies and their desire to be placed again on the mailing list.

**Withdrawal Procedures** — It is recognized that some graduate students may have legitimate reasons to seek withdrawal from graduate courses. Students are cautioned that in order *to avoid severe academic and financial penalties*, they must follow the proper procedures for withdrawal from a graduate class. The student initiates the process by securing a "*Withdrawal Form*" from the Office of the Registrar. After obtaining the signatures required, the student must

file the form in the Office of the Registrar. It is the student's responsibility to submit this form. Any academic policy applied or refund due will be calculated ***according to the date the withdrawal form with the student's original signature is received in the Office of the Registrar.***

With the exception of a short drop/add period, the ***last date*** to withdraw without academic penalty (i.e., to receive a grade of "W") is the ***last day of the sixth week*** of the semester in question. After this date, the grade recorded for all withdrawals from graduate courses is a "WP" or "WF" awarded on the basis of achievement to that point. A grade of "WF" is computed in the same manner as an "F" on the graduate transcript. Withdrawal from a graduate class within two weeks of the beginning of final examinations will generate an automatic failing grade. Incompletes (grades of "I") convert automatically to grades of "F" unless the incomplete status is resolved within one calendar year of receiving the "I."

## REINSTATEMENT

Some graduate students with previously sound records of academic achievement may have been forced by circumstances beyond their control to withdraw from the University without completing a graduate degree. Such former graduate students (under the Six-Year Rule) have graduate transcripts bearing credits no longer applicable to the current program. Effective with the fall semester of 1992, the Graduate Council approved procedures that allow the Graduate Exceptions Committee (GEC) to hear appeals for limited reinstatement of such expired graduate credits.

**Summary of Appeal Process** — Students desiring to file a petition before the Graduate Exceptions Committee (GEC) should schedule an appointment with the Graduate Dean. During this interview the dean will explain the appeal process and review the student's written appeal. The appellant will be given a "*Graduate Credit Reinstatement Appeal*" and a "*Certification of the Department Chair*" form. It is the sole responsibility of the student to secure all necessary signatures on these forms.

**General Policies and Procedures for Reinstatement** — As adopted by the Graduate Council of Kutztown University on April 14, 1992, the following policies and procedures govern reinstatement cases for graduate students seeking readmission to the College of Graduate Studies and/or reinstatement of graduate credits:

1. Application for readmission shall be considered by both the Graduate College and the appropriate academic department to which the student is making application;
2. An application fee shall be charged for each readmission.
3. Readmitted graduate students shall meet all requirements for their degree program in force ***at the time of readmission***, as stated in the current *Graduate Bulletin* OR appropriate criteria and regulations published by the academic department. The phrase "time of readmission" is defined as that date appearing on the letter of readmission written to the student.
4. The Graduate Exceptions Committee (GEC) of the University Senate shall hear all petitions for reinstatement of any graduate credits to be used toward the readmitted student's degree.
5. The granting of a petition is a function of the GEC acting upon the merits of each individual petition, and not a guaranteed right of the student.

6. The granting of a petition for reinstatement of graduate credits rests solely with the Graduate Dean, acting with the advice and consent of the GEC.
7. Students may petition the GEC for a *maximum of nine (9) graduate credit hours* to be reinstated.
8. The GEC may elect to grant all or only a portion of the petition.
9. The GEC shall hear only those petitions signed by the student, the student's graduate advisor, the chairperson or graduate program director of the academic department (*in the case of dual degree enrollment the signatures of both chairpersons are required*), and the Graduate Dean. Disapproval of the petition by any one of the above persons shall end the petition without its being forwarded to the GEC.
10. The student **MUST** attach an appeal statement to this form stating the reasons for seeking reinstatement and explaining the original withdrawal from the graduate program.
11. The chairperson (*or graduate program director*) of the appropriate academic department must certify in a detailed written statement attached to the petition that she/he: (a) has interviewed the student; (b) has determined that the student's knowledge and command of the courses in question is current; and (c) appropriate prefix, course number, and course titles are described on the petition. The details of ascertaining the student's functional knowledge shall be left to the academic department.
12. The student must appear before the GEC when making a petition for reinstatement.
13. All graduate courses and grades recorded prior to reinstatement shall remain on the graduate transcript and shall be used in the computation of the student's QPA.

## ACADEMIC DISMISSAL, GENERAL CONDUCT, AND DUE PROCESS

**Academic Dismissal Policies** — Graduate students of Kutztown University are expected to maintain those standards of academic excellence and achievement generally evident in highly motivated and superior students. Students failing to maintain satisfactory academic progress are subject to academic dismissal procedures. In considering these dismissal procedures outlined below, graduate students are cautioned that the computation of the graduate QPA at Kutztown University does not allow "forgiveness" of lower grades.

**First notice** — Upon receipt of the **first grade below "B"** in a graduate course, the student will receive a "letter of academic warning" from the Graduate Dean, with copies forwarded to the student's advisor and the chairperson of the academic department.

**Second notice** — Upon receipt of the **second grade below "B"** in a graduate course, the student will receive a "letter of academic probation" from the Graduate Dean, with copies forwarded to the advisor and the department chairperson. In cases where the student has received more than one grade below "B" in the same semester, academic probation will be imposed without "academic warning."

**Dismissal** — Upon receipt of the **third grade below “B,”** the student shall be dismissed from the College of Graduate Studies. The Graduate Dean will write a letter of academic dismissal, with copies to the advisor, the chairperson of the academic department, and the Registrar of the University. This dismissal will occur upon receipt of the third grade below “B” even in those cases where the second and third grades below “B” were awarded within the same semester.

**Graduate Student Conduct Expectations** — All students, including graduate students, of Kutztown University, are expected to conduct themselves and their affairs in a responsible manner as members of the University community. In consultation with faculty and students, the University has developed standards for student conduct, as well as for due process when a student is charged with violating those standards. Specific student conduct standards, University regulations, and due process guidelines are published regularly in the student handbook, *The Key*. A copy of this handbook is made available to each graduate student at the time of enrollment. Responsibility for obtaining this handbook and for being aware of its contents, as well as for obtaining subsequent updates, belong solely to the student. Copies of *The Key* may be obtained from the Graduate Center during University business hours.

**Due Process for Graduate Academic Matters** — With the exception of time extension petitions, due process procedures regarding graduate academic matters are under the jurisdiction of the Graduate Exceptions Committee (GEC) of the University Senate. The GEC does not hear appeals concerning the assignment of grades in graduate courses. Graduate students planning to petition the GEC are required to meet with the Graduate Dean prior to writing an appeal. All appeals require that the appellant complete and sign a form entitled, *Notice of Intent to File and Appeal*. This form may be obtained from the Graduate Office.

**Due Process for Extensions of Time** — As cited earlier, all graduate students of Kutztown University are subject to the requirement for timely completion of all graduate work needed for a given degree. Due process procedures for those unusual cases of extenuating circumstances are the purview of the Time Extension Committee of the Graduate Council.

# The Master of Arts Degree in Counseling Psychology (Agency Counseling) \*

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**Department Chairperson: Dr. Margaret A. Herrick**  
(Counseling and Human Services)

**Hours: 48**  
**Thesis: Optional**

**Department Office: 202 Graduate Center**  
**Telephone: (610) 683-4204**

**Department Chairperson: Dr. William C. Worrell**  
(Psychology)

**Department Office: 122 Old Main**  
**Telephone: (610) 683-4455**

The degree in counseling psychology is designed to prepare students for professional counseling services in community agencies. The program is structured to develop personal awareness of self as a counselor, knowledge of counseling and psychological concepts, and skills in counseling and mental health service delivery. Included in this program is an emphasis on developing assessment and research skills and using research findings in mental health service delivery.

Admission to this program requires the Graduate Record Examination, an autobiography, and an interview. Applicants are notified of the date of the interview after other general admission requirements have been completed. Applicants who do not have a Psychology background may be asked to complete additional undergraduate Psychology courses.

Each course is three semester hours unless otherwise stated. Students will complete forty-eight (48) semester hours and a comprehensive examination prior to graduation.

Transient students who intend to apply for admission to the M.A. in counseling psychology are advised that only **ONE** of the following four courses taken as a transient student will be accepted toward completion of degree requirements:

- COU 530 Fundamentals of Counseling
- PSY 546 Psychopathology
- PSY 545 Theories of Personality
- CPY 540 Group Counseling and Psychotherapy

All students accepted into this program must complete all requirements within **six (6) calendar years**.

<b>AREA I</b>		<b>Required Foundation Courses (12 hours)</b>	
	PSY	546	Psychopathology
	COU	518	Counseling in Community Agencies
	COU	530	Fundamentals of Counseling
	COU	548	Counseling Theories Seminar ( <u>PREREQUISITE</u> : COU 530)
<b>AREA II</b>		<b>Required Core Courses (21 hours)</b>	
	PSY	530	Lifespan Development Psychology
	PSY	545	Theories of Personality
	PSY	565	Theories of Learning
	CPY	511	Research Design, Statistics, and Data Analysis ( <u>PREREQUISITE</u> : undergraduate statistics)
	PSY	512	Psychological Testing, Measurement, and Assessment ( <u>PREREQUISITE</u> : CPY 511)

\* Jointly offered by the Department of Counseling and Human Services and by the Department of Psychology.

CPY	540	Group Counseling and Psychotherapy ( <u>PREREQUISITE</u> : COU 530)
CPY	560	Topics and Issues in Counseling Psychology

### AREA III

#### Electives (6 hours)

PSY	520	Advanced Social Psychology
PSY	525	Developmental Psychology of Childhood
PSY	527	Developmental Psychology of Adolescence
PSY	529	Growth and Development through Adulthood and Aging
PSY	536	Individual Testing and Assessment ( <u>PREREQUISITE</u> : PSY 512 or permission of the instructor)
PSY/HEA	430	Fundamentals of Health Psychology
PSY	432	Human Neuropsychology
PSY	436	Selected Applications of Biofeedback and Self-Regulation
PSY	557	Organizational Behavior
COU	519	Intercultural Issues in Counseling ( <u>PREREQUISITE</u> : COU 530)
COU	528	Seminar in Marital Therapy
COU	535	Career Development and Information Services
COU	538	The Addicted Family
COU	546	Group Processes Seminar
COU	550	Counseling the Aged ( <u>PREREQUISITES</u> : COU 530, 548, PSY 545)
CPY	544	Introduction to Marital and Family Therapy ( <u>PREREQUISITES</u> : COU 530, 548)
CPY	554	Psychology of Family Systems
CPY	581	Independent Study
CPY	599	Thesis (6 hours)
CPY	5xx	Drugs and Behavior
SOC	510	Deviant Behavior

### AREA IV

#### Advanced Counseling (9 hours scheduled during final semesters)

CPY	580	Seminar in Advanced Counseling ( <u>PREREQUISITES</u> : COU 530, COU 548, and COU 546 <b>OR</b> CPY 540)
COU	594	Field Experience ( <u>PREREQUISITE</u> : CPY 580)

The Field Experience is 6 semester hours: No more than 3 semester hours of Field Experience may be completed per semester; therefore, two consecutive semesters (*Fall / Spring*) of Field Experience must be taken. The internships will be scheduled during the final semesters. Students are expected to have completed **ALL** course work prior to taking COU 594, Field Experience. (*Exceptions to this **MUST** be cleared by the student's faculty advisor.*) Internship requires a pre-registration and malpractice insurance. Please contact your advisor.

**The graduate faculty of the Department of Counseling and Human Services reserves the right to terminate the training or supervision of any candidate who does not show himself or herself capable of achieving an acceptable standard of personal and/or professional behavior. This standard also applies to candidates for admission.**



# The Master of Arts Degree in Counseling Psychology (Specialty in Marital and Family Therapy)\*

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**Department Chairperson: Dr. Margaret A. Herrick**  
(Counseling and Human Services)

**Hours: 57**

**Thesis: Optional**

**Department Office: 202 Graduate Center**

**Telephone: (610) 683-4204**

**Department Chairperson: Dr. William C. Worrell**  
(Psychology)

**Department Office: 122 Old Main**

**Telephone: (610) 683-4455**

This program requires fifty-seven (57) credit hours and a comprehensive examination for graduation. Admission to this program requires the Graduate Record Examination, an autobiography, and an interview. Applicants are notified of the date of the interview after other general admission requirements have been completed. Applicants who do not have a Psychology background may be asked to complete additional undergraduate Psychology courses.

Transient students who intend to apply for admission to the M.A. in counseling psychology are advised that only **ONE** of the following four courses taken as a transient student will be accepted toward completion of degree requirements:

COU	530	Fundamentals of Counseling
PSY	546	Psychopathology
PSY	545	Theories of Personality
CPY	540	Group Counseling and Psychotherapy

All students accepted into this program must complete all requirements within **eight (8) calendar years**.

## **AREA I Individual Therapy Courses (15 hours)**

COU	530	Fundamentals of Counseling
COU	548	Counseling Theories Seminar ( <u>PREREQUISITE:</u> COU 530)
PSY	530	Life Span Development
PSY	545	Theories of Personality
PSY	546	Psychopathology

## **AREA II Marital and Family Courses (18 hours)**

*Courses carry prerequisites. Please refer to course descriptions on pages 93 - 96.*

COU	528	Seminar in Marital Therapy
COU	538	The Addicted Family
COU	558	Structural and Strategic Family Therapy
COU	578	Case Analysis
CPY	544	Introduction to Marital and Family Therapy
CPY	554	Psychology of Family Systems

\* Jointly offered by the Department of Counseling and Human Services and the Department of Psychology. Students currently in the M.A. program in counseling psychology must consult their advisor prior to choosing this sub-specialty.

**AREA III Group Therapy (3 hours)**

CPY 540 Group Counseling and Psychotherapy (PREREQUISITE: COU 530)

**AREA IV Diagnostics, Evaluation, and Research (6 hours)**

EDU 507 Educational and Psychological Tests and Measurement

EDU 508 Research Design and Statistics (PREREQUISITE: EDU 507)

**AREA V Electives (6 hours)**

AVC/LIB 525 Microcomputers for Educators

COU 518 Counseling in Community Agencies

COU 519 Intercultural Issues in Counseling (PREREQUISITE: COU 530)

COU 535 Career Development and Information Services

COU 550 Counseling the Aged

CPY 560 Selected Topics and Issues in Community Counseling

CPY 581 Independent Study

PSY 536 Individual Testing and Assessment

PSY 429 Behavior Modification Procedures

PSY/HEA 430 Fundamentals of Health Psychology

PSY/HEA 436 Selected Applications of Biofeedback and Self-Regulation

PSY 509 Psychological Testing

PSY 557 Organizational Behavior

PSY 565 Theories of Learning

SOC 510 Deviant Behavior

**AREA VI Practicum and Field Experience (9 hours scheduled during final semesters)**

CPY 580 Seminar in Advanced Counseling

(PREREQUISITE: COU 530, COU 546 **OR** CPY 540, COU 548)

COU 594 Field Experience (6 hours)

(PREREQUISITE: CPY 580)

The Field Experience is 6 semester hours: No more than 3 semester hours of Field Experience may be completed per semester; therefore, two consecutive semesters (*Fall/Spring*) of Field Experience must be taken. The internship will be scheduled during the final semesters. Students are expected to have completed **ALL** course work prior to taking COU 594, Field Experience. (*Exceptions to this MUST be cleared by the student's faculty advisor.*) Internship requires a pre-registration and malpractice insurance. Please contact your advisor.

The graduate faculty of the Department of Counseling and Human Services reserves the right to terminate the training or supervision of any candidate who does not show himself or herself capable of achieving an acceptable standard of personal and/or professional behavior. This standard also applies to candidates for admission.

# The Master of Arts Degree in English

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**Department Chairperson: Dr. James Applewhite**

**Hours: 30**

**Department Office: 205 Lytle Hall**

**Thesis: Optional**

**Telephone: (610) 683-4353**

The Master of Arts degree in English is oriented primarily toward the study of literature and literary criticism, and is intended to: (1) increase students' breadth and understanding of British and American literature; (2) help students to develop skills as independent literary critics; (3) provide opportunities for students to work on substantial writing projects, especially in response to literature; and (4) allow and encourage students to explore special areas of linguistics and grammar.

Students must choose four (4) of the following areas in which to take the comprehensive examination:

Language History and Linguistics  
English Renaissance to 1660  
19th-Century English Literature  
American Literature Since 1860  
Literary Criticism and Comparative  
Literature

Early and Medieval English Literature  
English Restoration through the 18th Century  
American Literature to 1860  
20th-Century British Literature

Students may choose to write a thesis (which is the equivalent of six graduate credits) in lieu of taking the comprehensive examination. It is the responsibility of each student to seek the approval of a thesis advisor and two other graduate faculty members to serve on a thesis committee. The graduate committee then oversees the formulation of the thesis and ultimately judges the student's defense of it.

With the approval of their advisor, students may count 3 credits of graduate work which does not have an ENG prefix as part of their required credits.

Students may also receive credit for up to 6 hours of graduate work in English at another university. Please refer to "Transfer Credit" in the Graduate Bulletin for the transfer procedure.

Thirty (30) semester hours are required for the receipt of the degree. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **REQUIRED:** (*minimum of 3 hours*)

ENG 565 Seminar in British Literature  
ENG 567 Seminar in American Literature  
ENG 575 Seminar in Literary Criticism

## **ELECTIVES:**

### ***British Literature*** (*minimum of 9 hours; 6 hours in pre-1800 courses*)

ENG 438 Major Modern Dramatists  
ENG 455 Major Modern Poets  
ENG 493 The Twentieth-Century British Novel  
ENG 534 Studies in Middle English Literature  
ENG 530 Chaucer  
ENG 587 English Renaissance Literature  
ENG 591 Seminar in Shakespeare  
ENG 535 Seventeenth-Century Studies  
ENG 540 Milton

ENG 542 Age of Dryden  
ENG 583 Eighteenth-Century Studies  
ENG 585 Studies in English Romanticism  
ENG 594 Victorian Poetry  
ENG 595 Victorian Prose

***American Literature*** (minimum of 3 hours in pre-1900 courses)

ENG 438 Major Modern Dramatists  
ENG 455 Major Modern Poets  
ENG 457 Seminar in Major Twentieth-Century American Novelists  
ENG 550 American Romanticism  
ENG 563 Studies in American Realism, 1865-1900

***Humanities and Language***

ENG 460 Classical Influences on Literature  
ENG 470 Selected Topics in English  
ENG 512 Symbol and Myth in Literature  
ENG 525 Linguistics  
ENG 526 Modern English Grammar  
ENG 527 Seminar in Linguistics  
ENG 599 Independent Study  
  
ENG 503 Thesis (6 semester hours)

# The Master of Arts Degree in Mathematics

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Department Chairperson: Dr. Cherry Mauk  
Department Office: 230 Lytle Hall  
Telephone: (610) 683-4410

Hours: 30  
Thesis: Optional

The Master of Arts degree in mathematics is designed to enable the student to:  
(1) study the foundational disciplines of algebra, topology, and analysis; (2) undertake research in mathematics; (3) develop concepts and skills in mathematical procedures; and (4) study selected areas of mathematics and their applications. Students who do not write a thesis are required to pass a comprehensive examination based on courses taken. Comprehensives are given the first week of December, the first week of May, and the first week of August.

