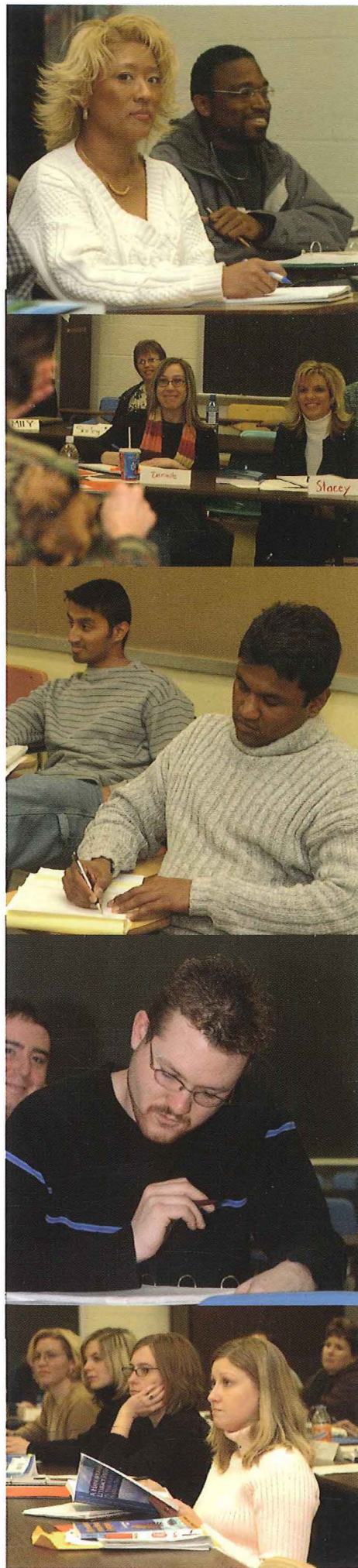


If you are unable to access the information in the Kutztown University Graduate Course Catalog, please contact the Graduate Studies Office at 610-683-4220.

GRADUATE 2005-2007 CATALOG

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 July, 2005.

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 inquiries about KU social equity policies and procedures to the Office of Social Equity at (610) 683-4600. Any inquiries about Disability Services should be directed to the Office of Human Diversity at (610) 683-4108 or (610) 683-4198.

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 master's programs across a range of disciplines: counseling, computer and information science, electronic media, English, business administration, public administration, library science, social work, and elementary and secondary education.

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.

A handwritten signature in cursive script, reading "Charles Cullum".

Charles Cullum, Ph.D.
Dean

Kutztown University

Graduate Catalog

2005 - 2007

ACCREDITATION

The University is a member of the Pennsylvania State System of Higher Education and 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 on Social Work Education, the National Association of Schools of Art and Design, the National Association of Schools of Music, and the Pennsylvania Department of Education. The University is also approved for membership eligibility by the American Association of University Women.

KUTZTOWN, PENNSYLVANIA 19530

KUTZTOWN UNIVERSITY

2005 - 2006 CALENDAR

FALL SEMESTER — 2005

Classes Start — 6:00 p.m.	Monday, August 29
Saturday Classes Start	Saturday, September 3
Graduate Late Registration	Tuesday – Friday, August 30 – September 2
Evening Hours 4:30 – 6:30 p.m.	Tuesday, August 30
Labor Day Holiday	Monday, September 5
Follow Monday Schedule	Tuesday, September 6
Columbus Day Holiday	Monday, October 10
Mid Term	Friday, October 14
Thanksgiving Recess:	
Begins – at end of classes	Tuesday, November 22
Ends – 8:00 a.m.	Monday, November 28
Last Day of Regular Classes	Saturday, December 10
Final Examinations:	
Begin	Monday, December 12
End	Saturday, December 17
Last Saturday Class and Exams:	Saturday, December 17
December Commencement	Saturday, December 17
Last Day of Semester	Saturday, December 17

SPRING SEMESTER — 2006

Classes Start — 8:00 a.m.	Tuesday, January 17
Graduate Late Registration	Tuesday – Friday, January 17 – 20
Saturday Classes Start	Saturday, January 21
President's Day Holiday	Monday, February 20
Follow Monday Schedule	Tuesday, February 21
Mid Term	Monday, March 6
Spring Recess	
Begins – Close of Classes	Tuesday, April 11
Ends – 8:00 a.m.	Saturday, April 15
Last Day of Regular Classes	Saturday, May 6
Final Examinations:	
Begin	Monday, May 8
End	Saturday, May 13
Last Saturday Class and Exam	Saturday, May 13
May Commencement	Saturday, May 13
Last Day of Semester	Saturday, May 13

SUMMER SESSION — 2006

SESSION I

Begins	Wednesday, May 31
* Classes to be held Friday, June 2	
Ends	Friday, June 30

SESSION II

Begins	Monday, July 10
Ends	Thursday, August 10

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LIBRARY SERVICES

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Maximiliano E. Zuniga, Ph.D.	Modern Language Studies

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The University

MISSION STATEMENT AND GOALS

Mission Statement

Kutztown University of Pennsylvania, a member of the State System of Higher Education, is actively dedicated to excellence in learning and to the success of its diverse community of students. The university prepares its students to meet lifelong intellectual, ethical, social, and career challenges and responsibilities by providing quality programs that engage them in critical, analytical, and aesthetic inquiry. Further, Kutztown University is committed to continuous improvement, partnerships, and collaborations that encourage the development of citizens who contribute to a global society.

Goals

- **Learning and Success of Students**
Prepare Kutztown University students to meet lifelong intellectual, ethical, social, and career challenges and responsibilities.
- **Scholarship**
Develop, interpret, evaluate, apply, and disseminate knowledge to and on behalf of the Kutztown University community and society.
- **Collaboration**
Collaborate with public and private agencies, institutions, organizations, and businesses on behalf of the Kutztown University community and society.
- **Globalization**
Prepare Kutztown University students to respect and celebrate human diversity as they develop inclusive and international perspectives.
- **Technology**
Prepare Kutztown University students to use current technologies to enhance their learning and knowledge.

VISION STATEMENT

Kutztown University will be the region's center for excellence in academics, culture, and public engagement in order to prepare our students to meet lifelong challenges and responsibilities within a complex and diverse community.

We shall be the region's center for excellence in academics by:

- Building strong undergraduate and graduate programs that foster learning and reaffirm our commitment to a substantive, diverse, and vibrant environment;
- Implementing an academically focused enrollment management process to recruit and retain a diverse student body of academic quality;
- Integrating appropriate technologies and information resources within the academic environment;
- Promoting scholarly activity and research by supporting grants and sponsored projects and providing rewards for creativity.

We shall be the region's center for cultural enrichment by:

- Providing leadership in preserving and celebrating our historical and cultural traditions;
- Continuing our outstanding artistic traditions;
- Celebrating the cultural wealth of diverse populations.

We shall be the region's center for public engagement by:

- Providing service to the region;
- Being stewards of place, scholars in the community;
- Developing institutional connections through partnerships;
- Promoting economic development of the community by providing a variety of programs and resources.

Over the next five years, we shall embrace these initiatives and implement our vision by:

- Enhancing communication with all stakeholders;
- Establishing an institutional identity, based on our achievement and traditions;
- Renewing our commitment to civility within our diverse community and the region;
- Becoming a Tier 2 institution and establishing KU as the first choice among prospective constituents.

HISTORY

Shortly after the close of the Civil War, residents of upper Berks County were able to turn their thoughts from mere survival on the frontier toward building a modern society. One of their first concerns was the preparation of young people to take their places in the developing industrial economy.

Before any of these dreams could be realized, the inadequate number of school teachers had to be bolstered. To that end, on September 15, 1866, the Keystone Normal School was established on what is now the site of Old Main.

The depth and sophistication of teacher training continued to increase with the complexity of industrialized society, however, and the needs of a burgeoning industrialization in the region placed more and more demands on teacher preparation. Kutztown University moved to fill this need, and in 1928, the institution was designated Kutztown State Teacher's College and authorized to confer the Bachelor's degree.

Eventually, the area's need for liberally educated personnel to staff its industries outstripped the need for teachers. In 1960, the Department of Education changed the institution's name to Kutztown State College and diversified its goals toward "A center for learning for the best possible education of the youth of Pennsylvania in the arts and sciences and preparation of able and dedicated teachers."

Since 1960 the school has grown, teaching a student body of over 9,500 with more than 50 programs of study. In addition, the University reaches out to the community with credit and non-credit Lifelong Learning courses. On July 1, 1983, the institution became Kutztown University of Pennsylvania of the State System of Higher Education. Since that time the institution has continued to grow and diversify in facilities, research, and staff toward the future.

LOCATION

Perhaps one of the most fortunate aspects of studying at Kutztown University is its attractive location. The campus rolls across approximately 325 acres of hilltop overlooking the Borough of Kutztown, Pennsylvania. The town itself is home to about 5,000 residents and is just a five-minute walk from campus.

TRANSPORTATION

Kutztown is halfway between Reading and Allentown, PA, on Route 222. Either city may be reached in half-an-hour by car or by a bus that picks up passengers in the center of campus. Philadelphia can be reached in an hour-and-a-half and New York City in two-and-a-half by car or by bus service. Interstate Route 78 is less than ten minutes from campus. The Lehigh Valley International Airport in Allentown is approximately 45 minutes by car and has a busy schedule of flights direct to major cities all over the country as well as connector flights to Philadelphia and Pittsburgh.

LEARNING RESOURCES

The Rohrbach Library is a focal point of academic life at Kutztown University. The Library houses collections of books, periodicals, pamphlets, newspapers, maps, microforms, non-print media, and excellent electronic resources. At present the collection consists of more than 490,000 volumes of books and periodical materials, representative federal and state documents, 45,000 maps, subscriptions to approximately 2,000 periodicals and newspapers, 15,000 units of non-print media, and more than

1,000,000 units of various kinds of microforms. Electronic resources include full-text articles from general, Business and Health periodicals, and subject databases. 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 stimulus for curriculum revision.

Rohrbach Library provides a wide range of services to patrons. These include the circulation of open-collection and reserve materials, on-line database searching, document delivery services, a vision enhancement technology center, and interlibrary loan. Computer-based, on-line database searching produces custom-made bibliographies on complex subjects for students and faculty pursuing advanced research. Interlibrary loan is available to obtain from libraries throughout the United States books and periodical articles not owned by Kutztown University.

The Rohrbach Library staff is responsible for developing and organizing the Library collections and for administering programs of library orientation and 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 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.

The Audiovisual Communications and Instructional 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.

Other resources provided by the University to support the academic programs include a science complex that has classrooms, laboratories, and an astronomical observatory and planetarium; the Sharadin Art Gallery; broadcasting quality television studios; a modern language laboratory installation; and a Speech Clinic for students. Also available are various content area tutoring labs, peer tutoring, Supplemental Instruction, reading and study skills instruction, and computer labs.

The University has a campus-wide fiber optic network with a Gigabit Ethernet backbone that links students, faculty, and staff to campus computing resources as well as Internet resources throughout the world. ResNet, with Ethernet connections to the residence hall rooms and four residence hall computer labs, serves the on-campus student population. The academic computing needs are supported by more than ten computer labs with nearly 500 personal computers, about a quarter of which are available on a 24/7 basis. The University currently supports more than 1800 personal computers and support network connectivity for 90 percent of them. A Unisys Clearpath mainframe computer and several application-specific servers support the administrative needs of 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 (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.

AUXILIARY STUDENT SUPPORT SERVICES OF THE UNIVERSITY

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 an advisor in the College of Education 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, and other issues.

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 full-time 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 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 further information about the Health & Wellness Center, call (610) 683-4082 or review the web site 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. The waiver form exempts the student from submitting only 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 admission file. When appropriate, alternate teaching and testing accommodations will be available to students with declared disabilities; 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 Office of Career Services offers numerous resources and services for both 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 résumé database, is available to assist candidates in the job search process. For further 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. A valid driver's license and vehicle ownership registration must be presented 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

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.

Classes are scheduled primarily in the evening to accommodate the needs of graduate students. A limited number of graduate courses are offered in the summer.

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 Master of Education 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 participate in research studies to remain current in their field and enhance their teaching.

The Office of Grants and Sponsored Projects 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 also 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 and online at <http://www.kutztown.edu/acad/graduate/grants>

GRADUATE STUDENT ORGANIZATIONS

Alpha Epsilon Lambda — Kutztown University is the home of the Gamma Chapter of Alpha Epsilon Lambda, a national honor society for graduate and professional school students. The Gamma chapter was the first honor society solely for graduate students in the Commonwealth of Pennsylvania. The mission of AEL is to confer distinction for high achievement, to promote leadership development, to promote scholarship and encourage intellectual development, to enrich the intellectual environment of graduate institutions, and to encourage high standards of ethical behavior. Graduate students seeking membership in the Gamma Chapter at Kutztown University must have completed a minimum of twelve graduate credits, have attained a graduate quality point average in the upper 35% of all graduate students currently enrolled at the University, and have 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, which exists to meet the social and professional development needs of, and to address matters of general concern to, graduate students.

COLLEGE OF GRADUATE STUDIES WEBSITE

The College maintains a website with information about graduate programs and policies. In addition, an online application for admission can be downloaded from this site:

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

Academic Policies and Procedures of the Graduate College

GENERAL ADMISSION REQUIREMENTS

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

It is the responsibility of all admitted students to become familiar with 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 Pennsylvania are accredited by the Middle States Association of Colleges and Schools (MSA). Applicants holding degrees from foreign institutions should, at their own expense, have their transcripts evaluated by a recognized transcript evaluation service. All applicants must possess a four-year undergraduate degree or its equivalent. Associate degrees and three-year degrees do not meet this requirement.

Graduate Record Examination (GRE) — The Graduate Record Examination is required by some graduate programs. Other graduate programs require either the GRE or an alternate admissions requirement, such as a passing score on the Praxis II examination. Please consult the specific program description for further information about that program's requirements. The GRE requirement may be waived at the discretion of the Graduate Dean for those applicants already holding a master's degree. 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>

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>

Undergraduate Quality Point Average — The expected minimum standard for the QPA for applicants for graduate study at Kutztown University is a 3.0 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 for the proposed graduate program. Such preparation typically includes undergraduate course work in, or closely related to, the graduate discipline selected. Applicants concerned about this issue may wish to schedule a meeting with the Graduate Dean or the chairperson of the appropriate academic department to discuss any deficiencies.

THE ADMISSION DECISION

An admission file for all applicants who meet the minimum requirements for acceptance into 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 (GMAT scores for the M.B.A.) or alternative program requirement.

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 some programs, such as counseling psychology). While not required, a résumé outlining the applicant’s background and experience may be submitted with the application. Subjective information is encouraged, especially for those applicants who regard themselves as non-traditional students for various reasons.

INTERNATIONAL STUDENTS

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

International transcripts — International applicants to the Graduate College may be required to submit an evaluation provided by a recognized international educational service agency. If an 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 — International students must submit test scores from the general portion of the GRE, if the program requires the GRE, or the GMAT for the MBA program. Some programs allow for an alternative admission requirement. Please consult information under specific program.

TOEFL Test — The Test of English as a Foreign Language (TOEFL) is required for all international students for whom English is not their first language. A minimum test score of 550 on the paper version or of 200 on the computer version is required for admission to the Graduate College. Individual academic departments or programs may require higher TOEFL scores. Information regarding the TOEFL examination 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 Services
Educational Testing Service
Box 6151
Princeton, NJ 08541-6151
TELEPHONE: 1-800-257-9547
FAX: (609) 771-7500
<http://www.toefl.org>

International applicants may contact the College of Graduate Studies at Kutztown University through e-mail at graduate@kutztown.edu or facsimile (FAX) communication. Such FAX contacts should always 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.

Immigration/Visa Information — International students requiring additional information regarding visa/passport, immigration procedures, statements of financial support, etc., should contact:

Mr. James Hubbard
Director, International Initiatives and Student Services
Kutztown University
Kutztown, PA 19530-0730
TELEPHONE: (610) 683-4929
hubbard@kutztown.edu

CATEGORIES OF ADMISSION

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

- a. regular admission
- b. conditional admission
- c. professional credits admission

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

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

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

transcript but are unable to complete certain other requirements (e.g., the GRE or GMAT tests) may be eligible for "Conditional Admission." Applicants who are offered this type of conditional admission are required to submit all remaining admissions materials within the first semester of enrollment.

Professional Credits Admission — Individuals who are interested in taking graduate courses but not enrolling in a master's degree program may apply for Professional Credits Admission. An unlimited number of courses may be taken by a student in the Professional Credits category. These courses appear on a transcript. If, after taking courses for professional credits, a student decides to apply to a master's degree program, up to twelve credits of professional credits courses may be applied to the student's degree at the discretion of the department. An exception is that the Department of Counseling & Human Services will accept only six credits of professional credits courses toward the M.A. or the M.Ed.

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 semester hours of credit. If approval for simultaneous enrollment is granted, a student enrolled in two 30-hour programs would be required to complete a total of 54 hours.

The following policies and procedures have been adopted by the Graduate Council of Kutztown University 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 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 nine semester hours, may be applied to only 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 program still are required to maintain a 3.0 QPA overall and 3.0 QPA for the remaining degree program on the integrated transcript.

Graduating Seniors Seeking to Enroll in Graduate Classes — Graduating seniors who have applied to enter the College of Graduate Studies may be eligible to begin graduate study early. Seniors with a minimum cumulative quality point average 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 quality point average.

Graduating seniors seeking early enrollment in graduate courses must be registered for all undergraduate courses required for graduation with the baccalaureate degree prior to enrolling in approved graduate courses during graduate registration. Graduate credit for a maximum of 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 who wish to take advantage of this policy should schedule an appointment with the Graduate Dean and must complete the form, "Approval to Enroll in a Graduate Course by a Graduating Senior." It is the responsibility of the applicant to secure all required signatures on this form prior to enrollment.

APPLICATION PROCEDURES

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. Communications regarding the application process should be addressed to:

College of Graduate Studies
110 Old Main
Kutztown University
Kutztown, PA 19530
TELEPHONE: (610) 683-4200
E-mail: graduate@kutztown.edu

Only completed applications meeting all admissions requirements are forwarded to the academic departments for full admission consideration. It is the responsibility of the applicant to ascertain that all admissions criteria are met in a timely fashion.

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

Applications for all graduate programs, except counseling programs, are accepted and reviewed on a continuous basis; there are no application deadlines. However, there are administrative guidelines for reasonable timelines in which to process applications. For full consideration for Fall admission, applications should be received by August 1. For full consideration for Spring admission, applications should be received by November 15.

The following deadlines are applicable to students applying to the Counseling and Human Services programs:

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|---------|---|
| 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.

Requirements for Regular Admission

- 1) **Application:** A signed and completed Application for Graduate Admission Form. The application is available in hard copy from the Graduate Office or online at <http://www.kutztown.edu/academics/graduate>
- 2) **Sealed Transcript:** An official transcript from the applicant's undergraduate institution(s). 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 from the issuing institution.
- 3) **Processing Fee Card/Student ID Card:** A completed Processing Fee Card, available from the Graduate Office and by downloading from the website, is required when mailing hard copy of application.
- 4) **Processing Fee Check:** A personal check or money order in the amount of \$35.00 must be included. Cash will not be accepted. The check should be made payable to "Kutztown University." If applying online, payment may be made by credit card.
- 5) **Graduate Record Examination or Alternate Requirement:** For those programs that require it, scores from the Graduate Record Examination. For the MBA program, scores from the Graduate Management Admission Test. For other programs, an alternative requirement. See program section for specific information.
- 6) **Letters of Recommendation:** Applicants for regular admission must submit a minimum of three letters of recommendation (two for the MBA program) from persons who have taught or supervised them. Recommendation forms are available from the Graduate Office or by download from the website. 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. Applicants for admission to 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. All applicants for admission to the Master of Social Work program must provide three references: one from an academic advisor, one from a former professor, and one from an employer.
- 7) **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 GRE scores and an autobiographical statement, and must 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 that will contribute to your goals and ambitions; 5) Areas in which you may need improvement in order to reach your goals and ambitions; and 6) Your assessment of why people behave as they do. Applicants will be contacted for the interview during the semester of application and after the autobiographical statement is received.
- 8) **Additional Items for Applicants to the Master of Social Work Program:** All applicants for the Master of Social Work program must submit a personal narrative statement, which should include the following two elements:
 - a) In a two-page essay, discuss a current social problem which has an international impact. Describe the problem and develop solutions for alleviating that problem and preventing its occurrence in the future.
 - b) In a three-page statement, please explain the role you expect your graduate studies to play in your professional and personal development. Be sure to state your employment history and goals as well as your personal motivation. Note your strengths and needs as

a graduate student of social work.

Requirements for Professional Credits Admission

- 1) **Application:** A signed and completed Application for Graduate Admission Form. The application is available in hard copy from the Graduate Office or online at <http://www.kutztown.edu/academics/graduate>.
- 2) **Sealed Transcript:** An official transcript from the applicant's undergraduate institution(s). 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 from the issuing institution.

Other Admissions Information

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

Transcript Procedures — The applicant should contact his/her undergraduate institution and request information regarding procedures and costs associated with obtaining a copy of the undergraduate transcript. The issuing institution normally requires the completion of a form and the payment of a fee. The applicant's transcript may be mailed directly to Kutztown University.

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 minimum of three letters of recommendation, the applicant includes the unopened, sealed envelopes in his/her Kutztown University Graduate Application Envelope.

