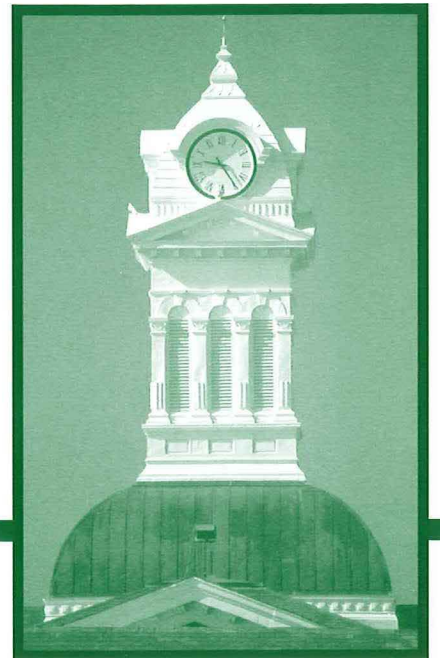


If you are unable to access the information in the Kutztown University Graduate Course Catalog, please contact the Graduate Studies Office at 610-683-4220.

# 2001-2003 Graduate Catalog

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*Kutztown University of Pennsylvania*

## **REGULATIONS SUBJECT TO CHANGE**

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

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

The provisions of this catalog are not intended to create any substantive rights beyond those created by the Commonwealth of Pennsylvania and are not intended to create, in and of themselves, any cause of action against 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 August, 2001.**

*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.*

# Welcome to the College of Graduate Studies

In *The Republic*, Plato writes, "The direction in which education starts a man will determine his future life." Today, to better reflect our own millennium, we might amend this axiom to read, "Education opens new directions throughout each person's life." For our information age is characterized by continuous change, and in this context education must be continuous as well. New challenges — economic fluctuations, corporate mergers and downsizing, mandated increases in credentialing — can create opportunities for professional and personal growth.

To help members of our regional community respond to these opportunities, the College of Graduate Studies of Kutztown University is pleased to offer over twenty masters programs across a wide range of disciplines: counseling, computer and information science, telecommunications, English, business administration, public administration, library science, and a number of elementary and secondary education areas.

Our graduate faculty, accomplished experts in their fields, take pride in the high quality of their courses and programs, and in the strong individual attention and mentoring that each student receives in and out of the classroom. Moreover, many students have opportunities to work with faculty on research and scholarly projects. Graduate study focuses on developing each student's analytical abilities, knowledge base, and independent judgment, with the intended result of enhancing the student's expertise and professionalism in his or her field.

Each student in these programs is supported also by an academic advisor and by the staffs of the academic department and the graduate college, all of whom are available on a regular basis and dedicated to student success. The Graduate Student Association and a chapter of the national graduate honor society Alpha Epsilon Lambda strengthen the student-centeredness of graduate programs. Comfortable facilities and up-to-date technology complement this personal support.

Welcome, then, to the College of Graduate Studies of Kutztown University. We look forward to working with you to help you achieve your learning and professional goals.



Charles Cullum, Ph.D.  
Dean



# Kutztown University Graduate Catalog 2001 - 2003

## **ACCREDITATION**

The University is accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the National League for Nursing, the Council for Social Work Education, the National Association of Schools of Music, the National Association of Schools of Art and Design, the Pennsylvania Department of Education, and the State System of Higher Education. The University is also approved for membership eligibility by the American Association of University Women.

KUTZTOWN, PENNSYLVANIA 19530

# KUTZTOWN UNIVERSITY

## 2001 - 2002 CALENDAR

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### FALL SEMESTER — 2001

Classes Start — 6:00 PM .....	Monday, August 27
Saturday Classes Start .....	Saturday, September 1
Graduate Late Registration .....	Saturday, August 25; Tuesday, August 28 – Wednesday, August 29
Labor Day Holiday .....	Monday, September 3
Follow Monday Schedule .....	Tuesday, September 4
Columbus Day Holiday .....	Monday, October 8
Mid Term .....	Friday, October 19
Thanksgiving Recess: Begins — 6:00 PM .....	Wednesday, November 21
Ends — 8:00 AM .....	Monday, November 26
Last Day of Regular Classes .....	Friday, December 7
Final Examinations: Begin .....	Monday, December 10
End .....	Friday, December 14
Last Saturday Class and Exams .....	Saturday, December 15
December Commencement .....	Saturday, December 15
Last Day of Semester .....	Saturday, December 15

### SPRING SEMESTER — 2002

Classes Start — 8:00 AM .....	Tuesday, January 22
Graduate Late Registration ...	Saturday, January 19; Tuesday, January 22 - Wednesday, January 23
Saturday Classes Start .....	Saturday, January 26
President's Holiday .....	Monday, February 18
Follow Monday Schedule .....	Tuesday, February 19
Mid Term .....	Friday, March 15
Spring Recess: Begins — Close of Classes .....	Friday, March 22
Ends — 8:00 AM .....	Tuesday, April 2
Follow Monday Schedule .....	Wednesday, April 3
Last Day of Regular Classes .....	Friday, May 10
Final Examinations: Begin .....	Monday, May 13
End .....	Friday, May 17
Last Saturday Class and Exam .....	Saturday, May 18
May Commencement .....	Saturday, May 18
Last Day of Semester .....	Saturday, May 18

### SUMMER SESSION — 2002

#### SESSION I

Begins — Class held Friday, June 28 .....	Monday, June 3
Ends .....	Wednesday, July 3

#### SESSION II

Begins .....	Monday, July 8
Ends .....	Thursday, August 8

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Secondary Education  
English  
Mathematics and CIS  
Anthropology/Sociology  
Modern Language Studies

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# Graduate Degree Programs

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## **Master of Arts**

- Counseling Psychology
  - Agency Counseling
  - Marital and Family Therapy
- English

## **Master of Science**

- Computer and Information Science
- Telecommunications

## **Master of Education**

- Art Education
- Elementary Education
- Instructional Technology
- Reading Specialist
- 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**

- Business Administration

## **Master of Public Administration**

- Public Administration

## **Master of Library Science**

- Library Science

Inquiries regarding graduate programs and admissions will be answered promptly if addressed to:  
College of Graduate Studies, Kutztown University, Kutztown, Pennsylvania 19530.  
e-mail: [graduate@kutztown.edu](mailto:graduate@kutztown.edu)

# 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.

## VISION STATEMENT

Kutztown University will serve the Commonwealth as a dynamic, technologically advanced, collaborative, learning-centered public university. Kutztown University will be accessible to Pennsylvanians and others, sensitive to the need for diverse backgrounds in its faculty, staff, students and community, accountable to its many constituencies, and actively engaged in the continuous improvement of its programs and services. Above all, Kutztown University will prepare graduates to succeed in a global economy, to contribute to the economic and social well-being of the state and nation, to assume active roles in their communities and to lead productive and meaningful lives.

## 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 (16 miles) from Reading and Allentown, PA, along U.S. Route 222. 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 January 8, 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 135th 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).

The Department of Counseling and Human Services is the only academic department offering exclusively graduate courses and degrees. 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 in marital and family therapy. The Master of Education (M.Ed.) is offered in three tracks: Secondary Education in Counseling, Elementary Education in Counseling, and Student Affairs.

In addition, the University offers the Master of Arts degree in English 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 state-of-the-art library houses collections of books, periodicals, pamphlets, newspapers, maps, microforms, non-print media, and numerous electronic resources. At present the collection consists of more than 492,117 volumes, representative federal and state documents, 45,000 maps, approximately 10,000 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 reference resources 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.

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 & Technology 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, inter-library loan services, document delivery sources, vision enhancement services, and electronic reference service.