Degree requirements include thirty (30) semester hours. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## REQUIRED:

MAT 431 Topology I  
MAT 516 Functions of a Real Variable I  
MAT 561 Algebra I

MAT 501 Research Seminar is required if the student chooses **not** to write a thesis.

MAT 501 should be taken only after the student has completed at least 21 hours of the program.

**NOTE:** Any student planning to enroll in MAT 501 or to write a thesis should contact the department chairperson at least two months before enrolling in MAT 501 or MAT 503.

Each student's program **MUST INCLUDE** at least two pairs of the following four pairs of courses: MAT 431 and 531, MAT 516 and 517, MAT 525 and 526, MAT 561 and 562.

## ELECTIVES:

MAT 473 Partial Differential Equations  
MAT 503 Thesis  
MAT 512 Foundations of Mathematics  
MAT 517 Functions of a Real Variable II  
MAT 525 Functions of a Complex Variable I  
MAT 526 Functions of a Complex Variable II  
MAT 531 Topology II  
MAT 535 Vector Analysis  
MAT 536 Differential Geometry  
MAT 540 Theory of Probability  
MAT 545 Statistical Inference and Sampling Theory  
MAT 550 Foundations of Geometry  
MAT 562 Algebra II  
MAT 580 Special Topics in Mathematics  
CIS 517 Combinatorics and Network Algorithms  
CIS 560 Operations Research  
CIS 562 Dynamic and Mathematical Programming

## COMPREHENSIVE EXAMINATION/THESIS:

Students who do not write a thesis are required to pass a comprehensive examination based on the core requirements taken. Comprehensives are given the first week of December, the first week of May, and the first week of August.

# The Master of Science Degree in Computer and Information Science

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**Department Chairperson: Dr. Cherry Mauk**  
**Department Office: 230 Lytle Hall**  
**Telephone: (610) 683-4410**

**Hours: 30 or 36**  
**Thesis: Optional**

Graduate study in computer science at Kutztown University provides students with a foundation in various facets of the discipline. The master's program offers a wide variety of courses drawn both from traditional areas of computer science as well as from areas which have seen more recent growth. In addition to developing a foundation which emphasizes both theory and application, the program provides a **thesis option** for the student who wishes to undertake research at the master's level.

All students accepted into this program must complete all requirements within **six (6) calendar years**.

## THE APPLICANT

Besides satisfying the general graduate school requirements for admission to graduate study, an applicant should have a baccalaureate degree in computer science or a closely-related discipline with a significant amount of coursework in computer science. The Graduate Committee of the Department of Mathematics and Computer Science looks favorably upon computer-related work experience. The applicant also should have mathematical preparation which includes introductory coursework in calculus, linear mathematics, discrete mathematics, and probability and statistics.

**Conditional admission** may be granted to an applicant with a baccalaureate degree but lacking the necessary background. However, such an applicant must present evidence of a strong performance at the undergraduate level, in addition to a strong interest, and likelihood of success, in graduate work in computer science. The applicant would be required to complete specified, possibly undergraduate courses with a B or better average for regular admittance to the graduate program.

After reviewing the applicant's academic background, the CIS graduate committee will make its recommendation about acceptance and possibly initial coursework through the department chair (or the chair's designee) to the Dean of Graduate Studies, who will then notify the applicant.

## COURSEWORK

Depending upon academic preparation, an applicant may be admitted to either of the tracks listed below. After reviewing the applicant's academic background, the CIS Graduate Committee will make its recommendation on Track I or II through the department chair (or the chair's designee) to the Dean of Graduate Studies, who then will notify the applicant.

**Track I** Up to 36 semester hours of coursework and a comprehensive examination covering the courses taken to satisfy the core requirement. Up to 6 hours of credit may be earned in transition courses.

**Track II** 30 semester hours of course work and a comprehensive examination. Credit earned in transition courses will **not** be applied.

A student admitted to either of the two tracks may substitute a thesis (6 hours) for 6 hours of coursework and the comprehensive examination. A student admitted to either track, with or without the thesis option, must take courses as outlined below. **(NOTE: At most three (3) 400-level courses may be applied towards the degree requirements.)**

## TRANSITION REQUIREMENT

After reviewing each applicant's academic record, the CIS Graduate Committee will determine whether none, one, or two of the following courses will be required. Written permission from the department chair or the chair's designee will be required for enrolling in these courses. Credit earned by taking these courses may be applied only toward completion of the Track I program.

- CIS 501 Data Structures I
- MAT 500 Discrete Mathematical Foundations of Computer Science

## CORE REQUIREMENTS:

All students must complete **at least four** of the following seven courses:

- CIS 426 Computer Architecture
- CIS 471 Data Communications
- CIS 510 Operating Systems and Computer Organization I
- CIS 515 Design and Analysis of Algorithms I
- CIS 520 Object-Oriented Programming
- CIS 525 Principles of Compiler Design I
- CIS 556 Database Management I

## DEPTH REQUIREMENTS:

All students must complete **at least two** of the following areas:

- Area 1: CIS 510 and 511 Operating Systems and Computer Organization I and II
- Area 2: CIS 515 and 516 Design and Analysis of Algorithms I and II
- Area 3: CIS 525 and 526 Principles of Compiler Design I and II
- Area 4: CIS 547 and 548 Artificial Intelligence I and II
- Area 5: CIS 547 and 4nn Artificial Intelligence and Neural Networks
- Area 6: CIS 556 and 557 Data Base Management Systems I and II
- Area 7: CIS 578 and 579 Computer Graphics I and II
- Area 8: CIS 550 and 551 Information Systems I and II
- Area 9: two of the three courses CIS 411, 471, 572

## ELECTIVES:

- CIS 411 Local Area Networks
- CIS 502 Data Structures II (File Management)
- CIS 518 Concurrent Programming
- CIS 530 Automata Theory
- CIS 545 Simulation
- CIS 572 Computer Network Programming
- CIS 580 Topics in Computer Science
- CIS 599 Thesis

**At most two** of the following courses in Operations Research may be applied to the degree:

- CIS 517 Combinatorics and Network Algorithms
- CIS 560 Operations Research
- CIS 562 Dynamic and Mathematical Programming

## COMPREHENSIVE EXAMINATION/THESIS

Students who do not write a thesis are required to pass a comprehensive examination based on the core requirements taken. Comprehensives are given the first week of December, the first week of May, and the first week of August.

A student may write a thesis under the supervision of a member of the Computer Science faculty, and defend the thesis in a public presentation.

# The Master of Science Degree in Telecommunications

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**Department Chairperson: Prof. Helen E. Clinton**  
**Graduate Coordinator: Dr. David Kintsfather**  
**Department Office: 202 Rickenbach Hall**  
**Telephone: (610) 683-4492**

**Hours: 33**  
**Thesis: Required**

The Master of Science degree in telecommunications prepares students for creative and leadership positions in broadcast, cable, and corporate communications.

Built on an established, professionally-oriented undergraduate program, this Master of Science degree has been developed in cooperation with professionals working in various fields of telecommunications, and is designed to qualify graduates for management positions in broadcasting stations, cable TV systems, corporate television facilities, and related fields. Students also gain the foundation necessary for teaching in the field. The program emphasizes the refinement of basic skills and the practical application of the latest research in the discipline.

Successful completion of this degree requires a minimum of thirty-three (33) semester hours. Of these, at least 27 must be in telecommunications, including the 6-credit thesis. Each course is three (3) semester hours except as indicated. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **AREA I      REQUIRED**

TVR 500	Telecommunications Research
TVR 502*	Telecommunications: An Overview
TVR 503	Thesis (6 semester hours)
TVR 505*	Video Scriptwriting
TVR 510*	Television Production Workshop
TVR 511	Advanced TV Production
TVR 550	Telecommunications Administration
TVR 595	MS Colloquium I (1 semester hour)
TVR 596	MS Colloquium II (1 semester hour)
TVR 597	MS Colloquium III (1 semester hour)

\* An elective may be substituted with permission of department chair.

## **AREA II      ELECTIVES**

TVR 460	Selected Topics: Current Methods in Telecommunications
TVR 520	Seminar in Telecommunications Programming
TVR 530	Interactive Telecommunications
TVR 540	Seminar in Telecommunications Law
TVR 560	Seminar in Corporate Telecommunications
TVR 570	Independent Study
TVR 580	Selected Topics in Telecommunications (1-3 semester hours)
TVR 590	Internship in Telecommunications (3-6 semester hours)

Other electives may be selected with the advisor's written permission.



# The Master of Education Degree in Art Education

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**Department Chairperson: Dr. Mary Burkett**  
**Department Office: 102 Boxwood House**  
**Telephone: (610) 683-4520**

**Hours: 30-31**  
**Thesis: Thesis or**  
**paper required**

The Master of Education degree in art education is oriented to teaching and supervision of art in the elementary and secondary schools, and is intended to: (1) increase awareness of the problems of art education in their broad settings; (2) develop an aesthetic philosophy which recognizes the humanistic influences of art on the lives of individuals; (3) augment professional awareness through research in art education; (4) enhance personal competence in areas of visual expression, and (5) encourage professional and personal growth in art.

Students who have a baccalaureate degree in art education or other appropriate baccalaureate, and hold certification to teach art, will complete thirty – thirty-one (30-31) semester hours of graduate work selected from the distribution of courses listed below. All courses are three semester hours except ARU 512 (1 credit) and those which may be taken for variable credit (ARU 525, 575, ARU/CFT/FAR 576).

Course work reflects current directions and literature in the field. This program, while rooted in theory, focuses the attention of the candidate on desirable current practices in the public schools within a wide range of individual elective options. The field of art education, in the contemporary world, touches upon many diverse content areas, such as psychology, humanities, and interdisciplinary studies, as well as the more traditional content areas such as studio, art history and criticism.

In keeping with contemporary directions as indicated by literature in the field and by the directives of the National Art Education Association and the Pennsylvania Art Education Association, the elective area may include studio, aesthetics, art history, criticism, or related work (child development in art, etc.), as well as those suggested above.

Each graduate student is assigned to an academic advisor upon admission to the program. Students consult with their academic advisor to construct an appropriate list of elective courses designed to reflect their professional, personal and artistic interests and directions. Students nearing graduation must complete a thesis or a paper/project under the supervision of a thesis/paper/project advisor and reader, after first securing acceptance of their topic by the Degree Advisory Committee. An oral comprehensive examination completes the degree requirements.

All students admitted into this program must complete all requirements within **six (6) calendar years** from the date of initial enrollment in the first course with either regular or conditional admission status.

Students who choose Option 1 will choose to develop an Applied Research capstone project or paper which reflects their academic, studio or professional interests.

Students who choose Option 2 will choose to develop a Thesis. The thesis concludes the program of study which reflects their academic or professional interests.

## **Required courses to be taken by all students (9 credits):**

ARU 536	Curriculum
ARU 574	Perspectives in Art Education
EDU 511	Research in Art Education

Students will construct an individualized program of study of 15 credits (thesis) or 20/21 credits (paper/project) emphasizing an elective area such as those listed below:

Art Education Issues  
Aesthetics/Art History/Criticism  
Studio  
Humanities

# DEPARTMENT OF ART EDUCATION AND CRAFTS

## M.Ed. in Art Education

The M.Ed. in art education at Kutztown University offers the in-service teacher the choice of two options. Option I culminates in a paper while Option II culminates in a thesis. The Academic Advisor will be the primary contact with the student and will advise the student on program and career directions.

### PROGRAM OUTLINE:

<b>OPTION I</b>		<b>OPTION II</b>	
ARU 536 Curriculum	3	ARU 536 Curriculum	3
ARU 574 Perspectives in Art Education	3	ARU 574 Perspectives in Art Education	3
EDU 511 Research	3	EDU 511 Research	3
ARU 512 Applied Research	1	EDU 503 Thesis	3
	<hr/>	EDU 503 Thesis	<hr/>
	10		15
Electives	<u>20/21</u>	Electives	<u>15</u>
	30/31		30

At the initial meeting with the Academic Advisor, the student will choose a program.

*The following approved courses may be helpful in guiding your selection of elective courses. Other courses may be selected provided the academic advisor concurs.*

### ART EDUCATION

ARU 521	Leadership in Art Education
ARU 523	Assessment in Art Education
ARU 524	The Disciplines of Art in Education
ARU 525	Current Issues in Art Education
ARU 538	Art Teaching Strategies for Atypical Learners
ARU 573	The Uses of Theory in Art Education
ARU 575	Seminar: Individual Problems in Art
ARU 576	Independent Study
ARU 581	The Teaching of Response to the Arts
ARU 5XX	relevant institutes

### ART HISTORY

ARH 5XX	Selected Topics courses
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### CRAFTS

CFT 527	Wood Design
CFT/ART 540	Weaving and Textiles
CFT 543	Ceramics
CFT 546	Jewelry and Metal Craft
CFT 576	Independent Study in Crafts
CFT 5XX	relevant institutes

**FINE ARTS**

FAR 530	Drawing
FAR 551	Printmaking
FAR 560	Painting
FAR 570	Sculpture
FAR 575	Seminar: Individual Problems in Art
FAR 590	Photography
FAR 5XX	relevant institutes

**HUMANITIES**

HUM 592	Seminar in Language — Culture — Area Study
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**RELATED ARTS**

RAR 511	Cross-Cultural Perspectives in Art
RAR 551	Art Criticism
RAR 5XX	relevant institutes

**AUDIOVISUAL**

AVC 446	Development of Multi-Image Productions
AVC 514	Instructional Technology
AVC 515	Word Processing and Desktop Publishing in Education
AVC 525	Microcomputers for Educators
AVC 532	Integrated Video/Computer Productions for Educators
AVC 533	Hypermedia: A Tool for the Educator
AVC 553	Development of Projected Instructional Materials

**EDUCATION**

EDU 517	Relating the Arts to Education
EDU 522	Teaching Writing Across the Curriculum
EDU 523	Evaluation: Tests and Measurements for Teachers
EDU 525	The Gifted Child: Alternatives and Approaches
EDU 528	Education and the Culturally Different Student
EDU 533	Social Interpretations of Education
EDU 535	Major Philosophies of Education
EDU 537	Teacher Effectiveness: An Analysis of Research
EDU 541	Supervision of Instruction
EDU 543	Methods of Creative Education
EDU 546	Basic Techniques of Individualized and Small Group Instruction
EDU 562	School Law
EDU 565	Special Topics in Education
EDU 573	Stress Management for the Classroom Teacher
EDU 578	Comparative Education: An Analysis of International Education Systems
EDU 597	Change in Education

**ELEMENTARY EDUCATION**

ELU 520	Folk Literature and Storytelling for Teachers of Elementary and Middle School Children
ELU 524	Learning Styles and Teaching Strategies in Elementary Education
ELU 566	Special Topics in Elementary Education
ELU 569	Current Topics in Elementary Education
ELU 572	Strategies for Elementary Classroom Management and Discipline

**HISTORY**

HIS 570 Society and Thought in Modern America

**MUSIC**

MUS 470 Selected Topics in Music Literature

**PHILOSOPHY**

PHI 470 Selected Topics in Philosophy

**POLITICAL SCIENCE**

POL 515 Principles and Problems of Public Administration

POL 516 Administrative and Organizational Theory

**PSYCHOLOGY**

PSY 520 Advanced Social Psychology

PSY 524 Developmental Psychology of Childhood

PSY 527 Developmental Psychology of Adolescence

PSY 529 Growth and Development through Adulthood and Aging

PSY 536 Individual Testing and Assessment

PSY 545 Theories of Personality

PSY 557 Organizational Behavior

PSY 565 Theories of Learning

**SOCIAL STUDIES**

SSU 523 The Social Studies Curriculum: Prospects and Problems

SSU 524 Teaching Models for Social Studies Instruction

**SOCIOLOGY**

SOC 450 The Sociology of Education: School and Modern Society

SOC 510 Deviant Behavior

SOC 545 Ethnic Minorities and Group Conflict

**TELECOMMUNICATIONS**

TVR 510 Television Production Workshop

TVR 511 Advanced TV Production Workshop

# The Master of Education Degree in Elementary Education\*

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Chairperson: Dr. Elsa Geskus  
Department Office: 202 Beekey Building  
Telephone: (610) 683-4262

Hours: 30 or 36  
Thesis: Optional

The Master of Education degree in elementary education is intended for students with **INITIAL CERTIFICATION** in elementary education. The program is designed to increase the student's knowledge and competence in developing curriculum and instructional methods. Emphasis is placed on the improvement of the student's leadership abilities.

Students certified in a different teaching field may obtain the M.Ed. degree and certification in elementary education through a special thirty-six (36) hour program designed especially for the student and approved by the chairperson of the Department of Elementary Education. (*See Extension of Certificate Program*).

Students with an undergraduate major in elementary education seeking an M.Ed. in elementary education must satisfy all curriculum requirements, all University graduation requirements, and fulfill one of the following options:

- A. Complete 30 semester hours of appropriate graduate course requirements in the proper distribution and submit an acceptable thesis. Six (6) hours of credit are awarded for the thesis and may be counted toward the required 30 semester hours.
- B. Complete 36 semester hours of appropriate graduate course work in the proper distribution, including ELU 569 Current Topics in Elementary Education and ELU 571 Application of Current Elementary Education Topics, which should be taken as the final two courses. This option will culminate in a comprehensive project. The development and implementation of the comprehensive project is an integral part of ELU 571. It is designed to enable a graduate student to demonstrate a knowledge of the research in the field of education through a major presentation. This project is intended to increase leadership abilities, improve peer training qualities, and produce materials to meet the professional development needs of elementary education teachers. By taking the minimum number of hours in each category candidates will have 30 hours. An additional two courses must be completed to meet full credit hours.

Graduate courses may be selected from and applied to the requirement indicated for each of the following four major areas. A specific course cannot be counted toward the fulfillment of a requirement in more than one area.

All students accepted into this program must complete all requirements within **six (6) calendar years**.

- \* Applicants for this curriculum are required to be holders of a valid teacher's certificate in elementary education.

