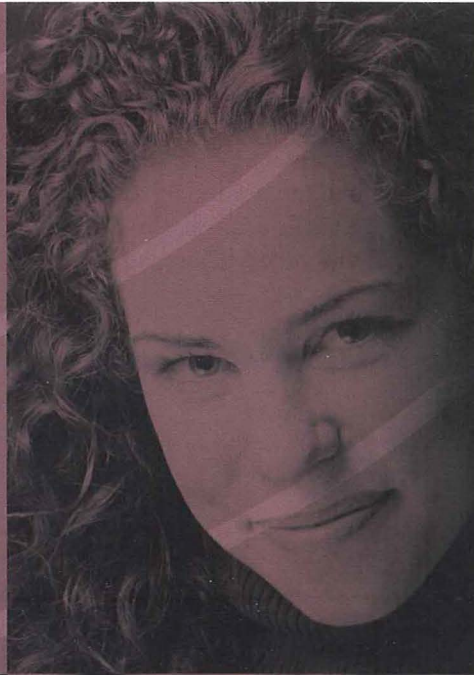
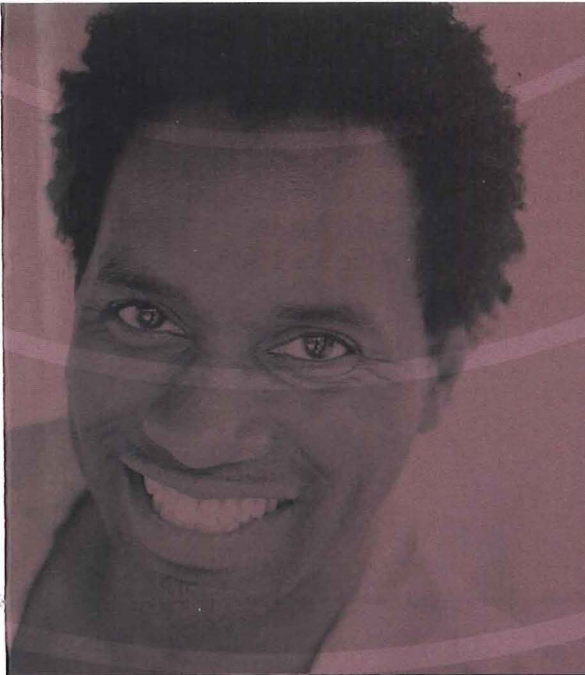


If you are unable to access the information in the Kutztown University Graduate Course Catalog, please contact the Graduate Studies Office at 610-683-4220.

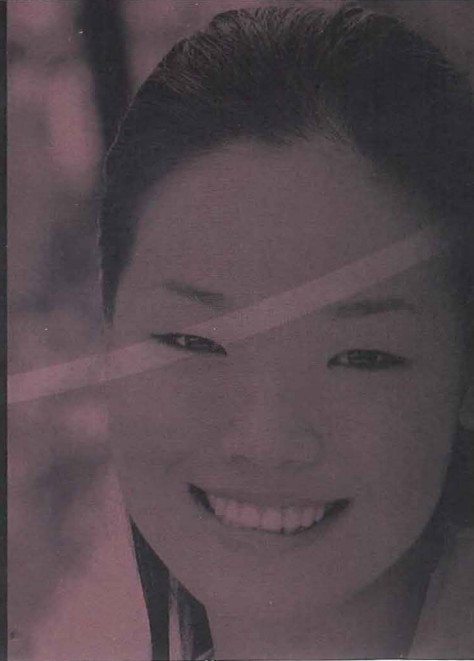
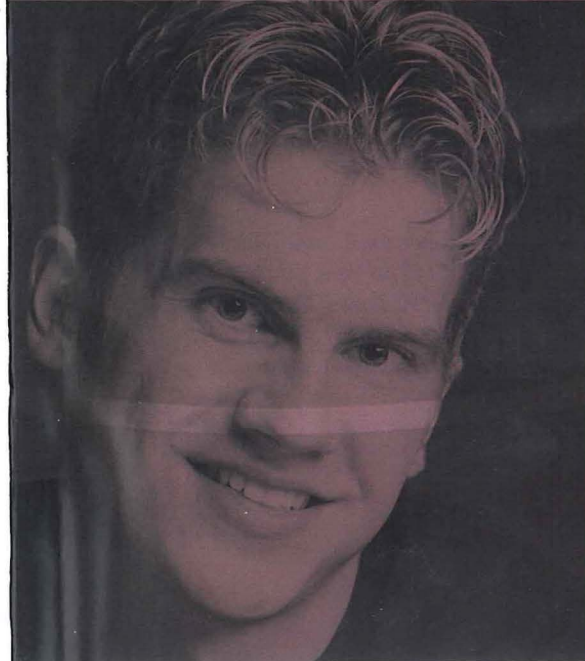


Kutztown University
College of Graduate Studies

MBA
MSN
MISN
MSW



2008-
2010



MA
MS
MIS
MBA
ME
ME
ME

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 November, 2008.