Graduate Record Examination or Graduate Management Admission Test Procedures — Transcripts of the GRE or GMAT scores are mailed directly to the University by the Educational Testing Service, provided that the applicant requests that scores be sent to Kutztown University.

Language Test Procedures — International students are required to submit the TOEFL test score. The score is mailed directly to the University by the Educational Testing Service, provided that the applicant requests that the score 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:

FULL-TIME GRADUATE FEES FOR ONE ACADEMIC YEAR

	Pennsylvania Residents	Out-of-State Residents
Tuition	\$5,888.00	\$9,422.00
Student Union Fee	\$314.00	\$314.00
Health Center Fee	\$164.00	\$164.00
Instructional Service Fee	\$588.80	\$588.80
Instructional Technology Fee	\$125.00	\$188.00
Total – Commuting Students	\$7,079.80	\$10,676.80

Annual fees are payable on a semester basis. The Tuition Fee listed above covers 9 to 15 semester hours per semester. An additional \$321.00 per credit for Pennsylvania residents and \$513.00 per credit for out-of-state residents will be charged for enrolling for more than 15 credits per semester.

Part-time students are charged Tuition, Student Union, Instructional Service and Instructional Technology Fee on a prorated per credit basis. (See description of each fee for details of cost per credit.)

TUITION AND FEES

	Pennsylvania Residents	Out-of-State Residents
Tuition	\$327.00/credit hour	\$523.00/credit hour
Student Union Fee	\$13.08/credit hour	\$13.08/credit hour
Instructional Service Fee	\$32.70/credit hour	\$52.30/credit hour
Total tuition and fees *	\$372.78/credit hour	\$588.38/credit hour

*The Health Center Fee is charged per semester and does not apply to courses taken off campus.

OTHER CHARGES — The following miscellaneous charges also may apply:

Application fee/Student ID Card	\$35.00
Late registration fee	\$25.00
Graduation diploma fee	\$7.00
Thesis binding fee	\$17.76/bound copy
Transcript fee	\$3.00/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 — A limited number of graduate assistantships are available to qualified students. The award and assignment of graduate assistantships are the responsibility of the Graduate Assistantship Committee of the Graduate Council, the Co-Curricular Graduate Assistantship Committee, and the Graduate Dean. 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 (Professional Credits students are not eligible);

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2. Be enrolled as a full-time graduate student (at least 9, but not more than 15, hours) during both fall and spring semesters;
 3. Be qualified for the proposed assistantship position.

The graduate assistantship entitles the student to a stipend of \$7500 per academic year and a waiver of tuition payments, but does not waive the payment of the Health Center fee, Student Union fee, or the Instructional Equipment fee. Under the supervision of a faculty member or administrator, the graduate assistant works 20 hours per week during the fall and spring semesters. 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 evaluates and monitors all assistantships, receiving input both from graduate assistants and their supervisors. Inquiries should be addressed to the Graduate Dean.

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

1. All Graduate students must be accepted into a master's degree program. Professional credits students are not eligible for Stafford loans, but there are several alternative loans available to assist students with the cost of attendance. Stafford loans may then be acquired when a student is 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 six credits (half-time) per semester. For summer financial aid, Summer I and II credits may be added together to fulfill the minimum requirement of six credits.
4. Graduate students are subject to the federal academic progress policy in order to be eligible for federal loans. Any student planning to drop a course(s) during the semester or summer should check with the Financial Aid Office to determine what effect it will have on aid in the current or future 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 graduate students. 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, registration may be accomplished through online registration. The schedule of graduate courses is available each semester from the Office of the Registrar, 115 Stratton Administration Center, (610) 683-4485, and also online at <http://www.kutztown.edu/registrar/index.shtml>.

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. A separate quality point average (QPA) is calculated and maintained for graduate work beginning with registration and enrollment in the first graduate course.

Graduate QPA Computation — The graduate QPA is computed using all graduate courses attempted and grades received. Courses that 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. The original grade is not forgiven.

Undergraduate Course Enrollment — Graduate students enrolling in undergraduate courses that 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 or 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 — Graduate courses are graded according to the following scale:

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)
P/F	Pass/Fail (for certain specified courses in some graduate programs)

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 years. At the end of this time, all such records are destroyed. The transcript processing fee is \$3 per copy.

TRANSFER CREDIT

Credit for graduate courses taken at other regionally-accredited institutions of higher learning must be approved for transfer to Kutztown University by the student’s academic advisor, the appropriate department chairperson, and the Graduate Dean and 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 nine semester hours of graduate credit may be approved as transfer credit. There are two exceptions to this policy: 1.) the M.B.A. program allows transfer of up to twelve semester hours of graduate credit; 2.) a maximum of six semester hours may be approved as transfer credit in the counseling programs.

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 who wants to use academic credits from a previously earned graduate degree at Kutztown University may seek approval to apply up to nine semester hours toward a second master’s degree program. These credits are defined as internal transfer credits. 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 program is given by the Dean of the College of Graduate Studies.

Newly admitted graduate students who are enrolling for a second master's degree from Kutztown University should go to the Graduate Office and complete the form "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 apply to internal transfer credits.

- 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 nine 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, that may be granted only upon approval by the recipient academic department. The advisor, chair, or Graduate Dean may decline to approve the proposed internal transfer credits because the course or courses are not timely or the course or courses are deemed inappropriate to the curriculum of the second master's degree.
- 6) The signatures of the student's advisor and the chair of 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 the form "External Transfer Credit Approval," available from the Graduate Office. 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.

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- 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 the form "Previously Taken External Credit Approval." The student attaches a copy of the syllabus or a copy of the catalogue description of the previously taken course being proposed as an external transfer credit. An official copy of the transcript in a sealed envelope is also attached to the form. Unofficial copies of transcripts, and transcripts stamped "student copy" are unacceptable for this procedure. The student then secures the recommendation of the Chair of the appropriate academic department and the Dean of the College of Graduate Studies. It is the responsibility of the student to secure the necessary signatures. If recommended and approved, the external transfer credit is then added to the student's official record at Kutztown University.

Change of Program — Graduate students who have received approval to transfer credits into one degree program may not assume that those same transfer credits would be accepted in another 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.

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

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

Anyone who has taken or plans to take a course or workshop which would be used toward this ACT 48 requirement, should refer to the Center for Lifelong Learning and Professional Development page of Kutztown's website (<http://www.kutztown.edu/admin/registrar/act48.html>) for the online form. This form can be downloaded, completed, and mailed or faxed to the Lifelong Learning office. Questions can be directed to the Office of Lifelong Learning and Professional Development, 125 Old Main, (610) 683-1382 or (610) 683-1362 (fax).

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 work 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 a student anticipates the transfer of graduate credits from another institution, he/she should do so 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 32 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.
5. MSW students must successfully complete a qualifying examination.

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. (Student's 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 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 graduate@kutztown.edu.

SPECIALIZED INSTRUCTION AND NON-DEGREE GRADUATE COURSES

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 ("IN"). 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. 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.") of certain existing graduate courses listed in the Graduate Catalog. The appropriate request form may be obtained from the Graduate Office. Approval signatures must be obtained from 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. The 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 approve any I.I. requests that do not have the approval of the proposed instructor, the chairperson of the appropriate academic department, and the college dean.

The following are requirements for Individualized Instruction 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 professional credits 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. Individualized Instruction 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 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 a graduate student the opportunity to pursue an area of interest related to the discipline in depth, 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 process is the 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 approve I.S. request forms that do not have the approval of the proposed instructor, the chairperson of the appropriate department, and the college dean.

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 offers a number of graduate courses that are not a part of a graduate degree curriculum. Such courses may be taken as electives, if approved, for personal edification, for professional certification, and/or as professional 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 on original research, for six semester hours of graduate credit (in place 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 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 the approval form "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 electronic media have been submitted as completed videotape productions. In most cases, alternative thesis formats should be approved by the Graduate Dean.

Language and style — Any thesis manuscript submitted to the College of Graduate Studies must conform to the language and style 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 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 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 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 for graduate students.

Six-Year Rule — All requirements for a graduate degree at Kutztown University must be completed within six years, eight years for counseling programs, after the initial enrollment of the graduate student in either regular or conditional admission status. For example, an admitted student who enrolled in her/his first class during the fall semester of 2005 must complete all requirements for the degree no later than the end of the Summer II session of 2011. Only in extreme and unusual cases are exceptions made to this rule. Any such exceptions are granted by the Graduate Council, upon recommendation of the Time Extension Committee, and all exceptions granted by the Committee require documentation by the student. 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.

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 understand 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 obtaining 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. The Graduate Exceptions Committee (GEC) hears appeals for limited reinstatement of such expired graduate credits.

Summary of Appeal Process — Students who wish to file a petition before the Graduate Exceptions Committee 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 responsibility of the student to secure all necessary signatures on these forms.

General Policies and Procedures for Reinstatement — As adopted by the Graduate Council, 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.

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4. the Graduate Exceptions Committee 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 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 a) that she/he has interviewed the student; (b) that she/he has determined that the student's knowledge and command of the courses in question is current; and (c) that the 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 standards of academic achievement. 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 will 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 graduate students 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. Each graduate student is responsible for obtaining this handbook and for being aware of its contents, as well as for obtaining subsequent updates. Copies of The Key may be obtained from the Graduate Office 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 of the University Senate. The GEC does not hear appeals concerning the assignment of grades in graduate courses. All appeals require that the student complete and sign the form, Notice of Intent to File an 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 *

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

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Hours: 60

Thesis: Optional

Chairperson: Dr. Anita M. Meehan (Psychology)

Office: 384 Old Main

Telephone: (610) 683-4455

E-mail: meehan@kutztown.edu

Clinical Coordinator: Dr. Jo Cohen Hamilton

Office: 102 Graduate Center

Telephone: (610) 683-4211

E-mail: hamilton@kutztown.edu

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. Upon completion of the program, students will have met the academic eligibility requirements to sit for the Pennsylvania Licensed Professional Counselor Examination.

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 sixty semester hours and a comprehensive examination prior to graduation.

Professional credits students who intend to apply for admission to the M.A. in Counseling Psychology are limited to two courses prior to admission. All students accepted into this program must complete all requirements within eight 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	Professional Orientation and Ethics in the Agency Setting
COU	530	Fundamentals of Counseling
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)

AREA II Required Core Courses (27 hours)

PSY	530	Lifespan Development Psychology OR
PSY	527	Developmental Psychology of Adolescence OR
PSY	529	Growth and Development through Adulthood and Aging OR
PSY	525	Developmental Psychology of Childhood
PSY	545	Theories of Personality
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530)
COU	535	Career Development and Information Services
PSY	565	Theories of Learning

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

CPY	511	Inferential Statistics and Research Design (PREREQUISITE: undergraduate statistics)
PSY	512	Psychological Testing, Measurement, and Assessment (PREREQUISITE: CPY 511)
CPY	540	Group Counseling and Psychotherapy OR
COU	546	Group Processes (PREREQUISITE: COU 530)
CPY	560	Topics and Issues in Counseling Psychology (or various COU, CPY, PSY courses approved by advisor)

AREA III Electives (6 hours)

These are examples of electives. Others may be chosen after consultation with advisor.

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 (PREREQUISITE: PSY 512 or permission of the instructor)
PSY	429	Behavior Modification Procedures
PSY	432	Human Neuropsychology
PSY	557	Organizational Behavior
COU	528	Seminar in Marital Therapy (PREREQUISITE: CPY 544)
COU	538	The Addicted Family
COU	550	Counseling the Aged (PREREQUISITES: COU 530, 548, PSY 545)
CPY	544	Professional Orientation & Ethics in Family Therapy (PREREQUISITES: COU 530, 548)
CPY	554	Psychology of Family Systems (PREREQUISITE: COU 544)
CPY	581	Independent Study
CPY	599	Thesis (6 hours)
SOC	510	Deviant Behavior

AREA IV Practicum and Internship (9 hours scheduled during final semesters)

CPY	580	Seminar in Advanced Counseling (PREREQUISITES: COU 530, COU 548, and COU 546 OR CPY 540)
COU	594	Field Experience (PREREQUISITE: 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 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.

The Master of Arts Degree in Counseling Psychology — Specialty in Marital and Family Therapy *

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

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Hours: 60

Thesis: Optional

Chairperson: Dr. Anita M. Meehan (Psychology)

Office: 386 Old Main

Telephone: (610) 683-4455

E-mail: meehan@kutztown.edu

Clinical Coordinator: Dr. Thomas A. Seay

Office: 107 Graduate Center

Telephone: (610) 683-4206

E-mail: mseay@kutztown.edu

This program requires sixty 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.

Upon completion of the program, students will have met the academic eligibility requirements to sit for Licensed Marriage and Family Therapist Examination.

Professional credits students who intend to apply for admission to the M.A. in Counseling Psychology are limited to two courses prior to admission. All students accepted into this program must complete all requirements within eight 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 (PREREQUISITE: 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	Professional Orientation and Ethics in Family Therapy
CPY	554	Psychology of Family Systems

AREA III Group Therapy (3 hours)

CPY	540	Group Counseling and Psychotherapy (PREQUISITE: COU 530) OR
COU	546	Group Processes (PREREQUISITE: COU 530)

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

AREA IV	Diagnostics, Evaluation, and Research (6 hours) +		
COU	507	Educational and Psychological Tests and Measurements <i>AND</i>	
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) <i>OR</i>	
CPY	511	Inferential Statistics and Research Design <i>AND</i>	
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)	

+ These course sequences are not interchangeable.

AREA V	Electives (9 hours)		
	These are examples of electives. Others may be chosen after consultation with the advisor.		
	ITC/LIB	525	Microcomputers for Educators
	COU	518	Professional Orientation & Ethics in the Agency Setting
	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 Internship (9 hours scheduled during FINAL semesters)		
CPY	580	Seminar in Advanced Counseling (PREREQUISITE: COU 530, COU 548 <i>AND</i> COU 546 <i>OR</i> CPY 540)	
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 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.

The Master of Arts Degree in English

Chairperson: Dr. Janice Chernekoff

Office: 205 Lytle Hall

Telephone: (610) 683-4353

E-mail: cherneko@kutztown.edu

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 of the following areas in which to take the comprehensive examination:

Language History and Linguistics

English Renaissance to 1660

19th-Century English Literature

American Literature Since 1860

Literary Criticism and Comparative Literature

Early and Medieval English Literature

English Restoration through the 18th Century

American Literature to 1860

20th-Century British Literature

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

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

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

Thirty semester hours are required for the receipt of the degree. All students accepted into this program must complete all requirements within six 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	555	Black Women's Literature: The Development of A Tradition
ENG	563	Studies in American Realism, 1865-1900

Humanities and Language

ENG	430	Rhetorical Traditions and Contemporary Renditions
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 Business Administration Degree

Contact: Dr. Eileen A. Hogan
Dean, College of Business
Office: 119 deFrancesco Building
Telephone: (610) 683-4575
E-mail: hogan@kutztown.edu

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 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, International Business, Supply Chain Management, Entrepreneurship, Health Services Management, Electronic Media, and School Business Management. All students accepted into this program must complete all requirements within six 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 Business Statistics
Principles of Microeconomics
Financial Management
Principles of Marketing
Calculus

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 400- and 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 Education Degree in Art Education

Chairperson: Dr. John White

Office: 102 Boxwood House

Telephone: (610) 683-4520

E-mail: white@kutztown.edu

Program Coordinator: Dr. Marilyn Stewart

E-mail: stewart@kutztown.edu

Hours: 31

Thesis: Optional

The Master of Education degree in art education is oriented toward teaching and research in art and visual culture education and is intended to prepare students to:

- Demonstrate understanding of theoretical issues in art and visual culture education,
- Develop a philosophical orientation that recognizes the role of art and visual culture in the lives of individuals and society,
- Demonstrate advanced knowledge and understanding of curriculum development and instructional processes, and
- Demonstrate critical and expressive responses to art and visual culture.

The program consists of a core of required courses and elective offerings that reflect current directions and literature in the field. Art and visual culture education draws upon diverse content areas such as critical theory, psychology, anthropology, and the humanities, as well as the more traditional content areas such as studio, art history and criticism. While grounded in theory, the program focuses the attention of the candidate on desirable current practices in public schools and other educational settings.

Students who hold a baccalaureate degree in art education or another appropriate baccalaureate degree will complete thirty-one semester hours of graduate course work, ten semester hours of which are earned through the required core of courses. The remaining 21 credit hours are earned through a program of study developed in consultation with a faculty advisor. The program of study will include a reasonable concentration reflecting the professional interests and directions of the candidate. As part of their program, all students will complete a thesis or a paper/project under the supervision of a thesis/paper/project advisor and reader, after first securing acceptance of the topic by the Degree Advisory Committee.

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

Required courses to be taken by all students (10 credits):

ARU	536	Curriculum
ARU	574	Perspectives in Art Education
EDU	511	Research Methods in Art Education
ARU	512	Applied Research

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	<u>1</u>	ARU	512	Applied Research	1
			10	EDU	503	Thesis	3
				EDU	503	Thesis	<u>3</u>
Electives			<u>21</u>				16
Total			31	Electives			<u>15</u>
							31

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	550	Best Practices in Art Education
ARU	570	Selected Topics in Art Education
ARU	573	The Uses of Theory in Art Education
ARU	575	Seminar: Individual Problems in Art
ARU	576	Independent Study in Art Education
ARU	581	The Teaching of Response to the Arts
ARU	5XX	Relevant Institutes
ART	570	Selected Topics in Art Seminar
ART	571	Selected Topics in Art Studio

CRAFTS

CFT	527	Wood Design
CFT/ART	540	Weaving and Textiles
CFT	543	Ceramics
CFT	546	Jewelry and Metal Craft
CFT	570	Selected Topics in Crafts
CFT	576	Independent Study in Crafts
CFT	5XX	Relevant Institutes

RELATED ARTS

RAR	511	Cross-Cultural Perspectives in Art
RAR	551	Art Criticism
RAR	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

ANTHROPOLOGY

ANT	437	Indian-White Relations in North America
ANT	541	Peoples, Cultures, and Adaptations in Global Perspectives

HUMANITIES

HUM	592	Seminar in Language — Culture — Area Study
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INSTRUCTIONAL TECHNOLOGY

ITC	435	Distance Learning and the K-12 Educator
ITC	446	Development of Multi-Image Productions
ITC	514	Instructional Technology
ITC	515	Word Processing and Desktop Publishing
ITC	520	Instructional Design and Technology
ITC/LIB	525	Microcomputers for Educators
ITC	526	Organization and Administration of Instructional Technology K-12
ITC	527	Integrating Instructional Technology into the K-12 Classroom
ITC	532	Integrated Video/Computer Productions for Educators
ITC	533	Hypermedia: A Tool for the Educator
ITC	536	Telecomputing and the Internet for Educators
ITC	553	Development of Projected Digital Instructional Resources

EDUCATION

EDU	517	Relating the Arts to Education
EDU	522	Teaching Writing Across the Curriculum
EDU	523	Assessment: Issues and Concerns 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	542	Academy for the Mentoring of Teachers
EDU	543	Methods of Creative Education
EDU	546	Differentiated Instruction
EDU	552	Teaching Reading in the Content Areas
EDU	562	School Law
EDU	565	Special Topics in Education
EDU	568	Middle School Curriculum and Instruction
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

SPECIAL EDUCATION

SPU	511	Teaching the Exceptional Child in the Regular Classroom
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HISTORY

HIS	570	Society and Thought in Modern America
HIS	585	History of Urban America

MUSIC

MUS	470	Selected Topics in Music Literature
MUS	510	Music Listening in the Elementary School

PHILOSOPHY

PHI	470	Selected Topics in Philosophy
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POLITICAL SCIENCE

POL	515	Principles and Problems of Public Administration
POL	516	Administrative and Organizational Theory

PSYCHOLOGY

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
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

The M.Ed. in Art Education is not a teacher-certification program.

Students who do not hold certification to teach art may opt to pursue certification while completing the requirements for the M.Ed. in Art Education. In such cases, the student will meet with an advisor to review previous transcripts and experience in order to design a program that will result in certification. Credit hour requirements will vary, depending upon each student's history. In most cases, however, this program will require that the student complete a total number of credits that exceeds the 31 required for the M.Ed. Students wishing to pursue certification while working toward completion of the M.Ed. in Art Education degree should indicate this on the application for graduate admission.

The Master of Education Degree in Elementary Education*

Chairperson: Dr. Elsa Geskus
Office: 212 Beekey Building
Telephone: (610) 683-4262
E-mail: geskus@kutztown.edu

Hours: 30
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 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 hours of credit are awarded for the thesis and may be counted toward the required 30 semester hours.
- B. Complete 30 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.

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 calendar years.

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*)

Select **ONE** of the following courses:

ELU	510	Seminar in Early Childhood Education
ELU	519	Teaching Writing to Children
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	546	Differentiated Instruction

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

Select **ONE** of the following courses:

ARU	581	The Teaching of Response in the Arts
ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators
ITC	547	Special Topics in Instructional Technology
ITC	553	Development of Projected Digital Instructional Resources
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, a prerequisite for ELU 569)
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Choose either Option A or Option B

Option A: EDU 503 Thesis (6 hours — see Thesis section, page 31, for details) **OR**

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. An ITC course is recommended.

B. Professional (*minimum credit hours 6*)

ELU	412	Curriculum for Children in Infant-Toddler Period
ELU	415	Building Partnerships for Educating Young Children
ELU	420	Administration of Early Childhood Programs
ELU	452	Current Trends in Reading Instruction
ELU	520	Folk Literature and Storytelling for Teachers of Elementary and Middle School Children
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
ELU	591	Picturebooks
EDU	523	Assessment: Issues and Concerns for Teachers
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 400-level courses may be included toward the fulfillment of the requirements for the M.Ed. degree.