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**

Kutztown University has a Gigabit Ethernet backbone across campus, providing high speed network connectivity both to on-campus servers as well as the Internet. Internet access is supplied via OC3 connections to the State System of Higher Education Wide-Area Network (SSHENet II), which now also features connectivity to Internet 2 for research purposes. Full-time faculty and staff, as well as primary labs for students, all have high-end, modern PC's and Macs, replenished on a cyclical lease program. Numerous SUN, HP, and other servers provide specialized services ranging from e-mail (Sun Internet Mail Server with Netscape Messenger as the most commonly used client), web services, academic servers, compilers, ftp services, etc. Administrative computing services are in the process of migrating from legacy Unisys-based programs at KU to a new SAP web-based shared administrative system physically operating in Harrisburg. In addition to the several primary public student labs on campus, there are many discipline-specific computing labs operated by various colleges and departments. All residence halls are completely wired as Ethernet "port-per-pillow" and also have several computing labs for resident students. The ever-increasing distance education needs of faculty and students are handled through a combination of University-based systems and a State System distance education service center.



## 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 Pennsylvania State Employees Credit Union (PSECU). 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.

To receive the *"KU Card."* after you are accepted, go to the New Students Programs Office, which is located in the Student Union Building (SUB) Room 264, between the hours of 8:00 AM - 4:00 PM (Monday - Friday). If you 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.

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 Catalog*. 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, forming realistic personal goals, and developing an attitude of personal responsibility.

**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 matriculated students at Kutztown University are required to submit a health record and required to pay a health service fee. During the fall and spring semesters, the Health & Wellness Center is open from 7:00 AM to 11:00 PM, 7 days/week. The clinic is staffed by a full-time and part-time professional nursing staff, and part-time physicians are available by appointment during the weekdays. A “self-care” station is available for those seeking over-the-counter medications, and students can be seen by a nurse for evaluation and treatment by appointment or as a “walk-in.” Any service provided in the clinic including physician visits and stock medications is provided at no additional cost to the students. For additional information about the Health & Wellness Center, please call (610) 683-4082 or review the web site [www.kutztown.edu/admin/healthcenter](http://www.kutztown.edu/admin/healthcenter). The Health & Wellness Center will send a graduate health record to you. Graduate students may choose to “waive” submission of a completed health record and immunization form. To obtain a waiver form, contact the Health & Wellness Center at (610) 683-4082 during the weekdays between the hours of 8:00 AM to 12:00 noon and 1:00 to 4:30 PM. The waiver form only exempts the student from submitting the health record and immunization form.

**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 based on a letter of verification from the disabilities office.

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, 215 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 "Focus" interactive software. In addition, **College Central**, our jobs and resumé database, is available to assist candidates in the job search process. For additional information contact: **Office of Career Services, 119 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, is on duty 24 hours a day to take calls for the **campus emergency number (610) 683-4001; or from the red emergency telephones located throughout the campus.** The non-emergency number is (610) 683-4002.

**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

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## MISSION AND COMMITMENT

The basic commitment of the Graduate College of the University is to the 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 one hundred 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 in marital and family therapy in cooperation with the Department of Psychology.

**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 Graduate Office.

## 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, attained a graduate quality point average in the upper 35% of all graduate students currently enrolled at the University, and provided 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 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 WEBSITES

**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 admissions 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  
2211 Mack Boulevard  
Allentown, PA 18103  
TELEPHONE: (610) 791-5320  
FAX: (610) 791-5321  
sadmin@fast.net

Graduate Record Examinations  
Educational Testing Service  
Box 6000  
Princeton, NJ 08541-6000  
TELEPHONE: 1-800-GRE-CALL  
FAX: (610) 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  
2211 Mack Boulevard  
Allentown, PA 18103  
TELEPHONE: (610) 791-5320  
FAX: (610) 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.).

**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  
2211 Mack Boulevard  
Allentown, PA 18103  
TELEPHONE: (610) 791-5320  
FAX: (610) 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 office via e-mail address: [graduate@kutztown.edu](mailto:graduate@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.  
International Student Advisor  
113 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). 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 "Conditional 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, Room 110, Old Main.

***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 given by the Dean of the College of Graduate Studies.

Newly admitted graduate students seeking a second master's degree from Kutztown University should report to the Graduate Office (*Room 110, Old Main*) 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 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 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. 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 staff coordinates the admission process for all applicants to graduate programs of the University. The Graduate Office is located in Room 110, Old Main. All communications regarding the application process should be addressed to:

College of Graduate Studies  
110 Old Main      **(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 ***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.

Applications for all majors except counseling programs are accepted and reviewed on a rolling basis; there are no deadlines.

The following deadlines are applicable to students applying to the counseling programs:

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

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

**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 Form* is required.
- 2) **Scaled 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 Form* is required.
- 2) **Scaled 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/Student ID 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 \$35.00 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 (two for MBA) 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 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) **Resumé:** All applicants are **strongly encouraged** to submit a copy of their professional resumé. 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 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*. **The applicant's transcript may be mailed directly to Kutztown University if applying on-line. Kutztown University graduates do not need to submit a transcript.**

**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** — Transcripts of the GRE or GMAT 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	\$256/credit hour
Non-residents	\$420/credit hour
Health Center fee	\$5.00/credit hour ( <i>not applicable to courses taken off campus</i> )
Instructional Equipment fee	
PA residents	\$25.60/credit hour
Non-residents	\$42.00/credit hour
Total tuition and fees	
PA residents	\$297.23/credit hour
Non-residents	\$477.63/credit hour

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

Application fee/Student ID Card	\$35
Late registration fee	\$25
Graduation diploma fee	\$7
Thesis binding fee	\$16.50/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 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. Inquiries should be addressed to the Graduate Dean. The graduate assistantship compensation at the time of this printing of the *Graduate Catalog* is a stipend of \$5000 and full tuition waiver for two semesters of service.

**Other Financial Aid** — Financial aid in the form of loans is available to eligible graduate students who are enrolled either full-time or half-time (*at least 6 hours*). Eligibility is determined as follows:

1. All Graduate students must be 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 of attendance. Stafford loans may then be acquired when a student becomes accepted into a master's degree program.
2. **ALL** students, who are seeking financial assistance, must file the Free Application for Federal Student Aid.

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 federal academic progress policy to be eligible for federal 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  
209 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  
104 Old Main  
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  
For the spring semester

mid-August  
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, 2000, 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
- 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. (***Candidacy DOES NOT apply to the MBA Program.***)

**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. 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.

Newly admitted graduate students seeking a second master's degree from Kutztown University should report to the Graduate Office (*Room 110, Old Main*) 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.

**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. 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 students official record at Kutztown University.

## ACT 48

Effective July 1, 2000, ACT 48 of 1999 requires all educators who hold a Pennsylvania public school certificate to complete 180 hours of continuing education every five years in order to maintain active certification. In order to remain compliant, educators must earn:

- 6 Pennsylvania Department of Education (PDE) — approved in-service credits **OR**
- 6 college credits **OR**
- 180 continuing professional education hours **OR**
- any combination of these listed

Credits or courses must be related to your area of expertise or certification as defined by the act.

If you have taken or plan to take a course or workshop which you would like to use towards this ACT 48 requirement, please refer to the Extended Learning page of Kutztown's website (<http://www.kutztown.edu/admin/registrar/act48.html>) for the online form. You can download this ACT 48 form, complete the requested information and mail or fax it to this office. If you have any additional questions, please contact the Office of Extended Learning and Community Partnerships, 125 Old Main, (610) 683-1382 or (610) 683-1362 (fax).

**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 will 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. This application may be completed by e-mail to ***cdelong@kutztown.edu***.

## 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 Catalog*. 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 Catalog*;
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 fewer 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 Catalog* (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.