- I. **Problems of Education in Their Broad Setting** (*minimum 3 credit hours*)
  - EDU 528 Education and the Culturally Different Student
  - EDU 533 Social Interpretations of Education
  - EDU 535 Major Philosophies of Education
  - EDU 578 Comparative Education: An Analysis of International Education Systems
  - EDU 597 Change in Education
  - ELU 530 Historical Background of Elementary Education

II. **Theory with Practice in Teaching** (*minimum 6 credit hours*)

ELU 510 Seminar in Early Childhood Education  
ELU 519 Teaching Writing to Children  
ELU 524 Learning Styles and Teaching Strategies in Elementary Education  
ELU 540 Seminar in Elementary Curriculum Development  
ELU 560 Seminar in Language Arts Instruction  
ELU 570 Seminar in Elementary Social Studies  
ELU 572 Strategies for Elementary Classroom Management and Discipline  
ELU 587 Resource Materials in Elementary Science

EDU 515 Creating Learning Materials  
EDU 517 Relating the Arts to Education  
EDU 518 Strategies for Outdoor Education  
EDU 525 The Gifted Student: Alternatives and Approaches  
EDU 543 Methods of Creative Education  
EDU 546 Basic Techniques of Individualized and Small Group Instruction

ARU 581 The Teaching of Response in the Arts  
AVC 514 Instructional Technology  
AVC 525 Miccomputers for Educators  
AVC 547 Special Topics in Audiovisual Communications  
AVC 553 Development of Projected Instructional Materials  
COU 525 Guidance in the Elementary School  
MAU 415 Learning and Teaching Mathematics  
MAU 425 Middle School Mathematics  
MAU 574 Seminar in Mathematics Education for Elementary Teachers  
MUS 506 Seminar in Elementary School Music  
MUS 510 Musical Listening in the Elementary School  
TVR 510 TV Production Workshop

III. **Research** (*minimum 9 credit hours*)

EDU 500 Research (**required:** must be taken as one of the student's first three courses)

**OPTION: CHOOSE A OR B**

**Option A**

EDU 503 Thesis (6 hours — see Graduate Bulletin for details)

**Option B**

ELU 569 Current Topics in Elementary Education (taken at end of program)  
ELU 571 Application of Current Elementary Education Topics (usually last course)

IV. **Specialization**

A. **Academic** (*minimum 6 credit hours*)

Courses may be selected from any other academic disciplines, as long as they do **NOT** have an EDU, ELU prefix and are **NOT** listed in Section II.

B. **Professional** (*minimum credit hours 6*)

ELU 412 Curriculum for Children in Infant-Toddler Period  
ELU 520 Folk Literature and Storytelling for Teachers of Elementary and Middle School Children  
ELU 524 Learning Styles and Teaching Strategies in Elementary Education  
ELU 542 Integration of Mathematics for Elementary School  
ELU 548 Contemporary Themes in Children's and Adolescent Literature  
ELU 572 Strategies for Elementary Classroom Management and Discipline

EDU	523	Assessment: Issues and Concerns for Teachers
EDU	525	The Gifted Student: Alternatives and Approaches
EDU	551	Principles of Reading Instruction
EDU	552	Teaching Reading in Content Areas
EDU	553	Psychological Bases of Reading Instruction
EDU	555	Reading Disabilities
EDU	557	Foundations of Reading Comprehension
EDU	568	Middle School Curriculum and Instruction
EDU	573	Stress Management for the Classroom Teacher

A maximum of two (2) 400-level courses may be included toward the fulfillment of the requirements for the M.Ed. degree.

There is a limit of six (6) transfer credits. After admission, written approval for transfer credits is required from the chairperson of the Department of Elementary Education, the student's academic advisor, and the Graduate Dean at Kutztown University. To avoid loss of credit, the student should obtain this approval prior to registration for a course at another institution. Guidelines are established in the Graduate Bulletin. Elementary Education Department requirements are:

- Course must be accepted for masters credit at the University where you took the course.
- Course must be equivalent to a Kutztown University course.
- Course must be approved by chair of Graduate Committee and chair of the Elementary Education department.

Courses with the EDU 565, ELU 566 prefix may be taken only by permission of chair of the Elementary Education department. A maximum of two courses with either EDU 565 or ELU 566 or combination of the two prefixes may be included toward the fulfillment of the requirements for the M.Ed. degree.

# Master of Education Degree in Elementary Education (Extension of Certificate)\*

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**Chairperson: Dr. Elsa Geskus**  
**Department Office: 202 Beekey Building**  
**Telephone: (610) 683-4262**

**Hours: 36**  
**Thesis: Optional**

Teachers who have initial certification, including student teaching, in a field *OTHER* than elementary education may wish to extend their certification to the elementary area. This can be done at the graduate level, earning a master's degree simultaneously. Kutztown University offers a thirty-six (36) hour program of courses which will enable teachers to accomplish this dual purpose.

Students seeking an M.Ed. in Elementary Education must satisfy all curriculum requirements, all University graduation requirements, and fulfill one of the following options:

- A. Complete 30 semester hours of appropriate graduate course requirements in the proper distribution and submit an acceptable thesis. Six (6) hours of credit are awarded for the thesis and are counted as additional credit to equal 36 semester hours.
- B. Complete 36 semester hours of appropriate graduate course work in the proper distribution, including ELU 569 Current Topics in Elementary Education and ELU 571 Application of Current Elementary Education Topics, which should be taken as the final two courses. This option will culminate in a comprehensive project. The development and implementation of the comprehensive project is an integral part of ELU 571. It is designed to enable a graduate student to demonstrate a knowledge of the research in the field of education through a major presentation. This project is intended to increase leadership abilities, improve peer training qualities, and produce materials to meet the professional development needs of elementary education teachers. A total of 36 credit hours is required in the following distribution. All courses are three semester hours, except where otherwise noted.

All students accepted into this program must complete all requirements within **six (6) calendar years**.

**AREA I      Required Curriculum Core** (*minimum credit hours 21*)  
*One course from each category is required in Area I*

Reading      EDU 551 Principles of Reading Instruction **OR**  
                 EDU 552 Teaching Reading in Content Areas **OR**  
                 EDU 557 Foundations of Reading Comprehension

\* This is a graduate degree program leading to a Master of Education degree in elementary education for those students who desire **to extend** their current teacher certification to include certification in elementary education. Only certified teachers may apply to this program.

Math          ELU 542 Integration of Mathematics for Elementary Schools **OR**  
                 MAU 415 Learning and Teaching Mathematics **OR**  
                 MAU 425 Middle School Mathematics **OR**  
                 MAU 574 Seminar in Mathematics Education for Elementary Teachers



- Language Arts ELU 519 Teaching Writing to Children **OR**  
 ELU 548 Contemporary Themes in Children's and Adolescent Literature **OR**  
 ELU 560 Seminar in Language Arts Instruction
- Social Studies ELU 518 Strategies for Outdoor Education **OR**  
 ELU 570 Seminar in Elementary Social Studies Instruction
- Science ELU 587 Resource Materials in Elementary Science **OR**  
 SCI 514 Life Science in the Elementary and Middle School Curricula **OR**  
 SCI 517 The Earth Sciences as Studies in the Elementary and Middle School Curricula
- Arts ARU 538 Arts Teaching Strategies for Atypical Learners **OR**  
 ARU 581 The Teaching of Response to the Arts **OR**  
 EDU 517 Relating the Arts to Education **OR**  
 MUS 506 Seminar in Elementary School Music **OR**  
 MUS 510 Music Listening in the Elementary School
- Evaluation EDU 523 Assessment: Issues and Concerns for Teachers
- AREA II Problems of Education in Their Broad Setting** (*minimum credit hours 3*)  
 ELU 530 Historical Background of Elementary Education  
 ELU 540 Seminar in Elementary Curriculum Development  
  
 EDU 528 Education and the Culturally Different Student  
 EDU 533 Social Interpretations of Education  
 EDU 535 Major Philosophies of Education  
 EDU 578 Comparative Education: Analysis of International Education Systems  
 EDU 597 Change in Education
- AREA III Research** (*minimum credit hours 9*)  
 EDU 500 Methods of Research  
 (**REQUIRED:** Must be taken as one of your first three courses)
- OPTION: CHOOSE A OR B**  
**Option A**  
 EDU 503 Thesis (*6 hours – see Graduate Bulletin for details*)
- Option B**  
 ELU 569 Current Topics in Elementary Education (*taken at end of program*)  
 ELU 571 Application of Current Elementary Education Topics (*usually last course*)
- AREA IV Professional Applications** (*minimum credit hours 3*)  
 AVC 514 Instructional Technology  
 AVC 525 Microcomputers for Educators  
 AVC 532 Integrated Video/Computer Productions for Educators  
 AVC 553 Development of Projected Instructional Materials  
 EDU 515 Creating Learning Materials  
 EDU 543 Methods of Creative Education  
 ELU 510 Seminar in Early Childhood Education  
 ELU 524 Learning Styles and Teaching Strategies in Elementary Education  
 ELU 542 Integration of Mathematics for Elementary School  
 ELU 572 Classroom Management and Discipline  
 LIB 585 Seminar: Materials for Children and Young Adults

PSY 525 Developmental Psychology of Childhood  
PSY 565 Theories of Learning

There is a limit of six (6) transfer credits. After admission, written approval for transfer credits is required from the chairperson of the Department of Elementary Education, the student's academic advisor, and the Graduate Dean at Kutztown University. To avoid loss of credit, the student should obtain this approval prior to registration for a course from another institution. Guidelines are established in the Graduate Bulletin. Elementary Education Department requirements are:

- Course must be accepted for masters credit at the University where you took the course.
- Course must be equivalent to a Kutztown University course.
- Course must be approved by the chair of the graduate committee or by the chair of the Elementary Education Department.

# The Master of Education Degree in Reading

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**Department Chairperson: Dr. Elsa Geskus**  
**Graduate Coordinator: Dr. Beth Herbine**  
**Department Office: 213 Beekey Building**  
**Telephone: (610) 683-4271**

**Hours: 36**  
**Required:**  
**Comprehensive**  
**Project**

This program is designed to lead to a Master of Education degree and/or Reading Specialist certification. The goals of the program are twofold. First, it is intended to prepare reading specialists who can plan, implement, and maintain a developmental instructional program. Second, it provides students with the ability to recognize and to work effectively with learners who have varying degrees of difficulty in reading, or who have other learning problems. The focus of the program is both preventive and corrective. In order to achieve this, the program includes a combination of theoretical and practical experiences and activities.

Applicants who hold a valid Pennsylvania Instructional I or II Certificate, have taken the NTE "Reading Specialist" Specialty Test, and successfully complete all required reading education and degree requirements will be issued a Master of Education degree and will be recommended to the Pennsylvania Department of Education for Reading Specialist certification.

Applicants who **DO NOT** hold a valid Pennsylvania Instructional I or II certificate and are interested in completing the degree program and being recommended for the Reading Specialist Certificate may pursue a post-baccalaureate Instructional I certification program while concurrently pursuing the M.Ed. degree and the Reading Specialist requirements. Candidates for the initial Instructional I Certificate must complete and pass the Pennsylvania Teacher Certification Testing Program (NTE tests) before the Pennsylvania Department of Education will issue the certificate.

All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **I. Required (24 hours)**

### ***Entry-Level Courses (6 hours)***

EDU	502	Seminar in Educational and Psychological Research Pertinent to Reading
EDU	552	Teaching Reading in the Content Area
EDU	555	Reading Disabilities

### ***Intermediate Level Courses (9 hours)***

EDU	551	Principles of Reading Instruction
EDU	557	Foundations of Reading Comprehension

### ***Advanced Courses (9 hours)***

EDU	553	Psychological Basis of Reading Instruction
EDU	575	Clinical Practicum in Reading: Diagnosis ( <u>PREREQUISITES</u> : all entry-level and intermediate courses)
EDU	576	Practicum in Reading Instruction: Corrective and Remedial ( <u>PREREQUISITES</u> : EDU 575 and admission to candidacy)

## II. **Related Courses** (6 hours)

Two courses that strengthen background knowledge related to teaching may be selected with advisor approval.

AVC	525	Microcomputers for Educators
EDU	528	Education and the Culturally Different Student
AVC	532	Integrated Video/Computer Productions for Educators
LIB	585	Seminar in Library Materials for Children & Young Adults

## **Free Electives** (6 hours)

Free electives should be selected in conference with the advisor in areas least known to the student. The following courses are recommended but **DO NOT PRECLUDE** other graduate offerings which may be appropriate.

NOTE: Only one 400-level course may be used to fulfill program requirements.

### English

ENG	522	Teaching Writing Across the Curriculum
ENG	525	Linguistics

### Counseling and Human Services

COU	530	Fundamentals of Counseling
COU	546	Group Processes Seminar

### Psychology

PSY	435	Psychology of Interviewing
PSY	525	Developmental Psychology of Childhood
PSY	527	Developmental Psychology of Adolescence
PSY	536	Individual Testing and Assessment
PSY	545	Theories of Personality
PSY	565	Theories of Learning

### Sociology

SOC	450	The Sociology of Education: School and Modern Society
SOC	510	Deviant Behavior
SOC	545	Ethnic Minorities and Group Conflict

## III. **Comprehensive Project**

As a summative evaluation, a comprehensive project is required. It may be original research, a synthesis of the student's exploration in an area defined through advisement, the development of an analytical study of specified hypotheses, the analysis and/or presentation of information at professional meetings, an advisor-guided tutoring experience, or any combination of the above. The project must reflect traditional scholarly competence, contemporary interest, knowledge of the area of reading, and mature insight into the content of the project itself.

For more specific information about the graduate program in reading, request a **Graduate Reading Program brochure** from the Graduate Office, Room 100, Graduate Center — (610) 683-4200.

# The Master of Education Degree in Elementary School Counseling

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**Department Chairperson: Dr. Margaret A. Herrick**  
**Department Office: 202 Graduate Center**  
**Telephone: (610) 683-4204**

**Hours: 51**  
**Thesis: None**

The M.Ed. degree program in elementary school counseling is designed to develop those competencies necessary for an individual to function as a counselor in an elementary school setting. The program is structured to enable graduate students to develop personal awareness of self as a counselor, knowledge of counseling and educational concepts, and skills in counseling elementary school students. Included in this program is an emphasis on developing assessment and research skills and using research findings in school counseling.

This program consists of fifty-one (51) semester hours and a comprehensive examination. Upon successful completion of the degree program, the specialist certification is granted through the Pennsylvania Department of Education.

Admission requires The Graduate Record Examination, an autobiography, and an interview. Applicants are notified of the date of the interview after other general admission requirements have been completed. All students accepted into this program must complete all requirements within **eight (8) calendar years**. Students will complete seventeen (17) courses, fifty-one (51) hours, in the following order:

## **AREA I Professional Core in Counseling (15 hours)**

COU	525	Guidance in the Elementary School
COU	530	Fundamentals of Counseling
COU	535	Career Development and Information Services
COU	546	Group Processes ( <u>PREREQUISITE: COU 530</u> )
COU	548	Counseling Theories Seminar ( <u>PREREQUISITE: COU 530</u> )

## **AREA II Cognate Area (18 hours)**

AVC/LIB	525	Microcomputers for Educators
EDU	528	Education and the Culturally Different Student
ELU	540	Seminar in Elementary Curriculum Development
PSY	525	Developmental Psychology of Childhood
PSY	565	Theories of Learning
SOC	510	Deviant Behavior

## **AREA III Research and Evaluation (6 hours)**

EDU	507	Educational and Psychological Tests and Measurements
EDU	508	Research Design and Statistics ( <u>PREREQUISITE: EDU 507</u> )

## **AREA IV Electives (3 hours)**

*These are examples of electives, but others may be chosen after consultation with the advisor.*

ANT	541	Peoples and Cultures of the Third World
COU	518	Counseling in Community Agencies
COU	519	Intercultural Issues in Counseling ( <u>PREREQUISITE: COU 530</u> )
COU	528	Seminar in Marital Therapy
COU	538	The Addicted Family
COU	558	Structural and Strategic Family Therapy

COU	578	Case Analysis
COU	581	Independent Study
CPY	544	Introduction to Marital and Family Therapy
CPY	554	Psychology of Family Systems
EDU	555	Reading Disabilities
EDU	597	Change in Education
PSY	429	Behavior Modification Procedures
PSY/HEA	430	Fundamentals of Health Psychology
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	545	Theories of Personality
PSY	546	Psychopathology
SOC	545	Ethnic Minorities and Group Conflict

**AREA V      Advanced Counseling** *(9 hours, scheduled during final semesters)*

CPY	580	Seminar in Advanced Counseling ( <u>PREREQUISITES:</u> COU 530, COU 548, and COU 546 or CPY 540)
COU	590	Supervised Counseling Experience (Elementary School) ( <u>PREREQUISITE:</u> CPY 580)

The Field Experience is 6 semester hours: No more than 3 semester hours of Field Experience may be completed per semester; therefore, two consecutive semesters (*Fall/Spring*) of Field Experience must be taken. The internship will be scheduled during the final semesters. Students are expected to have completed **ALL** course work prior to taking COU 594 Field Experience. (*Exceptions to this must be cleared by the Student's Faculty Advisor.*) Internship requires a pre-registration, malpractice insurance, and a Pennsylvania Criminal Records Clearance. Please contact your advisor.

**The graduate faculty of the Department of Counseling and Human Services reserves the right to terminate the training or supervision of any candidate who does not show himself or herself capable of achieving an acceptable standard of personal and/or professional behavior. This standard also applies to candidates for admission.**

# The Master of Education Degree in Secondary School Counseling

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**Department Chairperson: Dr. Margaret A. Herrick**  
**Department Office: 202 Graduate Center**  
**Telephone: (610) 683-4204**

**Hours: 51**  
**Thesis: None**

The M.Ed. degree program in secondary school counseling is designed to develop those competencies necessary for an individual to function as a counselor in a secondary school setting. The program is structured to enable graduate students to develop personal awareness of self as a counselor, knowledge of counseling and educational concepts, and skills in counseling secondary school students. Included in this program is an emphasis on developing assessment and research skills and using research findings in school counseling.

This program consists of fifty-one (51) semester hours and a comprehensive examination. Upon successful completion of the degree program, the specialist certification is granted through the Pennsylvania Department of Education.