There is a limit of nine 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.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Ten years teaching experience in an elementary school.

The Master of Education Degree in Reading

Chairperson: Dr. Elsa Geskus

Office: 212-A Beekey Building

E-mail: geskus@kutztown.edu

Program Coordinator: Dr. Beth Herbine

Office: 207-A Beekey Building

Telephone: (610) 683-4271

E-mail: herbine@kutztown.edu

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 teachers 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 Praxis "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 Professional Assessment for Beginning Teachers, ETS, before the Pennsylvania Department of Education will issue the certificate.

Applicants who already have a master's degree may earn Reading Specialist Certification by completing the eight required reading courses (24 credits). Additionally, one who already has a master's degree and wishes to earn a Master of Education degree may do so and nine credits (3 courses) may be applied to the Kutztown Graduate Reading Program.

All candidates accepted into this program must complete all requirements within six calendar years.

I. Required (24 hours)

Entry-Level Courses (9 hours)

EDU	551	Principles of Reading Instruction
EDU	552	Teaching Reading in the Content Area
EDU	502	Seminar in Educational and Psychological Research Pertinent to Reading

Intermediate Level Courses (6 hours)

EDU	555	Reading Disabilities
EDU	557	Foundations of Reading Comprehension

Advanced Courses (9 hours)

EDU	553	Psychological Basis of Reading Instruction
EDU	575	Clinical Practicum in Reading: Diagnosis (PREREQUISITES: all entry-level and intermediate courses)
EDU	576	Practicum in Reading Instruction: Corrective and Remedial (PREREQUISITES: 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.

ITC	525	Microcomputers for Educators
EDU	528	Education and the Culturally Different Student
ITC	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.

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.

Please check with your advisor concerning the appropriate Praxis testing.

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.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Ten years teaching experience in an elementary school.

The Master of Education Degree in Instructional Technology

Instructional Technology Specialist Certification

Chairperson: Prof. Eloise Long
Office: RL 12, Rohrbach Library
Telephone: (610) 683-4300
E-mail: long@kutztown.edu

Hours: M. Ed. 33
Cert. 24

Program Coordinator: Dr. Lynn Milet
Office: RL 13, Rohrbach Library
Telephone: (610) 683-1598
E-mail: milet@kutztown.edu

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)

ITC	514	Instructional Technology
EDU	500	Methods of Educational Research

II. Required Major Courses (12 credits)

ITC	520	Instructional Design and Technology: Paradigms, Principles and Processes
ITC	525	Microcomputers for Educators
ITC	526	Organization and Administration of Instructional Technology Programs
ITC	536	Telecomputing and the Internet for Educators

III. Electives (6 credits from the following or advisor approved related coursework)

ITC	425	Computer Networks for Education
ITC	435	Distance Learning for the K-12 Educator
ITC	515	Word Processing and Desktop Publishing in Education
ITC	527	Integrating Instructional Technology into the K-12 Classroom
ITC	532	Integrated Video/Computer Productions for Educators
ITC	533	Hypermedia: A Tool for the Educator
ITC	547	Selected Topics in Instructional Technology
ITC	550	Multimedia for Educators
ITC	553	Development of Projected Digital Instructional Resources
PSY	565	Theories of Learning

IV. Required Capstone Courses (9 credits) — Choose either Option A or Option B

Option A

ITC	571	Research Project I
ITC	572	Research Project II
ITC	590	Internship/Practicum in Instructional Technology

Option B

ITC	503	Thesis (6 hours awarded at the completion of the thesis)
ITC	590	Internship/Practicum in Instructional Technology

Instructional Technology Specialist Certification

I. Required Foundation Courses (6 credits)

ITC	514	Instructional Technology
EDU	500	Methods of Educational Research

II. Required Courses (12 credits)

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

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

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

IV. Required Capstone Course (3 credits)

ITC	590	Internship/Practicum in Instructional Technology
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Please check with your advisor concerning the appropriate Praxis testing.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by the GRE score or by a passing score on the Praxis II examinations.

The Master of Education Degree in Instructional Technology — Concentration in Digital Classroom Technology

Department Chairperson: Prof. Eloise Long

Office: RL 12, Rohrbach Library

Telephone: (610) 683-4300

E-mail: long@kutztown.edu

Program Coordinator: Dr. Lynn Milet

Office: RL 13, Rohrbach Library

Telephone: (610) 683-1598

E-mail: milet@kutztown.edu

Hours: 30

Thesis: Optional

The Master of Education degree in Instructional Technology with a concentration in Digital Classroom Technology is a 30 credit program with a thesis option. A portfolio is required linking class projects to state content standards. The program prepares teachers to be more effective users of instructional technology. The program is included in the Fast-Track Summer Schedule provided by the Department. The requirements for the program are listed below.

Master of Education Degree in Instructional Technology Concentration in Digital Classroom Technology

I. Required Foundation Courses (6 credits)

ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators

II. Required Major Courses (12 credits)

ITC	520	Instructional Design and Technology: Paradigms, Principles and Processes
ITC	527	Integrating IT into the K – 12 Classroom
ITC	536	Telecomputing and the Internet for Educators
ITC	553	Development of Digital Instructional Resources

III. Electives (3 credits)

ITC	425	Computer Networks for Education
ITC	435	Distance Learning for the K-12 Educator
ITC	515	Word Processing and Desktop Publishing in Education
ITC	533	Hypermedia: A Tool for the Educator
ITC	547	Special Topics in Instructional Technology – Classroom Technology
ITC	550	Multimedia for Educators

IV. Research (9 credits)

EDU	500	Methods of Educational Research
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Choose either Option A or Option B

Option A

ITC	571	Thesis (6 credits) OR
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Option B

Electives (6 credits)

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by the GRE score or by a passing score on the Praxis II examinations.

The Master of Education Degree in Elementary School Counseling — Certification

Chairperson: Dr. Margaret A. Herrick

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Clinical Coordinator: Dr. Sandra J. McSwain

Office: 110 Graduate Center

Telephone: (610) 683-4222

E-mail: mcswain@kutztown.edu

Hours: 51

Thesis: None

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

This program consists of fifty-one 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 calendar years. Students will complete seventeen courses, fifty-one hours, in the following order. Upon completion of the program, students will have met the academic requirements to sit for the Praxis examination for the Pennsylvania Certification in Elementary School Counseling. (NOTE: This degree does not meet the academic credit requirements for the Pennsylvania Licensed Professional Counselor Examination.)

Professional credits students who intend to apply for admission to this program are limited to two courses prior to admission.

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	Professional Orientation and Ethics in the Elementary School
COU	530	Fundamentals of Counseling
COU	535	Career Development and Information Services
COU	546	Group Processes (PREREQUISITE: COU 530) OR
CPY	540	Group Counseling and Psychotherapy (PREREQUISITE: COU 530)
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)

AREA II Cognate Area (18 hours)

ITC/LIB	525	Microcomputers for Educators (Please check with advisor before scheduling this course)
EDU	528	Education and the Culturally Different Student OR
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530) OR
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 OR
PSY	546	Psychopathology

AREA III Research and Evaluation (6 hours)*

COU	507	Educational and Psychological Tests and Measurements <i>AND</i>
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) <i>OR</i>
CPY	511	Inferential Statistics and Research Design <i>AND</i>
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

* These course sequences are not interchangeable.

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, Cultures, and Adaptations in Global Perspectives
COU	518	Professional Orientation & Ethics in the Agency Setting
COU	519	Intercultural Issues in Counseling (PREREQUISITE: 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	Professional Orientation & Ethics in Family Therapy
CPY	554	Psychology of Family Systems (PREREQUISITE: 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 Practicum and Internship (9 hours, scheduled during final semesters)

CPY	580	Seminar in Advanced Counseling (PREREQUISITE: COU 530, COU 548, and COU 546 or CPY 540)
COU	590	Supervised Counseling Experience (Elementary and Middle School) (PREQUISITE: 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.

Please check with your advisor concerning the appropriate Praxis testing.

The Master of Education Degree in Elementary School Counseling — Licensure

Chairperson: Dr. Margaret A. Herrick

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Clinical Coordinator: Dr. Sandra J. McSwain

Office: 108 Graduate Center

Telephone: (610) 683-4222

E-mail: mcswain@kutztown.edu

Hours: 60

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 sixty semester hours and a comprehensive examination. Upon successful completion of the degree program and qualifying scores on the Praxis examination, 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 calendar years. Students will complete twenty courses, sixty hours and a comprehensive examination. Upon completion of this program, students will have met the academic requirements for the Certification in Elementary School Counseling and the Pennsylvania Licensed Professional Counselor Examination.

Professional credits students who intend to apply for admission to this program are limited to two courses prior to admission.

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	Professional Orientation and Ethics in the Elementary School
COU	530	Fundamentals of Counseling
COU	535	Career Development and Information Services
COU	546	Group Processes (PREREQUISITE: COU 530) OR
CPY	540	Group Counseling and Psychotherapy (PREREQUISITE: COU 530)
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)

AREA II Cognate Area (24 hours)

ITC/LIB	525	Microcomputers for Educators (<i>Please check with advisor before scheduling this course</i>)
EDU	528	Education and the Culturally Different Student OR
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530) OR
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
PSY	546	Psychopathology

Two of the following:

CPY	544	Professional Orientation & Ethics in Family Therapy
CPY	554	Psychology of Family Systems

CPY	538	The Addicted Family
CPY	560	Selected Topics in Counseling

AREA III Research and Evaluation (6 hours)*

COU	507	Educational and Psychological Tests and Measurements AND
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) OR
CPY	511	Inferential Statistics and Research Design AND
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

* These course sequences are not interchangeable.

AREA IV Electives (6 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, Cultures, and Adaptations in Global Perspectives
COU	518	Professional Orientation & Ethics in the Agency Setting
COU	519	Intercultural Issues in Counseling (PREREQUISITE: 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	Professional Orientation & Ethics in Family Therapy
CPY	554	Psychology of Family Systems (PREREQUISITE: 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 Practicum and Internship (9 hours, scheduled during final semesters)

CPY	580	Seminar in Advanced Counseling (PREREQUISITE: COU 530, COU 548, and COU 546 or CPY 540)
COU	590	Supervised Counseling Experience (Elementary and Middle School) (PREREQUISITE: 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.

Please check with your advisor concerning the appropriate Praxis testing.

The Master of Education Degree in Secondary School Counseling — Certification

Chairperson: Dr. Margaret A. Herrick

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Clinical Coordinator: Dr. Deborah Barlieb

Office: 108 Graduate Center

Telephone: (610) 683-4205

E-mail: barlieb@kutztown.edu

Hours: 51

Thesis: None

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

This program consists of fifty-one semester hours and a comprehensive examination. Upon successful completion of the degree program and qualifying scores on the Praxis exam, 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 calendar years. Students will complete seventeen courses, fifty-one hours. Upon completion of the program, students will have met the academic requirements to sit for the Praxis examination for the Pennsylvania Certification in Secondary School Counseling. (NOTE: This degree does not meet the academic credit requirements for the Pennsylvania Licensed Professional Counselor (LPC) Examination.)

Professional credits students who intend to apply for admission to this program are limited to two courses prior to admission.

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	Professional Orientation and Ethics in the Secondary School
COU	530	Fundamentals of Counseling
COU	535	Career Development and Information Services
COU	546	Group Processes (PREREQUISITE: COU 530) OR
CPY	540	Group Counseling and Psychotherapy (PREREQUISITE: COU 530)
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)

AREA II Cognate Area (15 hours)

ITC/LIB	525	Microcomputers for Educators (Please consult with advisor before scheduling this course)
EDU	528	Education and the Culturally Different Student OR
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530) OR
SOC	545	Ethnic Minorities and Group Conflict
PSY	527	Developmental Psychology of Adolescence OR
PSY	530	Life Span Development
PSY	565	Theories of Learning
SOC	510	Deviant Behavior OR
PSY	546	Psychopathology

AREA III Research and Evaluation (6 hours)*

COU	507	Educational and Psychological Tests and Measurements <i>AND</i>
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) <i>OR</i>
CPY	511	Inferential Statistics and Research Design <i>AND</i>
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

* These course sequences are not interchangeable.

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, Cultures, and Adaptations in Global Perspectives
COU	518	Professional Orientation & Ethics in the Agency Setting
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530)
COU	528	Seminar in Marital Therapy
COU	538	The Addicted Family
COU	581	Independent Study
CPY	544	Professional Orientation & Ethics in Family Therapy
CPY	554	Psychology of Family Systems (PREREQUISITE: CPY 544)
EDU	546	Differentiated Instruction
EDU	562	School Law
EDU	568	Middle School Curriculum and Instruction
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 Adolescence
PSY	545	Theories of Personality
PSY	546	Psychopathology
SEU	567	Curriculum of the Secondary School
SOC	545	Ethnic Minorities and Group Conflict
SPU	511	Special Education

AREA V Practicum and Internship (9 hours, scheduled during FINAL semesters)

CPY	580	Seminar in Advanced Counseling (PREREQUISITE: COU 530, COU 548, and COU 546 or CPY 540)
COU	590	Supervised Counseling Experience (Secondary School) (PREREQUISITE: 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.

Please check with your advisor concerning the appropriate Praxis testing.

The Master of Education Degree in Secondary School Counseling — Licensure

Chairperson: Dr. Margaret A. Herrick

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Clinical Coordinator: Dr. Deborah Barlieb

Office: 108 Graduate Center

Telephone: (610) 683-4205

E-mail: barlieb@kutztown.edu

Hours: 60

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 sixty 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 calendar years. Students will complete twenty courses, sixty hours, as follows. Upon completion of the program, students will have met the academic requirements for the Certification in Secondary School Counseling and the Pennsylvania Licensed Professional Counselor Examination.

Professional credits students who intend to apply for admission to this program are limited to two courses prior to admission.

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	Professional Orientation and Ethics in the Secondary School
COU	530	Fundamentals of Counseling
COU	535	Career Development and Information Services
COU	546	Group Processes (PREREQUISITE: COU 530) OR
CPY	540	Group Counseling and Psychotherapy (PREREQUISITE: COU 530)
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)

AREA II Cognate Area (24 hours)

ITC/LIB	525	Microcomputers for Educators (Please consult with advisor before scheduling this course)
EDU	528	Education and the Culturally Different Student OR
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530) OR
SOC	545	Ethnic Minorities and Group Conflict
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
PSY	546	Psychopathology
		Three of the following:
CPY	554	Psychology of Family Systems
COU	538	The Addicted Family
CPY	544	Professional Orientation and Ethics in Family Therapy
CPY	560	Selected Topics in Counseling

AREA III Research and Evaluation (6 hours)*

COU	507	Educational and Psychological Tests and Measurements AND
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) OR
CPY	511	Inferential Statistics and Research Design AND
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

* These course sequences are not interchangeable.

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, Cultures, and Adaptations in Global Perspectives
COU	518	Professional Orientation & Ethics in the Agency Setting
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530)
COU	528	Seminar in Marital Therapy
COU	538	The Addicted Family
COU	581	Independent Study
CPY	544	Professional Orientation & Ethics in Family Therapy
CPY	554	Psychology of Family Systems (PREREQUISITE: CPY 544)
EDU	546	Differentiated Instruction
EDU	562	School Law
EDU	568	Middle School Curriculum and Instruction
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 Adolescence
PSY	545	Theories of Personality
PSY	546	Psychopathology
SEU	567	Curriculum of the Secondary School
SOC	545	Ethnic Minorities and Group Conflict
SPU	511	Special Education

AREA V Practicum and Internship (9 hours, scheduled during final semesters)

CPY	580	Seminar in Advanced Counseling (PREREQUISITE: COU 530, COU 548, and COU 546 or CPY 540)
COU	590	Supervised Counseling Experience (Secondary School) (PREREQUISITE: 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. (Exception 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.

Please check with your advisor concerning the appropriate Praxis testing.

The Master of Education Degree in Student Affairs in Higher Education — Administration

Chairperson: Dr. Margaret A. Herrick

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: herrick@kutztown.edu

Clinical Coordinator: Dr. Kelley Kenney

Office: 109 Graduate Center

Telephone: (610) 683-4223

E-mail: kenney@kutztown.edu

Hours: 48

Thesis: None

The Master of Education degree program in Student Affairs (Administration) 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 is a forty-eight semester hour program, which requires a comprehensive examination for degree completion. 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 eight calendar years.

Professional credits students who intend to apply for admission to this program are limited to two courses prior to admission.

The following is the course of study for this program.

AREA I Required Foundation Courses (15 hours)

COU	516	Introduction to Student Affairs
COU	517	Professional Orientation and Ethics in Student Affairs
COU	530	Fundamentals of Counseling
COU	546	Group Processes Seminar (PREREQUISITE: COU 530) OR
CPY	540	Group Counseling and Psychotherapy (PREREQUISITE: COU 530)
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)

AREA II Required Core Courses (15 hours)

COU	570	The American College Student
COU	535	Career Development and Information Services
COU	571	Theory and Application of Student Development Principles
COU	572	Seminar in Leadership in Student Affairs
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530) OR
EDU	528	Education and the Culturally Different Student OR
SOC	545	Ethnic Minorities and Group Conflict

AREA III Research and Evaluation (6 hours)*

COU	507	Educational and Psychological Tests and Measurements AND
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) OR
CPY	511	Inferential Statistics and Research Design AND
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

* These course sequences are not interchangeable.

AREA IV Electives (3 hours)

PSY	520	Advanced Social Psychology
PSY	529	Growth and Development through Adulthood and Aging
PSY	530	Life Span Development
PSY	545	Theories of Personality
PSY	546	Psychopathology
PSY	557	Organizational Behavior
PSY	565	Theories of Learning
POL	516	Administrative and Organizational Theory
POL	517	Public Personnel & Strategic Human Resource Management
POL	518	Budgeting and Decision Making
SOC	510	Deviant Behavior

AREA V Practicum and Internship (9 hours)

CPY	580	Seminar in Advanced Counseling (PREREQUISITE: COU 530, COU 548, and COU 546 or CPY 540)
COU	592	Internship in Student Affairs I
COU	593	Internship in Student Affairs II

DESCRIPTION OF FIELD EXPERIENCES

COU 592 Internship in Student Affairs I — This is a fifteen-week internship which combines a fifteen-hour per week campus on-the-job experience in student affairs (under the direct supervision of a site supervisor) and a three-hour, fifteen-week seminar with a professor. During the semester, students will share information on the functions, services, and issues of each office, its role within the institution, and relevant professional literature with each other. Students will develop and share personal internship goals, implementation strategies, and a project which relates developmental theory to the internship experience.

Students can select from several student affairs sites at Kutztown University and several other area colleges and universities. Paid graduate assistantship sites may be utilized with permission from the student affairs program coordinator. PREREQUISITE: CPY 580.

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

Students can select from several student affairs sites at Kutztown University and several other area colleges and universities. Paid graduate assistantship sites may be utilized with permission from the student affairs program coordinator. PREREQUISITE: COU 592.

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.

The Master of Education Degree in Student Affairs in Higher Education — College Counseling Licensure

Chairperson: Dr. Margaret A. Herrick

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E-mail: herrick@kutztown.edu

Clinical Coordinator: Dr. Kelley Kenney

Office: 109 Graduate Center

Telephone: (610) 683-4223

E-mail: kenney@kutztown.edu

Hours: 60

Thesis: None

The Master of Education degree in Student Affairs (College Counseling) is designed to prepare students to deliver professional counseling services in student affairs in higher education. 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 on college campuses. Emphasis is placed upon issues related to the student affairs profession and on issues of college student development. Students are given opportunities for experiences that are practical, specialized, and theoretically oriented. Students also develop the knowledge and skills necessary for understanding and conducting assessment and research related to the delivery of counseling services on college campuses.

This is a sixty semester hour program, which requires a comprehensive examination for degree completion. 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 eight calendar years. Upon completion of the program, students will have met the academic eligibility requirements to sit for the Pennsylvania Licensed Professional Counselor Examination.

Professional credits students who intend to apply for admission to this program are limited to two courses prior to admission.

The following is the course of study for this program.

AREA I Required Foundation Courses (18 hours)

COU	516	Introduction to Student Affairs
COU	517	Professional Orientation and Ethics in Student Affairs
COU	530	Fundamentals of Counseling
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)
CPY	540	Group Counseling and Psychotherapy (PREREQUISITE: COU 530) OR
COU	546	Group Processes Seminar (PREREQUISITE: COU 530)
PSY	546	Psychopathology

AREA II Required Core Courses (21 hours)

COU	570	The American College Student
COU	535	Career Development and Information Services
COU	571	Theory and Application of Student Development Principles
COU	572	Seminar in Leadership in Student Affairs
COU	519	Intercultural Issues in Counseling (PREREQUISITE: COU 530) OR
EDU	528	Education and the Culturally Different Student OR
SOC	545	Ethnic Minorities and Group Conflict
PSY	530	Life Span Development

One of the following:

COU	518	Professional Orientation & Ethics in the Agency Setting
COU	538	The Addicted Family
CPY	544	Professional Orientation & Ethics in Family Therapy
CPY	554	Psychology of Family Systems

AREA III Research and Evaluation (6 hours)*

COU	507	Educational and Psychological Tests and Measurements <i>AND</i>
COU	508	Research Design and Statistics (PREREQUISITE: COU 507) <i>OR</i>
CPY	511	Inferential Statistics and Research Design <i>AND</i>
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

* These course sequences are not interchangeable.