## 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. Please consult the Graduate Office for current binding fees.



**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 Catalog* 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 2001 must complete all requirements for the degree no later than the end of the Summer II session of 2007. 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 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 "W." 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 Catalog* **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. 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. 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: 105 Graduate Center

Telephone: (610) 683-4204

Department Chairperson: Dr. Anita M. Meehan  
(Psychology)

Program Coordinator: Dr. Jo Cohen Hamilton

Department Office: 384 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 (GRE), an autobiography, and an interview. Applicants are notified of the date of the interview after all general admission requirements have been completed. Applicants who do not have a Psychology background will 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

**NOTE:** Applicants in the transient status are limited to **ONE** course prior to admission. All students accepted into this program must complete all requirements within **six (6) calendar years**.

The following is the course of study for this program. Acceptable substitute courses are listed in parentheses. Advisor approval is necessary for all course substitutions.

## **AREA I Required Foundation Courses (12 hours)**

PSY	546	Psychopathology
COU	518	Counseling in Community Agencies
COU	530	Fundamentals of Counseling
COU	548	Counseling Theories Seminar ( <u>PREREQUISITE:</u> COU 530)

## **AREA II Required Core Courses (21 hours)**

PSY	527	Developmental Psychology of Adolescence,
PSY	529	Growth and Development through Adulthood and Aging
PSY	530	Lifespan Development Psychology <b>OR</b>
PSY	525	Developmental Psychology of Childhood
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 <b>OR</b> COU 546 Group Processes)
CPY	560	Topics and Issues in Counseling Psychology (or various COU, CPY, PSY courses)

**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	429	Behavior Modification Procedures
PSY	432	Human Neuropsychology
PSY	557	Organizational Behavior
COU	519	Intercultural Issues in Counseling ( <u>PREREQUISITE</u> : COU 530)
COU	528	Seminar in Marital Therapy ( <u>PREREQUISITE</u> : CPY 544)
COU	535	Career Development and Information Services
COU	538	The Addicted Family
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 ( <u>PREREQUISITES</u> : COU 544)
CPY	581	Independent Study
CPY	599	Thesis (6 hours)
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 (Internship) 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 professional liability insurance.

**The faculty members 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.**

**NOTE:** Upon Admission, all students are given a copy of the Department Student Evaluation Policy. A copy of this policy is also on file in the Department Office.

# 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: 105 Graduate Center**

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

**Department Chairperson: Dr. Anita M. Meehan**  
(Psychology)

**Program Coordinator: Dr. Thomas A. Seay**

**Department Office: 386 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 ALL other general admission requirements have been completed. Applicants who do not have a Psychology background will 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

**NOTE:** Applicants in the transient status are limited to one course prior to admission.

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

The following is the course of study for this program. Acceptable substitute courses are listed in parentheses. Advisor approval is necessary for all course substitutions.

## **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.

**AREA III Group Therapy (3 hours)**  
 CPY 540 Group Counseling and Psychotherapy **OR** COU 546 Group Processes  
 (PREREQUISITE: COU 530)

**AREA IV Diagnostics, Evaluation, and Research (6 hours)**  
 EDU 507 Educational and Psychological Tests and Measurement **OR**  
 PSY 512 Psychological Testing and CPY 511 Research Design, Statistics  
 (PREREQUISITE: PSY 512)  
 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 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 professional liability insurance.

**The 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.**

**NOTE:** Upon admission, all students are given a copy of the Department Student Evaluation Policy. A copy of this policy is also on file in the Department Office.



# The Master of Arts Degree in English

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**Department Chairperson: Dr. Elaine Reed**  
**Department Office: 205 Lytle Hall**  
**Telephone: (610) 683-4353**

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

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	Early and Medieval English Literature
English Renaissance to 1660	English Restoration through the 18th Century
19th-Century English Literature	American Literature to 1860
American Literature Since 1860	20th-Century British Literature
Literary Criticism and Comparative 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 Science Degree in Computer and Information Science

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Department Chairperson: William E. Bateman  
Department Office: 230 Lytle Hall  
bateman@kutztown.edu  
lyoder@kutztown.edu  
Telephone: (610) 683-4410  
Fax: (610) 683-4765

Hours: 30 or 36  
Thesis: Optional

1. **Candidates** for the MS degree in Computer Science must complete a total of 30 credits. A candidate must complete all degree requirements for the MS within six (6) calendar years after his or her acceptance into the program.
2. **There is no thesis requirement**, but students for the MS must pass a comprehensive exam. Comprehensive exams are given the first week in December, May, and August.
3. **CORE:** Students must take at least seven (7) of the following eight (8) courses.

CIS 520	Object Oriented Programming
CIS 521	Web-Based Programming
CIS 525	Principles of Compiler Design
CIS 547	Artificial Intelligence
CIS 550	Information Systems I
CIS 551	Information Systems II
CIS 556	Database Management Systems I
CIS 557	Database Management Systems II

4. **ELECTIVES:** Students may take no more than three (3) of the following courses.

CIS 411	Local Area Networks
CIS 426	Computer Architecture
CIS 451	Systems Programming and Administration with UNIX
CIS 471	Data Communications
CIS 480	Special Topics in Computer Science
CIS 502	File Management Techniques
CIS 510	Operating Systems

## Certificate Programs in Computer and Information Science

1. **Certificate in Information Systems.** Awarded upon request for the successful completion of CIS 520: Object Oriented Programming, CIS 550: Information Systems I, and CIS 551: Information Systems II.
2. **Certificate in Database Systems.** Awarded upon request for the successful completion of CIS 556: Database I, CIS 557: Database II, and CIS 521: Web-Based Applications Programming.
3. **Certificate in Information Technology.** Awarded upon request for the successful completion of CIS 451: Systems Programming and Administration with UNIX, CIS 471: Data Communications, and CIS 521: Web-Based Applications Programming.

# 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 electronic mass 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. 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. Susan Allport-Schneider**  
**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:

OPTION I			OPTION II		
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
EDU 503	Thesis	3			
		10			15
Electives		20/21	Electives		15
		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
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

Please check with your advisor concerning the appropriate PRAXIS testing.



# The Master of Education Degree in Elementary Education\*

**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 Micromputers 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

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 the chair of the Elementary Education department or your advisor. 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 452	Current Trends in Reading Instruction	<b>OR</b>
	EDU 551	Principles of Reading Instruction	<b>OR</b>
	EDU 552	Teaching Reading in Content Areas	<b>OR</b>
	EDU 557	Foundations of Reading Comprehension	
Math	ELU 542	Integration of Mathematics for Elementary Schools	<b>OR</b>
	MAU 415	Learning and Teaching Mathematics	<b>OR</b>
	MAU 425	Middle School Mathematics	<b>OR</b>
	MAU 574	Seminar in Mathematics Education for Elementary Teachers	
Language	ELU 519	Teaching Writing to Children	<b>OR</b>
Arts	ELU 548	Contemporary Themes in Children's and Adolescent Literature	<b>OR</b>
	ELU 560	Seminar in Language Arts Instruction	
Social Studies	ELU 518	Strategies for Outdoor Education	<b>OR</b>
	ELU 570	Seminar in Elementary Social Studies Instruction	

\* 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.

Science	ELU	518	Strategies for Outdoor Education <b>OR</b>
	ELU	587	Resource Materials in Elementary Science <b>OR</b>
	SCI	514	Life Science in the Elementary and Middle School Curricula <b>OR</b>
	SCI	517	The Earth Sciences as Studies in the Elementary and Middle School Curricula
Arts	ARU	538	Arts Teaching Strategies for Atypical Learners <b>OR</b>
	ARU	581	The Teaching of Response to the Arts <b>OR</b>
	EDU	517	Relating the Arts to Education <b>OR</b>
	MUS	506	Seminar in Elementary School Music <b>OR</b>
	MUS	510	Music Listening in the Elementary School
Evaluation	EDU	523	Assessment: Issues and Concerns for Teachers
AREA II	<b>Problems of Education in Their Broad Setting</b> ( <i>minimum credit hours 3</i> )		
	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	<b>Research</b> ( <i>minimum credit hours 9</i> )	
EDU		500	Methods of Research
<b>(REQUIRED:</b> Must be taken as one of your first three courses)			
<b>OPTION: CHOOSE A OR B</b>			
<b>Option A</b>			
	EDU	503	Thesis (6 hours — see Graduate Bulletin for details)
<b>Option B</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	<b>Professional Applications</b> ( <i>minimum credit hours 3</i> )		
	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

A maximum of two (2) 400-level courses may be included towards 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 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.