Admission requires The Graduate Record Examination, an autobiography, and an interview. Applicants are notified of the date of the interview after other general admission requirements have been completed. All students accepted into this program must complete all requirements within **eight (8) calendar years**. Students will complete seventeen (17) courses, fifty-one (51) hours, as follows:

**AREA I Professional Core in Counseling (15 hours)**

COU 512 Guidance in the Secondary School  
COU 530 Fundamentals of Counseling  
COU 535 Career Development and Information Services  
COU 546 Group Processes (PREREQUISITE: COU 530)  
COU 548 Counseling Theories Seminar (PREREQUISITE: COU 530)

**AREA II Cognate Area (15 hours)**

AVC/LIB 525 Microcomputers for Educators  
EDU 528 Education and the Culturally Different Student  
PSY 527 Developmental Psychology of Adolescence  
PSY 565 Theories of Learning  
SOC 510 Deviant Behavior

**AREA III Research and Evaluation (6 hours)**

EDU 507 Educational and Psychological Tests and Measurements  
EDU 508 Research Design and Statistics (PREREQUISITE: EDU 507)

**AREA IV Electives (6 hours required)**

*These are examples of electives, but others may be chosen after consultation with the advisor. Written permission is required for alternative elective courses.*

ANT 541 Peoples and Cultures of the Third World  
COU 518 Counseling in Community Agencies  
COU 519 Intercultural Issues in Counseling (PREREQUISITE: COU 530)  
COU 528 Seminar in Marital Therapy  
COU 538 The Addicted Family  
COU 581 Independent Study  
CPY 544 Introduction to Marital and Family Therapy

CPY	554	Psychology of Family Systems
EDU	546	Basic Techniques of Individual and Small Group Instruction
EDU	567	Curriculum of the Secondary School
EDU	568	Middle School Curriculum and Instruction
EDU	562	School Law
EDU	597	Change in Education
ELU	540	Seminar in Elementary Curriculum Development
ELU	572	Strategies for Elementary Classroom Management and Discipline
PSY/HEA	430	Fundamentals of Health Psychology
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Childhood
PSY	545	Theories of Personality
PSY	546	Psychopathology
SOC	545	Ethnic Minorities and Group Conflict
SPU	511	Special Education

**AREA V    Advanced Counseling** *(9 hours, scheduled during final semesters)*

CPY	580	Seminar in Advanced Counseling ( <u>PREREQUISITES</u> : COU 530, COU 548, and COU 546 or CPY 540)
COU	590	Supervised Counseling Experience (Secondary School) ( <u>PREREQUISITE</u> : CPY 580)

The Field Experience is 6 semester hours: No more than 3 semester hours of Field Experience may be completed per semester; therefore, two consecutive semesters (*Fall/Spring*) of Field Experience must be taken. The internship will be scheduled during the final semesters. Students are expected to have completed **ALL** course work prior to taking COU 594, Field Experience. (*Exceptions to this must be cleared by the Student's Faculty Advisor.*) Internship requires a pre-registration, malpractice insurance, and a Pennsylvania Criminal Records Clearance. Please contact your advisor.

**The graduate faculty of the Department of Counseling and Human Services reserves the right to terminate the training or supervision of any candidate who does not show himself or herself capable of achieving an acceptable standard of personal and/or professional behavior. This standard also applies to candidates for admission.**



# The Master of Education Degree in Student Affairs in Higher Education

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**Department Chairperson: Dr. Margaret A. Herrick**  
**Program Coordinator: Dr. Frank Bucci**  
**Department Office: 202 Graduate Center**  
**Telephone: (610) 683-4204**

**Hours: 45**  
**Thesis: None**

The Master of Education degree program in student affairs in higher education is designed to prepare students for professional careers in student affairs in institutions of higher education. Such careers are typically found in one or more of the following areas: admissions, athletics, career services, financial aid, housing and residence life, international student affairs, commuter services, intramurals and recreational sports, judicial services, minority affairs, orientation services, registration and records, student activities, student services, and women's affairs. The program combines experiences that are practical, specialized, and individual with those that are broad and theoretical. Research skills and an understanding of the relevant literature for the discipline are a part of the program.

This program consists of forty-five (45) semester hours and a comprehensive examination. Admission requires the Graduate Record Examination, an interview, and an autobiography. Applicants are notified of the date of the interview after other general admission requirements have been completed. All courses are three semester hours unless otherwise stated. All students accepted into this program must complete all requirements within **seven (7) calendar years**.

<b>AREA I (12 hours)</b>	COU	516	Introduction to Student Affairs
	COU	530	Fundamentals of Counseling
	COU	535	Career Development and Information Services
	COU	546	Group Processes Seminar ( <u>PREREQUISITE:</u> COU 530)
<b>AREA II (6 hours)</b>	EDU	507	Educational and Psychological Tests and Measurements
	EDU	508	Research Design and Statistics ( <u>PREREQUISITE:</u> EDU 507)
<b>AREA III (12 hours)</b>	COU	517	Issues in Higher Education
	COU	570	The American College Student
	COU	571	Theory and Application of Student Development Principles
	COU	572	Seminar in Leadership in Student Affairs
<b>AREA IV* (12 hours)</b>	COU	591	Field Experience I
	COU	592	Field Experience II
	COU	593	Field Experience III
	COU	594	Field Experience IV
<b>AREA V (3 hours)</b>	Elective		

\* Each preceding course is a prerequisite to that which follows. Field Experience II will be taken in a college counseling center.

Alternative courses may be taken with written permission of the student's advisor where prior educational or professional competencies exist.

## DESCRIPTION OF FIELD EXPERIENCES

**COU 591 Field Experience I (*Practicum in Student Affairs*)** — This course is an introduction to on-site professional experiences in two student affairs offices, each for seven (7) weeks. The practicum combines a seven-hour per week responsibility under the direct supervision of a site supervisor and a three-hour, fourteen (14)-week seminar with a professor. Students observe the daily details of the office, gain an exposure to the goals and services provided, and make a "hands-on" contribution.

The student-centered seminar will acquaint students with professional experience within the total context of student affairs. In the seminar setting, students will be required to present the functions and issues of the office and its role within the institution to each other, and to relate the experience to appropriate professional literature.

Practica are expected to be available in most of the following areas: Admissions, Athletics, Career Services, Financial Aid, Housing and Residence Life, International Student Affairs, Commuter Services, Intramurals and Recreational Sports, Judicial Services, Minority Affairs, Orientation Services, Registration and Records, Student Activities, and Women's Affairs.

**COU 592 Field Experience II (*Practicum in Student Affairs*)** — This course is an on-site professional experience in a different student affairs office than those served in Field Experience I. This practicum combines a fourteen (14)-week, seven-hour per week responsibility under the direct supervision of a site supervisor and a three-hour, fifteen-week seminar with a professor. Students observe the daily details of the office, gain an understanding of the goals and services provided, and participate in appropriate activities.

The student-centered seminar will acquaint students with professional experience, broaden perspectives, and place the experience within the total context of student affairs. In the seminar setting, students will be required to present the functions and issues of the office and its role within the institution to each other, and to relate the experience to appropriate professional literature.

Sites available include the Counseling Center at Kutztown University and counseling centers at other colleges. **PREREQUISITE:** COU 591 Field Experience I.

**COU 593 Field Experience III (*Internship in Student Affairs*)** — This course is a one-semester, single office, fourteen-week internship which combines fifteen hours weekly in a campus on-the-job experience under the direct supervision of a site supervisor and a three-hour, fifteen-week seminar with a professor. During the semester, students will present the functions, services, and issues of each office, its role within the institution, and relevant professional literature to each other. Students will develop and share personal internship goals, implementation strategies, and a project which relates developmental theory to the internship experience.

Sites available include the Counseling Center and most of the areas indicated in Field Experience I. Paid graduate assistants and residence hall directors are eligible.

**PREREQUISITE:** COU 592 Field Experience II.

**COU 594 Field Experience IV (*Internship in Student Affairs II*)** — This course is a one-semester, single office, fourteen-week internship which combines fifteen hours weekly in a campus on-the-job experience under the direct supervision of a site supervisor and a three-hour, fifteen-week seminar with a professor. In the seminar, students will present their internship experiences for processing, relate professional literature and developmental theory to field work, and share progress toward professional goals.

This course will serve also as the capstone seminar, the culminating activity of the graduate program. It will address topics of concern to the new professional.

Sites available include the Counseling Center and most of the areas indicated in Field Experience I. Paid graduate assistants and residence hall directors are eligible.

**PREREQUISITE:** COU 593 Field Experience III.

**The graduate faculty of the Department of Counseling and Human Services reserves the right to terminate the training or supervision of any candidate who shows himself/herself incapable of achieving an acceptable standard of personal and/or professional behavior. This standard also applies to candidates for admission.**

# The Master of Education Degree in Secondary Education with a Specialization in Biology

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**Chairperson: Dr. Kathleen A. Dolgos**  
**Department Office: 252 Beekey Building**  
**Telephone: (610) 683-4259**

**Hours: 30**  
**Thesis: Optional**

The Master of Education degree in secondary education is designed for secondary school teachers and persons in related positions. The program is intended to: (1) increase awareness of the problems of education in their broad settings, (2) expand the knowledge and understanding of curriculum development and the instructional processes, (3) augment professional awareness through research in secondary education, and (4) enhance personal competence in biology.

The program consists of a minimum of thirty (30) semester hours. A comprehensive examination is required. All courses are three semester hours, except the thesis. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **AREA I      Problems of Education in Their Broad Setting (6 hours)**

Area I is designed to explore the fundamentals underlying the education process and to relate them to current practice in schooling.

EDU 496 Multicultural Education  
EDU 562 School Law  
EDU 528 Education and the Culturally Different Student  
EDU 533 Social Interpretations of Education  
EDU 535 Major Philosophies of Education  
EDU 597 Change in Education  
PSY 520 Advanced Social Psychology  
PSY 527 Developmental Psychology of Adolescence  
PSY 565 Theories of Learning

## **AREA II      Curriculum and Instruction (6 - 9 hours)**

Area II is designed to investigate the criteria for decision-making and the structure and organization of curriculum and instruction.

EDU 541 Supervision of Instruction  
EDU 568 Middle School Curriculum and Instruction  
SCU 521 Biology in the Secondary School  
SCU 523 Techniques in Environmental Education  
SEU 567 The Curriculum of the Secondary School

### **AREA III    Research (3 - 9 hours)**

Area III is designed to pursue an understanding of how knowledge is gained, how to verify knowledge, and how to judge its value. **ONE** of the following courses is **REQUIRED**. (*Students may **NOT** take both EDU 500 and EDU 521*).

EDU 500 Methods of Research

EDU 503 Thesis (6 hours, awarded at completion of thesis; 3 hours may be counted under Area IV, depending upon the nature of the thesis and by permission of the department). PREREQUISITE: completion of an appropriate research methodology course before undertaking the thesis.

EDU 521 Methods of Research (Biology)

**Select with advisement (3 hours)**

EDU 580 Independent Study – Secondary Education

### **AREA IV    Subject Specialization (12-15 hours in biology)**

Area IV is designed to provide the opportunity for scholarly growth in the field of biology. Any graduate-level biology course (*at the 400 level or higher*) is acceptable for Area IV.

**NOTE:** Students taking the minimum number of credits in Areas I-IV will have 3 credits remaining to be completed as a free elective. These 3 credits may be satisfied by taking any graduate-level course. Special consideration should be given to the following:

AVC 514 Instructional Technology

AVC 525 Microcomputers for Educators

EDU 523 Evaluation: Tests and Measurements for Teachers

EDU 537 Educational Effectiveness: An Analysis of Research

EDU 565 Special Topics in Education

EDU 568 Middle School Curriculum and Instruction

SEU 544 Effective Secondary Education Seminar

SPU 511 Teaching the Exceptional Child in the Regular Classroom

**The M.Ed. in secondary education *IS NOT* a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification, or who are certified and wish to obtain additional certification, must contact the Office of the Graduate Dean, Room 100, Graduate Center, (610) 683-4200.**

# The Master of Education Degree in Secondary Education with a Specialization in Curriculum and Instruction

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**Chairperson: Dr. Kathleen A. Dolgos**  
**Department Office: 252 Beekey Building**  
**Telephone: (610) 683-4259**

**Hours: 30**  
**Thesis: Optional**

The Master of Education degree in secondary education with a specialization in curriculum and instruction is designed for secondary school teachers and persons in related positions. It is a flexible program to provide state-of-the-art training in curriculum and instruction. In addition, opportunities are available to pursue advanced study in a variety of disciplines.

The program consists of a minimum of 30 semester hours. A comprehensive examination is required. All courses are three semester hours, except the thesis. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **AREA I**      **Problems of Education in Their Broad Setting** (6 hours)

Area I is designed to explore the fundamentals underlying the education process and to relate them to current practice in schooling.

EDU	496	Multicultural Education
EDU	562	School Law
EDU	528	Education and the Culturally Different Student
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	578	Comparative Education: An Analysis of International Education Systems
EDU	597	Change in Education
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning

## **AREA II**      **Curriculum** (6 hours)

Area II is designed to investigate the criteria for decision-making and the structure and organization of curriculum and instruction.

AVC	514	Instructional Technology
AVC	553	Development of Projected Instructional Materials
EDU	541	Supervision of Instruction
EDU	568	Middle School Curriculum and Instruction
ELU	540	Seminar in Elementary Curriculum Development
ENU/EDU	522	Writing Across the Curriculum
MAU	425	Middle School Mathematics
MAU	580	The Curriculum of Secondary Mathematics
SCU	521	Biology in the Secondary School
SEU	567	The Curriculum of the Secondary School ( <b>REQUIRED</b> )
SSU	523	Social Studies Curriculum: Prospects and Problems

### **AREA III    Research (3 - 9 hours)**

Area III is designed to pursue an understanding of how knowledge is gained, how to verify knowledge, and how to judge its value. **ONE** of the following three courses is **REQUIRED**:

EDU 500   Methods of Research\*  
EDU 521   Methods of Research (Science)\*  
MAU 531   Methods of Research (Mathematics)\*

***Select with advisement (3 - 6 hours):***

EDU 503   Thesis (6 hours, awarded at completion of thesis)  
EDU 537   Teacher Effectiveness: An Analysis of Research  
EDU 580   Independent Study – Secondary Education

\* It is recommended that a methods of research course be taken early in this program.

### **AREA IV    Instruction (6 hours)**

Area IV is designed to provide in-depth knowledge of instructional strategies and to enhance the effectiveness of instruction.

AVC 514   Instructional Technology  
AVC 525   Microcomputers for Educators  
EDU 523   Evaluation: Tests and Measurements for Teachers (**REQUIRED**)  
EDU 568   Middle School Curriculum and Instruction  
ENU 505   Applied Techniques in Language Instruction  
ENU 507   Applied Techniques in Literary Instruction  
MAU 415   Learning and Teaching Mathematics  
SCU 523   Techniques in Environmental Education  
SEU 544   Effective Secondary Education Seminar (**REQUIRED**)  
SPU 511   Teaching the Exceptional Child in the Regular Classroom  
SSU 524   Teaching Models for Social Studies Instruction

**NOTE:** Twenty-one semester hours divided among Areas I-IV are required. Nine hours will be selected carefully, in consultation with the faculty advisor, to meet the graduate student's needs. These 9 hours may be chosen from Areas I-IV, **or** with the approval of the advisor, graduate courses from other disciplines.

**The M.Ed. in secondary education *IS NOT* a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification, or who are certified and wish to obtain additional certification, must contact the Office of the Graduate Dean, Room 100, Graduate Center, (610) 683-4200.**

# The Master of Education Degree in Secondary Education with a Specialization in English

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**Chairperson: Dr. Kathleen A. Dolgos**  
**Department Office: 252 Beekey Building**  
**Telephone: (610) 683-4259**

**Hours: 30**  
**Thesis: Optional**

The Master of Education degree in secondary education is designed for secondary school teachers and persons in related positions. The program is intended to: (1) increase awareness of the problems of education in their broad settings, (2) expand the knowledge and understanding of curriculum development and the instructional processes, (3) augment professional awareness through research in secondary education, and (4) enhance personal competence in English.

The program consists of a minimum of thirty (30) semester hours. A comprehensive examination is required. All courses are three semester hours. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **AREA I      Problems of Education in Their Broad Setting (6 hours)**

Area I is designed to explore the fundamentals underlying the education process and to relate them to current practice in schooling.

EDU	496	Multicultural Education
EDU	562	School Law
EDU	528	Education and the Culturally Different Student
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	597	Change in Education
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning

## **AREA II      Curriculum and Instruction (6 - 9 hours)**

Area II is designed to investigate the criteria for decision-making and the structure and organization of curriculum and instruction. **ONE** of the following three courses is **REQUIRED**:

EDU	541	Supervision of Instruction
EDU	568	Middle School Curriculum and Instruction
ENU	521	The English Curriculum
SEU	567	The Curriculum of the Secondary School

**Select with advisement (3 - 6 hours):**

ENU	505	Applied Techniques in Language Instruction
ENU	507	Applied Techniques in Literature Instruction
ENU	511	Writing Workshop for Teachers
ENU/EDU	522	Writing Across the Curriculum

**AREA III    Research (3 - 9 hours)**

Area III is designed to pursue an understanding of how knowledge is gained, how to verify knowledge, and how to judge its value.

EDU 500 Methods of Research (**REQUIRED**)

EDU 503 Thesis

*Choice of a thesis topic, should a student choose that option, may be taken from Area III and/or IV.*

**Select with advisement (3 hours):**

EDU 580 Independent Study – Secondary Education

**AREA IV    Subject Specialization (12 - 15 hours in an academic field)**

Area IV is designed to provide the opportunity for scholarly growth in the field of English. Any graduate-level English course (*at the 400 level or higher*) is acceptable for Area IV.

**NOTE:** Students taking the minimum number of credits in Areas I-IV will have 3 credits remaining to be completed as a free elective. These 3 credits may be satisfied by taking any graduate-level course. Special consideration should be given to the following:

AVC 514 Instructional Technology

AVC 525 Microcomputers for Educators

AVC 553 Development of Projected Instructional Materials

EDU 523 Evaluation: Tests and Measurements for Teachers

EDU 537 Educational Effectiveness: An Analysis of Research

EDU 565 Special Topics in Education

EDU 568 Middle School Curriculum and Instruction

SEU 544 Effective Secondary Education Seminar

SPU 511 Teaching the Exceptional Child in the Regular Classroom

**The M.Ed. in secondary education *IS NOT* a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification, or who are certified and wish to obtain additional certification, must contact the Office of the Graduate Dean, Room 100, Graduate Center, (610) 683-4200.**



# The Master of Education Degree in Secondary Education with a Specialization in Mathematics

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**Chairperson: Dr. Kathleen A. Dolgos**  
**Department Office: 252 Beekey Building**  
**Telephone: (610) 683-4259**

**Hours: 30**  
**Thesis: Optional**

The Master of Education degree in secondary education is designed for secondary school teachers and persons in related positions. The program is intended to: (1) increase awareness of the problems of education in their broad settings, (2) expand the knowledge and understanding of curriculum development and the instructional processes, (3) augment professional awareness through research in secondary education, and (4) enhance personal competence in mathematics.