AREA IV Electives (6 hours)

COU	528	Seminar in Marital Therapy
COU	558	Structural and Strategic Family Therapy
COU	592	Internship in Student Affairs I
COU	593	Internship in Student Affairs II (PREREQUISITE: COU 592)
CPY	560	Topics and Issues in Community Counseling
PSY	520	Advanced Social Psychology
PSY	529	Growth and Development through Adulthood and Aging
PSY	545	Theories of Personality
PSY	557	Organizational Behavior
PSY	565	Theories of Learning
POL	516	Administrative and Organizational Theory
POL	517	Public Personnel & Strategic Human Resource Management
POL	518	Budgeting and Decision Making
SOC	510	Deviant Behavior

AREA V Practicum and Internship (9 hours scheduled during final semesters)

CPY	580	Seminar in Advanced Counseling (PREREQUISITES: COU 530, COU 548, and COU 546 or CPY 540)
COU	594	Field Experience (PREREQUISITE: CPY 580)

DESCRIPTION OF FIELD EXPERIENCE

COU 594 Field Experience — This field experience must take place in a college counseling environment (counseling center or other appropriate campus setting where counseling services are provided). The Field Experience is 6 semester hours: No more than 3 semester hours may be completed per semester; therefore, two consecutive semesters (Fall/Spring) of Field Experience must be taken. The field experience should 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.) Field experience requires a pre-registration and malpractice insurance. Please contact your advisor regarding the approval of the site. PREREQUISITE: CPY 580.

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.

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

Chairperson: Dr. Kathleen A. Dolgos
Office: 226 Beekey Building
Telephone: (610) 683-4259
E-mail: dolgos@kutztown.edu

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 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 calendar years.

AREA I Problems of Education in Their Broad Setting (6-9 hours)

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

EDU/MLS	433	Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
EDU	496	Multicultural Education
EDU	528	Education and the Culturally Different Student
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	562	School Law
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 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.

SEU	410	Science Instructional Methods for Middle and High School
EDU	541	Supervision of Instruction
EDU	568	Middle Level Curriculum and Instruction
SCU	521	Biology in the Secondary School
SCU	523	Techniques in Environmental Education
SEU	567	Curriculum of the Secondary School
SCU	580	Selected Topics in Science Education
SCI	514	Life Sciences in the Elementary and Middle School 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.

One of the following two courses is required:

EDU	500	Methods of Research
EDU	521	Methods of Research (Biology)

Elective — Select with advisement (3-6 hours)

EDU	503	Thesis (6 hours, awarded at completion of thesis; 3 hours may be counted under Area IV, depending upon the nature of the thesis and by permission of the department). PREREQUISITE: completion of an appropriate research methodology course before undertaking the thesis.
EDU	580	Independent Study – Secondary Education

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

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

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

ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators
EDU	523	Assessment: Issues and Concerns for Teachers
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
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, should contact the Office of the Dean of the College of Education, 231 Beekey, (610) 683-4253.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Acceptable score on the Miller Analogies Test.

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

Chairperson: Dr. Kathleen A. Dolgos
Office: 226 Beekey Building
Telephone: (610) 683-4259
E-mail: dolgos@kutztown.edu

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 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 calendar years.

AREA I Problems of Education in Their Broad Setting (6-9 hours)

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

EDU/MLS	433	Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
EDU	496	Multicultural Education
EDU	528	Education and the Culturally Different Student
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	562	School Law
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 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	Curriculum of the Secondary School

Select with advisement (3 - 6 hours):

EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
ENU	405	Applied Techniques in Language Instruction
ENU	407	Applied Techniques in Literature Instruction
ENU	511	Writing Workshop for Teachers
ENU/EDU	522	Writing Across the Curriculum

AREA III Research (3 - 9 hours)

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

EDU 500 Methods of Research (Required)

Elective — Select with advisement (3-6 hours):

EDU 503 Thesis (6 hours, awarded at completion of thesis)

EDU 580 Independent Study – Secondary Education

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

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

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

ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
ITC	553	Development of Projected Digital Instructional Resources
EDU	523	Assessment: Issues and Concerns for Teachers
EDU	565	Special Topics in Education
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, should contact the Office of the Dean of the College of Education, 231 Beekey, (610) 683-4253.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Acceptable score on the Miller Analogies Test.

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

Chairperson: Dr. Kathleen A. Dolgos
Office: 226 Beekey Building
Telephone: (610) 683-4259
E-mail: dolgos@kutztown.edu

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 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 calendar years.

AREA I Problems of Education in Their Broad Setting (6-9 hours)

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

EDU/MLS	433	Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
EDU	496	Multicultural Education
EDU	528	Education and the Culturally Different Student
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	562	School Law
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 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	Curriculum of the Secondary School

Select with advisement (3 - 6 hours):

EDU	523	Assessment: Issues and Concerns for Teachers
EDU	565	Special Topics in Education
MAU	415	Learning and Teaching Mathematics
MAU	425	Middle School Mathematics

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
MAU	531	Methods of Research (Mathematics)

Elective — Select with advisement (3-6 hours):

EDU	503	Thesis (six credit hours upon completion of the thesis). PREREQUISITE: An appropriate course in research methodology.
EDU	580	Independent Study – Secondary Education

AREA IV Subject Specialization (12 - 15 hours in Mathematics)

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

MAT	512	Foundations of Mathematics (<i>Required</i>)
MAT	431,	473, 513, 516, 517, 525, 526, 531, 535, 536, 540, 545, 550, 561, 562, 580. (Additional 500 level courses as recommended by advisor.)

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:

EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators
ITC	553	Development of Projected Digital Instructional Resources
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, should contact the Office of the Dean of the College of Education, 231 Beekey, (610) 683-4253.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Acceptable score on the Miller Analogies Test.

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

Chairperson: Dr. Kathleen A. Dolgos
Office: 226 Beekey Building
Telephone: (610) 683-4259
E-mail: dolgos@kutztown.edu

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 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 calendar years.

AREA I Problems of Education in Their Broad Setting (6-9 hours)

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

EDU/MLS	433	Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
EDU	496	Multicultural Education
EDU	528	Education and the Culturally Different Student
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	562	School Law
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 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	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.

EDU	500	Methods of Research (Required)
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Elective — Select with advisement (3 - 6 hours):

EDU	503	Thesis (six credit hours upon completion of the thesis). PREREQUISITE: An appropriate research methodology course.
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: Courses should be selected from the following prefixes: ANT, ECO, GEG, HIS, POL, PSY, SSU, SOC)

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:

EDU	523	Assessment: Issues and Concerns for Teachers
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 Level Curriculum and Instruction
ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators
ITC	553	Development of Projected Digital Instructional Resources
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, should contact the Office of the Dean of the College of Education, 231 Beekey, (610) 683-4253.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Acceptable score on the Miller Analogies Test.

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

Chairperson: Dr. Kathleen A. Dolgos
Office: 226 Beekey Building
Telephone: (610) 683-4259
E-mail: dolgos@kutztown.edu

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 calendar years.

AREA I Problems of Education in Their Broad Setting (6-9 hours)

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

EDU/MLS	433	Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
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 (6 hours)

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

EDU/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU/ENU	522	Writing Across the Curriculum
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
ITC	514	Instructional Technology
ITC	553	Development of Projected Digital Instructional Resources
MAU	425	Middle School Mathematics
MAU	580	The Curriculum of Secondary Mathematics
SCU	521	Biology in the Secondary School
SEU	567	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)*

Elective — Select with advisement (3 - 6 hours)

EDU	503	Thesis (6 hours, awarded at completion of thesis.) PREREQUISITE: An appropriate research methodology course.
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.

EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	523	Assessment: Issues and Concerns for Teachers
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 School Curriculum and Instruction
ENU	405	Applied Techniques in Language Instruction
ENU	407	Applied Techniques in Literary Instruction
ITC	514	Instructional Technology
ITC	525	Microcomputers for Educators
MAU	415	Learning and Teaching Mathematics
SCU	523	Techniques in Environmental Education
SEU	410	Science Instructional Methods for Middle and High School
SEU	544	Effective Secondary Education Seminar (REQUIRED)
SPU	511	Teaching the Exceptional Child in the Regular Classroom
SSU	524	Teaching Models for Social Studies Instruction

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

The M.Ed. in secondary education is not a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification, or who are certified and wish to obtain additional certification, should contact the Office of the Dean of the College of Education, 231 Beekey, (610) 683-4253.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Passing score on the National Teacher Examination.
- Acceptable score on the Miller Analogies Test.

The Master of Library Science Degree

Chairperson: Prof. Eloise Long
Office: RL 12, Rohrbach Library
Telephone: (610) 683-4300
E-mail: long@kutztown.edu

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 semester credit hours of basic courses additional to the thirty 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 calendar years.

I. Preparatory Core (Required)

LIB	011	Information Needs and Services
LIB	313	Cataloging and Classification

II. Graduate Course Specialization

Required:

LIB	500	Methods of Research (Library) — <i>and two of the following:</i>
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

* Two of these three courses are required.

Electives:

LIB	431	Oral Tradition in the Library
LIB	440	Selected Topics
LIB	471	Information Analysis and Retrieval
LIB	510	Literature of the Humanities
LIB	520	Literature of the Social Sciences
LIB/ITC	525	Microcomputers in Education
LIB	530	Literature of the Sciences and Technology
LIB	534	Government Publications
LIB	543	Public Library Services
LIB	545	Special Library Services
LIB	550	Books and Related Materials for Adults
ITC	553	Development of Projected Digital Instructional Resources
LIB	560	Mass Media and the Library
LIB	570	Independent Study
LIB	575	Seminar: Teaching Function of the School Library Media Center

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

Six 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.

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by the GRE score or by a passing score on the Praxis II examinations.

The Master of Public Administration Degree

Chairperson: Dr. Jack Treadway

Office: 201 Graduate Center

Telephone: (610) 683-4449

E-mail: treadway@kutztown.edu

Program Coordinator: Dr. Paula Holoviak

Office: 211 Graduate Center

Telephone: (610) 683-4452

E-mail: holoviak@kutztown.edu

Hours: 36

Thesis: Required

The Master of Public Administration program provides 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 required thesis, the program equips students with specialized knowledge and technical skills in budgeting, planning, personnel administration, research and other essential management techniques. Through its reputation, and through its internships, Kutztown University's Political Science Department and MPA Program have developed numerous contacts with public and private sector administrators. Graduates typically achieve continuing success in their present careers or are successful in obtaining other career positions related to their interests.

The program benefits professionals employed or seeking employment in government agencies (at all levels), health care and other not-for-profit organizations, and private enterprise. In eastern Pennsylvania there is a large number of occupations for which public administration expertise is essential, especially those in "third sector" industries which depend upon effective interface with government agencies and skillful handling of governmental processes and regulations.

Successful completion of the thirty-six semester hours of credit is required for the Master of Public Administration degree. All students accepted into this program must complete all requirements within six calendar years.

REQUIRED (24 hours)			CREDITS
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 Administration and Strategic Human Resource Management	3
POL	518	Budgeting and Decision Making	3
POL	538	Program and Policy Evaluation	3
TOTAL			24
Two Electives, at least one of which must be a POL			6
POL	503	Thesis	6
TOTAL CREDITS FOR MPA			36

ELECTIVES

POL	435	Technology and Contemporary Politics and Society
POL	562	Community Politics
POL	571	Non-Profit Organizational Management
POL	570	Selected Topics in Public Administration
POL	580	Independent Study

NOTE: Two electives are chosen, one of which must be a Political Science graduate course. The thesis is undertaken upon the successful completion of all course work. The student works in consultation with a thesis advisor who oversees the research 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 Science Degree in Computer and Information Science

Chairperson: Prof. William E. Bateman

E-mail: bateman@kutztown.edu

Program Coordinator: Dr. Henry G. Gordon

E-mail: gordon@kutztown.edu

Department Office: 258 Lytle Hall

Telephone: (610) 683-4340

Hours: 30

Thesis: None

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 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 six of the following courses.

CIS	502	File Management Techniques II
CIS	510	Advanced Operating Systems
CIS	512	Networking II
CIS	516	Design & Analysis of Algorithms II
CIS	520	Object Oriented Programming II
CIS	521	Advanced Web-Based Java Programming
CIS	526	Principles of Compiler Design II
CIS	541	Advanced Information Security
CIS	548	Artificial Intelligence II
CIS	552	Advanced UNIX Programming
CIS	555	Applied Cryptography
CIS	557	Database Management Systems II
CIS	570	Independent Study in Computer Science
CIS	580	Special Topics in Computer Science
4. **ELECTIVES:** Students may take no more than four of the following courses.

CIS	402	File Management Techniques I
CIS	411	Networking I
CIS	415	Design and Analysis of Algorithms I
CIS	421	Web-Based Java Programming
CIS	422	Object Oriented Programming I
CIS	425	Compiler Design I
CIS	447	Artificial Intelligence I
CIS	456	Database Management Systems I
CIS	570	Independent Study in Computer Science
CIS	480	Special Topics in Computer Science

The Master of Science Degree in Electronic Media

Chairperson: Dr. Joseph Chuk

E-mail: chuk@kutztown.edu

Program Coordinator: Dr. David Kintsfather

E-mail: kintsfat@kutztown.edu

Office: 202 Rickenbach Learning Center

Telephone: (610) 683-4492

Hours: 30

Thesis: Required

The Department offers a 30-credit M.S. degree in Electronic Media which has been developed in cooperation with professionals working in various fields of electronic mass communications. The program emphasizes the refinement of basic skills and the practical application of the latest research in the discipline.

Recent graduates of electronic media programs and professionals currently employed in the electronic mass media can benefit from this program, which offers the opportunity for concentrated study in specific subject areas to facilitate career advancement or to provide the academic foundation for teaching in the field.

Students with an undergraduate background in a field other than electronic media have the option of taking one or more foundational courses before attempting more specialized coursework. In such cases, the Master's program provides both the fundamentals of the discipline and focused study in a new field of interest.

Since all coursework is offered in the evening, the program is especially well-suited to working adults.

Successful completion of this degree requires a minimum of thirty semester hours. Of these, at least 24 must be in Electronic Media, including the 6-credit thesis. Each course is three semester hours except as indicated. All students accepted into this program must complete all requirements within six calendar years.

AREA I REQUIRED

TVR	400	Electronic Media Research
* TVR	502	The Business of Electronic Media
TVR	503	Thesis (6 semester hours)
* TVR	505	Electronic Media Writing
* TVR	510	Video Production Workshop
TVR	511	Advanced Video Production Workshop
TVR	550	Managing Electronic Media
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 Electronic Media
TVR	520	Seminar in Electronic Media Programming
TVR	530	Interactive Electronic Media
TVR	540	Seminar in Electronic Media Law
TVR	560	Seminar in Corporate Electronic Media
TVR	570	Independent Study in Electronic Media
TVR	580	Selected Topics in Electronic Media (1-3 semester hours)
TVR	590	Internship in Electronic Media (3-6 semester hours)

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

For this program, the College of Graduate Studies admissions requirement of an acceptable score on the Graduate Record Examination (GRE) may be satisfied by the GRE score or by a personal interview with the Department Chairperson and the Graduate Program Coordinator in which the applicant presents his/her career goals and experience in the field.

The Master of Social Work (MSW)

The Family-in Environment: Advanced Theory and Practice of Social Work

Chairperson: Dr. Deborah Sieger

E-mail: sieger@kutztown.edu

Program Director: Dr. John G. Vafeas

E-mail: vafeas@kutztown.edu

Office: 27 Old Main

<http://www.kutztown.edu/acad/socw/MSWindex.html>

Telephone: (610) 683-4235

E-mail: msw@kutztown.edu

Hours: 64*

Thesis: Optional

The Master of Social Work Program at Kutztown University focuses on the needs of the family in its social environment. During their study, MSW students are actively engaged with faculty experts in both exploring and enhancing their knowledge as it relates to the strengths and needs of the family in all its diverse forms. Students, faculty and human service providers collaborate to provide service to families at risk, intervene with families in crisis, connect clients to causes and change the social environment to support the families of today and the families of tomorrow.

Students develop a generalist perspective of social work practice in their foundation year of study. The advanced year provides a concentration, developing depth, breadth, and specificity in knowledge on the family in its social environment. Students develop further specialization through elective course offerings and a 900-hour agency-based practicum experience. This specialized program of study is achieved through each student's choice of six, 1-credit elective courses from a broad range of topics, from therapy to agency administration and policy development.

Foundation Level Courses (32 hours)

SWK	400	Foundations in Human Behavior in the Social Environment
SWK	450	Foundations in Social Work Practice with Individuals
SWK	455	Foundations of Social Welfare Policies
SWK	460	Foundations of Social Work Research Methods
SWK	465	Foundations of Social Work Practice with Groups and Families
SWK	480	Foundations of Social Work Practice with Organizations and Communities
SWK	481	Foundation Internship I
SWK	482	Integrated Generalist Social Work Practice Seminar I
SWK	483	Foundation Internship II
SWK	484	Integrated Generalist Social Work Practice Seminar II

Advanced Standing Level Courses (12 hours)*

SWK	491	Internship for Advanced Standing I
SWK	492	Generalist Social Work Practice for Advanced Standing I
SWK	493	Internship for Advanced Standing II
SWK	494	Generalist Social Work Practice for Advanced Standing II

Advanced Year Level Courses (26 hours)

SWK	500	Families in the Social Environment
SWK	555	Applied Family Policy and Family Service Programs
SWK	560	Applied Methods of Social Work Research
SWK	581	Advanced Internship I
SWK	582	Advanced Theory in Family-Centered Generalist Social Work Practice I
SWK	583	Advanced Internship II
SWK	584	Advanced Theory in Family-Centered Generalist Social Work Practice II
SWK	595	Capstone Experience: Social Work and the Family-In-Environment

One-Credit Elective Courses (6 hours)

SWK	501	Treatment Modalities for Social Work with Families
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SWK	502	Social Work Crisis Intervention with Families
SWK	503	Social Work with Family Groups
SWK	504	Short-Term Treatment Models in Social Work with Families
SWK	505	Psychopharmacology for Social Workers
SWK	507	Differential Assessment Techniques for Social Workers
SWK	508	Maltreatment in the Family: Social Work Practice
SWK	516	Social Work in Health Care
SWK	520	Community Social Needs Assessment
SWK	524	Program Evaluation and Social Work
SWK	525	Information Technology and Social Work Practice I
SWK	526	Information Technology and Social Work Practice II

* **Advanced Standing** — Advanced Standing Status may be granted to students who possess the Bachelor's of Social Work (BSW) degree from a CSWE accredited program. These students may qualify to complete the program within a calendar year. Special provisions apply for some Kutztown University graduates.

No Academic Credit for Life, Work Experience — No credit is given for life or work experience.

All MSW students are expected to conduct themselves in a manner consistent with the National Association of Social Work *Code of Ethics*. If a student demonstrates behavior inconsistent with the *Code of Ethics*, the social work faculty reserves the right to implement the program's dismissal policy as described in the *Student Handbook and Advisement Guide*.

English as a Second Language — Program Specialist Certification

Contact: College of Graduate Studies
Office: 110 Old Main
Telephone: (610) 683-4201
E-mail: graduate@kutztown.edu
http://www.kutztown.edu

Hours: 12

Kutztown University has been approved by the Pennsylvania Department of Education to be a provider for the Program Specialist Certificate – English as a Second Language. Courses are taught at Kutztown University, in the Reading area, and in the Allentown area. Please check the university website for exact times and locations that ESL courses are offered.

The following requirements are part of the course of study for this program.

- I. Class work (12 hours)**

ENG	334	Introduction to English Linguistics
EDU/MLS	433	Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
- II. Certification**

Students must have a valid PA Instructional I or II Certificate to complete the program.
- III. Competency**

All courses must be passed with a “C” or higher.
- IV. Fieldwork**

A fifteen-hour (15-hr) fieldwork experience must be completed.

DESCRIPTION OF REQUIRED COURSES

ENG 334 Introduction to English Linguistics — A comprehensive study of the grammar of American English: its sound system, its morphological system, and its syntax from the structural and generative-transformational standpoints. **PREREQUISITE:** ENG 023 or its equivalent.

EDU/MLS 433 Cultural Awareness/Sensitivity for ESL/ELL Program Specialists — This course is designed to prepare English as a Second Language (ESL) program specialists to facilitate the integration of English Language Learners (ELLs) and their families into the host school and community. As well, the course facilitates school staff members’ understanding of multi-cultural and multi-language learners’ needs and support strategies so as to maximize the educational experience. Participants in this course will undertake a comparative approach to similarities and differences between the US culture and other cultures with the goal of developing cultural understanding and sensitivity of ELL/ESL students and families living in the US culture.

EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations — This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist – ESL Certificate. This course offers research-based information relative to the design and implementation of an ESL program; methods, strategies, and resources for ESL programs; the use of computer technology (hardware and software) for ELLs; the use of audio/visual media for ELLs; the adaptation of instructional strategies and materials to address the specific needs, talents and interests of ELLs; the integration of multicultural information for ELLs through various curricula; the development, implementation, and evaluation of varied curricular and instructional activities for diverse ELLs; metacognitive awareness and strategic planning of ELLs to assist them in regular classrooms; and the acculturation process regarding reading, writing, speaking, listening, and culture.

EDU/MLS 435 English Language Acquisition and Awareness for ELL/ESL Populations — This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist – ESL Certificate. This course offers an overview of the English language, including grammar, pronunciation, and lexical, morphological, syntax and phonological components, for use in the ESL classroom. Students will learn about first and second language acquisition and the process of literacy development. Additional focus will be placed on non-verbal communication in English-speaking communities. Students will learn appropriate assessment methods for evaluating the effectiveness of instruction.