Upon completion of coursework, the appropriate PRAXIS certification tests must be taken to receive certification.

# The Master of Education Degree in Instructional Technology

## Instructional Technology Specialist Certification

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**Department Chairperson: Dr. David Peterson**  
**Department Office: AV Center, Rohrbach Library**  
**Telephone: (610) 683-4271**

**Hours: M. Ed. 33**  
**Cert. 24**

These cooperative programs with East Stroudsburg University of Pennsylvania lead to a Master of Education degree (33 semester hours) and/or Pennsylvania Instructional Technology Specialist certification (24 semester hours).

With appropriate course selection, completion of the academic requirements of the Master of Education degree will also satisfy the academic requirements of Instructional Technology Specialist certification. The goal of these programs is to develop professional educators, as well as educators outside the K-12 environment (e.g., trainers in business and industry), who are proficient in the selection and implementation of instructional technologies in the K-12 school environment or workplace.

Because of the cooperative structure of the program, students may complete program courses at either Kutztown University or East Stroudsburg University.

An outline of the combined Kutztown University/East Stroudsburg University courses and specific requirements of each program are available from the department chairperson. Following is the Kutztown University course sequence. All courses are three semester hours, except the thesis. Successful completion of a comprehensive examination is a graduation requirement for the M.Ed. degree.

### Master of Education Degree in Instructional Technology

- I. Required Foundation Courses (6 credits)**
  - AVC 514 Instructional Technology
  - EDU 500 Methods of Educational Research
- II. Required Major Courses (12 credits)**
  - AVC 520 Instructional Design and Technology: Paradigms, Principles and Processes
  - AVC 525 Microcomputers for Educators
  - AVC 526 Organization and Administration of Instructional Technology Programs
  - AVC 536 Telecomputing and the Internet for Educators
- III. Electives (6 credits from the following or advisor approved related coursework)**
  - AVC 435 Distance Learning for the K-12 Educator
  - AVC 515 Word Processing and Desktop Publishing in Education
  - AVC 527 Integrating Instructional Technology into the K-12 Classroom
  - AVC 532 Integrated Video/Computer Productions for Educators
  - AVC 533 Hypermedia: A Tool for the Educator
  - AVC 547 Selected Topics in Audiovisual Communications
  - AVC 550 Multimedia for Educators
  - AVC 553 Development of Projected Instructional Materials
  - PSY 565 Theories of Learning
- IV. Required Capstone Courses (9 credits)**

**Choose either Option A or Option B**

**Option A**

  - AVC 571 Research Project I
  - AVC 572 Research Project II
  - AVC 590 Internship/Practicum in Audiovisual Communications & Technology

**Option B:**

  - AVC 503 Thesis (6 hours awarded at the completion of the thesis)
  - AVC 590 Internship/Practicum in Audiovisual Communications & Technology

## Instructional Technology Specialist Certification

### **I. Required Foundation Courses** *(9 credits)*

- AVC 514 Instructional Technology
- EDU 500 Methods of Educational Research

### **II. Required Courses** *(12 credits)*

- AVC 520 Instructional Design and Technology: paradigms, principles and processes
- AVC 525 Microcomputers for Educators
- AVC 526 Organization and Administration of Instructional Technology Programs
- AVC 527 Integrating Instructional Technology into the K- 12 Classroom

### **III. Elective** *(3 credits from the following or advisor approved related coursework)*

- AVC 435 Distance Learning for the K-12 Educator
- AVC 515 Word Processing and Desktop Publishing in Education
- AVC 532 Integrated Video/Computer Productions for Educators
- AVC 533 Hypermedia: A Tool for the Educator
- AVC 536 Telecomputing and the Internet for Educators
- AVC 547 Selected Topics in Audiovisual Communications
- AVC 550 Multimedia for Educators
- AVC 553 Development of Projected Instructional Materials
- PSY 565 Theories of Learning

### **IV. Required Capstone Course** *(3 credits)*

- AVC 590 Internship/Practicum in Audiovisual Communications & Technology

Please check with your advisor concerning the appropriate PRAXIS testing.



# 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	551	Principles of Reading Instruction
EDU	552	Teaching Reading in the Content Area
EDU	555	Reading Disabilities

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

EDU	502	Seminar in Educational and Psychological Research Pertinent to Reading
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	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 110, Old Main, (610) 683-4200.

Please check with your advisor concerning the appropriate PRAXIS testing.

# The Master of Education Degree in Elementary School Counseling

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**Department Chairperson: Dr. Margaret A. Herrick**  
**Program Coordinator: Dr. Sandra J. McSwain**  
**Department Office: 105 Graduate Center**  
**Telephone: (610) 683-4204**

**Hours: 51 Program**  
**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 **ALL** 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.

The following is the course of study for this program. Acceptable substitute courses are listed in parentheses. Advisor approval is necessary for **ALL** course substitutes.

## **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</u> : COU 530) <b>OR</b> (CPY 540 Group Counseling and Psychotherapy)
COU	548	Counseling Theories Seminar ( <u>PREREQUISITE</u> : COU 530)

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

AVC/LIB	525	Microcomputers for Educators
EDU	528	Education and the Culturally Different Student <b>OR</b> (COU 519 Intercultural Issues in Counseling <u>PREREQUISITE</u> : COU 530 <b>OR</b> SOC 545 Ethnic Minorities and Group Conflict)
ELU	540	Seminar in Elementary Curriculum Development
PSY	525	Developmental Psychology of Childhood
PSY	565	Theories of Learning
SOC	510	Deviant Behavior <b>OR</b> (PSY 546 Psychopathology)

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

EDU	507	Educational and Psychological Tests and Measurements <b>OR</b>
PSY	512	Psychological Testing and CPY 511 Research, Design, Statistics <u>PREREQUISITE</u> : PSY 512.)
EDU	508	Research Design and Statistics ( <u>PREREQUISITE</u> : EDU 507)

**AREA IV Electives (3 hours)**

*These are examples of electives, but others may be chosen after consultation with the advisor. Students with limited education background should consider EDU electives. Students with limited psychology background should consider PSY electives.*

ANT	541	Peoples and Cultures of the Third World
COU	518	Counseling in Community Agencies
COU	519	Intercultural Issues in Counseling ( <u>PREREQUISITE</u> : COU 530)
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 ( <u>PREREQUISITE</u> : CPY 544)
EDU	555	Reading Disabilities
EDU	597	Change in Education
PSY	429	Behavior Modification Procedures
HEA	430	Fundamentals of Health 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 and Middle School) ( <u>PREREQUISITE</u> : CPY 580)

The Supervised Counseling Experience Internship is 6 semester hours: No more than 3 semester hours of Internship Experience may be completed per semester; therefore, two consecutive semesters (*Fall / Spring*) of Internship 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 590 The Supervised Counseling Experience. (*Exceptions to this must be cleared by the Student's Faculty Advisor.*) Internship requires a pre-registration, permission form, professional liability insurance, Pennsylvania Child Abuse History Clearance, and a Pennsylvania Criminal Records Clearance.

**The faculty members of the Department of Counseling and Human Services reserve 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.**

**NOTE:** Upon admission, all students are given a copy of the Department Student Evaluation Policy. A copy of this policy is also on file in the Department Office.

Please check with your advisor concerning the appropriate PRAXIS testing.