The program consists of a minimum of thirty (30) semester hours. A comprehensive examination is required. All courses are three semester hours, except the thesis. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **AREA I      Problems of Education in Their Broad Setting (6 hours)**

Area I is designed to explore the fundamentals underlying the education process and to relate them to current practice in schooling.

EDU 496 Multicultural Education  
EDU 562 School Law  
EDU 528 Education and the Culturally Different Student  
EDU 533 Social Interpretations of Education  
EDU 535 Major Philosophies of Education  
EDU 597 Change in Education  
PSY 520 Advanced Social Psychology  
PSY 527 Developmental Psychology of Adolescence  
PSY 565 Theories of Learning

## **AREA II      Curriculum and Instruction (6 - 9 hours)**

Area II is designed to investigate the criteria for decision-making and the structure and organization of curriculum and instruction.

### ***One of the following three courses is required:***

EDU 541 Supervision of Instruction  
EDU 568 Middle School Curriculum and Instruction  
MAU 580 The Curriculum in Secondary Mathematics  
SEU 567 The Curriculum of the Secondary School

### ***Select with advisement (3 - 6 hours):***

EDU 565 Special Topics in Education  
MAU 415 Learning and Teaching Mathematics  
MAU 425 Middle School Mathematics

**NOTE:** The only courses applicable in Area II are those listed above, unless permission for a substitution has been granted by the student's advisor and the chairperson of the Department of Secondary Education.

**AREA III    Research (3 - 9 hours)**

Area III is designed to pursue an understanding of how knowledge is gained, how to verify knowledge, and how to judge its value. **ONE** of the following courses is **REQUIRED**:

EDU 500 Methods of Research

EDU 503 Thesis ( six credit hours upon completion of the thesis).

PREREQUISITE: An appropriate course in research methodology.

MAU 531 Methods of Research (Mathematics)

**Select with advisement (3 hours):**

EDU 580 Independent Study – Secondary Education

**AREA IV    Subject Specialization (12 - 15 hours in mathematics)**

Area IV is designed to provide the opportunity for scholarly growth in the field of mathematics. To be chosen from the following, with advisement:

MAT 512 Foundations of Mathematics (**REQUIRED**)

MAT 431, 473, 513, 516, 517, 525, 526, 531, 535, 536, 540, 545, 550, 561, 562, 580.

**NOTE:** Students taking the minimum number of credits in Areas I-IV will have 3 credits remaining to be completed as a free elective. These 3 credits may be satisfied by taking any graduate-level course. Special consideration should be given to the following:

AVC 514 Instructional Technology

AVC 525 Microcomputers for Educators

AVC 553 Development of Projected Instructional Materials

EDU 523 Evaluation: Tests and Measurements for Teachers

EDU 537 Educational Effectiveness: An Analysis of Research

EDU 565 Special Topics in Education

EDU 568 Middle School Curriculum and Instruction

SEU 544 Effective Secondary Education Seminar

SPU 511 Teaching the Exceptional Child in the Regular Classroom

**The M.Ed. in secondary education IS NOT a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification, or who are certified and wish to obtain additional certification, must contact the Office of the Graduate Dean, Room 100, Graduate Center, (610) 683-4200.**

# The Master of Education Degree in Secondary Education with a Specialization in Social Studies

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**Chairperson: Dr. Kathleen A. Dolgos**  
**Department Office: 252 Beekey Building**  
**Telephone: (610) 683-4259**

**Hours: 30**  
**Thesis: Optional**

The Master of Education degree in secondary education is designed for secondary school teachers and persons in related positions. The program is intended to: (1) increase awareness of the problems of education in their broad settings, (2) expand the knowledge and understanding of curriculum development and the instructional processes, (3) augment professional awareness through research in secondary education, and (4) enhance personal competence in history/social studies.

The program consists of a minimum of thirty (30) semester hours. A comprehensive examination is required. All courses are three semester hours, except the thesis. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **AREA I      Problems of Education in Their Broad Setting (6 hours)**

Area I is designed to explore the fundamentals underlying the education process and to relate them to current practice in schooling.

EDU 496 Multicultural Education  
EDU 562 School Law  
EDU 528 Education and the Culturally Different Student  
EDU 533 Social Interpretations of Education  
EDU 535 Major Philosophies of Education  
EDU 597 Change in Education  
PSY 520 Advanced Social Psychology  
PSY 527 Developmental Psychology of Adolescence  
PSY 565 Theories of Learning

## **AREA II      Curriculum and Instruction (6 - 9 hours)**

Area II is designed to investigate the criteria for decision-making and the structure and organization of curriculum and instruction. **ONE** of the following four courses is **REQUIRED**:

EDU 541 Supervision of Instruction  
EDU 568 Middle School Curriculum and Instruction  
SEU 567 The Curriculum of the Secondary School  
SSU 523 Social Studies Curriculum: Prospects and Problems  
SSU 524 Teaching Models for Social Studies Instruction

### **AREA III    Research (3 - 9 hours)**

Area III is designed to pursue an understanding of how knowledge is gained, how to verify knowledge, and how to judge its value. **ONE** of the following courses is **REQUIRED**:

EDU 500 Methods of Research (**REQUIRED**)

EDU 503 Thesis (six credit hours upon completion of the thesis).

**PREREQUISITE:** An appropriate research methodology course.

#### ***Select with advisement:***

EDU 580 Independent Study – Secondary Education

SSC 526 Guided Research Project

### **AREA IV    Subject Specialization (12 - 15 hours in social studies)**

Area IV is designed to provide the opportunity for scholarly growth in the fields of history and social sciences. Course selection should be made based on interest and advisement.

**NOTE:** Students taking the minimum number of credits in Areas I-IV 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. Special consideration should be given to the following:

AVC 514 Instructional Technology

AVC 525 Microcomputers for Educators

AVC 553 Development of Projected Instructional Materials

EDU 523 Evaluation: Tests and Measurements for Teachers

EDU 537 Educational Effectiveness: An Analysis of Research

EDU 565 Special Topics in Education

EDU 568 Middle School Curriculum and Instruction

SEU 544 Effective Secondary Education Seminar

SPU 511 Teaching the Exceptional Child in the Regular Classroom

**The M.Ed. in secondary education *IS NOT* a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification, or who are certified and wish to obtain additional certification, must contact the Office of the Graduate Dean, Room 100, Graduate Center, (610) 683-4200.**

# Post-Baccalaureate Certification

*(for those students desiring certification only)*

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**Contact person: Ms. Jane Bennett**

**Hours: Variable**

**Graduate Studies and Extended Learning**

**Office: Suite 108 Graduate Center**

**Telephone: (610) 683-1382**

## INSTRUCTIONAL CERTIFICATION

Instructional certification areas are available for individuals who already possess a baccalaureate degree and who are interested **ONLY** in obtaining an initial certification, or in extending their present certification to include another field.

Post-Baccalaureate Certification areas include:

Art Education

Elementary Education and/or Early Childhood

Special Education (Mentally/Physically Handicapped, Visually Impaired,  
and Speech Correction)

Library Science

Secondary Education fields:

Communication

English

Foreign Languages (*French, German, Russian, Spanish*)

Mathematics

Biology

Chemistry

Earth and Space Science

General Science

Physics

Social Studies

Each certificate is issued from the Pennsylvania Department of Education.

A bachelor's degree from a regionally-accredited institution of higher learning with a minimum of 2.50 cumulative grade point average (*3.00 for Special Education*) is required in order to be eligible for consideration for these programs. There are a limited number of slots available, and acceptances are determined by a selection committee. Accepted students must begin their work in the semester for which they are accepted. Participants in the program have a maximum of **six (6) calendar years** to complete all course work listed in their individualized Program of Study (*which takes into consideration prior, applicable, and allowable academic work*). The course of study is a daytime program that will require one or two full-time field assignments, depending on each student's transcript evaluation.

Individuals required to take student teaching **MUST** inform the **Student Teaching Office/Beekey Hall, Room 252/(610) 683-4256** the semester prior to the one in which they intend to student teach. The established and enforced deadlines are as follows: **Fall Semester student teaching by February 15; Spring Semester student teaching by October 1.** A 2.50 QPA is required for student teaching.

At the beginning of the last semester, each student **MUST** contact the Student Teaching Office so that the application for certification can be processed and submitted to the Pennsylvania Department of Education in a timely fashion. All individuals seeking an initial certification are required to complete and pass the National Teachers Exam (NTE).

A Teacher Intern Program currently is available for eligible individuals interested in initial certification in art education or the secondary education fields of biology, chemistry, earth and space science, general science, physics, and mathematics. Applicants must possess a baccalaureate degree in the area in which certification is desired and must have at least five (5) years of professional experience in the same or related field. While serving as a Teacher Intern in a school, students in this program have three (3) years to complete the course requirements. Interviews and letters of recommendation are required as part of the expanded application process for this specialized program.

## **EDUCATIONAL SPECIALIST SCHOOL NURSE**

A Post-Baccalaureate Educational Specialist Certification program in school nursing is also available. Requirements for acceptance into this program are the possession of a current RN license and a baccalaureate degree from a regionally-accredited institution. A bachelor's degree in nursing (BSN) is not required.

Individuals seeking a **fall admission** into the Post-Baccalaureate Certifications programs (Instructional and Educational Specialist) must have **completed** their **files** (application form, \$25 processing fee, and official transcripts) **by the July 15 deadline**. The **deadline** for completed files for **spring applicants is December 15**. Candidates are advised of their status shortly after the deadline.

After their first registration, Post-Baccalaureate Certification students register during the graduate registration cycles; and they pay for courses according to the graduate fee schedule. If they are full-time students (9-15 credit hours), they pay the full-time graduate tuition rate, and if they are part-time, they pay the graduate rate for graduate courses and the undergraduate rate for undergraduate courses. Certification students are allowed to take up to a maximum of 9 graduate semester hours as part of their program, if approved by their advisor. The other course work is taken at the undergraduate level.

The policies and procedures as outlined are subject to change. **Inquiries or requests** for **CURRENT** informational packets which further explain the programs can be directed to the **Office of Extended Learning, Graduate Center, Room 108, Kutztown University, Kutztown, PA 19530, (610) 683-1382**.

The Certification Appeals Committee may consider appeals concerning the above policies and procedures.

# The Master of Business Administration Degree

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**Dean: Theodore A. Hartz**  
**(College of Business)**

**Department Office: 119 deFrancesco Building**  
**Telephone: (610) 683-4576**

**Hours: 36**  
**Thesis: None**

The M.B.A. program at Kutztown University is designed to prepare women and men for positions of leadership in management. A well-rounded curriculum with ample opportunities to pursue individual interests is complemented by a full-time faculty who can relate concepts and theory to practice. The purpose of the program is to provide: (1) breadth of understanding of the functional areas of business; (2) comprehension of the concepts, strategies, processes, and skills used in managerial decision-making; and (3) a sense of responsibility to society and a commitment to ethical conduct.

The M.B.A. program consists of thirty-six (36) semester hours in exclusively graduate-level courses. The prescribed courses account for 24 hours, and the remaining 12 hours are in elective courses. Students have the opportunity to develop concentrations with their 12 hours of elective courses. Concentrations are available in Human Resource Management, Marketing, Finance, Global Business, and Entrepreneurship. All students accepted into this program must complete all requirements within **six (6) calendar years**.

The following list of courses or their equivalents (as approved by the M.B.A. faculty) represent the core competencies in business administration which students are assumed to have as a foundation upon which to build in taking master's-level courses:

- Principles of Financial Accounting
- Principles of Managerial Accounts
- Principles of Business Statistics
- Business Law I
- Principles of Business Data Processing
- Principles of Macroeconomics
- Principles of Microeconomics
- Financial Management
- Principles of Management
- Principles of Marketing

## **REQUIRED GRADUATE COURSES**

ACC	520	Management Accounting Control Systems
ECO	540	Managerial Economics
FIN	530	Financial Management
MGM	540	Business and Society
MGM	570	Operations Management Theory and Practice
MGM	580	Organizational Theory and Behavior
MGM	590	Business Policy and Decision-making
MKT	550	Marketing Strategies and Planning

## **ELECTIVES**

An additional 12 semester hours are required in elective courses. The offerings in 500-level elective courses cover a broad span of interests. Students also may pursue independent study as a means of completing elective course work.

# **The Master of Public Administration Degree**

**Department Chairperson: Dr. Robert A. Partel**

**Graduate Coordinator: Dr. Paula Duda**

**Department Office: 201 Graduate Center**

**Telephone: (610) 683-4449**

**Hours: 30**

**Thesis: Required**

The Master of Public Administration program is designed to provide a broad understanding of the principles, processes, goals, and problems of administering public services, with special emphasis on the political realities of public sector management. Through course work and a thesis requirement, the program will equip the student with specialized knowledge and technical skills in such matters as budgeting, planning, personnel administration, and other essential techniques of management, including research skills.

The program is directed at those now employed or seeking employment by agencies of the government, or in the private sector.

Successful completion of the thirty (30) semester hours is required for receipt of the degree. All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **REQUIRED (24 hours)**

- POL 425 Public Policy Analysis
- POL 509 Approaches and Methods in Political Science
- POL 515 Principles and Problems of Public Administration
- POL 516 Administrative and Organizational Theory
- POL 517 Public Personnel Administration
- POL 518 Budgeting and Decision-making
- POL 503 Thesis

## **ELECTIVES (6 hours)**

- POL 435 Technology and Contemporary Politics
- POL 465 Administrative Law
- POL 538 Program and Policy Evaluation
- POL 562 Community Politics: Urban, Suburban, and Rural
- POL 580 Independent Study in Public Administration

One elective must be selected from political science graduate courses; the other elective may be selected from political science graduate courses, or an appropriate course from another discipline upon approval of the student's M.P.A. advisor.

Twenty-four (24) hours of class work with a minimum of 3.0 grade point average must be attained prior to undertaking the thesis. The advisor will oversee the research for, and the writing of, the thesis.

All courses included in the program are taught in the evenings, both during the academic year and in the summer sessions. This enables graduate students to work full-time and still pursue the degree.



# The Master of Library Science Degree

**Department Chairperson: Dr. M. Kathryn Holland**  
**Department Office: Rohrbach Library**  
**Telephone: (610) 683-4300**

**Hours: 30**  
**Thesis: None**

The basic professional curriculum leads to the Master of Library Science degree. The program prepares students for the expanding field of library science which includes a wide variety of professional library skills. These skills range from the development, organization, and administration of a multi-media collection to the use of computers in libraries and the retrieval of information via online systems and CD-ROM products.

A student entering the MLS degree program without prior course work in the field must complete six (6) semester credit hours of basic courses additional to the thirty (30) hours required for the graduate degree. The student may take these courses in the Preparatory Core concurrently with selected graduate courses.

All students accepted into this program must complete all requirements within **six (6) calendar years**.

## **I. Preparatory Core**

Required:	LIB	011	Information Needs and Services
	LIB	313	Cataloging and Classification

## **II. Graduate Course Specialization**

Required:	LIB	500	Methods of Research (Library) ( <b>AND TWO</b> of the following:)
	LIB	515	Building Multimedia Library Collections
	LIB	526	Management of Automated Library Systems
	LIB	555	Administration of the School Library Media Center
	LIB	585	Seminar: Materials for Children and Young Adults

* LIB	510	Literature of the Humanities
* LIB	520	Literature of the Social Sciences
* LIB	530	Literature of the Sciences and Technology

Electives:	LIB	431	Oral Tradition in the Library
	LIB	440	Selected Topics
	LIB	471	Information Analysis and Retrieval
	LIB	510	Literature of the Humanities
	LIB	520	Literature of the Social Sciences
	LIB/AVC	525	Microcomputers in Education
	LIB	530	Literature of the Sciences and Technology
	LIB	550	Books and Related Materials for Adults
	AVC	553	Development of Projected Instructional Materials
	LIB	560	Mass Media and the Library
	LIB	570	Independent Study
	LIB	575	Seminar: Teaching Function of the School Library Media Center
	EDU	541	Supervision of Instruction
	EDU	562	School Law

\* Two of these three courses are required.

## **III. Electives in Other Areas (3 - 6 hours)**

Six (6) semester hours of electives related to the individual student's interest and professional need may be taken in another graduate program of the University with the consent of the student's advisor.

# Course Descriptions

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Courses numbered between 500 and 599 are open to graduate students only. Courses numbered between 400 and 499 are graduate courses open to undergraduate students in their junior and senior years, but graduate credit may be earned only by students officially admitted to the College of Graduate Studies. Graduate students may take either two or three 400-level courses toward the fulfillment of graduation requirements, depending upon departmental restrictions.

Most graduate courses are not scheduled every semester, but at spaced intervals. Courses in demand are scheduled more often than courses for which the demand is light. Students are advised to take advantage of needed courses when they are offered.

All courses carry three (3) semester credits unless otherwise noted.

## ACCOUNTING

**ACC 520 Management Accounting Control Systems** — An examination of accounting concepts and techniques applicable to systems design planning, decision-making, and performance evaluation is undertaken.

**ACC 521 Tax and Financial Planning** — This course is designed to instill an appreciation of the tax and financial planning process for the general manager. It is not intended to develop overly-technical skills in the tax field, but to focus on the timing of business transactions and the tax consequences of selecting various financial policies.

## ANTHROPOLOGY

**ANT 541 Peoples and Cultures of the Third World** — This course is designed for elementary and secondary teachers of the social studies, as well as for students majoring in anthropology. It involves a study of the political, economic, social, and cultural institutions of selected Third World areas and countries. Its approach is through the peoples of these regions and the manner in which they express themselves through their institutions.

## ART EDUCATION AND CRAFTS

**ARU 512 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.*

**ARU 521 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.

**ARU 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.

**ARU 524 The Disciplines of Art in Education** — Students consider theoretical, historical, and methodological issues related to the establishment of a balanced, articulated, sequential art curriculum which draws upon content from the four disciplines of art: criticism of art, history of art, studio production, and philosophy of art. Students examine and evaluate available resources for developing broad-based curricula and plan and produce portions of their own.

**ARU 525 Current Issues in Art Education (1 - 6 s.h.)** — 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.

**ARU 536 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.

**ARU 538 Art Teaching Strategies for Atypical Learners** — This course is designed to assist the art specialist and classroom teacher in developing strategies for handling individual differences in learning about art in a multi-cultural society. Emphasis is placed upon extending the teacher's understanding of art teaching to atypical individuals with unique learning needs. Art assessment techniques for diagnostic aids and special clinical art methodology for meeting atypical needs are presented.