Post-Baccalaureate Certification — Administered by the College of Education (for those students desiring certification only)

Contact: Dr. Regis Bernhardt

Dean, College of Education

Office: 231 Beekey Building

Telephone: (610) 683-4253

E-mail: bernhard@kutztown.edu

Certification Secretary: Mrs. Tanya Faust

Telephone: (610) 683-4332

E-mail: tfaust@kutztown.edu

**Hours: Variable by individual student's
educational background**

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

Instructional Technology

Music Education

Special Education (Mentally/Physically Handicapped, or Visually Impaired)

Secondary Education fields:

Citizenship

Communication

English

Foreign Languages (French, German, Russian, Spanish)

Mathematics

Biology

Chemistry

Earth and Space Science

General Science

Physics

Social Science

A bachelor's degree from a regionally-accredited institution of higher learning with a minimum of 3.00 cumulative grade point average is required in order to be eligible for consideration for these programs. Accepted students must begin their work in the semester for which they are accepted, and they have one semester in which to pass the Praxis I series of assessments in reading, writing, and mathematics. Official scores must be sent to Kutztown University. Application deadlines are July 1st for Fall admission and November 15th for Spring admission. Participants in the program have a maximum of six calendar years to complete all course work listed in their individualized Program of Study. 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. Students will not be placed into fieldwork without clear criminal background checks.

Individuals required to take student teaching must inform the Student Teaching Office/Beekey Bldg, Room 224/ (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. Students must have their Praxis II series of examinations completed with official scores at Kutztown University prior to the semester in which they plan to student teach. Failure to meet these guidelines and deadlines will result in a delay of the student teaching semester.

At the beginning of the last semester, each student must contact the certification secretary in order to complete appropriate paperwork to ensure timely processing of the certification application.

A Teacher Intern Program currently is available for eligible individuals interested in initial certification. Applicants must possess a baccalaureate degree in the area in which certification is desired, have passed all appropriate Praxis II examinations, and must have at least five 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 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

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

ANT 541 Peoples, Cultures, and Adaptations in Global Perspective — This course will be structured around reading ethnographic accounts of various cultures from around the globe. This course will also examine various anthropological theories for analyzing and comparing cultural diversity and change. The course is designed for students who have a special interest in studying and comparing diverse societies and cultures. The class will examine how globalization and industrialization have affected many pre-industrial, non-Western societies and cultures.

ANT 555 Peoples, Cultures, and Adaptations in the Pennsylvania Region — This course will survey the forms of cultural variation in the Pennsylvania region of the United States from the earliest Native American Settlements to the post-industrial present. It will examine adaptive patterns from foraging through farming, to the contemporary, global post-industrial economy. It will also examine the region's present-day cultural diversity. The course is designed for educators who want to incorporate knowledge about Pennsylvania's regional cultural diversity into their teaching and curriculum and for graduate students who want to learn how anthropological concepts of culture can be applied to a particular region or community.

ART

ART/WST 515 Women's Issues in the Arts — This course will provide an overview of women's creative achievements, experiences and status in the visual arts. The focus of this course is on gender; however, issues relating to the intersections of gender with race, class, national origin, ethnicity, age, and sexual orientation will also be discussed. As well, the course will explore the portrayal of women and the way in which cultural definitions of gender shape women's aesthetic expression. This is an advanced level course open to graduate students interested in women and art. This course will require substantial reading and critical responses in written, verbal, and visual forms.

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

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

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

ARU 550 Best Practices in Art Education — This course is a study of exemplary teaching in art education. Case studies and model teaching will introduce students to instructional strategies practiced by experienced teachers in noteworthy K-12 art programs. Through lecture/discussion, students will examine how these practices relate to the style and personality of teachers, state and local standards, and the context of specific schools involved in the case studies. An emphasis will be placed upon specific teaching contexts and their applicability to other situations. 1-3 c.h., 1-3 s.h. Repeatable up to 9 s.h.

ARU 556 Curricular Applications in Art Education — This course addresses the application of curriculum theory in the design of instructional strategies and materials for use in traditional and/or nontraditional arts education settings. Students will develop arts and interdisciplinary materials to be used in conjunction with actual and virtual museum collections, gallery exhibitions, performances, conferences or other arts-related events.

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

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).

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: BIO 310/311 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). PREREQUISITE: BIO 302 Entomology or permission of the department chairperson.

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 470 Selected Topics in Biology — Topics in the field of biology or the work of a biologist that are of current interest will be selected for in-depth study. The course content will normally change each time the course is offered. The course may be repeated for credit provided that the same topic is not repeated. PREREQUISITES: BIO 104, 106, 108 or permission of the department chairperson.

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

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/NUR 400 Health Care Management — This course explores major issues, trends and changes occurring within the health care industry. An applied understanding of the specialized organizations such as health maintenance organization, clinics, long-term care institutions, home care services, laboratories, and outpatient units will be explored. The learner will examine the environment, changes in governmental regulations and societal change of the respective health care industry and the impact of those on the consumer. In addition, a study of the internal organizational issues, more specifically the clinical/operating activities unique to specific organizations, will be examined. Emphasis will be placed on identifying managerial functions and issues in order to assist the health care system to adapt effectively. The management of human resources, and major managerial responsibilities will be studied. **PREREQUISITE:** Graduate level: Admission to MBA Program and completion of MGM 300 or a minimum of Senior Level Status plus completion of NUR 322.

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/NUR 566 Health Care Policy — This course will explore health care policy issues and lead to a general understanding of the health care policy process. Focus will be placed on examining the various factors that lead to health care policy at the state and national level, and how health care policy impacts health care professionals' ability to deliver care in an ever changing environment. The role of political process to address issues revolving around cost of health care, access to and quality of that care will be addressed.

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.

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 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 570 Selected Topics in Crafts — Students in this course will have the opportunity to explore special topics, issues, and creative practices related to crafts. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 2-6 c.h. Students may take CFT 570 up to nine credit hours. Instruction will be through art studios.

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 fieldwork. This study can be applied toward the requirements for the M.Ed. degree in art education.

COMPUTER AND INFORMATION SCIENCE

CIS 402 File Management Techniques I — An examination of the basic structures used in external storage files and the techniques to manage those files. Basic file system organization; external storage devices; common file structures, sequential, indexed, indexed-sequential, direct, and VSAM files, tree structured files, list structured files, file systems, sorting files, file protection, file system evaluation. **PREREQUISITES:** MAT 126 and CIS 237 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 411 Networking I — 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:** MAT 126 and CIS 237 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 415 Design and Analysis of Algorithms I — This course examines the designing techniques and analysis tests for algorithms. Contents include divide and conquer technique, greedy algorithms, dynamic programming, basic search and traversal techniques, and backtracking. **PREREQUISITES:** MAT 126 and CIS 237 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 421 Web-Based Java Programming — This course introduces the students to Web-based, client/server programming using Java. The students learn the difference between program driven applications and event-driven applications. The students will develop Web-based programs and graphical programs using the latest techniques of Java. 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 students will learn the basic of Java Beans and JDBC. PREREQUISITES: MAT 126, CIS 237, and CIS 243 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 422 Object Oriented Programming I — This course presents the main concepts and components involved in object-oriented development and technology. It presents a comprehensive methodology for program development. The course deals with finding an object-oriented approach to analysis, design, and programming. PREREQUISITES: MAT 126 and CIS 237 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 425 Compiler Design I — The 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: CIS 235 and CIS 310 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 447 Artificial Intelligence I — An overview of artificial intelligence is presented, including its history, concepts and techniques. Also covered is an introduction to theorem proving and planning (using STRIPS – style operators). PREREQUISITE: MAT 126 and CIS 237 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 456 Data Base Management Systems I — This course provides an introduction to data base concepts; data models and data normalization; data language, data base design and implementation. Included is an examination of the three fundamental system types; tree, network and relational specification – as well as the use of DBMS in real life problems. PREREQUISITES: MAT 126 and CIS 237 or unconditional admission to the Graduate program in CIS or permission of instructor.

CIS 472 Independent Study and/or Projects in Computer Science — This course involves individual independent study in some area of computer science under the direction of a CIS group staff member. This study can be made in any of the areas of analog and hybrid computers, artificial intelligence, automate theory, business information systems, computer-aided design, computer-assisted instructions, computer graphics, computer mechanisms and devices, computer systems, computer telecommunication, computer typesetting, information retrieval, linguistic processing, mechanical languages, numerical analysis, programming theory, or switching systems and logical design, and others. A student may register for this course more than once up to a maximum of six hours of credit. PREREQUISITES: Permission of the student's advisor, instructor and department chairperson. (1 – 6 sh)

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. PREREQUISITES: Consent of the instructor, advisor and department chairperson.

CIS 502 File Management Techniques II — This course is a continuation of CIS 402 (or its equivalent) and, with few exceptions, is prerequisite to all other course work in this program. The course material consists of graphs, an introduction to file organization, management, and storage devices, sequential file organization, relative file organization, indexed file organization, and multi-key organization, tree structured files, list structured files, and file sorting. PREREQUISITES: CIS 402 or its equivalent, and permission of the instructor.

CIS 510 Advanced Operating Systems — This course is an in-depth study of various parts of an operating system and a hands-on study of operating system design. PREREQUISITE: CIS 235 and CIS 343 or its equivalent.

CIS 512 Networking II — This course is a continuation of the topics covered in Networking I that deals with the theory, implementation and administration of Local Area Networks. A dedicated file-server based LAN will be the main instructional model. PREREQUISITES: CIS 411 or its equivalent.

CIS 516 Design & Analysis of Algorithms II — More advanced topics in design and analysis of algorithms will be covered. Included will be branch and bound technique, NP-Hard and NP-Complete problems, approximation algorithms and some well-known case studies. PREREQUISITE: CIS 415 or its equivalent.

CIS 520 Object Oriented Programming II — 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: MAT 126 and CIS 422 or its equivalent.

CIS 521 Advanced Web-Based Java 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 421 and permission of the instructor.

CIS 526 Principles of Compiler Design II — This is a project-oriented course in implementation of a compiler of a simple programming language. Topics studied will include intermediate program representations, code generation and address assignment, register allocation and assignment on general-register machines, run-time storage administration, data-flow analysis, and code improvement. PREREQUISITE: CIS 425 or its equivalent.

CIS 541 Advanced Information Security — This course is an in-depth study of system and network security. Topics include security in information systems, network intrusion detection, firewalls, VPNs, and several security protocols. The concepts of the above will be explored and discussed. The student will have to implement some of the concepts learned. PREREQUISITES: CIS 341 or its equivalent.

CIS 548 Artificial Intelligence II — This course is a continuation of Artificial Intelligence I and provides an in-depth study of natural language processing, knowledge-based systems and intelligent robotics. PREREQUISITE: CIS 447.

CIS 552 Advanced UNIX Programming — This course studies the concepts dealing with UNIX system programming. A lot of emphasis will be placed on working with processes and interprocess communication (IPC). Details of various aspects of IPC will be explored and implemented, including pipes, semaphores, sockets, and remote procedure calls. PREREQUISITES: CIS 352 or its equivalent.

CIS 555 Applied Cryptography — This course is an introduction to the computer-based cryptographic systems, focusing on the underlying theory and on the design and application of such systems. Topics include classical cryptosystems, cryptographic protocols, cryptographic techniques, cryptographic algorithms, cryptanalysis, and real world applications of cryptosystems. PREREQUISITES: MAT 126 and CIS 237 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 456.

CIS 570 Independent Study and/or Projects in Computer Science — This course involves individual independent study in some area of computer science under the direction of a CIS group staff member. This study can be made in any of the areas of analog and hybrid computers, artificial intelligence, automate theory, business information systems, computer-aided design, computer-assisted instructions, computer graphics, computer mechanisms and devices, computer systems, computer telecommunication, computer typesetting, information retrieval, linguistic processing, mechanical languages, numerical analysis, programming theory, or switching systems and logical design, and others. A student may register for this course more than once up to a maximum of six hours of credit. PREREQUISITES: Permission of the student's advisor, instructor and department chairperson.

CIS 580 Special Topics in Computer Science — An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated. PREREQUISITE: Permission of the instructor, advisor, and department chairperson.

COUNSELING AND HUMAN SERVICES

COU 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.)

COU 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: COU 507, no exceptions.

COU 512 Professional Orientation and Ethics in the Secondary School Setting — This course provides an understanding of aspects of professional functioning including history, roles, organizational structures, ethics, standards and credentialing for the school counselor. Ethical standards of the American Counseling Association and the American School Counselor Association are applied to the practice of school counseling.

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 Professional Orientation and Ethics in Student Affairs — This course focuses on professional practice in higher education, student affairs, and college counseling. Students are introduced to the standards for professional practice in higher education put forth by the Council for the Advancement of Standards in Higher Education (CAS). Students are also introduced to the Ethical Principles and Standards of the American College Personnel Association (ACPA), the National Association of Student Personnel Administrators (NASPA), and the American Counseling Association (ACA). Salient issues and concerns relevant to professional practice in higher education, student affairs, and college counseling will be discussed. Guidelines for professional practice and credentialing will be presented.

COU 518 Professional Orientation and Ethics in the Agency Setting — This course focuses on professional and ethical standards of counseling practice. Historical and philosophical influences, as well as other significant events and factors relevant to the helping professions, are discussed along with current trends and emergent issues. Professional roles and functions are compared to those of other helping professions. The guidelines of professional organizations, as well as the process of evaluating credentials and licensing are described. Public policy practice and advocacy issues related to counseling are 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 Professional Orientation and Ethics 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 Professional Orientation & Ethics in 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 Professional Orientation & Ethics in 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 Contemporary College Students — This course examines the characteristics, issues, concerns, values, attitudes, needs and expectations of contemporary undergraduate students. It examines the impact of college on students and students on the college, as well as the influence of societal factors. Special attention will be devoted to diverse undergraduate student subpopulations (e.g. residents and nonresidents, undeclared majors, transfers, Greeks, students of color, etc).

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 592 Internship in Student Affairs I — This is a fifteen-week internship which combines a fifteen-hour per week campus on-the-job experience in student affairs (under the direct supervision of a site supervisor) and a three-hour, fifteen-week seminar with a professor. During the semester, students will share information on the functions, services, and issues of each office, its role within the institution, and relevant professional literature with each other. Students will develop and share personal internship goals, implementation strategies, and a project which relates developmental theory to the internship experience.

Students can select from several student affairs sites at Kutztown University and several other area colleges and universities. Paid graduate assistantship sites may be utilized with permission from the student affairs program coordinator. **PREREQUISITE:** CPY 580.

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

Students can select from several student affairs sites at Kutztown University and several other area colleges and universities. Paid graduate assistantship sites may be utilized with permission from the student affairs program coordinator. **PREREQUISITE:** COU 592.

COU 594 Field Experience — This field experience must take place in a college counseling environment (counseling center or other appropriate campus setting where counseling services are provided). The Field Experience is 6 semester hours: No more than 3 semester hours may be completed per semester; therefore, two consecutive semesters (Fall/Spring) of Field Experience must be taken. The internships should be scheduled during the final semesters. Students are expected to have completed ALL course work prior to taking COU 594, Field Experience. (Exceptions to this MUST be cleared by the student's faculty advisor.) Internship requires a pre-registration and malpractice insurance. Please contact your advisor regarding the approval of the site.
PREREQUISITE: CPY 580.

COUNSELING PSYCHOLOGY

CPY 511 Inferential Statistics and Research Design — Probability theory, nonparametric statistics, and parametric statistics, including such techniques of analysis of variance as multifactor randomized group designs, repeated measures designs, and mixed designs are studied.

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 Professional Orientation and Ethics in 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 specialty concentration in marital and family therapy, and as a general introduction to the specialties of marital therapy, family therapy, divorce therapy, and sex therapy.

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 426 Brain Compatible Teaching — This course is designed to allow students the opportunity to relate and apply to the teaching/learning process results of brain research from anthropology, biology, neurology, and cognitive psychology. Additionally, students will “experience” the “process of learning” through group exercises and reflections. Consequently, students will develop instructional plans that reflect brain compatibility and are appropriate for their area of specialization.

EDU/MLS 433 Cultural Awareness/Sensitivity for ESL/ELL Program Specialists — This course is designed to prepare English as a Second Language (ESL) program specialists to facilitate the integration of English Language Learners (ELLs) and their families into the host school and community. As well, the course facilitates school staff members’ understanding of multi-cultural and multi-language learners’ needs and support strategies so as to maximize the educational experience. Participants in the course will undertake a comparative approach to similarities and differences between the US culture and other cultures with the goal of developing cultural understanding and sensitivity of ELL/ESL students and families living in the US culture.

EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations — This course offers research-based information relative to the design and implementation of an ESL program; methods, strategies, and resources for ESL programs; the use of computer technology (hardware and software) for ELLs; the use of audio/visual media for ELLs; the adaptation of instructional strategies and materials to address the specific needs, talents, and interests of ELLs; the integration of multicultural information for ELLs through various curricula; the development, implementation, and evaluation of varied curricular and instructional activities for diverse ELLs; metacognitive awareness and strategic planning of ELLs to assist them in regular classrooms; and the acculturation process regarding reading, writing, speaking, listening, and culture.

EDU/MLS 435 English Language Acquisition and Awareness for ELL/ESL Populations — This course offers an overview of the English Language, including grammar, pronunciation, and lexical, morphological, syntax and phonological components, for use in the ESL classroom. Students will learn about first and second language acquisition and the process of literacy development. Additional focus will be placed on non-verbal communication in English-speaking communities. Students will learn appropriate assessment methods for evaluating the effectiveness of instruction.

EDU 490 Teacher Intern — This course is the capstone course for students who are obtaining Pennsylvania certification through the Teacher Intern Program. A fieldwork placement similar to student teaching is included in this experience. Department approval is required.

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 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 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 546 Differentiated 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 564 Foundation of the Middle Level Learner — The past two decades have witnessed tremendous reform in middle level education and more restructuring is in progress. This course examines the physical, emotional, intellectual, and moral development of the middle level learner and the corresponding implications for school organization. This is an integrated course with the Department of Secondary Education, the Department of Human Kinetics, and the Department of Counseling and Human Services working together to provide an integrated look at the middle level learner in the school setting. The Human Kinetics Department would be responsible for physical concerns. The Counseling Department would be responsible for concerns dealing with social, emotional and moral growth, and the Secondary Education Department would work toward an understanding of the cognitive growth of the middle level student. The departments would work together to promote the understanding of how the current research on middle level learners applies to the middle level practitioner. The course would utilize both team and individual teaching. It would also model the teaming process which is the primary teaching organizational practice used in middle schools.

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).

EDU 568 Middle Level Curriculum and Instruction — The past two decades have witnessed tremendous reform in middle level education and more restructuring is in progress. Middle school educators have been driven by one premise: everything that is done for and with students in a school should be based on what we know about the nature and needs of the age group. This course explores the unique sociological and psychological aspects of the middle level learner and the implications of these aspects for teachers, counselors, and administrators in the organization of the middle school and in development of a responsive curriculum for middle level learners.

EDU 573 Stress Management for the Classroom Teacher — This course examines the phenomenon of stress and the classroom teacher. It will focus upon the nature of stress, the consequences of unheeded warning signs, and personal, job-related, and classroom stressors. An extensive array of diverse coping mechanisms is included. Opportunities will be provided for a variety of self-appraisal exercises, group and individual participation, and limited original research.

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

EDU 576 Practicum in Reading Instruction: Corrective and Remedial — In this course teachers work in teams designing and implementing instruction for students with mild to severe reading disabilities according to their emotional, cultural, and educational learning needs. It involves supervised practice in the use of sociological, psychological, and pedagogical instructional procedures including: keeping student portfolios, collaborating with related support school personnel, conferring with parents, using community resources, and conducting classroom action research. **PREREQUISITE:** EDU 575 Clinical Practicum in Reading: Diagnosis.

EDU 578 Comparative Education: An Analysis of International Education Systems — This course will involve students in the analysis of systems of education throughout the world. The concept of school as a social, economic, and political institution will be developed. This concept will be used to examine the system of education in the United States and the systems in representative nations throughout the world. Special attention will be given to the educational opportunities provided for traditionally disadvantaged and excluded groups — namely, women and minority youths.

EDU 580 Independent Study: Secondary Education — Independent Study is based on a student's pursuit of a subject in Secondary Education not covered within regularly offered graduate courses. Graduate students may schedule this course for one to three credits in a single semester, with no more than six credits for Independent Study overall. Permission of the faculty of the Secondary Education Department is required.

EDU 590 Internship/Practicum in Supervision — The student will be assigned to an environment that provides the professional experiences related to the student's field of academic interest and study. Under the supervision of a school district administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will be exposed to the major task areas of policy determination, program development, curriculum design and instructional supervision. (360 hours of service.)

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.

ELECTRONIC MEDIA

TVR 400 (formerly TVR 500) Electronic Media Research — An introduction to research terminology and methods, including basic statistical procedures. Emphasis is placed on developing the students' ability to identify appropriate areas for research and to formulate specific research questions. Attention is also given both to the structure of the electronic media industry and to the role research efforts play in the functioning of that industry. Various research tools and techniques are applied to current issues in electronic media as an introduction to applied research in the field, a foundation for other courses, and to help graduate students with the foundations of thesis research.