# The Master of Education Degree in Secondary School Counseling

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**Department Chairperson: Dr. Margaret A. Herrick**  
**Program Coordinator: Dr. Deborah Barlieb**  
**Department Office: 105 Graduate Center**  
**Telephone: (610) 683-4204**

**Hours: 51 Program**  
**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 **ALL** 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. The following is the course of study for this program. Acceptable substitute courses are listed in parentheses. Advisor approval is necessary for all course substitutions.

## **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
		( <u>PREREQUISITE</u> : COU 530 <b>OR</b> CPY 540 Group Counseling and Psychotherapy)
COU	548	Counseling Theories Seminar ( <u>PREREQUISITE</u> : COU 530)

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

AVC/LIB	525	Microcomputers for Educators
EDU	528	Education and the Culturally Different Student <b>OR</b>
COU	519	Intercultural Issues in Counseling
		( <u>PREREQUISITE</u> : COU 530 <b>OR</b> SOC 545 Ethnic Minorities and Group Conflict)
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SOC	510	Deviant Behavior <b>OR</b> PSY 546 Psychopathology

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

EDU	507	Educational and Psychological Tests and Measurements <b>OR</b>
PSY	512	Psychological Testing and CPY 511 Research Design and Statistics
		( <u>PREREQUISITE</u> : PSY 512)
EDU	508	Research Design and Statistics ( <u>PREREQUISITE</u> : EDU 507)

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

*These are examples of electives, but others may be chosen after consultation with the advisor. Students with limited education background should consider EDU electives. Students with limited psychology background should consider PSY Electives.*

ANT	541	Peoples and Cultures of the Third World
COU	518	Counseling in Community Agencies
COU	519	Intercultural Issues in Counseling ( <u>PREREQUISITE</u> : 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 ( <u>PREREQUISITE</u> : CPY 544)
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
HEA	430	Fundamentals of Health 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 Supervised Counseling Experience Internship is 6 semester hours: No more than 3 semester hours of Internship Experience may be completed per semester; therefore, two consecutive semesters (*Fall/Spring*) of Internship 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 590 The Supervised Counseling Experience. (*Exceptions to this must be cleared by the Student's Faculty Advisor.*) Internship requires a pre-registration, permission form, professional liability, insurance, Pennsylvania Child Abuse History Clearance, and a Pennsylvania Criminal Records Clearance.

**The faculty members of the Department of Counseling and Human Services reserve 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.**

**NOTE:** Upon admission, all students are given a copy of the Department Student Evaluation Policy.  
A copy of this policy is also on file in the Department Office.

Please check with your advisor concerning the appropriate PRAXIS testing.

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

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**Department Chairperson: Dr. Margaret A. Herrick**  
**Program Coordinator: Dr. Kelley Kenney**  
**Department Office: 105 Graduate Center**  
**Telephone: (610) 683-4204**

**Hours: 42**  
**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-two (42) 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**.

The following is the course of study for this program. Acceptable substitute courses are listed in parentheses. Advisor approval is necessary of **ALL** course substitutions.

<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 (PSY 512 Psychological Testing <b>AND</b> CPY 511 Research, Design, Statistics) ( <u>PREREQUISITE</u> : PSY 512)
	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
<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*)** — An introduction to on-site professional experiences in two student affairs offices, each for seven (7) weeks *for students without student affairs experience; and, an option of one OR two sites for those with prior or present student affairs experience.* The practicum combines a 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 exposure to the goals and services provided, and make a minimal “hands-on” contribution.

The student-centered seminar will acquaint students with professional experience, broaden perspectives, and place the initial 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. **PREREQUISITE:** A minimum of 12 credits of student affairs coursework and permission of the program coordinator.

**COU 592 Field Experience II (*Internship in Student Affairs I*)** — 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 and sites listed under COU 591 I. **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.

**The faculty members 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.**

**NOTE:** Upon admission, all students are given a copy of the Department Student Evaluation Policy.  
A copy of this policy is also on file in the Department Office.



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

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**Chairperson: Dr. Kathleen A. Dolgos**  
**Department Office: 252B 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	564	Foundation of the Middle Level Learner
EDU	568	Middle Level 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). <u>PREREQUISITE:</u> 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
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### 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	Assessment: Issues and Concerns for Teachers
EDU	537	Educational Effectiveness: An Analysis of Research
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundation of the Middle Level Learner
EDU	565	Special Topics in Education
EDU	568	Middle Level 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 110, Old Main, (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: 252B 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	564	Foundation of the Middle Level Learner
EDU	568	Middle Level 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 (REQUIRED)
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	Assessment: Issues and Concerns for Teachers ( <b><i>REQUIRED</i></b> )
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundation of the Middle Level Learner
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 ( <b><i>REQUIRED</i></b> )
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 110, Old Main, (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: 252B 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 five courses is REQUIRED:***

EDU	541	Supervision of Instruction
EDU	564	Foundation of the Middle Level Learner
EDU	568	Middle Level 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 ( <b>REQUIRED</b> )
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
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### **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
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
AVC	553	Development of Projected Instructional Materials
EDU	523	Assessment: Issues and Concerns for Teachers
EDU	537	Educational Effectiveness: An Analysis of Research
EDU	564	Foundation of the Middle Level Learner
EDU	565	Special Topics in Education
EDU	568	Middle Level 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 110, Old Main, (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: 252B 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 five courses is REQUIRED:***

EDU	541	Supervision of Instruction
EDU	564	Foundation of the Middle Level Learner
EDU	568	Middle Level 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
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### 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 ( <b>REQUIRED</b> )
MAT	431, 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	Assessment: Issues and Concerns for Teachers
EDU	537	Educational Effectiveness: An Analysis of Research
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundation of the Middle Level Learner
EDU	565	Special Topics in Education
EDU	568	Middle Level 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 110, Old Main, (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: 252B 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.

EDU	541	Supervision of Instruction
EDU	564	Foundation of the Middle Level Learner
EDU	568	Middle Level 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	Assessment: Issues and Concerns for Teachers
EDU	537	Educational Effectiveness: An Analysis of Research
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
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 110, Old Main, (610) 683-4200.**

# The Master of Business Administration Degree

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**Dean: Theodore A. Hartz**  
**Dean, College of Business**  
**Department Office: 119 deFrancesco Building**  
**Telephone: (610) 683-4575**

**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

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**Department Chairperson: Dr. Robert A. Partel**  
**Graduate Coordinator: Dr. Paula Duda**  
**Department Office: 201 Graduate Center**  
**Telephone: (610) 683-4449**

**Hours: 36**  
**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-six (36) semester hours is required for receipt of the degree. All students accepted into this program must complete all requirements within **six (6) calendar years**.

<b>REQUIRED (24 hours)</b>			<b>CREDITS</b>
POL 425	Public Policy Making		3
POL 465	Administrative Law		3
POL 509	Approaches and Methods in Political Science		3
POL 515	Principles and Problems of Public Administration		3
POL 516	Administrative and Organizational Theory		3
POL 517	Public Personnel and Strategic Human Resource Management		3
POL 518	Budgeting and Decision-making		3
POL 538	Program and Policy Evaluation		3
<b>TOTAL</b>			<b>24</b>
Two Electives, At least one of which must be a POL			6
POL 503	Thesis		6
<b>TOTAL CREDITS FOR MPA</b>			<b>36</b>
<b>MPA ELECTIVES</b>			
POL 435	Technology and Contemporary Politics and Society		
POL 562	Community Politics		
POL 580	Independent Study		
<b>NEW MPA ELECTIVES</b>			
POL 571	Non-Profit Organizational Management		
POL 577	Selected Topics		

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.

Thirty (30) 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

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**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

<b>Required:</b>	LIB	011	Information Needs and Services
	LIB	313	Cataloging and Classification

## II. Graduate Course Specialization

<b>Required:</b>	LIB	500	Methods of Research (Library) (AND TWO 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

<b>Electives:</b>	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.