**ARU 573 The Uses of Theory in 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.

**ARU 574 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)

**ARU/FAR 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.

**ARU/FAR 576 Independent Study (1 - 3 s.h.)** — 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.

**ARU 581 The Teaching of 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.

*(See also Related Arts course listings: RAR).*

## **AUDIOVISUAL COMMUNICATIONS**

**AVC 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.

**AVC 514 Instructional Technology** — An analysis of the research findings, evaluation strategies, and use and production techniques related to the field of instructional technology will be conducted. Additionally, the potential of new and emerging technologies will be examined.

**AVC 515 Word Processing and Desktop Publishing in Education** — A study of word processing and desktop publishing in elementary and secondary schools. Planning, designing, operating, and effectively using these programs will be emphasized. Educational applications will also be stressed.

**AVC/LIB 525 Microcomputers for Educators** — This course will examine the uses of microcomputers in education. Students will explore methodology, framework, theory, and techniques endemic to the use of microcomputers in education. Criteria for evaluating and selecting computer software and coursework are examined.

**AVC 532 Integrated Video/Computer Productions for Educators** — 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.

**AVC 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.

**AVC 536 Telecomputing and the Internet for Educators** — The focus of this course is telecomputing as an instructional tool. Students will examine the history, theory, communication facilities, and educational activity structures relevant to the process. The Internet network will be the primary resource examined.

**AVC 547 Special Topics in Audiovisual Communications** — 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.

**AVC/LIB 553 Development of Projected Instructional Materials** — 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 instructional overhead transparencies, slides, sound slide series, and video tape presentations. The student will be responsible for the development of projected instructional materials from the initial planning stages to the finished product.

**AVC 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).

## **BIOLOGY**

**BIO 435 Advanced Genetics** — Current knowledge of the nature, properties, transmission, interaction, and variation of the hereditary materials, and their significance for the development, expression, and evolution of the characteristics of organisms is studied. PREREQUISITE: Genetics.

**BIO 440 Evolution** — Various philosophies of evolutionism, with major emphasis on plant and animal affinities, are examined. Use of taxonomic, chemical, genetic, and paleontological evidences will be stressed.

**BIO 447 Immunology** — The infectious diseases of man, their cause, treatment, and control, with emphasis on the theoretical and practical aspects of antigen-antibody systems, serology, and antibiosis, are studied. PREREQUISITE: Microbiology.

**BIO 457 Systematic Entomology** — Taxonomic characteristics of important insect families, especially those of the major orders, are examined. Emphasis will be placed on species of economic importance and those which illustrate biological concepts. (Not a field course).

**BIO 467 Cell Physiology** — This course is a basis for the study of molecular biology and uses historical and current topic approaches. A short research project using either a protozoan or mammalian cell culture is required.

**BIO 501 Seminar** — This is an introduction to the evaluation and presentation of research data and projects and related aspects of scientific intercourse.

**BIO 502 Biological Research** — This is a course to develop scientific creativity through supervised research and unique investigations.

**BIO 503 Thesis**

**BIO 510 Ecology** — This course is a survey of the biotic communities and ecosystems of local, terrestrial, and freshwater habitats. A study of the interactions of plants, animals, and habitats is undertaken.

**BIO 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.

**BIO 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.

**BIO 520 Advanced Plant Physiology** — A comprehensive survey of plant physiology is undertaken. Topics covered are the physical and chemical bases for the organization and operation of the living plant system; water relations; inorganic plant nutrition; intermediary metabolism; photosynthesis; growth and reproduction; and tropism and photoperiodism. PREREQUISITE: Introductory Plant Physiology.

**BIO 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.

**BIO 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**

**BUS 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.

**BUS 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.

## **COMPUTER AND INFORMATION SCIENCE**

**CIS 411 Local Area Networks** — This course deals with the theory, implementation and administration of Local Area Networks. It is also concerned with the mechanisms by which Local Area Networks are extended. A dedicated file-server based LAN will be the main instructional model. PREREQUISITES: CIS 136 and CIS 235 or unconditional admission to the Graduate program in CIS or permission of instructor.

**CIS 426 Computer Architecture** — This course deals with the study of the design of those aspects of a computing system which are visible to the programmer at various machine levels. These include instruction sets, data type representation, I/O mechanisms, and memory addressing techniques. The operational units and their interconnections which result from the architectural specifications will be studied. Specific topics include memory hierarchies, pipelining, RISC vs. CISC, superscalar processors, and microprogramming. Up-to-date examples which illustrate the topics will be used. PREREQUISITES: CIS 136 and CIS 235 or unconditional admission to the Graduate program in CIS or permission of instructor.

**CIS 471 Data Communications** — This course deals with the data communications as it occurs in accordance with the OSI seven-layer model for data communication. Topics such as signaling, encoding, error detection, flow control, data transmission, routing, connection and dialog management, data compression, security and applications are discussed. In addition LAN and WAN topics, including TCP/IP, are discussed. PREREQUISITES: CIS 136 and CIS 235 or unconditional admission to the Graduate program in CIS or permission of instructor.

**CIS 501 Data Structures I** — This course is designed for students accepted into the CIS program having no background in data structures. It is expected that most students entering the program will have the necessary background and will not take this course. With few exceptions, CIS 501 and 502, or their equivalents, are **PREREQUISITES** to all other course work in the program. CIS 501 covers basic concepts of data, arrays, strings, linear structures, sequential searching and  $O(N \log N)$  sorting techniques. Finally, various forms of m-way search and B-trees will be studied. **PREREQUISITE:** Permission of the CIS Department Graduate Committee following a review of the student's CIS background.

**CIS 502 Data Structures II** — This course is a continuation of CIS 501 (or its equivalent) and, with few exceptions, is prerequisite to all other course work in this program. The course materials consist of graphs; introduction to file organization, management, and storage devices; sequential file organization; multi-key organizations; tree structured files; list structured files, and file sorting. **PREREQUISITES:** CIS 501 or its equivalent, and permission of the CIS Department Graduate Committee.

**CIS 510 Operating Systems and Computer Organization I** — This course provides an overview of the major parts of an operating system and the major issues confronted in operating system design. **PREREQUISITES:** Assembly Language Programming and CIS 502 Data Structures II or its equivalent.

**CIS 511 Operating Systems and Computer Organization II** — This course is an in-depth study of various parts of an operating system and a hands-on approach to operating system design. **PREREQUISITE:** CIS 510 Operating Systems and Computer Organization I.

**CIS 515 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, dynamics programming, basic search and traversal techniques, and backtracking. **PREREQUISITES:** Discrete Mathematics and CIS 502 Data Structures II or its equivalent.

**CIS 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. **PREREQUISITE:** CIS 515 Design and Analysis of Algorithms I.

**CIS 517 Combinatorics and Network Algorithms** — This course will include analysis and design of solutions for combinatoric problems in networks, and structures and techniques such as dynamic programming, backtracking, and heuristics. Binary trees will be studied, as they are used for solution of combinatoric problems. **PREREQUISITE:** CIS 516 Design and Analysis of Algorithms II, or permission of the instructor.

**CIS 518 Concurrent Programming** — This course presents a systematic presentation of the principles of concurrent programming. Topics include interweaving, correctness of concurrent programs, concurrent programming abstractions, the mutual exclusion problem, memory arbiters, memaphores, monitors, and the ADA rendezvous mechanism. Programming assignments in a concurrent language will be given. **PREREQUISITE:** CIS 502 Data Structures II or its equivalent.

**CIS 520 Theory of Programming Language** — This course is a systematic presentation of the fundamental concepts and general principles underlying programming languages in use today. Topics include syntax, formalism, data control, sequence control, storage control, abstraction mechanism, and attribute binding. Emphasis will be placed on the implementation of concepts found in languages permitting concurrent processes. **PREREQUISITES:** Discrete Mathematics and CIS 502 or its equivalent.

**CIS 525 Principles of 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:** Assembly Language Programming, Procedure-Oriented Programming Languages, and CIS 502 or its equivalent.

**CIS 526 Principles of Compiler Design II** — This is a project-oriented course in implementation of a compiler for a simple programming language. Topics will include intermediate program representations, code generation and address assignment, register allocation and assignment on general-register machines, run-time storage administration, data-flow analysis, and code improvement. **PREREQUISITE:** CIS 525 Principles of Compiler Design I.

**CIS 530 Automata, Computability, and Formal Languages** — This course presents an introduction to formal languages and their relation to finite automata, computability by Turing machines and recursive functions, decidability, non-computability, computational complexity, and "hard" problems. **PREREQUISITES:** Discrete Mathematics and CIS 502 or its equivalent.

**CIS 547 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). PREREQUISITES: Discrete mathematics and CIS 502 or its equivalent, or permission of the instructor.

**CIS 548 Artificial Intelligence II** — This course is a continuation of CIS 547, and provides an in-depth study of natural language processing, knowledge-based systems, and intelligent robotics.  
PREREQUISITE: CIS 547 Artificial Intelligence I.

**CIS 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. PREREQUISITE: CIS 502 or its equivalent.

**CIS 551 Information Systems II: Software Engineering** — Software engineering is concerned with methods, tools, and techniques used to develop, document, and maintain computer software.  
PREREQUISITE: CIS 550 Information Systems I.

**CIS 556 Data Base Management Systems I** — This course provides an introduction to data base concepts; data models and data normalization; data language; and data base design and implementation. Included is an examination of the three fundamental systems types: tree, network, and relational specification, as well as the use of DBMS in real life problems. PREREQUISITES: CIS 502 or its equivalent.

**CIS 557 Data Base Management Systems II** — This course provides an in-depth study of data base management systems, issues in data base implementation, security and operation, the internal level, and some current developments. PREREQUISITE: CIS 556 Data Base Management Systems I.

**CIS 560 Operations Research** — This course provides an overview of the fundamental operations research/management science techniques and their computational aspects within a broad, real-world application environment, including a significant number of the available operations research techniques.  
PREREQUISITES: Linear algebra, calculus, probability and statistics, and CIS 502 or its equivalent.

**CIS 562 Dynamic and Mathematical Programming** — This course presents the theory and applications of the extensions of linear programming, including Kuhn-Tucker conditions, gradient methods of optimization, simplex-based methods of non-linear programming, integer programming, branch and bound, zero-one discrete programming, and goal programming. PREREQUISITES: CIS 502 or its equivalent and a course in linear programming, or permission of the instructor.

**CIS 572 Computer Network Programming** — This course emphasizes existing network applications, including remote login, file-transfer, and network software development. Aspects of the Berkeley 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.  
PREREQUISITE: CIS 471 and some knowledge of Unix and C.

**CIS 578 Computer Graphics I** — This course examines the generation, transformation, and display of computer-generated images. Content includes line generation algorithms, graphic primitives, display files, two- and three-dimensional transformations, segmenting, windowing, clipping, and an introduction to basic interactive techniques. PREREQUISITE: CIS 502 or its equivalent.

**CIS 579 Computer Graphics II** — This course, which is a continuation of CIS 578, will examine geometric models, raster algorithms, the representation of three-dimensional curves and surfaces, and techniques for displaying visual realism, such as removing hidden lines and surfaces, shading, and coloring. Additional interactive techniques will be introduced. PREREQUISITE: CIS 578 Computer Graphics I.

**CIS 580 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. PREREQUISITE: Permission of the instructor, advisor, and department chairperson.

**CIS 599 Thesis.**

## COUNSELING AND HUMAN SERVICES

**COU 512 Guidance in the Secondary School** — This course is an introduction to basic guidance principles, techniques, and services in the secondary school: program development, counseling, evaluation of students, information services, placement, and follow-up.

**COU 516 Introduction to Student Affairs** — 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.

**COU 517 Issues in Higher Education** — This course examines the complex relationships between society, institutions of higher education, and undergraduates. It provides the student with a knowledge base of selected issues in contemporary American higher education. Relationships between positions on the issues and present college student affairs practices will be analyzed and possible future strategies discussed. Students will choose some current issues for research and analysis from a larger list provided by the instructor.

**COU 518 Counseling in Community Agencies** — This course considers the diversity of the community mental health movement, including theories, models, structures, functions, services, and trends. Role analysis of counseling as it merges with the community mental health movement is examined.

**COU 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. PREREQUISITE: COU 530 Fundamentals of Counseling.

**COU 525 Guidance in the Elementary School** — This course is an introduction to developmental guidance in the elementary school. Topic areas include program organization and rationale, role and function of the counselor, theories and techniques of counseling children, legal and ethical issues, consultation, and coordination of services.

**COU 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. PREREQUISITE: CPY 544 Introduction to Marital and Family Therapy or permission of the instructor.

**COU 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.

**COU 535 Career Development and Information Services** — This course addresses career development throughout the life span. It includes the nature of work, counseling assessment measures, classification systems, and need/choice theory related to vocational planning. Student self-assessment, school career guidance programs, and unique needs of special populations are covered.

**COU 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. PREREQUISITES: CPY 544 Introduction to Marital and Family Therapy; COU 528 Seminar in Marital Therapy; CPY 554 Psychology of Family Systems; permission of the instructor.

**COU 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. PREREQUISITE: COU 530 Fundamentals of Counseling.



**COU 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. PREREQUISITE: COU 530 Fundamentals of Counseling.

**COU 550 Counseling the Aged** — This course examines the implications and strategies for counseling older adults based on counselor recognition of the relationship between demographic aspects, adult development, physiological changes, psycho-social aspects, and counselor functions.

**COU 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. PREREQUISITES: CPY 544; CPY 554; COU 528; permission of the instructor.

**COU 570 The American College Student** — This course examines the characteristics, attitudes, values, beliefs, and expectations of undergraduates. It covers services which institutions provide and includes the impact of college on students and students on college, as well as the influence of social factors. Special attention will be devoted to diverse student subcultures. Opportunities will be available for student sub-group research.

**COU 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.

**COU 572 Seminar in Leadership in Student Affairs** — 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.

**COU 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. PREREQUISITES: CPY 544; COU 528; CPY 554; COU 538; COU 558; permission of the instructor.

#### **COU 581 Independent Study**

**COU 590 Supervised Counseling Experience** — (Elementary and secondary school settings) Laboratory experience in all counseling functions with clients of varied backgrounds is provided. Counseling sessions are reviewed and staffed in weekly seminars. This course requires two consecutive semesters for three (3) hours credit each semester. PREREQUISITE OR COMPANION COURSE: COU 548 Counseling Theories Seminar, CPY 580 Seminar in Advanced Counseling.

**COU 594 Field Experience IV** — The culminating experience in the counseling and psychology program involves the student in structuring and applying theoretical skills and knowledge in field settings provided by community agencies. Counseling experiences of students will be analyzed in seminar meetings, including case staffings, weekly. Three (3) or six (6) semester hours may be earned, upon consultation with the advisor.

## COUNSELING PSYCHOLOGY

**CPY 510 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.

**CPY 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. PREREQUISITE: COU 530 Fundamentals of Counseling.

**CPY 544 Introduction to Marital and Family Therapy** — 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 speciality concentration in marital and family therapy, and as a general introduction to the specialities of marital therapy, family therapy, divorce therapy, and sex therapy.

**CPY 554 Psychology of 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, and family therapy. PREREQUISITE: CPY 544 and permission of the instructor.

**CPY 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.

**CPY 580 Seminar in Advanced Counseling** — The working-through process of counseling from case conceptualization to termination and the rationales, processes, strategies, and techniques for working with a wide variety of clients are discussed. PREREQUISITES: COU 530 Fundamentals of Counseling, COU 546 Group Processes Seminar, and CPY 540 Group Counseling and Psychotherapy or COU 548 Counseling Theories Seminar.

**CPY 581 Independent Study**

**CPY 599 Thesis**

## CRAFTS

**CFT 527 Wood Design** — This course is a practical application of woodworking techniques emphasizing innovative design. Experiences encompass a working knowledge of the material, use of necessary machinery, and the study of wood as it relates to our aesthetic senses. Consideration is given to the functional as well as the nonfunctional form.

**CFT 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.

**CFT 543 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.

**CFT 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.

**CFT 576 Independent Study in Crafts** — An opportunity is provided for the student to pursue an interest in a particular area of study in crafts. The study is expected to diverge from normal course requirements into craft areas such as advanced studio techniques, history, aesthetics, criticism, and field work. This study can be applied toward the requirements for the M.Ed. degree in art education.

## ECONOMICS

**ECO 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.

**ECO 527 Selected American Economic Issues** — The purpose of the course is to give primary and secondary school personnel who have little or no background in economics insight into a few of the main economic issues current in the American economy. Unlike a traditional basic course in economics which concentrates on macro- and micro-equilibrium analysis, the method here is to concentrate on the roles individuals play in the economy and the ways in which effectiveness could be increased. Individual and group motivations and pressures, institutions, history, and theory are introduced as required.

**ECO 540 Managerial Economics** — The application of economic theory and quantitative methods to managerial decision-making and policy formulation is explored. Standard topics such as demand, forecasting, production, and planning are covered. There are cases and computer exercises.

**ECO 545 Business and Economic Forecasting** — An introduction to practical principles of statistical methods and computer software and hardware tools to analyze data and to prepare forecasts. This course also covers data forms and sources.

**ECO 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.

**ECO 561 The Global Economy: A Background to Modern International Business** — 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.

## EDUCATION

**EDU 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.

**EDU 496 Multicultural Education** — This course is designed to help preservice and inservice teachers and other education professionals to design and implement effective teaching strategies that reflect diversity, and to derive sound guidelines for multicultural 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 macroculture.

**EDU 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.

**EDU 502 Seminar in Educational and Psychological Research Pertinent to Reading** — This course deals with various research designs, the interpretation of statistical data, the analysis of research findings, and the application of those findings to curriculum and instruction, reading instruction in particular. Sources of research (reports), and the comprehension and interpretation of those reports as reflected through the preparation of abstracts, are major undertakings in this course.

**EDU 503 Thesis** — Students engaged in writing a thesis or in the production of a creative project discuss problems of mutual and individual interest. Credit lies with the product (6 credit hours).

**EDU 507 Educational and Psychological Tests and Measurements** — The basic research process and the problems related to research design are examined. Projects related to the role and function of the counselor, data collection instruments, and the manner in which this derived data can be employed in simple research are discussed. (*This course is open only to counseling and human services students.*)

**EDU 508 Research Design and Statistics** — This course addresses the problems related to measurement and the proper statistical treatment of numerical data. Specifically, computation, application, and interpretation of data will be covered. The student will conduct, analyze, and report on his or her own research. PREREQUISITE: EDU 507.

**EDU 511 Methods of Research in Art** — 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, manual and computerized search strategies, collection and application of data, and the research report will be explored. This is background for the preparation of research.