TVR 460 Selected Topics: Current Methods in Electronic Media — An in-depth examination of the state of the art in some aspect of electronic media. 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 Electronic Media 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 502 The Business of Electronic Media — An overview the operation of various types of electronic media, including: broadcast radio, broadcast television, cable television, networking, syndication, satellite distribution, home video, corporate media, and World Wide Web streaming. In addition, the course examines electronic advertising, audience measurement, promotion, marketing, media effects, deregulation, and emerging media. Emphasis is placed on the development, current status, and trends in each medium.

TVR 503 Thesis — Students engage in the writing of a research thesis, which may also include the production of a creative project. With the approval of the department chairperson, students register for three semester hours in two different semesters or six semester hours in one semester. **PREREQUISITE:** TVR 400. 6 s.h.

TVR 505 Electronic Media Writing — An introduction to the craft of writing scripts for broadcast radio and television, cable systems, and newer technologies. Students learn the process and appropriate formats needed for writing continuity, including commercials and PSAs, as well as long-form informational and narrative programs. In addition, they learn how to create effective materials for on-air and off-air promotion.

TVR 510 Video Production Workshop — An introduction to the process of video production for professional use. Students learn how video works, how to plan a video production, how to operate various production equipment, how to produce a program, how to evaluate the quality of finished video productions, and how to determine the appropriate type of production for a given circumstance. Emphasis is placed on using the video medium to convey information effectively. 6 c.h., 3 s.h.

TVR 511 Advanced Video Production Workshop — An advanced production course emphasizing single camera production and non-linear editing. Students refine their production skills and explore various aspects of media aesthetics. **PREREQUISITE:** TVR 510 or permission of the instructor. 6 c.h., 3 s.h.

TVR 520 Seminar in Electronic Media Programming — An introduction to the theory and practice of programming for electronic media, including broadcast radio and television, cable TV, Satellite radio and TV and online video and audio. Specific program formats and schedules are developed and discussed.

TVR 530 Interactive Electronic Media — An in-depth survey of the various forms of interactive or two-way electronic media systems. This compares the advantages and disadvantages of systems in relation to their technology, potential benefits to society, cost effectiveness and potential for widespread use.

TVR 540 Seminar in Electronic Media Law — An intensive examination of the laws governing electronic media, with special emphasis on possible legal problems for media producers.

TVR 550 Managing Electronic Media — An examination of the structures and functions of various electronic media systems, with an emphasis on effective management. The course applies basic management principles to the specific demands of the electronic media industry. On-line and printed resources are used to provide students with an accurate understanding of the current state of the industry and knowledge of developing trends. Facility and departmental management are considered, with emphasis on financial and personnel issues.

TVR 560 Seminar in Corporate Electronic Media — This course is a survey of electronic media used in educational, medical and other corporate facilities, with an emphasis on the operation of production departments. Specific production techniques and distribution systems are covered in detail.

TVR 570 Independent Study in Electronic Media — The student pursues an area of interest under the direction of a faculty member. An appropriate creative product such as a research paper, case study, or video production is developed. Repeatable up to a maximum of 6 semester hours. 1-3 s.h.

TVR 580 Selected Topics in Electronic Media — This course is an in-depth study of an electronic media topic of current interest. The course content will normally change each time the course is offered. The course may be repeated for credit to a maximum of six (6) credit hours, provided that the same topic is not repeated (1-3 contact hours, 1-3 credit hours). 1-3 c.h., 1-3 s.h.

TVR 590 Internship in Electronic Media — The internship provides students with a full semester of observation and experience (a minimum of 40 hours per academic credit) in an electronic media facility, such as a broadcast station, cable TV system, or a corporate TV facility. Permission of instructor required. 3-6 s.h.

TVR 595 M.S. Colloquium I (1 credit) — A required seminar for M.S. in Electronic Media students. As a complement to class discussions, students engage in a directed reading program to gain an understanding of the current state of the electronic media industry, including appropriate areas for research.

TVR 596 M.S. Colloquium II (1 credit) — A required seminar for M.S. in Electronic Media students. Through class discussions and their own exploratory efforts, students determine a specific research topic for thesis research. PREREQUISITES: M.S. Colloquium I and TVR 400.

TVR 597 M.S. Colloquium III (1 credit) — A required seminar for M.S. in Electronic Media students. Through class discussions and their own research efforts, students prepare a detailed thesis prospectus for approval by appropriate thesis directors. PREREQUISITES: TVR 400, M.S. Colloquium I, M.S. Colloquium II.

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 415 Building Partnerships for Educating Young Children: Families, Schools, and Communities — This course explores the relationships of the diverse people, organizations and societies responsible for the education of young children. Historical influences, effective teaching strategies and curriculum for working together and successful partnership models are emphasized. Field experiences with parent programs and family agencies are required.

ELU 420 Administration of Early Childhood Programs — This course is designed to provide the knowledge-base necessary for administering and directing diverse early childhood programs. The roles and duties of the administrator, budgets, personnel, environmental factors and public awareness are addressed through projects and readings. Through both field experiences and research, alternative models of early childhood programs are explored.

ELU 452 Current Trends in Reading Instruction — This course will examine current reading programs and major developments in the teaching of reading. Students will analyze programs, approaches, and instructional methods in view of current reading research. In addition, students will take part in discussions concerning the selected topics. Specific topics will vary from semester to semester, as changes occur in topics addressed in current professional journals.

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.

ELU 591 Picturebooks — This course is an in-depth study of picturebooks that includes pedagogical implications of using the picturebook from pre-school through the middle school years. What a picturebook is, the elements of a picturebook and various genres and types of picturebooks will be explored. A vital part of the course is learning how to read pictures, investigating art theories, models of response and various illustrators' works.

EDUCATORS' WORKSHOPS

EDW 500-520, 560-580 Selected Topics for Educators — Students in these courses will have the opportunity to explore a variety of special topics during intensive one to two week sessions during the summer. These topics and this course credit are not applicable for any graduate program at KU. Under this prefix, different topics that provide distinctive learning experiences will be offered. The specific topics offered will be listed in the schedule. Instruction will be identified in individual topic submissions. Students may elect Pass/Fail grading.

ENGLISH

ENG 430 Rhetorical Traditions and Contemporary Renditions — This course studies the histories of rhetoric as well as contemporary intersections and applications across disciplines. Depending on the particular interests of the professor, one or more specific area(s) such as media, popular culture, sciences, feminisms and gender studies, composition studies, literary theories, literacies, global issues, pedagogy, arts, and political discourse will be chosen for a more detailed study. Critical to the course are the writing assignments that allow students to examine issues in more depth and explore alternative rhetorical stances and situations.

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

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

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

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

ENG 470 Selected Topics in English — This course will deal with a specific issue or area in English or a literary figure only covered briefly in another graduate English course. The course may be taken up to two times (6 credit hours), provided that the selected topic is different.

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

ENG 503 Thesis — Students register through the department chairperson for three (3) semester hours in two (2) different semesters or six (6) semester hours in one (1) semester.

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

ENG 525 Linguistics — This course includes a comprehensive introduction to the phonology, morphology, syntax, and dialects of American English. The problems of language which arise in elementary and secondary education are discussed. Open to students taking linguistics for the first time.

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

ENG 527 Seminar in Linguistics — One of the following topics: (A) Descriptive Linguistics — a survey of linguistics, emphasizing the descriptive approach to the sound and grammatical systems of language; (B) American Dialects — a study of the geographic and social varieties of spoken American English; (C) History of the English Language — an investigation of selected topics in Old, Middle, and Modern English will be covered.

ENG 530 Chaucer — In generating broad familiarity with Chaucer's backgrounds, sources, and achievement, this course seeks to provide understanding of his place in literature, together with some facility in reading Middle English texts.

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

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

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

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

ENG 550 American Romanticism — This course is a critical study of American Romanticism together with its English and European antecedents. Works of Freneau, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman are examined for common literary elements. Romanticism is explored as a literary aesthetic, and as a social and moral philosophy.

ENG 555 Black Women's Literature: The Development of A Tradition — This intensive graduate course provides a survey and a close analysis of a major tradition in literary studies – the black feminist tradition. This course will examine various genres of writing by black women, such as: short stories, poetry, drama, novels, creative nonfiction, and literary theory/criticism.

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 576 Seminar in Film History, Theory and Criticism — Students in this course will have the opportunity to explore basic and advanced issues in film history, theory and criticism. A wide range of films will be studied from both American and World Cinema. Student participation and independent research are required, along with completion of a final project or term paper.

ENG 583 Eighteenth-Century Studies — Literature at the height of the neoclassical period is studied, with attention to social, historical, and philosophical background for the Augustans: Pope, Swift, and selected writings of DeFoe, Addison and Steele, and Gray. Pre-romantic themes and modes in poetry, prose, and drama of the Johnson era are analyzed.

ENG 585 Studies in English Romanticism — This course focuses on the two-fold achievement of the English Romantic Movement in effecting a break with the literary traditions of the past, and simultaneously anticipating the new attitudes current in our time.

ENG 587 Studies in English Renaissance Literature — Selected non-dramatic works written in England during the sixteenth century will be studied carefully: (1) for intellectual and cultural significance, and (2) for genre, techniques, styles, and aesthetic qualities.

ENG 591 Shakespeare — Since it may be assumed that students electing this study have some familiarity with the major works of Shakespeare, attention will be directed primarily to the lesser-known plays. Also, in different years emphasis will center upon such selected areas as: (a) the tragedies, (b) the comedies, (c) the histories, and (d) the text of Shakespeare.

ENG 594 Victorian Poetry — This course covers the broad range of poetry that flourished during the period from approximately 1832 to 1900 in England, the era generally known as the Victorian Age.

ENG 595 Victorian Prose — Studies of the important prose writers who flourished during the period from approximately 1832 to 1900 in England, the era generally known as the Victorian Age.

ENG 599 Independent Study — This course allows individual pursuit in depth of a subject in English not covered within a regularly offered graduate course in English. Students in the M.A. program in English or the M.Ed. program in secondary education (English) may schedule this course for one to three (1-3) credits in a given semester. A maximum of six (6) credits of independent study is permitted in a student's program. Permission of the chairperson of the English Department is required.

ENGLISH: PROFESSIONAL WRITING

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.

WRI 410 Arts and Entertainment Writing — Students enrolled in this course will both study and practice the strategies of reviewing artistic performances and related cultural subjects for the general press. Students will learn the basic methodologies of analysis, interpretation and evaluation of artistic offerings. Emphasis will be on the duties and responsibilities of the journalist/critic. **PREREQUISITE:** English 211 (Newswriting) or permission of the instructor.

ENGLISH EDUCATION

ENU 405 Teaching 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 407 Teaching Literature — This course focuses on the understanding of the various forms, their development and proliferation, along with instruction in newer methods of teaching literature at the high school level.

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 is explored. Among the techniques investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied.

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

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

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

FAR 590 Photography — Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology.

FINANCE

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

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

FIN 535 Entrepreneurial Finance — This course focuses on financial issues relevant to individuals who want to obtain capital for the purpose of starting or purchasing a business. Major topics include attracting seed and growth capital, business valuation, and harvesting techniques such as initial public offerings and management buyouts. Guest speakers from the Small Business Development Center, Edge Center, and local entrepreneurial firms bring "real world" content to the course.

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.

MODERN LANGUAGES

MLS/EDU 433 Cultural Awareness/Sensitivity for ESL/ELL Program Specialists — This course is designed to prepare English as a Second Language (ESL) program specialists to facilitate the integration of English Language Learners (ELLs) and their families into the host school and community. As well, the course facilitates school staff members' understanding of multi-cultural and multi-language learners' needs and support strategies so as to maximize the educational experience. Participants in the course will undertake a comparative approach to similarities and differences between the US culture and other cultures with the goal of developing cultural understanding and sensitivity of ELL/ESL students and families living in the US culture.

MLS/EDU 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations — This course offers research-based information relative to the design and implementation of an ESL program; methods, strategies, and resources for ESL programs; the use of computer technology (hardware and software) for ELLs; the use of audio/visual media for ELLs; the adaptation of instructional strategies and materials to address the specific needs, talents, and interests of ELLs; the integration of multicultural information for ELLs through various curricula; the development, implementation, and evaluation of varied curricular and instructional activities for diverse ELLs; metacognitive awareness and strategic planning of ELLs to assist them in regular classrooms; and the acculturation process regarding reading, writing, speaking, listening, and culture.

MLS/EDU 435 English Language Acquisition and Awareness for ELL/ESL Populations — This course offers an overview of the English Language, including grammar, pronunciation, and lexical, morphological, syntax and phonological components, for use in the ESL classroom. Students will learn about first and second language acquisition and the process of literacy development. Additional focus will be placed on non-verbal communication in English-speaking communities. Students will learn appropriate assessment methods for evaluating the effectiveness of instruction.

SPA 413 Major Spanish American Novelists of the “New Narrative Period” — This course is an intensive study of representative novels by major Spanish American writers of the “New Narrative Period.” This period spans approximately five and one half decades, from the mid-forties to the present. The course will focus on the writers’ new visions and interpretations of the history, mythology and present realities of the Spanish American world. Additionally, the course will link the thematic content to the stylistic and structural innovations made by these authors in creating the “new Spanish American novel.” (In Spanish)

SPA 414 Major Spanish American Short Story Writers of the “New Narrative Period” — This course is an intensive study of representative collections of short fiction by major Spanish American Writers of the “New Narrative Period.” The course also provides the students with the opportunity to study in depth and apply the latest critical approaches to textual analysis. (In Spanish)

SPA 415 Mexican Literature: Voices of a Nation — This advanced course examines the complexity of Mexican Literature particularly as relates to the development and expression of national identity. This course will focus on a variety of narrative discourses (novel, short story, drama, essay and poetry) while contextualizing said narratives within appropriate cultural and historical chronologies. In-depth practice with literary and cultural analysis will be accompanied by opportunities for increased proficiency in oral and written expression. (In Spanish)

SPA 425 Advanced Spanish Grammar and Composition — This advanced course examines the finer points of advanced Spanish grammar. With an emphasis on composition, an intensive analysis and practice of the typical “problem areas” (such as the preterite vs. the imperfect, the indicative vs. the subjunctive, *ser* vs. *estar*, *por* vs. *para* etc.) will be approached through a contrastive method that is particularly insightful for individuals conversant in Spanish and English. In addition, the course will offer extensive practice in analyzing literary and colloquial styles and will provide necessary practice to further mastery and expression (oral and written) of acceptable idiomatic styles. Greater proficiency, ease, and enjoyment in reading as well as an increased awareness of cultural manifestations in writing will be concomitant results of the course. (In Spanish)

SPA 431 Modern Spain through Literature and Film — This course studies the major political, cultural, social and economic changes that have taken place in Spain during the second half of the 20th century. Special attention is paid to the following periods: the civil war, the postwar period, the economic boom in the sixties, the transition from dictatorship to democracy and the establishment of democracy. The films and novels studied in this course dramatize the major events that have shaped Spanish history since the end of the Civil War. (In Spanish)

SPA 435 Modern Latin American Drama — An intensive study of representative theatre works by major Spanish American, Central American, Mexican and Caribbean dramaturges of the twentieth century with an emphasis on the contemporary period. Students will read and evaluate plays and study appropriate critical approaches to modern theatre within the context of socio-political, economic and historic conditions and events. Attendance at selected plays is required. (In Spanish)

SPA 447 Mexican Culture and Civilization — This course is an intensive exploration of the depth and variety of Mexican Culture and Civilization. This course will incorporate a multi-disciplinary approach to the historical, political, cultural, artistic, and socio-economic movements that have influenced Mexico as a nation. Various cultural manifestations will be examined including art, music, narrative texts and film. Extensive oral and written practice in critical thought will further mastery and expression of the Spanish language. (In Spanish)

SPA 460 Hispanic Literature in the USA — This course is an in-depth study of several Hispanic writers writing in Spanish in the USA. It includes representative works from all major literary genres: novel, essay, short story, drama and poetry. Except for a few short texts written in English, the majority of the works are written in Spanish. (In Spanish)

SPA 461 Spanish for Urban Educators — This course is designed to introduce to urban educators the language and the culture of the different groups that make up the Spanish-speaking community in Berks County. Students will learn the basics of the Spanish language, which will allow them to better communicate in Spanish with parents and students of Hispanic background. In addition to introducing the Spanish language, this course will include a selection of readings written by Hispanic authors dealing with the Hispanic experience in the USA. (In Spanish.)

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 — (1 – 3 ch, 1 – 3 sh) 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 462 Germany in the Twentieth Century — This course is a survey of Germany in the Twentieth Century. Emphasis will be given to major intellectual developments, World War I and the collapse of the Empire, the Weimar Republic and the rise of Hitler, the cataclysm of the Second World War and the divided Germany of the Cold War.

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 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.

HUMAN KINETICS

HEA 421 Critical Issues in Health — This seminar course offers in-depth exploration, critical analysis and discussion of controversial, polarizing health issues presently affecting society. Students will have an opportunity to assess opposing views, evaluate the quality and strength of “data” supporting divergent opinion, discuss the potential societal impact of opposing positions and formulate, refine and articulate personal perspectives.

HEA 430 Fundamental Techniques in Health Psychology — This course will discuss the history, rationale, and scientific underpinnings of health psychology. Areas to be covered are: relaxation techniques (including autogenic training, diaphragmatic breathing, imaging procedures, progressive muscle relaxation and body scanning), massage (Trager, Alexander, Feldenkrais, Kripalu), exercise, hypnosis, nutrition, and lifestyle interventions. The major emphasis in the course will be on biofeedback and its role in wellness and in the mitigation of illness. **PREREQUISITE:** PSY 011.

HEA 436 Selected Applications of Biofeedback and Self-regulation — This course will focus upon the uses of biofeedback in selected aspects of health maintenance and disease prevention. Biofeedback is used to teach individuals to regulate autonomic nervous system responses to produce optimal well-being and effective functioning. Students will learn to use biofeedback instruments to monitor temperature, muscle tension, brain waves, blood volume, blood pressure, heart rate, breathing and epidermal response. Students will be required to conduct a biofeedback research project. **PREREQUISITE:** HEA 430 or permission of instructor.

HEA 520 Health Promotion Initiatives: Theory and Application — This course, designed for students interested in acquiring expertise in community/corporate health promotion programming, is intended to provide theoretical foundations and practical applications of health promotion initiatives. Emphasis will be placed on needs assessment, program development and outcome evaluation.

PED 511 Coaching Principles for Educators — This class is designed to provide students with an overview of sport sciences, sport pedagogy, and sport management as they apply to the field of coaching. A National Federation Interscholastic Coaching Certification may be earned by meeting course requirements and achieving an 80% on the American Sport Education Examination.

PED 512 Psychological Performance Enhancement in Athletic Coaching — This course is designed to introduce students to performance enhancement techniques as they relate to preparing athletes for competition. A special emphasis will be placed upon research findings related to youth (K-12) sport with implications drawn for the delivery of youth sport performance enhancement techniques.

PED 513 Inclusion in Physical Education — Inclusion in Physical Education is a diversified program of developmental motor activities, games, sports, and rhythms. This course is directed toward an understanding of legislation and inclusion issues along with cognitive and psychomotor assessment techniques suitable for the differently abled child. Activities suited to the interests, capacities, and specific abilities of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program will be explored.

PED 530 Risk Management and Emergency Planning — This course is designed to provide the participant with information and practical skills necessary to enhance their knowledge and application of risk management and emergency preparedness. The focus of the course is on awareness, preventative planning, and evaluation geared toward the reduction of risks.

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.

INSTRUCTIONAL TECHNOLOGY

ITC 425 Computer Networks for Education — The course is designed to introduce educators to networking topologies, infrastructure, operating platforms, hardware, evaluation techniques, research findings, and troubleshooting basics for meeting the immediate and future needs of today's schools and classrooms. Future developments will also be examined.

ITC 433 Synergetic Teaching with Technology

Student teacher and in-service educators will cooperatively develop and implement technology based instructional modules. Development of the modules will be founded on the technology training and background of the undergraduate participants and the practical pedagogical experience of the in-service participants. While the primary teaming goal is to combine a student teacher and in-service educator, two in-service educators, with prior permission of the instructor, could constitute a synergistic team. Distance learning technologies will be employed to deliver the content (*15 clock hours – 1 semester hour*).

ITC 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.

ITC 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.

ITC 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.

ITC 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.

ITC 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.

ITC 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.

ITC/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.

ITC 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.

ITC 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.

ITC 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.

ITC 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.

ITC 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.

ITC 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.

ITC 548 Electronic Portfolios for Educators — Participants will develop and publish an electronic professional portfolio that references content and academic standards, incorporates multimedia and relevant linkages so that an effective electronic portrait of the individual's accomplishments is created.

ITC 550 Multimedia for Educators — This course explores strategies and methods for educators to use in effectively integrating multimedia instructional technologies into the K-12 curriculum. Students will develop a theoretical foundation and rationale for using multimedia instructional technologies. Learning activities and teaching strategies using key multimedia software will be carefully examined. Planning, design, and production of multimedia projects will be stressed.

ITC/LIB 553 Development of Projected Digital Instructional Resources — Relevant principles of learning theory and research in media design are combined with production techniques to provide the student with the essentials needed to produce effective 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.

ITC 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).

ITC 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.

ITC 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: ITC 571 Research Project I.

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

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/ITC 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/ITC 553 Development of Projected Digital Instructional Resources — Relevant principles of learning theory and research in media design are combined with production techniques to provide the student with the essentials needed to produce effective 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.