# **Agreement Between Millersville University and Kutztown University for Master of Arts or Master of Education in Spanish**

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Kutztown University and Millersville University have an agreement for students to obtain a Master of Arts or a Master of Education degree in Spanish. Students may take up to 12 credits at Kutztown University. Students must be admitted to graduate study at Millersville University. Millersville University will confer the degree and will maintain the official transcripts. Additional information is available by contacting the College of Graduate Studies.

# Post-Baccalaureate Certification

*(for those students desiring certification only)*

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**Contact person: Dr. Eileen Shultz**  
**Office: College of Education, 257 Beekey Building**  
**Telephone: (610) 683-4253**

**Hours: Variable**

## 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.

# 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 435 Distance Learning and the K-12 Educator** — The emphasis of the course is to prepare both pre-service and in service educators to incorporate distance education technologies, as well as teaching and learning strategies, into a learning environment. Students, with guidance from the instructor, will construct a theoretical foundation and rationale for utilizing distance learning and develop practical, hand-on skills for effectively working within a distance learning environment. The role of technology in delivering distance learning courses is examined as well as issues related to designing, organizing and managing distance education activities.

**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 503 Thesis** — Students register through the chairperson of the Department of Audiovisual Communications and Technology for three semester hours in two different semesters, or six semesters in one semester.

**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 as utilized in elementary and secondary schools. Planning, designing, operating, and effectively using these programs will be emphasized. Educational applications will also be stressed.

**AVC 520 Instructional Design and Technology: Paradigms, Principles and Processes** — The course will analyze all aspects of the instructional design process for the K-12 educator. Starting with a foundation of learning theory principles, the course will compare and contrast a number of instructional design models, determining common and unique elements, processes and strategies. Particular emphasis will be given to the role and relationship of integrating educational technologies, and the instructional development process.

**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 courseware are examined.

**AVC 526 Organization and Administration of Instructional Technology K-12 Programs** — This course involves students in the issues concerning managing technology. Organization, administration and integration of instructional technology programs at the building and district levels will be stressed.

**AVC 527 Integrating Instructional Technology into the K-12 Classroom** — The goal of this course is to prepare educators to effectively integrate instructional technologies into the K- 12 curriculum. Students will construct a theoretical foundation and rationale for integrating instructional technologies. Integration paradigms, instructional design constructs, and research findings will be emphasized.

**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).

**AVC 571 Research Project I** — Students will perform an investigation, including a comprehensive search of the literature, on two instructional technology topics. Written scholarly papers will be developed and the results of one of the investigations presented orally. This is the first in a two course sequence to be taken at the conclusion of the program in lieu of writing a thesis.

**AVC 572 Research Project II** — Students will further develop one of the topics investigated in the course "Research Project I." The results of this course will be a product that will have pragmatic application in the area of instructional technology. This is the second of the two course sequence to be taken at the conclusion of the program in lieu of writing a thesis.

PREREQUISITE: AVC 571 Research Project I.

**AVC 590 Internship/Practicum in Audiovisual Communications and Technology** — Students will function in an environment that provides professional experiences related to the student's field of interest and study. Under the supervision of a media professional, and coordination of Audiovisual Communications and Technology faculty, the student will have the opportunity to observe and experience the activities of an instructional technology media professional.

## 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.

**BUS 590 Internship in Business** — This course involves individual work study experience in an approved commercial or institutional organization. Qualified students will be placed in an organizational setting which involves his/her area of interest, provides student training and on-site learning, and which prepares the person for business practice. Students shall complete at least 150 hours of internship involvement for 3 semester hours of credit. Application should be made through the internship committee. 3 semester hours. PREREQUISITES: Completion of appropriate coursework corresponding to the internship's functional area and permission of the Internship Committee and the dean of the College of Business.

## 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 451 Systems Programming and Administration with UNIX** — This course deals with the study of the UNIX operating system, particularly, systems programming and administration. Under the former, such topics as UNIX commands, filters, shell scripts, system security, user accounts, system backup and rebooting, and associated utilities are studied. In addition, software procurement, using the WWW, and installation will be illustrated. Under the latter, such topics as file primitives and directory access, system utilities, processes, signals and signal handling, inter-process communication, semaphores, file and record-locking, sockets, and terminal manipulation are studied. Meaningful applications, including some web-based, which illustrate the topics will be given. PREREQUISITES: CIS 136

**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 480 Selected Topics in Computer Science** — An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated with a different topic. PREREQUISITE: Consent of the instructor, advisor and department chairperson.

**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** — 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 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 521 Web-Based Programming** — This course introduces the students to web-based, client/server programming. The students learn the difference between program-driven applications and event-driven applications. Using object-oriented techniques, the students will learn how to develop both the server and client side of an application. The student will learn how to use sockets and threads in establishing communication and controlling execution of their web applications. The completion of a project using all of these features is an integral part of the course. PREREQUISITES: CIS 301 or CIS 520 or the equivalent experience as determined by the instructor.

**CIS 525 Principles of Compiler Design** — 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 547 Artificial Intelligence** — 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 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 Database 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 Database 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.

## 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 current trends and issues. 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 counseling and 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 theories and strategies for counseling older adults based on counselor understanding of the relationship between demographic aspects, adult development, and aging physiological changes, psycho-social aspects, and counselor functions.

**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 specialties 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, multi-generational family systems therapy, 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 542 Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers** — This course is for teachers, novice and experienced, interested in acquiring/refining their skills in working with student teachers, professional semester students and field students. The course is designed around the basic elements of mentoring and supervising university students in clinical school assignments. The course will also include a substantive component on technology for teachers, specifically focusing on the use of computer hardware and software applied in the classroom setting. The "Life Long Learning" model of the College of Education will be emphasized through this professional development course.

**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.

**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.

**ELU 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 542 Integration of Mathematics for Elementary Schools** — This course will explore the connections between traditional contents (science, social studies, language arts, fine arts) in the elementary school with connections to mathematical concepts. The course will enable the student to pursue elementary mathematics in a holistic thematic approach within traditional elementary content subjects.

**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 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.

**WRI 400 Advanced Creative Writing** — In this course, advanced students of English and creative writing will explore their own capacity for creativity within the genres of poetry, fiction, drama, and combined forms. Students will read contemporary works and examine various writing styles consistent with the practice of contemporary writing. Further, they will develop their own prompts and methods of generating writing topics or lesson plans utilizing creative writing.

## 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 5XX Entrepreneurial Finance** — This course focuses on financial issues relevant to individuals who want to obtain capital for the purpose of starting or purchasing a business. Major topics include attracting seed and growth capital, business valuation, and harvesting techniques such as initial public offerings and management buyouts. Guest speakers from the Small Business Development Center, Edge Center, and local entrepreneurial firms bring "real world" content to the course.

**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** — This course is an advanced study of significant topics in the history of Western Europe from the collapse of the Roman Empire to the dawn of the modern era.

**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** — This course is a problem-oriented study of the Middle East during the 19th and 20th centuries which considers the inter-action 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 560 Tudor and Stuart England** — This course includes selected problems in history of church, state, and society under the Tudors and Stuarts (1485 - 1688).

**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 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** — This graduate seminar examines the economic, social, and cultural processes that have produced the urbanization of American society. The course focuses particular attention on urban class, gender, ethnic, and racial dynamics and on institutionalized efforts to mediate social conflict such as the development of urban school systems and political reform movements.

**HIS 586 Seminar in Problems and Issues in United States Racial and Ethnic History** — This graduate seminar examines the processes of migration that have resulted in the “peopling” of America. This course also analyzes the evolution of ethnicities, races, and an “American” nationality by examining the complex interplay among the diverse peoples who collectively shaped American history. Finally, the course addresses current debates about American identity.

**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. PREREQUISITE: LIB 011.

**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. PREREQUISITE: LIB 011 and one of the following: LIB 510, LIB 520, OR LIB 580.