**EDU 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.

**EDU 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.

**EDU 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.

**EDU 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.

**EDU/ENU 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.

**EDU 523 Assessment: Issues and Concerns for Teachers** — 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.

**EDU 525 The Gifted Child: 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.

**EDU 528 Education and the Culturally Different Student** — The life realities, needs, and aspirations of culturally different children and youth are analyzed. Sources of content will be scholarly writings, firsthand investigation, and community resources.

**EDU 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.

**EDU 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.

**EDU 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.

**EDU 541 Supervision of Instruction** — 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.

**EDU 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.

**EDU/SEU 544 Effective Secondary Education Seminar** — 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.

**EDU 546 Basic Techniques of Individualized and Small Group Instruction** — This course investigates basic procedures for individualizing instruction and for using small group instruction techniques, in particular cooperative learning, in elementary and middle school classrooms. Students will explore strategies that can be used effectively and applied realistically in classrooms. Major topics to be examined include questioning strategies, motivational techniques, thinking and problem-solving skills, individualized instruction within the larger group, and cooperative/collaborative activities in heterogeneous class groupings. Both nationally recognized systems as well as locally developed modifications of effective systems of instruction are studied and incorporated into workable designs for individual classroom teachers.

**EDU 551 Principles of Reading Instruction** — Basic learning theory and linguistic knowledge applicable to word recognition skills in reading instruction, PREREQUISITES for mastering these skills, and knowledge-level understanding regarding the evaluation of competence in decoding skills are analyzed. There is emphasis on the individual needs of culturally diverse and exceptional children.

**EDU 552 Teaching Reading in Content Areas** — This course is designed for elementary and secondary teachers and reading specialists. It examines the relationship between reading skills and student achievement in content area subjects and the processes that foster independent learners. Research-based teaching techniques and procedures geared to developing critical thinking skills are emphasized.

**EDU 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.

**EDU 555 Reading Disabilities** — Current thinking on reading disabilities, factors in multiple causation, and commonly used diagnostic and treatment procedures are covered. There is consideration of specific problems encountered in the field by class members.

**EDU 557 Foundations of Reading Comprehension** — Analysis of various definitions and theories of comprehension and their implications. Examination of intellectual functioning (memory, reasoning, predicting, drawing conclusions, critical thinking), as it relates to reading comprehension. Clarification of factors which facilitate or impede comprehension including language ability, experiential background, and motivation. Investigation of strategies, techniques, and materials useful in developing comprehension ability in reading.

**EDU 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.

**EDU 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.

**EDU 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).

**SEU 567 Curriculum of the Secondary School** — The course emphasizes critical appraisal of existing curriculum theory and practice in American secondary schools. Identification and evaluation of current trends will be discussed.

**EDU 568 Middle School 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.

**EDU 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.

**EDU 575 Clinical Practicum in Reading: Diagnosis** — This course includes supervised practice in the use of diagnostic instruments in the interpretation of results and in the preparation of diagnostic case reports. There are laboratory and class periods. PREREQUISITES: EDU 551, EDU 555, and EDU 557.

**EDU 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. PREREQUISITE: EDU 575 Clinical Practicum in Reading: Diagnosis.

**EDU 578 Comparative Education: An Analysis of International Education Systems** — 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.

**EDU 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.

**EDU 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.

## ELEMENTARY EDUCATION

**ELU 412 Curriculum for Children in Infant-Toddler Period** — Through research, discussions, and critical evaluation of programs, students learn techniques for creating an appropriate environment consistent with current developmental principles for children from birth to age three.

**ELU 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.

**ELU 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.

**ELU 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.

**ELU 524 Learning Styles and Teaching Strategies in Elementary Education** — This course covers redesign of instructional environments by exploring current research in the field, instruments for diagnosing pupils' learning styles, techniques for small group learning, and strategies for the preparation of programmed, contract, and multi-sensory learning packages.

**ELU 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.

**ELU 540 Seminar in Elementary Curriculum Development** — Theory and process in elementary curriculum development are examined. Recent trends in materials and methods are discussed.

**ELU 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.

**ELU 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.

**ELU 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. (1-3 credit hours).

**ELU 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.

**ELU 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.

**ELU 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 prerequisite course. The results of this investigation will be used as a vehicle for the development and implementation of a project that will provide a practical application of a current trend in elementary education. PREREQUISITE: EDU 569 Current Topics in Elementary Education.

**ELU 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.

#### **ELU 580 Independent Study**

**ELU 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.

## **ENGLISH**

**ENG 438 Major Modern Dramatists** — The course is a brief critical survey of British and American drama of the twentieth century with primary focus on the work of such major figures as Shaw, O'Neill, O'Casey, Miller, Williams, Albee, and Pinter.

**ENG 455 Major Modern Poets** — The course is a critical examination of the poetry of major twentieth-century British and American poets such as Crane, Eliot, Frost, Hopkins, Millay, Pound, Stevens, Thomas, Williams, and Yeats.

**ENG 457 Major Twentieth-Century American Novelists** — The important works of representative modern American novelists are studied in the contexts of contemporary cultural, intellectual, and artistic movements.

**ENG 460 Classical Influences on Literature** — The major dramatic, epic, and lyric works from the classical period with their influences upon Anglo-American literature from the sixteenth to the twentieth century are analyzed.

**ENG 470 Selected Topics in English** — This course will deal with a specific issue or area in English or a literary figure 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.

**ENG 493 The Twentieth-Century British Novel** — Comparative studies of selected works of Joyce, Lawrence, and Woolf are explored. There is an analysis of symbol and archetype as structural and thematic devices, and rhetorical comparison of elements of style.

**ENG 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.

**ENG 512 Symbol and Myth in Literature** — A critical examination of the effectiveness and significance of symbol and myth in literature is undertaken.

**ENG 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.

**ENG 526 Modern English Grammar** — The course is a detailed study of American English morphology and syntax and of the theories of morphology and syntax as expressed in the descriptive and the generative-transformational approach. PREREQUISITE: any introductory linguistics course.

**ENG 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.

**ENG 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.



**ENG 534 Studies in Middle English Literature** — Following a brief intensive period in which the students begin to acquire a reading knowledge of Middle English, selected prose and poetry written between approximately 1300 and 1500 (exclusive of Chaucer) will be studied: (1) for cultural and literary significance; (2) for techniques, genre, and styles; and (3) for artistic and aesthetic qualities.

**ENG 535 Seventeenth-Century Studies** — Special studies in selected major works of Bacon, Burton, Browne, Hobbes, Taylor, Milton, Donne, and Jonson are given special attention.

**ENG 540 Milton** — Milton's stature as a poet and thinker is discussed. Milton's shorter poems and his masterpiece, *Paradise Lost*, will be studied in the context of his complete poetry and major prose, and in the framework of his intellectual, cultural, and literary milieu.

**ENG 542 The Age of Dryden** — Literature at the beginning of England's Age of Reason, with attention to the social and intellectual milieu in the years of the Restoration and Glorious Revolution; emphasis on poetry and criticism of Dryden, and important plays of Dryden, Etherege, Wycherley, Congreve, and Otway are presented.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

**ENG 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.

## ENGLISH EDUCATION

**ENU 505 Applied Techniques in Language Instruction (Writing)** — This course focuses on the roots of composition in classical rhetoric, research into composition problems, and devices and techniques that lead to effective instruction in composition.

**ENU 507 Applied Techniques in Literature Instruction** — 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.

**ENU 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.

**ENU 521 The English Curriculum** — This course will examine curriculum development in the secondary English program, focusing especially on current theory and examples. (Designed specifically for Summer Institutes in the Teaching of Writing).

**ENU/EDU 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.

## FINE ARTS

**FAR 530 Drawing** — Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements.

**FAR 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.

**FAR 560 Painting** — This course provides for experimentation with painting media, with emphasis upon development of individual style. Repeatable up to six (6) credits.

**FAR 570 Graduate Sculpture** — This course is an advanced study in specific materials, processes, and concepts in the creation of sculptural form. Repeatable up to six (6) credits.

**FAR/ARU 575 Seminar: Individual Problems in Art** — Art-oriented problems which may include production, analysis, or response will be investigated. This course will be offered for one to three (1-3) credits per semester. It may be repeated up to six (6) credits within any student's program.

**FAR 590 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.

## FINANCE

**FIN 530 Financial Management: Theory and Practice** — This is a decision-oriented course which integrates the theory and practice of business finance. The role of the financial manager in planning for, acquiring, and utilizing funds to maximize stockholders' wealth will be emphasized. Areas to be studied include: financial analysis, working capital management, capital budgeting, investment decisions under uncertainty, financial structure and leverage, cost of capital, dividend policy, long-term financing decisions, and mergers and reorganizations. Readings, case problems, and decision-oriented reports will be completed. **PREREQUISITE:** FIN 350.

**FIN 533 Investment Management** — This course will provide the student with an understanding of the fundamentals of investment theory. The course will emphasize investment strategy and analysis by providing the students the opportunity to apply investment concepts by completing computer simulation exercises and cases. The students will have access to the Dow Jones News Retrieval Service and a portion of the student's evaluation will be based on the student's performance in an investment competition.

**FIN 571 Selected Topics in Finance** — This course will provide the student with an understanding of a variety of current topics in financial and investment management. Topics to be explored include: working capital management, financial planning, and international financial and investment management.

## FOREIGN LANGUAGES

**SPA 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.

**SPA 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 American literature, 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. **PREREQUISITE:** Graduate status or undergraduate students with a QPA of 2.50 or better based on a minimum of 12 s.h. above SPA 022, in their major field.

## GEOGRAPHY

**GEG 506 Cultural Geography of South America** — A study of the environment, major resources, and economic activities of the various ethnic groups of South America is undertaken. There are seminar discussions on the cultural contributions of each group and the problems imposed by their needs.

**GEG 510 Cultural Geography of the Former Soviet Union** — The study of the ethnic structure of the former Soviet Union, against a backdrop of environment, natural resources, occupational activity of each group in a planned economy, is undertaken. There are seminar discussions on the cultural contributions of each group to the common culture of the former Soviet Union and Western culture, generally.

**GEG 515 Cultural Geography of Southeast Asia** — Significant cultural regions of Southeast Asia from Japan and China on the east, to India and Pakistan on the west, and to the Malay Peninsula in the south are studied. This includes problems affecting the various cultures of the area: overpopulation, malnutrition, and cultural and economic isolation. The influence of rugged terrain in perpetuating cultural isolation and stagnation, and the impact of western culture, are covered.

**GEG 565 Selected Topics in Geography** — An in-depth study of a specialized area of geography is undertaken. Contents will vary from semester to semester. May be repeated up to six (6) credits.

## HISTORY

**HIS 423 The American West** — American migration from the Atlantic seaboard to the Mississippi Valley, together with Spanish and French penetrations in the West, are included in this course. The explorations, acquisition, and settlement of the Trans-Mississippi West, and the American Southwest, and evaluation of the influence of the frontier and its institutions on the total history of the United States, are discussed.

**HIS 426 The Age of Jackson** — This course covers the political, economic, social, intellectual, and military history of the United States from 1826 through the 1850s; those factors that made this period a watershed epoch in American history; the great changes that were wrought in the United States in this period, and their profound impact on the development of the nation, and the degree to which Jackson was responsible for these changes.

**HIS 438 United States History Since 1914** — The course includes an investigation of 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.

**HIS 453 Conflict and Revolution in Latin America** — This course studies the causes of the political and socio-economic chaos in the Latin American nations since their independence.

**HIS 456 Selected Topics in Medieval European History** — 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.

**HIS 462 Germany in the 20th Century** — Major cultural, intellectual, and political trends in German society in the twentieth century are studied. This includes Germany's role in World War I, the Hitler era, and the divided Germany of the Cold War period.

**HIS 501 The World Since 1945** — The course covers post-World War II reorganization and reconstruction, the United Nations, military occupation of Germany, Austria, and Japan, the decline of imperialism in Asia and Africa, the problems of the emerging nations, and the United States and Russia in the Cold War.

**HIS 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.

### **HIS 525 Independent Study**

**HIS 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.

**HIS 553 Problems and Issues in the Middle East During the 19th and 20th Centuries** — 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.

**HIS 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.

**HIS 565 The French Revolution and the Napoleonic Era** — Causes of the French Revolution and the failure of absolute government, the period of the Revolution, the Reign of Terror, the rise of Napoleon and his empire, and the Congress of Vienna are studied.

**HIS 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.

**HIS 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.

**HIS 585 History of Urban America** — The student will develop an original research paper in urban history using resource materials from government files, commercial and labor organizations, educational institutions, and other sources which are pertinent to the project in the cities selected for research. The approach is from an interdisciplinary point of view involving sociology, geography, city planning and architecture, political science, and other social sciences.

**HIS 587 History of the American Labor Movement** — A survey of the American labor movement from the colonial period to the present. Topics include factors responsible for the growth of American labor, and the basic philosophies of the early trade associations, the National Labor Union, the Knights of Labor, the American Federation of Labor, the International Workers of the World, and the Congress of Industrial Organizations. The development of American socialism, the emergence of the Socialist Party of America, and the American Communist Party are included.

## **HUMANITIES**

**HUM 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.

## **LIBRARY SCIENCE**

**LIB 431 Oral Tradition in the Library** — A study of the theory and techniques of booktalking, pre-school story times, storytelling, and creative dramatics as they apply to the library setting. Emphasis will be placed on student preparation and delivery of each of these types of oral presentation.

**LIB 440 Selected Topics in Library Science** — Topics that are of current interest in the field of librarianship will be selected for in-depth study. Course content will change each time the course is offered; therefore, the course may be taken again for credit, provided the same topic is not repeated.

**LIB 471 Information Analysis and Retrieval** — The basic principles and tools for information analysis and retrieval considered in relation to analysis, terminology control, recording of results of analysis on searching media, storage of source material, question analysis and search strategy development, conducting search, and delivery of search results are considered. The Dialog system will be used to access a variety of data bases.

**LIB 500 Methods of Research in Library Science** — The role, fundamental purposes, and principles of research in library science and related fields, including research methodologies and techniques, bibliographical searching, and skills in data collecting, analysis, interpreting, evaluating, and reporting of research are presented. Major research studies in the library field are considered.

**LIB 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.

**LIB 515 Building Multimedia Library Collections** — This course introduces the student to the philosophy, principles, and methodology of collection development and analysis. The techniques of selection, acquisition, evaluation, and management will be presented as tools which are employed to build and maintain a collection to meet the needs of the library's community. Emphasis will be placed on the development of a working philosophy which recognizes the interrelationship of principles, policy, and management.

**LIB 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.

**LIB/AVC 525 Microcomputers for Educators** — This course will examine the uses of microcomputers in education. Students will explore methodology, framework, theory, and techniques endemic to the use of microcomputers in education. Criteria for evaluating and selecting computer software and courseware are examined.

**LIB 526 Management of Automated Library Systems** — This course examines the basic systems used to automate library processes. Students will explore the selection, installation, and operation of microcomputer-based technology for material access and control, technical services, reference services, and library networks. The role of the librarian as a manager of automated systems will be emphasized.

**LIB 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.

**LIB 550 Books and Materials for Adults** — A critical evaluation and analysis of books and other library materials suited to adults is presented. Emphasis is given to reading interest and guidance; principles of selection; making library materials available to readers, professional education groups, and other organizations; and the role of the library in adult education.

**LIB/AVC 553 Development of Projected Instructional Materials** — 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 instructional overhead transparencies, slides, sound slide series, and video tape presentations. The student will be responsible for the development of projected instructional materials from the initial planning stages to the finished product.

**LIB 555 Administration of the School Library Media Center** — This course is designed to promote the activities and administration of individual building and school district media programs in the light of four functions: design, consultation, information, and administration.

**LIB 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.

#### **LIB 570 Independent Study**

**LIB 575 Seminar: Teaching Function of the Instructional Materials Center** — Study and research of the current issues and trends dealing with the integration of instructional materials in the curriculum, emphasizing the role of the instructional materials specialist as a teacher, resource, and curriculum consultant is undertaken.

**LIB 585 Seminar: Materials for Children and Young Adults** — This course deals with special problems in the development of collections for children and young people, controversial aspects of media selection, and special needs and interests of the users. Activities and content of the seminar will vary according to the specific needs of the group.

## **MANAGEMENT**

**MGM 400 Innovation and Entrepreneurship** — Theories and practices associated with business innovation and entrepreneurship; the factors that encourage or hinder; traits and roles involved; resource acquisition; and the overall management of business entry, organizational change, and innovation encouragement.

**MGM 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.

**MGM 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.

**MGM 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.

**MGM 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.

**MGM 540 Business and Society** — This course covers the interrelationship of business, government, and the individual, the emerging social issues that have developed due to this relationship, the political and legal framework, and the regulatory agencies and their impact on consumers, employees, competition, and the environment.

**MGM 541 Labor Relations** — Emphasis is placed upon the identification and analysis of the mechanics of the relationship between labor and management. The theory and environmental factors that affect the quality and content of union-management relations are also studied. Students study the history, legal and institutional framework, strike tactics, and contract administration process as they apply to management options.

**MGM 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.

**MGM 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.

**MGM 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.

**MGM 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.

**MGM 580 Organizational Theory and Behavior** — Individuals and their behavior in an organizational setting are analyzed. Theory and application with the use of behavioral models in decision-making, motivation, informal and formal groups, power and influence, conflict resolution, leadership, organizational clients, and organizational change and communication are subjects which are discussed.

**MGM 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.

**MGM 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. PREREQUISITE: Graduate Standing.

**MGM 590 Business Policy and Decision Making** — 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

**MKT 411 Marketing Communications Management** — This course considers the managerial impact of the promotional mix of advertising; public relations/ publicity; cybermarketing; direct marketing; sales promotion and personal selling; and the impact of the promotional mix on the overall marketing plan.

**MKT 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.

**MKT 570 International Marketing Management** — This course will provide the student with an understanding of marketing strategy from an international or multinational point of view. The world should be viewed as a marketplace, with a resulting need for familiarity with environmental differences which require the adaptation of different marketing strategies from nation to nation. Focus will be on marketing management problems, techniques, and strategies within a framework of international marketing, and understanding world cultures and economic conditions which affect a firm's target and marketing mix decisions.

**MKT 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. PREREQUISITE: MKT 550 Marketing Strategies and Planning.

## MATHEMATICS

**MAT 431 Topology I** — Basic topological concepts are discussed: topologies and neighborhood systems, open and closed sets, accumulation points and closures, bases and sub-bases for a topology, separation and connectedness, nets, continuous functions, product and quotient spaces, metric and pseudo-metric spaces, and metrization.

**MAT 473 Partial Differential Equations** — Equations of first order, Hamilton-Jacobi Theory, the Cauchy Problem, the Dirichlet and Neuman problems, Existence Theorems, Green's Functions, equations of mathematical physics, and integral equations are studied. PREREQUISITE: an introductory differential equations course.