LIB 590 Fieldwork: School Library Media Centers — This course is designed to provide experience in the practical application of library routines and procedures in a school library media center. The primary activities will be conducted under the supervision of a cooperating school media librarian at an unassigned school media center. The student will be required to spend 90 hours in a school library media center working under the direction of a cooperating librarian. The required 90 hours of field work will build on the background and experience of the certified teacher to develop the specialized knowledge of the school media specialist.

LIB 591 Public and Special Libraries — This course is designed to provide experience in the practical application of library routines and procedures under the supervision of a qualified librarian. The student is required to spend 120 hours in a public or special library under the direction of a qualified librarian. Structured observations at two other sites will be undertaken as part of the 120 hours of required field work.

MANAGEMENT

MGM 463 Transportation Management — This course is a study of the systems used to move goods and people and their role in business and the economy. It addresses the economic and operational characteristics of the domestic and international transportation modes, intermodal operations, transportation prices and rate theory, the management of for-hire and private transportation resources, the procurement of transportation services, and regulatory and public policy issues. **PREREQUISITE:** ECO 012, MGM 300, and Senior standing, or permission of the instructor.

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 Management Business Policy and Strategy — This course is designed to study top management decision making and internal and external environments of the organization in the formulation and execution of strategy and policy. This is an integrative course which may be scheduled only after completion of all foundation courses and with no more than 12 graduate credits remaining before completion of the program.

MARKETING

MKT 411 Marketing Communications Management — This course considers the managerial impact of Marketing Communications (MARCOM); public relations/publicity; sales promotion, advertising, cyber marketing and direct marketing; personal selling; and the impact of the promotional mix on marketing communication. **PREREQUISITES:** Graduate student; or Undergraduate Senior Status with MKT 310, Principles of Marketing and MKT 357, Advertising Campaigns; or Permission of Instructor.

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. **PREREQUISITE:** MKT 310 Principles of Marketing or approved equivalent course.

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 Strategies and 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 introduction to 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. The 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 market and marketing mix decisions. **PREREQUISITE:** MKT 550 Marketing Strategies and Planning or permission of the instructor.

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.

NURSING

NUR/BUS 400 Health Care Management — This course explores major issues, trends and changes occurring within the health care industry. An applied understanding of the specialized organizations such as health maintenance organization, clinics, long-term care institutions, home care services, laboratories, and outpatient units will be explored. The learner will examine the environment, changes in governmental regulations and societal change of the respective health care industry and the impact of those on the consumer. In addition, a study of the internal organizational issues, more specifically the clinical/operating activities unique to specific organizations, will be examined. Emphasis will be placed on identifying managerial functions and issues in order to assist the health care system to adapt effectively. The management of human resources, and major managerial responsibilities will be studied. **PREREQUISITE:** Graduate level: Admission to MBA Program and completion of MGM 300 or a minimum of Senior Level Status plus completion of NUR 322.

NUR 489 Cultural Perspectives in Nursing and Patient Education — This course will allow the student to study various cultural groups focusing on specific behaviors and belief systems which act as stimuli affecting the needs of the recipient of nursing education.

NUR 490 Strategies for Adult Education — This course will allow students to review, analyze, and apply various adult learning theories as a framework to develop strategies for educating the adult learner.

NUR 510 Nursing Theory — This course will allow review, analysis and interpretation of the various nursing theories with the objective being the inclusion of theory or theories as the students' foundation of nursing practice.

NUR 520 Quantitative Nursing Research — This course focuses on advanced study of quantitative research and statistics and their use in family nursing and nursing education as a component of evidence based practice. **PREREQUISITES:** Undergraduate level research and statistic courses.

NUR 530 Qualitative Nursing Research — This course will explore the epistemological basis of qualitative research methods. The philosophical underpinnings and use of inductive thinking in qualitative research will be explored. This course will also describe the process of theory development utilizing qualitative methods. **PREREQUISITES:** NUR 520 and NUR 510.

NUR 540 Curriculum and Instructional Design in Nursing and Patient Education — This course allows the student to develop the ability to design curricula (philosophy, framework, goals, content, instructional methods) and to develop expertise in instructional design (paper and on-line).

NUR/BUS 566 Health Care Policy — This course will explore health care policy issues and lead to a general understanding of the health care policy process. Focus will be placed on examining the various factors that lead to health care policy at the state and national level, and how health care policy impacts health care professionals' ability to deliver care in an ever changing environment. The role of political process to address issues revolving around cost of health care, access to and quality of that care will be addressed.

NUR 571 Selected Topics in Nursing — This course allows the student to study specific topics of current interest to nursing and patient education. It permits the student to have a more in depth study of topics presented in the required graduate nursing courses as well as providing the vehicle for the study of newly emerging topics in nursing and patient education.

NUR 589 Nursing Education Practicum — This practicum experience provides the student with an opportunity to apply nursing and educational theory within a variety of learning environments, such as nursing education programs, staff development departments, and community based health care agencies (*12 contact hours, 6 semester hours*). **PREREQUISITES:** NUR 489, NUR 510, NUR 540, and EDU 507.

NUR 590 Thesis I — Students will engage in a research project relevant to nurse educators. The thesis will be supervised by a thesis advisor and committee. **PREREQUISITE:** Approval of the nursing department graduate program committee.

NUR 591 Thesis II — Students will engage in a research project relevant to nurse educators. The thesis will be supervised by a thesis advisor and committee. **PREREQUISITE:** NUR 590 and approval of the nursing department graduate program committee.

PHILOSOPHY

PHI 470 Selected Topics in Philosophy — Topics in philosophy that deal with a specific problem, area or philosopher will be selected for advanced study in depth. The course may be repeated provided that it does not cover the same topic.

PHYSICAL EDUCATION

PED 511 Coaching Principles for Educators — This class is designed to provide students with an overview of sport sciences, sport pedagogy, and sport management as they apply to the field of coaching. A National Federation Interscholastic Coaching Certification may be earned by meeting course requirements and achieving an 80% on the American Sport Education Examination.

PED 512 Psychological Performance Enhancement in Athletic Coaching — This course is designed to introduce students to performance enhancement techniques as they relate to preparing athletes for competition. A special emphasis will be placed upon research findings related to youth (K-12) sport with implications drawn for the delivery of youth sport performance enhancement techniques.

PED 513 Inclusion in Physical Education — Inclusion in Physical Education is a diversified program of developmental motor activities, games, sports, and rhythms. This course is directed toward an understanding of legislation and inclusion issues along with cognitive and psychomotor assessment techniques suitable for the differently abled child. Activities suited to the interests, capacities, and specific abilities of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program will be explored.

PED 530 Risk Management and Emergency Planning — This course is designed to provide the participant with information and practical skills necessary to enhance their knowledge and application of risk management and emergency preparedness. The focus of the course is on awareness, preventative planning, and evaluation geared toward the reduction of risks.

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 Administration 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. PREREQUISITE: POL 515 or permission of instructor.

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 reviewed. However, focus is on systematic methods of program evaluation such as benefit cost analysis, statistical applications, the structure of evaluation research, and decision analysis. PREREQUISITE: POL 509 or permission of the instructor.

POL 562 Community Politics: Urban, Suburban, Rural — This course focuses attention on the role of government in the management of conflict. It analyzes the structural arrangements and political processes to determine how they affect the allocation of influence and policy output of local communities.

POL 570 Selected Topics in Public Administration — This course will address a variety of current issues and topics in the changing field of public administration. The selected topics course will supplement the program offerings in the Master of Public Administration program. Topics will include but will not be limited to such issues as economic development, urban and rural planning, health care administration, and community development.

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 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 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 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 Curriculum — 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.

SECONDARY EDUCATION

SEU 410 Science Instructional Methods for Middle and High School — This course is a graduate level instructional methodology course designed to meet the needs of the graduate and post-baccalaureate student seeking certification in middle level and high school level science. It is a comprehensive science methodology course for students in the College of Education. The basic philosophy of this course is to adapt constructivist methodology to science education. The infusion of Internet technology coupled with the National and Pennsylvania State Standards in Science Education will call upon students to formulate instructional strategies that are both relevant and grade level appropriate. This graduate course will meet PA State CETP guidelines.

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.

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.

SEU 590/591 Practice Teaching Fieldwork — Two full-time fieldwork assignments at different levels and in different settings provide a full-semester practice teaching experience. Students will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Student teachers prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for students to synthesize their graduate learning experience.

In addition, students will be required to maintain a written reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor. 6 ch. 6 sh. (Each 6 hours will receive a separate grade.)

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.

SOCIAL WORK

SWK 400 Foundations in Human Behavior in the Social Environment — This course, for foundation-year graduate students in social work, teaches students to critically evaluate and apply biological, psychological, and social theories to client situations across the lifespan. Effects of the interplay of biological, psychological, social, economical and cultural elements of the social environment on human functioning are examined. Systems promoting or deterring people in the attainment and maintenance of optimal health and well-being are explored with particular attention on the effects over the life course of these systems on populations at risk, ethnic and racial minorities, sexual minorities, women, and persons with disability.

SWK 450 Foundations in Social Work Practice with Individuals — Students will learn a problem-solving process that includes relationship building, prevention, planning, interviewing techniques, case recording, termination and evaluation. Attention to the evolution of social work practice from an historical and international perspective will establish the context for this introduction to contemporary practice. Students will be expected to participate in a laboratory experience involving a helping relationship project. Knowledge and skills relevant to practice with populations at risk including women, people of color, people who are gay and lesbian, and people who are economically impoverished will be emphasized. Issues of oppression, diversity, social justice, values, and ethics will be integrated throughout the course. This course is required of all Master's of Social Work students.

SWK 455 Foundations of Social Welfare Policies — This course, for foundation-year graduate students in social work, provides an historical perspective for understanding current issues in social work and social welfare. The policy making process is critically examined and the major actors associated with it are identified. A significant part of the course will be spent in the study of major welfare policies and the groups affected by them. Strategies and involvement of people for policy change are examined.

SWK 460 Foundations of Social Work Research Methods — This course, for foundation-year graduate students, uses the scientific inquiry model for social and behavioral science research in social work practice. Students develop skills in formulating research problems and questions, conducting a comprehensive literature review, establishing hypotheses and choosing research designs, both quantitative and qualitative. Data collection instruments, analysis techniques and report writing are emphasized. Ethical issues related to human subjects, as well as sensitivity to the diversity of research participants are included. Emphasis is placed on social work practice evaluation techniques, including single-subject as well as experimental and quasi-experimental designs. Computers and information technology for social work practice are introduced. The use of appropriate statistical techniques in data analysis is covered.

SWK 465 Foundations of Social Work Practice with Groups and Families — This course for foundation level graduate students in social work continues the study of the problem solving approach with multi-level client systems (individual, groups, families, communities, organizations). The course focuses on concepts, methods, and skills in social work practice with groups and families. Family development and dynamics will be studied and social work intervention techniques with emphasis on problem solving will be examined. Through class discussions, exercises and group projects, students will apply their understanding of group dynamics and family assessment, and demonstrate social work practice skills with groups and families.

SWK 480 Foundations of Social Work Practice with Organizations and Communities — This course for foundation level graduate students in social work continues the study of the problem solving approach with multi-level client systems (individual, groups, families, communities, organizations). This course reinforces and applies social work knowledge, values, and skills using the problem solving approach and focuses on intervention strategies with communities and organizations. Students practice generalist social work within a systems theory framework. A policy practice emphasis is applied for advocacy and change strategies with agencies and communities. Particular attention will be given to strategies of change with populations at risk.

SWK 481 Foundation Internship I — This internship is the first of two foundation-level, graduate semesters (total 480 hours) of field instruction in social welfare agency settings which are required under the supervision of a professional social worker. Students apply foundational knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is development of professional identity. A grade of "C" or better is required in this course to enter SWK 483, Foundation Internship II. Must be taken concurrently with SWK 482, Integrated Professional Generalist Social Work Practice Seminar I. PREREQUISITES: SWK 400, SWK 450, SWK 460 (or can be taken concurrently). 4 s.h., 4 c.h.

SWK 482 Integrated Generalist Social Work Practice Seminar I — This seminar, the first of two for foundation-level MSW students, begins an effective bridge to align the liberal arts perspective expected of entering graduate-level students and the advanced level family-in-environment content. The following concepts will be introduced and reinforced: the history and philosophy of the social work profession, social work values and ethics, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The Seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist work in a systems theory perspective. The seminars also assist students to expand their knowledge of the human services field beyond the confines of their own placement. Topics and policies of social work and social welfare are discussed, based in large part on the experiences of students in the field through written logs, client summaries, and classroom discussions of experiences including feelings about their social work practice. Must be taken concurrently with SWK 481.

SWK 483 Foundation Internship II — This is the second semester of field instruction (a total of 480 hours) in social welfare agency settings which is required under the supervision of a professional social worker. Students apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning. An agency-based research project is required in this semester of fieldwork. Must be taken concurrently with SWK 484, Integrated Social Work Practice Seminar II. PREREQUISITES: SWK 481 and SWK 482. 4 s.h., 4 c.h.

SWK 484 Integrated Generalist Social Work Practice Seminar II — This seminar, the second of two for foundation-level MSW students, continues aligning the liberal arts perspective expected of entering graduate-level students and the advanced level family-in-environment content. The following concepts will be integrated: professional use of self, social work values and ethics in the context of the mandate of the setting, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The Seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist social work in a systems theory perspective. The seminars also assist students to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SWK 483.

SWK 491 Internship for Advanced Standing I — This internship is the first of two graduate semesters (total 480 hours) of field instruction in social welfare agency settings which are offered to students entering the graduate social work program under advanced standing status under the supervision of a professional social worker prior to their advanced-year studies. Students re-visit and apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and programs. Students review the unique values, functions and roles of professional social work practice and further develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is development of professional identity. Must be taken concurrently with SWK 492.

SWK 492 Generalist Social Work Practice for Advanced Standing I — This seminar, the first of two for incoming MSW students with advanced standing status, begins an effective bridge to align the beginning generalist practice expected of graduate-level students and the advanced level family in environment content. The following concepts will be reinforced: the history and philosophy of the social work profession, social work values and ethics, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist social work in a systems theory perspective. The seminars also assist students to expand to expand their knowledge of the human services field beyond the confines of their own placement. Topics and policies of social work and social welfare are discussed, based in large part, on the experiences of students in the field through written logs, client summaries, and classroom discussions of experiences including feelings about their social work practice. Must be taken concurrently with SWK 491.

SWK 493 Internship for Advanced Standing II — This is the second semester of field instruction (a total of 480 hours) in social welfare agency settings for students with advanced standing status, which is required under the supervision of a professional social worker prior to advanced-year studies. Students apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning. An agency based research project is required in this semester of fieldwork. Must be taken concurrently with SWK 494, Advanced Generalist Social Work Theory and Practice II. PREREQUISITES: SWK 491 and SWK 492.

SWK 494 Generalist Social Work Practice for Advanced Standing II — This seminar, the second of two for incoming MSW students with advanced standing status, continues to align the beginning generalist practice expected of graduate-level students and the advanced level family in environment content. The following concepts will be integrated: professional use of self, social work values and ethics in the context of the mandate of the setting, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The Seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist social work in a systems theory perspective. The seminars also assist students to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SWK 493.

SWK 500 Families in the Social Environment — This course is part of the advanced year of study for graduate students of social work, in which foundation knowledge of human behavior in the social environment is further developed into a specialized knowledge base. This knowledge is necessary for effective social work practice with and on behalf of families. Students will acquire a comprehensive conceptualization of the strengths and needs of diverse family forms and an understanding of the social, cultural, economic, and political factors as well as the social service delivery system which influence and shape family life across the lifespan and the family as a social institution.

SWK 501 Treatment Modalities for Social Work with Families — This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families toward a fuller understanding of the applications of specialized methods of intervention in social work practice with a broad array of families. It builds on knowledge of families in the social environment as considered in SWK 500, as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.

SWK 502 Social Work Crisis Intervention with Families — This one-credit elective course is designed to help the student who is interested in direct practice with families toward a fuller understanding of the application of crisis intervention methods in social work practice with a broad array of families. It builds on knowledge of families in the social environment as considered in SWK 500 as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.

SWK 503 Social Work with Family Groups — This one-credit, elective course is offered for advanced-year graduate students in social work who are specializing in direct practice with families. The course introduces students to the use of multifamily group therapy in social work practice. An efficient use of often scarce social work resources, this modality provides a unique opportunity to combine professional help with mutual aid within and across families. 1 s.h., 1 c.h.

SWK 504 Short-Term Treatment Models in Social Work with Families — This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families toward a fuller understanding of the applications of specialized methods of intervention in social work practice with a broad array of families. It is concerned specifically with time-limited methods of intervention, building on knowledge of families in the social environment as considered in SWK 500 as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.

SWK 505 Psychopharmacology for Social Workers — Students will be presented with an overview of the current therapeutic use of psychotropic drugs as well as pharmacological terminology and reference books. The clinical use of psychotropic drugs such as narcotic analgesics, the sedative hypnotics, stimulants, anxiolytics, neuroleptics, antidepressants and lithium will be examined. Societal and ethical issues of psychopharmacology will be explored. 1 s.h., 1 c.h.

SWK 507 Differential Assessment Techniques for Social Workers — This one-credit elective course is designed to help the student who is interested in direct practice with families toward a fuller understanding of wholistic assessment, including theoretical and value foundations as well as practice techniques. It builds on knowledge of families in the social environment as considered in SWK 500 as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.

SWK 508 Maltreatment in the Family: Social Work Practice — This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families toward a fuller understanding of the applications of specialized methods of intervention related to abuse in the family context with a broad array of families. It builds on knowledge of families in the social environment as considered in SWK 500 as well as knowledge related to generalist social work practice. 1 s.h., 1 c.h.

SWK 516 Social Work in Health Care — This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families in health care settings toward a fuller understanding of the applications of specialized methods of intervention in social work practice with a broad array of families. It builds on knowledge of families in the social environment as considered in SWK 500 as well as knowledge related to generalist social work practice and the current social policy environment in healthcare. 1 s.h. 1 c.h.

SWK 519 Qualitative Research in Social Work — This one-credit, elective course for advanced-year graduate students in social work builds on the foundations in social science research as presented in the Master's of Social Work curriculum. Its particular focus is on the critique and practice of qualitative research methods. Students will be introduced to the philosophy behind qualitative research, with attention to its applicability to the study of diverse client groups. Students will develop an understanding of the interpretive perspective through examination of grounded theory, qualitative research design, and methods of data collection, analysis and presentation. 1 s.h., 1 c.h.

SWK 520 Community Social Needs Assessment — This course will focus on community needs assessment techniques. In particular students will be exposed to a variety of approaches to needs assessment including social indicators, key informants, community forums and focused groups, and community surveys. Issues associated with particular methods and techniques in using these approaches will be studied. Emphasis will be placed on designing data collection and analysis techniques. Ethical and policy issues will be examined. 1 s.h., 1 c.h.

SWK 524 Program Evaluation and Social Work — This short-term course will develop the students' capacity to be an intelligent consumer and a producer of program evaluation. It provides an in-depth examination of the issues associated with the design and implementation of a program evaluation, introduces a model of outcome measures, examines community needs assessment techniques and provides a framework for a cost-benefit analysis. 1 s.h., 1 c.h.

SWK 525 Information Technology and Social Work Practice I — This short-term course is the first in a series of information technology courses aimed at developing skills for effective use of computers and information technology in social work practice, research, and the administration of social service programs. Students will become familiar with information processing concepts and develop social work applications using popular microcomputer word processing, spreadsheet, and database management software. 1 s.h., 1 c.h.

SWK 526 Information Technology and Social Work Practice II — This short-term course is the second in a series of information technology courses aimed at developing skills for effective use of computers and information technology in social work practice, research, and the administration of social service programs. Students will develop social work applications using popular microcomputer-based web, database management, statistical, and presentation software. In addition, students will be sensitized to the ethical questions and issues arising from the use of information technology. PREREQUISITES: SWK 525, or permission of the instructor. 1 s.h., 1 c.h.

SWK 555 Applied Family Policy and Family Service Programs — This course will explore the interrelation between family functioning and public/private policies at the local, state, and federal level. Students will explore how the families contribute to social problems, how families are affected by these problems, and how a family focus can enhance the effectiveness of policies. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. The course will include theoretical approaches for conceptualizing family policy and, most importantly, the roles professionals can play in using research to design, implement, and evaluate policies and programs.

SWK 559 Social Work Intervention with Substance Abusing Populations: A Systems Approach to Chemical Dependency Treatment — This course provides students with the knowledge necessary to examine intervention strategies with adult populations of substance abusers. The students will explore the overarching frameworks of substance abuse treatment, integration of the strength perspective for advanced generalist practice with substance abusing populations and its application to gender issues in substance abuse treatment. 1 s.h., 1 c.h.

SWK 560 Applied Methods of Social Work Research — This course for the advanced year social work students, builds on the foundation level research course by allowing students to specialize in program and practice evaluation of services with and on behalf of families. Single system and group designs will be studied. Descriptive statistics and graphical representation of data using computer software will be utilized. Values and ethical issues related to research with particular sensitivity to populations at risk will be considered as an integral part of any social work research. Qualitative and quantitative methods of analysis will be employed, and students will be introduced to the use of research in the prevention of social problems. Emphasis will be placed on the critical use of research at each phase of the problem solving process.

SWK 561 Motivational Interviewing Skills: Social Work Strategies in Gender Sensitive Addiction Treatment — This course provides students with the knowledge necessary to examine motivational interviewing and the stages of change model with adult populations of substance abusers. In addition to integrating the strength perspective students will be introduced to motivational interviewing and its application to gender issues in substance abuse treatment. PREREQUISITE: SWK 559 or permission of the instructor. 1 s.h., 1 c.h.