**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. PREREQUISITE: LIB 011.

**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. PREREQUISITE: LIB 313.

**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 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 537 Management of Staffing, Training & Development** — This course will examine how to determine recruitment needs and objectives and the internal and external sources of applicants. The various aspects of the selection process will be studied along with the legal ramifications associated with that process. Training and development needs and the design of programs will be analyzed in light of an organization's goals, objectives, and strategies as well as federal legislation such as the Americans with Disabilities Act.

**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 539 Management of Employee Relations, Health, Safety and Security** — In this course, students explore two areas of human resource management in depth. The first, employee relations, encompasses discipline procedures and policies, employee-oriented communications, employee assistance programs, recognition and suggestion programs, employee and management rights, terminations, separations, transfers, retirements and layoffs, and employee commitment and loyalty. The second area, occupational health and safety, includes workers' compensation issues, the Occupational Safety and Health Act and its administration, workplace health issues such as AIDS, smoking, violence, cumulative trauma, and fetal protection, management of safety and wellness programs, and accident investigation.

**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 542 Labor Relations and the Law** — This course presents a detailed description of not only the principle and rule of labor law, but also of its historical and political context. The course takes a social science approach to labor law so that students who have little or no background in law will be able to appreciate and thereby understand its complexity. It emphasizes public labor policy and discusses how it operates rather than simply explaining the rules of law.

**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 561 Logistics and Supply Chain Strategies** — This course presents a strategic perspective of planning, organizing, and controlling activities in the three principal logistics decision areas, transportation, inventories, and facility location. Students learn about developing and executing strategies to enhance the success of the enterprise by optimizing service to customers while reducing logistics costs within the firm and throughout the supply chain.

**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 575 Innovations and Entrepreneurship** — Entrepreneurship is the pursuit of opportunity without being limited by a lack of current resources. As such, it is a mind-set that challenges the traditional systems approach of thinking with a more innovative and holistic approach, as applied to problem-solving and opportunity analysis. Entrepreneurship is a study of the theories and practices associated with business innovation. This course will evaluate the factors that encourage or hinder innovation; traits and roles involved with entrepreneurship, resource acquisition by new firms; and the overall management of business entry, organizational change, and innovation development.

**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 557 New Product Management** — This course is intended to provide an understanding of marketing decision-making for new and mature products. The course emphasizes the role of new products and their environment, strategic market planning, organizing and planning new products, the new product development process, the new product's marketing program, new service development, controlling and managing the product and service line, and the future of new product management. PREREQUISITE: MKT 550 Marketing Strategy & Planning.

**MKT 560 Marketing & Entrepreneurship** — The study of marketing techniques and strategies for small and medium enterprises (SMEs). The course will explore marketing under the following variables:

- Limited economies of scale
- Severe resource constraints
- Limited geographical presence, with limited company/product image, limited brand loyalty, limited marketing management expertise
- Decision making under even more imperfect information conditions than in larger firms. Developing a marketing plan from the perspective of the entrepreneur will be emphasized.

PREREQUISITE: MGM 400 or instructor's permission.

**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 512 Foundations of Mathematics** — This course is intended to broaden and deepen the beginning graduate student's knowledge of the foundational concept of mathematics. Topics covered are: mathematical logic, theory of sets, algebra of sets, relations and functions, ordering, equivalence classes, real numbers, and ordinal and cardinal numbers. Required of all M.Ed. mathematics majors. It is strongly recommended that this course be taken as early as possible in the graduate program.

**MAT 540 Theory of Probability** — Axiomatic probability, probability spaces, conditional probability, random variables and functions of random variables, probability distributions, sums of random variables, and the Central Limit Theorem are studied.

**MAT 545 Statistical Inference and Sampling Theory** — Random sampling, the Law of Large Numbers, estimation of parameters, Central Limit Theorem, confidence intervals, regression analysis, sampling from a normal population, and testing hypotheses are studied. PREREQUISITE: a previous course in probability or statistics.

**MAT 550 Foundations of Geometry** — Foundational aspects of geometry, postulational systems and their properties, Euclidean geometry from both the metric and the synthetic viewpoints, finite geometries, non-Euclidean geometries, and geometric transformations are studied.

**MAT 561 Algebra I** — Mappings and relations, concepts of lattices and categories, basic properties of monoids, semi-groups and groups, homomorphisms and isomorphism, study of various group structures and their properties, homomorphism and isomorphism theorems, groups with operators, normal series, direct products of groups, and category of groups are covered.

**MAT 562 Algebra II** — Rings, integral domains, fields, ideals and quotient rings, ring homomorphisms, extensions of rings and fields, polynomial rings, Gaussian domains, principal ideal domains, Euclidean domains, modules, categories, and functions comprise the subject matter of this course.

**MAT 580 Special Topics in Mathematics** — This course is designed to enable the student to pursue interests in some area of mathematics. The function of this course is not to introduce the student to beginning concepts. Rather, it is to permit the student to pursue the study of topics encountered in courses already taken. It is expected that the student will have had at least two courses in the program in her or his area of interest (*algebra, analysis, topology, geometry, etc.*) before enrolling in MAT 580.

## MATHEMATICS EDUCATION

**MAU 415 Learning and Teaching Mathematics** — The nature of mathematics and mathematical thought processes, current views on the learning and teaching of mathematics, problem solving, discovery learning, meaningful instructional objectives, individualizing instruction in mathematics, aids to instruction, and instructional strategies in mathematics are studied.

**MAU 425 Middle School Mathematics** — This course is designed to prepare both elementary and secondary teachers to teach mathematics in the middle school. Various instructional strategies will be examined and discussed. A significant portion of the course will be devoted to the content and methods of middle school mathematics. The course will include the presentation of some activities that middle school students can use to discover mathematical concepts.

**MAU 531 Methods of Research (Mathematics)** — This course is an introduction to the rationale and procedures for educational research. Types of research, selection of a research problem, the use of the library, collection and application of data, background for the preparation of research, and the research report are subjects covered.

**MAU 574 Seminar in Mathematics Education for Elementary Teachers** — Goals in mathematics education, current research and experimentation in mathematics education in the elementary and middle school, planning, and evaluation are examined.

**MAU 580 The Curriculum in Secondary Mathematics** — Development of a secondary school curriculum, the history of curriculum change in mathematics education with special emphasis placed on the revisions of the past 10 to 15 years, and present-day secondary mathematics curricula are reviewed. Proposals for future changes in the mathematics education curriculum are examined. Practical applications are also discussed.

## MUSIC

**MUS 470 Selected Topics in Music Literature** — Music literature of various stylistic periods, cultures, media, and genre, and/or works of selected composers or performers which cannot, because of their scope, receive emphasis in existing music literature courses are studied.

**MUS 506 Seminar in Elementary School Music** — The various phases of the elementary music program are explored with particular reference to the role of the classroom teacher and the specific needs and problems of the graduate student.

**MUS 510 Music Listening in the Elementary School** — This course is designed to further the teaching of music appreciation and the integration of music listening into the curriculum through the presentation of current materials and methods now available. PREREQUISITE: basic course in elementary school music.

## PHILOSOPHY

**PHI 470 Persons, Life and Death** — This course will examine the values and the metaphysical assumptions about personhood, life, and death that underlie the evaluation of certain practical, bio-ethical issues, such as: abortion, the definition and criteria for death, foregoing life-sustaining treatment, euthanasia, new reproductive technologies, human genetics, experimentation on human subjects, and the health-professional-patient relationship. The course should be of particular interest to students in philosophy, nursing, medicine, social work, counseling, and public administration, and to health-care professionals in these fields.

## 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 Making** — 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 and Strategic Human Resource Management** — The changing nature of public personnel administration as seen in procedural changes in recruitment, classification, evaluation, promotion, and training public employees is studied. Historical development from the spoils system through the merit system to recent trends which emphasize the positive and political nature of personnel processes and behavior, and the impact of public workers' unions, affirmative action programs, and increasing political activity of public employees are discussed.