**MAT 500 Discrete Mathematical Foundations of Computer Science** — This course is designed for students accepted into the CIS program having little or no background in discrete mathematics. It is expected that most students entering the program will have the necessary background and will not take this course. With few exceptions, MAT 500 or its equivalent is a prerequisite to other course work for this degree. Topics to be covered include concepts in discrete mathematics relevant to computer science, such as sets, functions and relations, infinite sums, recurrent problems, integer functions, discrete probability, and combinatorics. PREREQUISITES: permission of the CIS Department Graduate Committee following a review of the student's CIS and mathematics preparation. Credit toward the M.S. degree in CIS will not be granted for this course unless enrollment is approved by the CIS Department Graduate Committee.

**MAT 501 Research Seminar** — Each student in this seminar will pursue the study of some mathematical topic, such topic to be an outgrowth of some sequence of courses in her/his degree program. This seminar is required of all students who do not elect to write a thesis, and it is to be taken near the end of the degree program.

**MAT 503 Thesis** — This course is arranged through the department chairperson, and may be taken for up to six (6) semester hours by students in the M.A. program in mathematics. Credit will be granted only upon completion of the thesis.



## PHYSICS

**PHY 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 PHY 319. A student may not enroll in this course if he/she has successfully completed PHY 319. PREREQUISITE: PHY 110, PHY 316.

**PHY 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 PHY 360. A student may not enroll in this course if he/she has successfully completed PHY 360. PREREQUISITES: PHY 312.

**PHY 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 PHY 362. A student may not enroll in this course if he/she has successfully completed PHY 362. PREREQUISITE: PHY 360 OR PHY 470.

**PHY 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 PHY 364. A student may not enroll in this course if he/she has successfully completed PHY 364. PREREQUISITE: PHY 360 or PHY 470.

## PUBLIC ADMINISTRATION

**POL 425 Public Policy Analysis** — This course will study 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.

**POL 435 Technology and Contemporary Politics and Society** — This course examines the impact of technology on contemporary politics and political and social structures. Attention is focused on the computer revolution in information processing and on techniques of genetic manipulation. The course also includes discussion of public policy issues related to these technologies and questions of technology assessment and control.

**POL 465 Administrative Law** — An analytical study of the law dealing with powers, procedures, and judicial review of administrative agencies of government is undertaken. Emphasis will be placed upon federal agencies and procedures.

**POL 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.

**POL 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.

**POL 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.

**POL 516 Administrative and Organizational Theory** — Administrative and organizational theory within a framework emphasizing conceptual approaches are analyzed. Both public and private organizations are studied.

**POL 517 Public Personnel Administration** — 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.

**POL 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.

**POL 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 renewed. However, focus is on systematic methods of program evaluation such as benefit cost analysis, statistical applications, the structure of evaluation research, and decision analysis. PREREQUISITE: POL 509 or permission of the instructor.

**POL 562 Community Politics: Urban, Suburban, Rural** — This course focuses attention on the role 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.

**POL 580 Independent Study in Public Administration** — Independent reading and/or research is undertaken under the supervision of a member of the graduate faculty in an area of public administration of special interest to the student.

## PSYCHOLOGY

**PSY 429 Behavior Modification Procedures** — Topics in this course include behavioral analysis, relaxation training, and systematic desensitization, assertiveness training, phobias, depression, sexual dysfunction, marital therapy, anxiety, habit disorders, child rearing, and others.

**PSY 431 Health Psychology: Biopsychosocial Factors in Health and Illness** — Health psychology is the scientific study of behaviors that relates to health enhancement, disease prevention and management, and rehabilitation. This course will examine the biological, psychological, and social factors in health and illness. The course is organized into three parts: foundations of health psychology, biopsychosocial factors in health, and biopsychosocial factors in illness. Health psychology is both an applied field and a basic research field. Accordingly, scientific accomplishments are examined as they impact on clinical application. PREREQUISITE: PSY 011.

**PSY 432 Human Neuropsychology** — This course will consider aspects of the relationships 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 on 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. PREREQUISITE: PSY 011 or permission of the instructor.

**PSY 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. PREREQUISITE: CPY 511 Inferential Statistics and Research Design

**PSY 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.

**PSY 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.

**PSY 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.

**PSY 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.

**PSY 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.

**PSY 536 Individual Testing and Assessment** — The theory and practice of individual assessment of intelligence, and skills for administering and interpreting individual intelligence tests from pre-school through adult levels are studied. Administering, scoring, interpreting scores, and reporting results are included.

**PSY 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.

**PSY 546 Psychopathology** — Abnormal behavior including the functional and organic psychoses, the neuroses, psychosomatic disorders, personality disorders, criminal behavior, mental retardation, and temporary reactions to stress are studied. Causes, characteristics, and treatment from the perspective of major theoretical positions in clinical psychology are examined.

**PSY 557 Organizational Behavior** — Theories and research of individuals and their behavior in private and public organizations. Structural, process, and human perspectives with applications are examined. Research methods, interpersonal perception, communication, groups, motivation, conflict, problem solving, decision making, leadership, organizational and individual health, and organizational change are considered.

**PSY 565 Theories of Learning** — A survey of recent and current studies concerning theories of learning is undertaken. Attention is given to those theories and resultant research involved with new media, new technology, and new approaches to the curriculum.

## RELATED ARTS

**RAR 511 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.

**RAR 551 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.

## SCIENCE EDUCATION

**SCI 514 Life Sciences in the Elementary and Middle School Curricula** — Basic information on biological facts, concepts, and techniques are discussed. Emphasis is on enabling the elementary and middle school teachers to plan and implement instruction in the life sciences.

**SCI 517 The Earth Sciences as Studied in the Elementary and Middle School Curricula** — This course covers basic information concerning the study of the planet Earth and concepts, principles, and their practical applications as they affect the elementary and middle school study of the Earth.

**SCI 519 The Concepts of Energy as Studied in the Elementary and Middle School Curricula** — Basic information concerning the science of energy, and concepts, principles, laws, and their practical application as they affect the primary and middle school science curricula are presented.

**SCU 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.

**SCU 523 Techniques in Environmental Education** — Techniques for teaching population biology, ecosystem analysis, detection of pollutants, and the development of an environmental ethic are discussed.

**SCU 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.

## SOCIAL STUDIES EDUCATION

### SSC 526 Guided Research Project

**SSU 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.

**SSU 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.

## SOCIOLOGY

**SOC 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.

**SOC 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.

**SOC 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.

## SPECIAL EDUCATION

**SPU 511 Teaching the Exceptional Child in the Regular Classroom** — This course provides an intensive introduction to the study of exceptional learners in inclusive environments. Basic characteristics and needs of special populations will be identified and explored. Emphasis will be placed on extending principles of learning, intellectual, social, emotional and physical development to exceptional individuals in integrated schools. Course content objectives will be accomplished through a variety of class activities including lectures, videotapes, and individual assignments.

## TELECOMMUNICATIONS

**TVR 460 Selected Topics: Current Methods in Telecommunications** — An in-depth examination of the state-of-the-art in some aspect of telecommunications. The course content will normally change each time the course is offered. Both the theoretical foundations and professional applications of the topic will be covered. The course is intended for Telecommunications majors and professionals working in the field. It may be repeated for credit to a maximum of six (6) credit hours, provided that the same topic is not repeated.

**TVR 500 Telecommunications Research** — Research tools and techniques applied to current issues in telecommunications are examined. Students follow an individually designed reading program, make class presentations, and develop a major thesis prospectus or program treatment.

**TVR 503 Thesis** — The student has the choice to produce a traditional research paper or a creative project (6 credit hours).

**TVR 505 Video Scriptwriting** — An intensive examination of the process of writing scripts for video productions. Students will write a variety of scripts in different formats, including television commercials and public service announcements, and corporate video programs. PREREQUISITE: TVR 502 or permission of the instructor.

**TVR 510 Television Production Workshop** — This course is an introductory television production workshop for people in any field of endeavor who wish to learn how to develop their own television productions.

**TVR 511 Advanced TV Production Workshop** — This is an advanced production course emphasizing single-camera production. Students will refine their production skills and explore various aspects of media aesthetics. PREREQUISITE: TVR 510 or permission of the instructor.

**TVR 520 Seminar in Telecommunications Programming** — An intensive examination of the principles and practices of telecommunications programming and case studies of various facilities is undertaken.

**TVR 530 Interactive Telecommunications** — The various forms of interactive telecommunications systems, their technology, potential benefits to society, cost effectiveness, and potential for widespread use are examined.

**TVR 540 Seminar in Telecommunications Law** — This course is an examination of the laws governing the electronic mass media, including non-broadcast television and the policy-making process by which those laws are formed and administered.

**TVR 550 Seminar in Telecommunications Administration** — This course is designed to study levels of management found within the various telecommunication systems, with comparative analysis of the functions, structure, and organization of the various systems. Case studies in personnel, marketing, programming, accountability, and management are presented.

**TVR 560 Seminar in Corporate Telecommunications** — A comprehensive examination of how the video department operates within an organization, how instructional programs are planned, produced, and evaluated, and how advanced delivery and production technologies are changing the profession.

**TVR 570 Independent Study** — The student can pursue an area of interest under faculty direction. The student will develop an appropriate creative product such as a research paper, case study, or television production. Repeatable up to a total of six (6) credit hours.

**TVR 580 Selected Topics in Telecommunications** — This course is an in-depth study of telecommunications topics of current interest. The course content will normally change each time the course is offered. The course may be repeated for a maximum of six (6) credit hours, provided that the same topic is not repeated (*1-3 contact hours, 1-3 credit hours*).

**TVR 590 Internship in Telecommunications** — This is a semester of observation and experience in the management of a telecommunication system such as a broadcast station, cable TV system, or a corporate TV facility. Permission of instructor is required.

**TVR 595 M.S. Colloquium I** — A required seminar for graduate students in telecommunications. As a complement to class discussions, students engage in a directed reading program to gain an understanding of the current state of the telecommunications industry, including appropriate areas for research. Meets for one hour each week (1 credit hour).

**TVR 596 M.S. Colloquium II** — A required seminar for graduate students in telecommunications. Through class discussions and their own exploratory efforts, students determine a specific research topic for thesis research. Meets for one hour each week. PREREQUISITE: TVR 500 M.S. Colloquium I (1 credit hour).

**TVR 597 M.S. Colloquium III** — A required seminar for graduate students in telecommunications. Through class discussions and their own research efforts, students prepare a detailed thesis prospectus for approval by appropriate thesis directors. Meets for one hour each week. PREREQUISITES: TVR 500, M.S. Colloquium I and II (1 credit hour).

# Graduate Faculty

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## ACCOUNTING AND GENERAL BUSINESS

- A. Charles Clark**, Associate Professor of Accounting and Finance  
B.A., M.A., University of Manchester, England; Chartered Accountant
- Mark Dinger**, Associate Professor of Accounting and Finance  
B.S., Shippensburg University; M.B.A., Lehigh University
- Philip R. Evans**, Associate Professor of Accounting and Finance  
B.S., King's College; J.D., University of Miami
- Thomas Grant**, Assistant Professor of Accounting  
B.S., Villanova University; M.B.A., Drexel University; Certified Management Accountant
- Keshav Gupta**, Associate Professor of Finance  
B.S., M.B.S., University of Allahabad; M.B.A., Ph.D., University of Pittsburgh
- Jonathan Kramer**, Associate Professor of Finance, Accounting and Finance  
B.S., Pennsylvania State University; M.B.A., Villanova University; Ph.D., Lehigh University
- Norman C. Sigmond**, Assistant Professor of Accounting and Finance  
B.S., Philadelphia College of Textile and Science; M.B.A., LaSalle University
- David D. Wagaman**, Associate Professor of Accounting and Finance  
B.S., Kutztown University; M.S., Drexel University; Certified Public Accountant
- Ronald L. Werley**, Associate Professor of Accounting and Finance  
B.A., Muhlenberg College; M.A., Johns Hopkins University; M.S., Northeastern University;  
Certified Public Accountant

## ANTHROPOLOGY AND SOCIOLOGY

- Allen Fanger**, Professor of Anthropology  
B.A., M.A., Ph.D., Syracuse University
- Christine M. Lemieux**, Assistant Professor of Anthropology  
B.A., Pennsylvania State University; M.A., Ph.D., University of Pennsylvania
- Peter R. Miller**, Associate Professor of Anthropology  
B.A., M.A., Syracuse University
- David M. Tavakoli**, Associate Professor of Sociology  
B.A., University of Teheran; M.A., Roosevelt University; Ph.D., University of Minnesota
- David Webb**, Associate Professor of Anthropology  
B.A., Cornell University; M.A., Ph.D., University of Chicago

## ART EDUCATION AND CRAFTS AND FINE ARTS

- Susan Allport-Schneider**, Associate Professor of Art Education & Crafts  
B.S., Kutztown State College; M.Ed., Ed.D., Temple University
- Nicholas N. Bowen**, Associate Professor of Fine Arts  
B.F.A., Kutztown State College; M.F.A., Rochester Institute of Technology
- Mary F. Burkett**, Professor of Art Education and Crafts  
B.S., Indiana University of Pennsylvania; M.Ed., University of Pittsburgh;  
Ph.D., Pennsylvania State University
- James F. L. Carroll**, Professor of Fine Arts  
B.A., M.A., University of Northern Colorado; M.F.A., University of Colorado
- James G. Chaney**, Associate Professor of Art Education and Crafts  
B.A., St. Fidelis College; M.F.A., Kent State University
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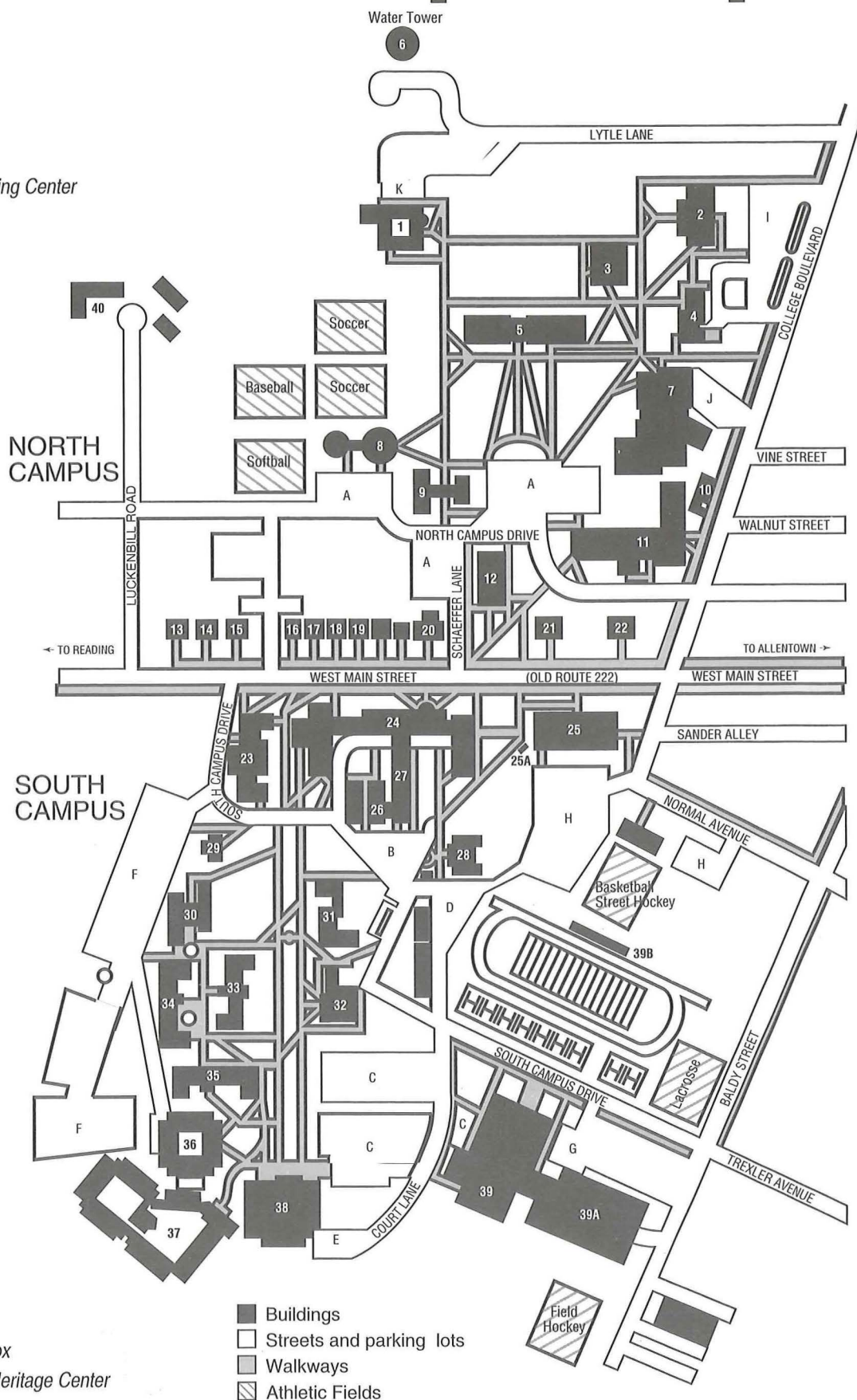


# Kutztown University

## Campus Map

### Directory

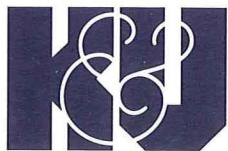
1. Lytle Hall
2. Beekey Education Building
3. deFrancesco Building
4. Rickenbach Research and Learning Center
5. Rohrbach Library
6. Water Tower
7. Student Union Building
8. Grim Science Building
9. Boehm Science Building
10. Communication Design Building
11. Sharadin Building
12. Schaeffer Auditorium
13. Lutheran Center
14. Admissions Center
15. Education House
16. Maple Manor
17. Wiesenberger Alumni Center
18. Boxwood House
19. Christopher House
20. Graduate Center
21. President's Home
22. Poplar House
23. Rothermel Hall
24. Old Main
25. Lawrence M. Stratton Administration Center
- 25A. Information Center
26. Health Center
27. Georgian Room of Old Main
28. Risley Hall
29. John B. White House
30. Schuylkill Hall
31. Beck Hall
32. Deatrick Hall
33. Berks Hall
34. Lehigh Hall
35. Johnson Hall
36. Bonner Hall
37. University Place
38. South Dining Hall
39. Keystone Hall
- 39A. Keystone Field House
- 39B. University Stadium and Press Box
40. Pennsylvania German Cultural Heritage Center



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**KUTZTOWN  
UNIVERSITY**



*A Member of Pennsylvania's State System of Higher Education*