SWK 573 Publishing and Professional Presentations in Social Work — This course provides students with the tools needed to disseminate social work knowledge and research findings in a variety of forums, including: peer-reviewed journals, book and book chapters, practitioners' periodicals, juried conferences, and invitational workshops. Ethical considerations specific to disseminating research will be discussed. 1 s.h., 1 c.h.

SWK 575 Clinical Supervision in Social Work — This course provides students with the knowledge necessary to provide quality, ethical supervision to practicing social workers. Students will explore the purposes of the clinical (as opposed to administrative) aspects of supervision along with methods for achieving those purposes and evaluating supervisory outcomes. In addition, students will be introduced to the professional literature available for their future reference and to methods for supervisors to engage in ongoing professional growth within their own supervisory processes. 1 s.h., 1 c.h.

SWK 579 Independent Study in Advanced Generalist Social Work Practice — This is an individualized, independent course of study in an area of advanced generalist social work practice. The area of study may be used to expand upon specialized knowledge gained in previous course-work or practicum experience. The focus of the independent study may be to add further depth to specialized knowledge of a field of practice (e.g. aging, mental health, mental retardation, child welfare and family studies, etc.) or a practice modality (e.g. program administration, clinical supervision, clinical practice, etc.). The area of study will be identified via consultation among the student, a field representative/supervisor, and the student's faculty advisor. The independent study may be conducted under the direction of any social work faculty member. 1 – 3 s.h., 1 – 3 c.h.

SWK 581 Advanced Internship I — This internship is the first of two advanced-level, graduate semesters (total 480 hours) of field instruction in social welfare agency settings which are offered to advanced-level students and required, under the supervision of a professional social worker. Students apply advanced knowledge of families in the social environment, advanced competence, and the highly articulated values and ethics of advanced generalist practice with and on behalf of families. Through supervision, students crystallize their unique professional use of self in the context of their placement. They refine written and oral communication skills necessary for analysis of professional practice and apply critical analytic skills for differential assessment, selecting interventions, implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice in their practicum setting and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is refinement of professional identity. Must be taken concurrently with SWK 582, Advanced Theories of Social Work Practice I. PREREQUISITES: SWK 500, SWK 560 (or can be taken concurrently). 4 s.h., 4 c.h.

SWK 582 Advanced Theory in Family-Centered Generalist Social Work Practice I — This is a concentration course, for specialized knowledge-building. It is the first in a series of two theoretical seminars for advanced-level MSW students. Course content is concentrated on the family as a universal social institution and may be classified into three areas: 1) the development of the values, knowledge and skills of the autonomous social work practitioner for work with and on behalf of families; 2) research on the advancement of knowledge about family functioning; and 3) the effective, efficient, and humane organization of social service delivery networks serving families. The course also offers students opportunities to interact and integrate knowledge related to their varied practica in order to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SWK 581.

SWK 583 Advanced Internship II — This internship is the second of two advanced-level, graduate semesters (total 480 hours) of field instruction in social welfare agency settings which are offered to advanced-level students and required, under the supervision of a professional social worker. Students apply advanced knowledge of families in the social environment, advanced competence, and the highly articulated values and ethics of advanced generalist practice with and on behalf of families. Through supervision, students crystallize their unique professional use of self in the context of their placement. They refine written and oral communication skills necessary for analysis of professional practice and apply critical analytic skills for differential assessment, selecting interventions, implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice in their practicum setting and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is refinement of professional identity. Must be taken concurrently with SWK 584, Advanced Theories of Social Work Practice II. **PREREQUISITES:** SWK 581, SWK 582. 4 s.h., 4 c.h.

SWK 584 Advanced Theory in Family-Centered Generalist Social Work Practice II — This is a concentration course, for specialized knowledge-building. It is the second in a series of two theoretical seminars for advanced-level MSW students. Course content is concentrated on the family as a universal social institution and may be classified into three areas: 1) the development of the values, knowledge and skills of the autonomous social work practitioner for work with and on behalf of families; 2) research on the advancement of knowledge about family functioning; and 3) the effective, efficient, and humane organization of social service delivery networks serving families. The course also offers students opportunities to interact and integrate knowledge related to their varied practica in order to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SWK 583.

SWK 595 Capstone Experience: Social Work and the Family-In-Environment — This advanced-level course for graduate students in social work represents the culmination of students' educational experience. This course is designed to draw on all previous courses and to engage students in integrating and applying all previous course and field practica content.

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.

WOMEN'S STUDIES

WST/ART 515 Women's Issues in the Arts — This course will provide an overview of women's creative achievements, experiences and status in the visual arts. The focus of this course is on gender; however, issues relating to the intersections of gender with race, class, national origin, ethnicity, age, and sexual orientation will also be discussed. As well, the course will explore the portrayal of women and the way in which cultural definitions of gender shape women's aesthetic expression. This is an advanced level course open to graduate students interested in women and art. This course will require substantial reading and critical responses in written, verbal, and visual forms.

Graduate Faculty

ACCOUNTING AND GENERAL BUSINESS

Mark Dinger, Associate Professor of Accounting and Finance
B.S., Shippensburg University; M.B.A., Lehigh University

Philip R. Evans, Associate Professor of Accounting and Finance
B.S., King's College; J.D., University of Miami

Thomas Grant, Associate Professor of Accounting
B.S., Villanova University; M.B.A., Drexel University; Certified Management Accountant

Keshav Gupta, Associate Professor of Finance
B.S., M.B.S., University of Allahabad; M.B.A., Ph.D., University of Pittsburgh

Jonathan Kramer, Professor of Finance, Accounting and Finance
B.S., Pennsylvania State University; M.B.A., Villanova University; Ph.D., Lehigh University

Norman C. Sigmond, Associate Professor of Accounting
B.S., Philadelphia College of Textiles and Science; M.S., Temple University; M.B.A., LaSalle University;
C.P.A.

David D. Wagaman, Associate Professor of Accounting and Finance
B.S., Kutztown University; M.S., Drexel University; Certified Public Accountant

ANTHROPOLOGY AND SOCIOLOGY

Suzanne Maurer, Assistant Professor of Sociology
B.A., Goucher College; M.A.T., Colgate University; M.A., Ph.D. Syracuse University

David Webb, Associate Professor of Anthropology
B.A., Cornell University; M.A., Ph.D., University of Chicago

ART EDUCATION AND CRAFTS AND FINE ARTS

Nicholas N. Bowen, Associate Professor of Fine Arts
B.F.A., Kutztown State College; M.F.A., Rochester Institute of Technology

James G. Chaney, Professor of Art Education and Crafts
B.A., St. Fidelis College; M.F.A., Kent State University

Harry Krizan, Professor of Fine Arts
B.F.A., Texas Technological University; M.F.A., University of California-Davis

Anna Kuo, Professor of Fine Arts
B.F.A., Damen College; M.F.A., State University of New York-Buffalo

- James Malenda**, Professor of Art Education and Crafts
A.S.S., Miami-Dade Community College; B.F.A., Kent State University; M.F.A., State University of New York-New Paltz
- Barbara Schulman**, Professor of Art Education and Crafts
B.S., Kent State University; M.F.A., Kent State University
- Marilyn Stewart**, Professor of Art Education and Crafts
B.A.E., M.A., Ph.D., Ohio State University
- Peter W. Traugott**, Professor of Fine Arts
B.F.A., M.F.A., Bradley University
- John H. White**, Professor of Art Education and Crafts
B.A., University of Colorado; M.F.A., Pratt Institute; Ph.D., Pennsylvania State University

BIOLOGICAL SCIENCES

- Albert F. Answini**, Associate Professor of Biological Science
B.S., King's College; M.S., Catholic University of America
- Marilyn C. Baguinon**, Associate Professor of Biological Science
B.S., M.S., University of the Philippines; Ph.D., Kansas State University
- Nancy M. Butler**, Assistant Professor of Biological Science
B.A., M.A., University of Colorado – Boulder; Ph.D., University of British Columbia
- Carol C. Mapes**, Professor of Biological Science
B.A., Williams College; Ph.D., Cornell University
- Ronald R. Rhein**, Professor of Biological Science
B.S., Kutztown University; M.S., Pennsylvania State University; D.Ed., Lehigh University
- Wendy L. Ryan**, Professor of Biological Science
B.S., University of Michigan; M.S., Ph.D., University of California
- Christopher F. Sacchi**, Associate Professor of Biological Science
B.S., Fairfield University; M.S., Rutgers University; Ph.D., Northern Arizona University
- William F. Towne**, Professor of Biological Science
B.S., Moravian College; M.A., Ph.D., Princeton University
- Anne E. K. Zayaitz**, Associate Professor of Biological Science
B.A., Duke University; M.S., Ph.D., Cornell University

COMPUTER SCIENCE

- William E. Bateman**, Associate Professor of Mathematics
B.S., Ursinus College; M.S., Ohio State University

Linda Day, Assistant Professor of Computer Science
B.S., Western Illinois University; M.S., Lehigh University

Lisa M. Frye, Assistant Professor of Computer Science
B.S., M.S., Kutztown University

Henry G. Gordon, Professor of Mathematics and Computer Science
B.S., St. Joseph's University; M.A., Fordham University; Ph.D., Lehigh University

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B.A., Eastern College; M.S., Virginia Commonwealth University; Ph.D., University of Delaware

COUNSELING AND HUMAN SERVICES

Deborah Barlieb, Associate Professor of Counseling and Human Services
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Jo Cohen Hamilton, Associate Professor of Counseling and Human Services
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Margaret A. Herrick, Professor of Counseling and Human Services; Department Chairperson
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ECONOMICS

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B.S., University of Jordan; M.S., George Washington University; Ph.D., Pennsylvania State University

Girma Zelleke, Professor of Economics

B.A., Addis Ababa University, Ethiopia; M.A., Vanderbilt University; M.A., Ph.D., University of Colorado

ELECTRONIC MEDIA

Leonard Barish, Associate Professor of Electronic Media

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B.S., M.S., Clarion University

Joseph R. Chuk, Associate Professor of Electronic Media

Ph.B., Lateran University, Rome; M.Div., Th.M., Mary Immaculate Seminary; D.Min., Drew University; M.S., Kutztown University

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Andrew Skitko, Jr., Assistant Professor of Electronic Media

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ELEMENTARY EDUCATION

Marjorie Borden, Professor of Education

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Jeanie H. Burnett, Professor of Education

B.S., Radford College; M.Ed., Salisbury State College; Ed.D., University of Maryland

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ENGLISH

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GEOGRAPHY

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HISTORY

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HUMAN KINETICS

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J. Frederick Garman, Professor of Human Kinetics

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INSTRUCTIONAL TECHNOLOGY

Robert A. Gray, Professor of Instructional Technology

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Lynn K. Milet, Assistant Professor of Instructional Technology

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Charles F. Roth, Jr., Professor of Instructional Technology

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LIBRARY SCIENCE

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M. Kathryn Holland, Associate Professor of Library Science

B.A., College of William and Mary; M.S.L.S., Ed.D, East Texas State University

MANAGEMENT

Dan Benson, Associate Professor of Management

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Donald Kreps, Professor of Management

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MARKETING

Okan Akcay, Professor of Marketing

B.S., Academy of Economics and Commercial Science; M.B.A., Michigan State University; D.B.A., Academy of Economics and Commercial Science, Bursa, Turkey

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Paul F. Sable, Assistant Professor of Marketing
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MATHEMATICS

Paul S. Ache, III, Associate Professor of Mathematics
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Deborah Frantz, Professor of Mathematics and Computer Science
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Francis J. Vasko, Professor of Mathematics and Computer Science
B.S., Kutztown University; M.S., Ph.D., Lehigh University

MODERN LANGUAGE STUDIES

Carolyn V. Bell, Professor, Modern Language Studies (Spanish)
B.A., University of Kentucky; M.A., Kutztown University; Docteur de troisieme cycle, Université de Toulouse, France

Karen L. Rauch, Assistant Professor, Modern Language Studies
B.A., Desales University; M.A., Duke University; Ph.D., University of Virginia

Jesus Rodriguez, Professor, Modern Language Studies
B.A., Millersville University; M.A., Ph.D., University of Pennsylvania

Nina M. Shecktor, Associate Professor, Modern Language Studies
B.A., Ursinus College; M.A., Bryn Mawr College; Ph.D., Temple University

Dawn Slack, Associate Professor, Modern Language Studies
B.S., M.A., Ph.D., Ohio State University;

Christine A. Coleman Young, Associate Professor, Modern Language Studies
B.A., Albright College; M.A., Ph.D., Temple University

Maximiliano E. Zuniga, Professor, Modern Language Studies
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MUSIC

Alan Apple, Associate Professor of Music

B.M.E., M.M.E., Temple University; D.Mus.A., University of Colorado

John Metcalf, Associate Professor of Music

B.A., Jacksonville State University; M.M. (Performance), M.M. (Composition), D.M.A., Louisiana State University

Mary P. Ogletree, Professor of Music

B.M., University of Michigan; M.M., D.M.A., University of Kentucky

Timothy Running, Professor of Music

B.M., Concordia College; M.M., Catholic University; D.A., University of Northern Colorado

PHILOSOPHY

Allan T. Bäck, Professor of Philosophy

B.A., Reed College; Ph.D., The University of Texas at Austin

Phillip Ferreira, Professor of Philosophy

B.A., Sierra Nevada College; M.A., University of Nevada — Reno; Ph.D., University of Toronto

James W. Hall, Professor of Philosophy

B.S., Bowling Green State University; M.A., Ph.D., The Johns Hopkins University

Yong Huang, Professor of Philosophy

B.A., East China Normal University; M.A., Ph.D., Fudan University; Th.D., Harvard University

John Lizza, Professor of Philosophy

B.A., M.A., M.Phil., Ph.D., Columbia University

PHYSICAL SCIENCES

Edward J. Simpson, Professor of Physical Science

B.S., Kutztown University; M.S., University of Nebraska; Ph.D., Virginia Polytechnic Institute and State University

Madan Varma, Professor of Physical Science

B.S., M.S., Osmania University; A.M., Ph.D., Indiana University

POLITICAL SCIENCE

Gary B. Brey, Professor of Political Science

B.A., Kutztown University; M.A., Ph.D., Syracuse University

Paula A. Holoviak, Associate Professor of Political Science

B.A., King's College; M.P.A., Pennsylvania State University; Ph.D., State University of New York-Binghamton

Jack M. Treadway, Professor of Political Science

B.S., University of Wisconsin-Whitewater; M.A., Arizona State University; Ph.D., University of Kansas

Cheryl H. Wilf, Associate Professor of Political Science
B.A., University of Maryland; M.P.A., Ph.D., Temple University

PSYCHOLOGY

Emmanuel Akillas, Associate Professor of Psychology
B.A., The American College of Greece; M.A., M.A., Ph.D., Temple University; Licensed Psychologist in Pennsylvania

Anita M. Meehan, Professor of Psychology
B.A., Wilkes College; M.A., Ph.D., Temple University

Avidan Milevsky, Assistant Professor of Psychology
B.L.S., Barry University; M.S., Ph.D., Florida International University

George K. Muugi, Associate Professor of Psychology
B.A., York University; M.A., M. Phil., Ph.D., Columbia University

Stephen Cross, III, Assistant Professor of Psychology
B.A., University of Dayton; Ph.D., Vanderbilt University

G. Dennis Rains, Professor of Psychology
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Judith A. Sheiman Rauenzahn, Associate Professor of Psychology
B.A., University of Connecticut; J.D., Boston University Law School; M.S., Ph.D., Purdue University

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Robert M. Voytas, Professor of Psychology
B.S., M.B.A., University of Pittsburgh; Ph.D., University of Maryland; Licensed Psychologist in Pennsylvania

C. Bruce Warner, Associate Professor of Psychology
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Carole V. Wells, Associate Professor of Psychology
B.A., LaSalle University; M.A., Kutztown University; Ph.D., Temple University

SECONDARY EDUCATION

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SPECIAL EDUCATION

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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

SOCIAL WORK

Janice A. Gasker, Professor of Social Work
B.A., Cedar Crest College; M.S.W., Marywood College; D.S.W., University of Pennsylvania

Deborah A. Sieger, Professor of Social Work
R.N., Lankenau Hospital; B.S., West Chester; M.S.W., Temple University; Ph.D., The Union Institute

John G. Vafeas, Professor of Social Work
B.S., Winthrop College; M.S.W., D.S.W., University of Pennsylvania

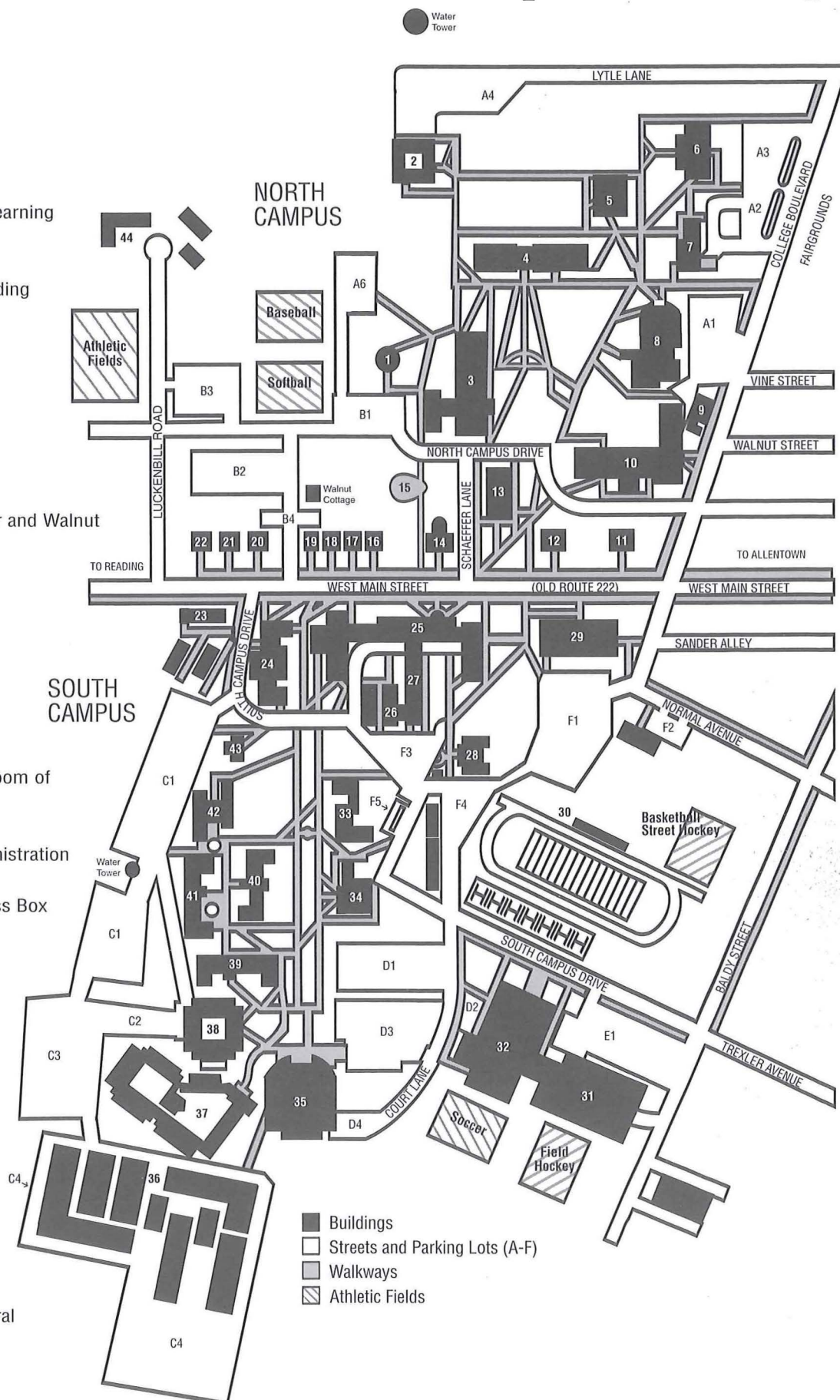
Barth K. Yeboah, Professor of Social Work
B.S.W., Jamia Millia Islamia; M.S.W., University of Delhi, School of Social Work; D.S.W., University of Pennsylvania

Kutztown University

Campus Map

Directory

1. Grim Science Building
2. Lytle Hall
3. Boehm Science Center
4. Rohrbach Library
5. deFrancesco Building
6. Beekey Education Building
7. Rickenbach Research and Learning Center
8. McFarland Student Union
9. Communication Design Building
10. Sharadin Building
11. Poplar House
12. President's Home
13. Schaeffer Auditorium
14. Graduate Center
15. Alumni Plaza
16. Christopher House
17. Boxwood House
18. Wiesenberger Alumni Center and Walnut Cottage
19. Maple Manor
20. Education House
21. Admissions Center
22. Lutheran Center
23. Golden Bear Village West
24. Rothermel Hall
25. Old Main
26. Health & Wellness Center
27. Georgian Room and Blue Room of Old Main
28. Risley Hall
29. Lawrence M. Stratton Administration Center
30. University Stadium and Press Box
31. Keystone Field House
32. Keystone Hall
33. Beck Hall
34. Deatrick Hall
35. South Dining Hall and Food Court
36. Golden Bear Village South
37. University Place
38. Bonner Hall
39. Johnson Hall
40. Berks Hall
41. Lehigh Hall
42. Schuylkill Hall
43. John B. White Multicultural Center
44. Pennsylvania German Cultural Heritage Center





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