**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 rule of government in the management of conflict. It analyzes the structural arrangements and political processes to determine how they affect the allocation of influence and policy output of local communities.

**POL 571 Nonprofit Organizational Management** — This course will address the specific issues associated with the management of nonprofit or not-for-profit organizations. These issues include the legal and structural differences between nonprofit and private sector or government organizations and the special fundraising and fiscal management needs of nonprofit organizations. The course will employ both lecture and case studies to explore the unique aspects of nonprofit management. Guest speakers from area nonprofit organizations and government or private funding sources will bring real world experience into the classroom.

**POL 577 Selected Topics** — This course will address a variety of current issues and topics in the changing field of public administration. The selected topics course will supplement the program offerings in the Master of Public Administration program. Topics will include but will not be limited to such issues as economic development, urban and rural planning, health care administration, and community development.

**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** — This course focuses on how human beings and animals learn. It covers principles and applications of classical conditioning, operant conditioning, social learning, and cognitive learning approaches.

## 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. This course is taught through the distance education model.

## 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 502 Telecommunications: An Overview** — A comprehensive overview of the various fields of study in telecommunications, including: broadcasting history, international broadcasting systems, the electromagnetic spectrum, distribution systems, programming, audience research, management, sales and advertising, corporate video, regulation, and current trends.

**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  
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**Robert M. Voytas**, Professor of Psychology  
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**C. Bruce Warner**, Associate Professor of Psychology  
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**Carole V. Wells**, Assistant Professor of Psychology  
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## SECONDARY EDUCATION

**Richard H. Cahn**, Assistant Professor of Secondary Education  
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**Kathleen A. Dolgos**, Associate Professor of Secondary Education  
B.S., M.Ed., Kutztown University; Ed.D., Lehigh University

**Joseph Elias**, Associate Professor of Education  
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**John D. McAndrew**, Assistant Professor of Secondary Education  
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**Joseph E. McSparran**, Assistant Professor of Secondary Education  
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**Theresa M. Stahler**, Associate Professor of Secondary Education  
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**Dale Titus**, Professor of Secondary Education  
B.S., United States Naval Academy; M.A., Ed.D., Lehigh University

## SPECIAL EDUCATION

**Raymond J. Dalfonso**, Associate Professor of Special Education  
B.A., Marshall University; M.Ed., Salisbury State College; M.S., Towson University

**Debra K. Lynch**, Professor of Special Education  
B.S., M.A., University of Missouri; Ph.D., University of Virginia

**David B. Ross**, Professor of Special Education  
B.S., East Central Oklahoma State University; M.Ed., Ed.D., Texas Tech University

## TELECOMMUNICATIONS

**Leonard Barish**, Associate Professor of Telecommunications  
B.S., Rochester Institute of Technology; M.S., Clarion University

**Joseph R. Chuk**, Associate Professor of Telecommunications  
Ph.B., Lateran University, Rome; M.Div., Mary Immaculate Seminary; Th.M., D.Min., Drew University;  
M.S., Kutztown University

**Helen E. Clinton**, Assistant Professor of Telecommunications  
B.S., M.S., Clarion University

**Darrell D. Dahlman**, Associate Professor of Telecommunications  
B.S., Black Hills State College; M.A., Western Michigan University

**Daryl Fairchild**, Associate Professor of Telecommunications  
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**David P. Kintsfather**, Professor of Telecommunications  
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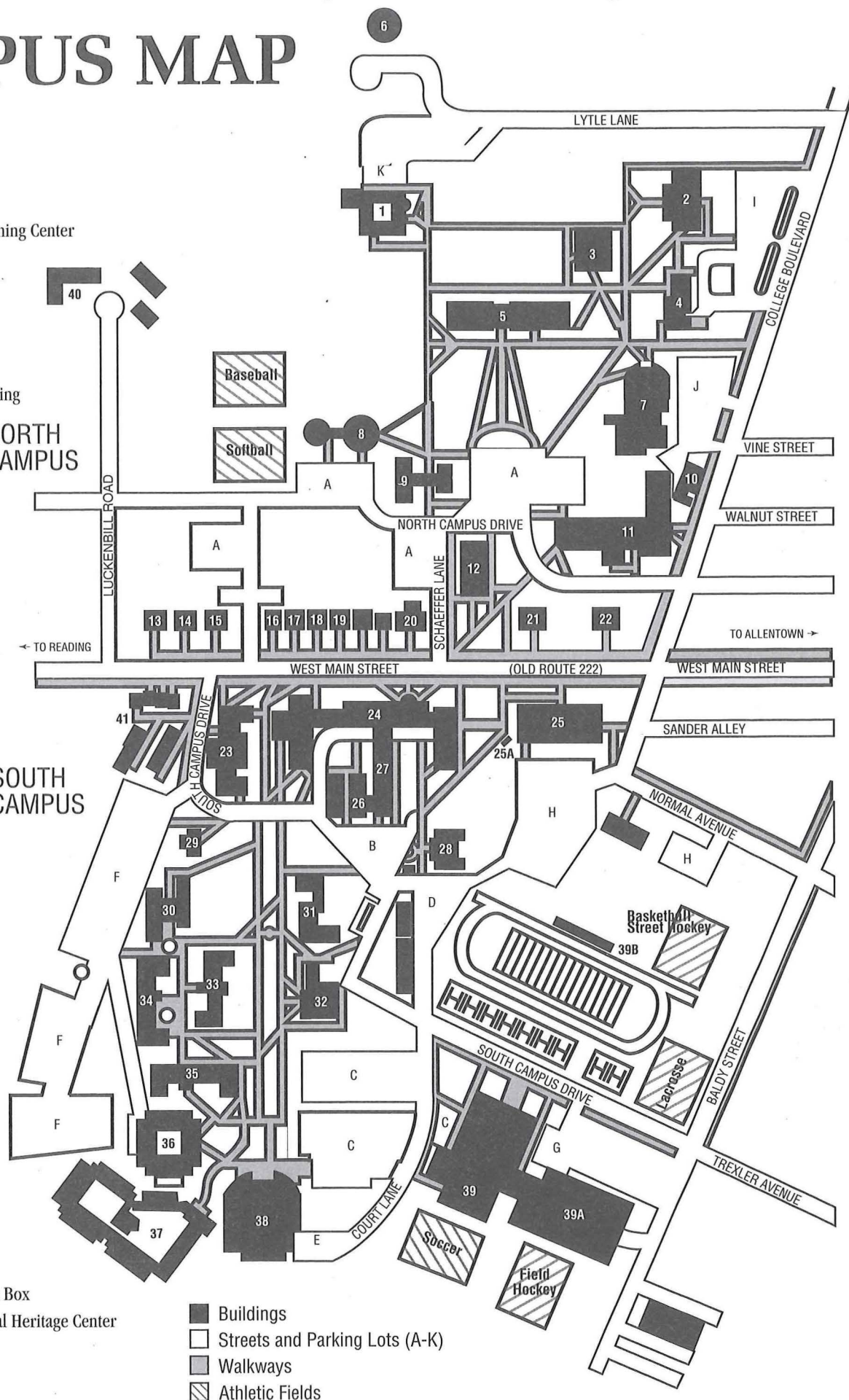
# Kutztown University of Pennsylvania

## CAMPUS MAP

1. Lytle Hall
2. Beekey Education Building
3. deFrancesco Building
4. Rickenbach Research & 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
41. Golden Bear Village

NORTH  
CAMPUS

SOUTH  
CAMPUS



- Buildings
- Streets and Parking Lots (A-K)
- ▬ Walkways
- ▨ Athletic Fields

**KUTZTOWN  
UNIVERSITY**



A Member of Pennsylvania's State System of Higher Education

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