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) 683-4700. 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

Greetings! Our mission, at the College of Graduate Studies, is to make Kutztown University a welcoming environment; one that is instructive, motivational, and supportive of graduate students. We recognize graduate students are the foundation of any great university. At Kutztown University we are cognizant of that and take pride in our students. Our desire is to better prepare students for a competitive, professional world market. It is no longer enough to educate students for life solely in their respective towns and villages, but rather to instill in them a global and diverse perspective.

The College of Graduate Studies offers 22 master's programs spanning an array of disciplines including: counseling, computer science, electronic media, English, business administration, public administration, nursing, library science, social work, elementary education and secondary education. These programs have been designed to meet the personal and professional needs of the members of our surrounding communities.

We are particularly proud of our dedicated graduate faculty whose expertise is evident in the caliber of our programs of study. Students have many opportunities to work one on one both in and out of the classroom with our accomplished faculty. All of our students are guided through their programs of study with the assistance of the dedicated staff and an academic advisor. Pursuing a graduate education at Kutztown University will enable you to enhance the personal and professional expertise needed to excel in your chosen profession.

The College of Graduate Studies is proud to have a chapter of Alpha Epsilon Lambda; a national graduate honor society and a Graduate Student Association. Involvement in either of these organizations gives students a chance to network with peers and highlight leadership skills.

We look forward to working with you in the pursuit of your academic goals. Thank you for your interest in Kutztown University.



Linda M. Matthews, Ed.D.
Interim Dean

Kutztown University Graduate Catalog 2008 - 2010

Kutztown University is a member of the Pennsylvania State System of Higher Education.

ACCREDITATION

The University is accredited by the Middle States Commission on Higher Education, the National Council for Accreditation of Teacher Education, the National League for Nursing Accrediting Commission, the Council on Social Work Education, the National Association of Schools of Music, the National Association of Schools of Art and Design, the National Council of Accreditation of Coaching Education, and the Pennsylvania Department of Education. The University has received candidacy approval by The Association to Advance Collegiate Schools of Business.

KUTZTOWN, PENNSYLVANIA 19530

KUTZTOWN UNIVERSITY ACADEMIC CALENDAR

FALL 2008 – SUMMER 2009

FALL SEMESTER — 2008

Classes Start — 6:00 p.m.	Monday, August 25
Graduate Late Registration	Tuesday – Friday, August 26 – 29
Evening Hours 4:30 – 6:30 p.m.	Tuesday, August 26
Saturday Classes Start	Saturday, August 30
Labor Day Holiday	Monday, September 1
Follow Monday Schedule	Tuesday, September 2
Columbus Day Holiday	Monday, October 13
Mid Term	Wednesday, October 15
Thanksgiving Recess:	
Begins – at end of classes	Tuesday, November 25
Ends – 8:00 a.m.	Monday, December 1
Last Day of Regular Classes	Saturday, December 5
Final Examinations:	
Begin	Monday, December 8
End	Saturday, December 13
Last Saturday Class and Exams:	Saturday, December 13
December Commencement	Saturday, December 13
Last Day of Semester	Saturday, December 13

SPRING SEMESTER — 2009

Classes Start — 8:00 a.m.	Monday, January 12
Graduate Late Registration	Monday – Friday, January 12 – 16
Evening Hours (4:30 – 6:30 p.m.)	Tuesday, January 13
Saturday Classes Start	Saturday, January 17
Martin Luther King Holiday	Monday, January 19
Monday Evening Classes Held	Friday, January 23
Mid Term	Friday, February 27
Spring Break	
Begins – at end of classes	Friday, February 27
Ends – 8:00 a.m.	Monday, March 9
Last Day of Regular Classes	Saturday, April 25
Final Examinations:	
Begin	Monday, April 27
End	Saturday, May 2
Last Saturday Class and Exams:	Saturday, May 2
May Commencement	Saturday, May 2
Last Day of Semester	Saturday, May 2

SUMMER SESSION — 2009

SESSION I

Begins	Monday, May 18
Classes to be held	Friday, May 29
Ends	Thursday, June 18

Education Workshop (EDW) Session I

Begins	Monday, June 15
Ends	Friday, June 19

Education Workshop (EDW) Session II

Begins	Monday, June 22
Ends	Friday, June 26

SESSION II

Begins	Monday, June 29
Ends	Thursday, July 30

KUTZTOWN UNIVERSITY ACADEMIC CALENDAR

FALL 2009 – SUMMER 2010

FALL SEMESTER — 2009

Classes Start — 6:00 p.m.	Monday, August 31
Graduate Late Registration	Tuesday – Friday, September 1 – 4
Evening Hours 4:30 – 6:30 p.m.	Tuesday, September 1
Saturday Classes Start	Saturday, September 5
Labor Day Holiday	Monday, September 7
Follow Monday Schedule	Tuesday, September 8
Columbus Day Holiday	Monday, October 12
Mid Term	Wednesday, October 21
Thanksgiving Recess:	
Begins – at end of classes	Tuesday, November 24
Ends – 8:00 a.m.	Monday, November 30
Last Day of Regular Classes	Saturday, December 12
Final Examinations:	
Begin	Monday, December 14
End	Saturday, December 19
Last Saturday Class and Exams:	Saturday, December 19
December Commencement	Saturday, December 19
Last Day of Semester	Saturday, December 19

SPRING SEMESTER — 2010

Classes Start — 8:00 a.m.	Tuesday, January 19
Graduate Late Registration	Tuesday – Friday, January 19 – 22
Evening Hours (4:30 – 6:30 p.m.)	Tuesday, January 19
Saturday Classes Start	Saturday, January 23
Mid Term	Friday, March 5
Spring Break	
Begins – at end of classes	Friday, March 5
Ends – 8:00 a.m.	Monday, March 15
Last Day of Regular Classes	Saturday, May 1
Final Examinations:	
Begin	Monday, May 3
End	Saturday, May 8
Last Saturday Class and Exams:	Saturday, May 8
May Commencement	Saturday, May 8
Last Day of Semester	Saturday, May 8

SUMMER SESSION — 2010

SESSION I

Begins	Monday, May 24
Memorial Day Holiday	Monday, May 31
Classes to be held	Friday, June 4
Ends	Thursday, June 24
Education Workshop (EDW) Session I	
Begins	Monday, June 21
Ends	Friday, June 25
Education Workshop (EDW) Session II	
Begins	Monday, June 28
Ends	Friday, July 2

SESSION II

Begins	Tuesday, July 6
Classes to be held	Friday, July 9
Ends	Thursday, August 5

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Lisa Grabowski, Interim Director of Graduate Admissions — B.A., Alvernia; M.P.A., Kutztown University

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Donna L.Rohricht

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Lisa Schonberger, Ed.D.	Elementary Education
Lynn Milet, Ed.D.	Library Science/Instructional Technology
Rosemary Fliszar, Ph.D., RN, CNE.....	Nursing

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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 of Pennsylvania 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 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; and by
- 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 achievements 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 referral services. Services are limited during the non-academic sessions. For further information, contact: Office of University Counseling, 215 Stratton Administration Center, (610) 683-4072.

Health Services — Health Services requires all new graduate students to complete some paperwork, which is mailed to them upon their acceptance to Kutztown University. Students who plan to enroll for less than nine credits each semester and do not intend to use clinical services may waive submission of the health record by completing an alternate form. All full-time matriculated graduate 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, Health Services is open Monday through Friday 8:00 AM to 8:00 PM weekend hours are 10:00 AM to 6:00 PM. The clinic has a professional nursing staff and twenty hours of on-site physician coverage. Students are encouraged to schedule nursing and physician appointments. Summer hours of operations are limited to nursing appointments; the physicians are unavailable for appointments. A "self-care" station is available for those seeking over-the-counter medications. Although nursing and physician appointments are available without additional charges, some specialized services require a nominal fee (prescription medications, laboratory testing, etc.) and will be charged to the student's account. For further information about clinic services, call (610) 683-4082, Ext. 2, or review the web site at www.kutztown.edu/divisions/studentservices/departments/hwcs.

Students with 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, 1990, 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 disability is the sole responsibility of the student. The Disability Services Office receives and maintains all records of a student's disability 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 documented disabilities; it is the student's responsibility to request such accommodations directly from the instructor based on a letter of verification from the Disability Services 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 ability to undertake such studies. More detailed information may be obtained from: Office of Human Diversity, Disability Services, 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. Courses are also offered in the summer.

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

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 as well as various graduate forms can be downloaded from this site:

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

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.

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>

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 evaluation forms 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 79 on the internet 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:

Ms. Sarah Wade
Director, International Initiatives and Student Services
Kutztown University
Kutztown, PA 19530-0730
TELEPHONE: (484) 646-4256
wade@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 a graduate program. Such students may later earn full admission into the appropriate academic department provided that they successfully complete the conditions cited in their individual conditional admission letters from the Graduate 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 nine credits of professional credits courses may be applied to the student's degree at the discretion of the department.

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 15. For full consideration for Spring admission, applications should be received by December 15.

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

- | | |
|---------|---|
| Fall: | Regular/Conditional Admission
February 1 — last date for an applicant to complete an admissions file |
| Spring: | Regular/Conditional Admission
August 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.

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- 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 must 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) **Evaluations:** Applicants for regular admission must submit a minimum of three evaluations (two for the MBA program) from persons who have taught or supervised them. Evaluation forms are available from the Graduate Office or by download from the website. **All evaluations 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 evaluation 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 evaluations: 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 life experiences that have influenced and informed your decision to pursue this specific degree program, including multicultural life experiences, values, and other factors; 3) Your life goals and ambitions; 4) Strengths you possess which will contribute to your effectiveness as a professional; 5) Areas in need of improvement in order to be effective as a professional; and 6) Your philosophy 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:
 - 1) 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.
 - 2) 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.
 - 9) **Additional Items for applicants to the Master of Science in Nursing.**
 - 1) Current RN Licensure, 2) Graduate of an accredited baccalaureate program in nursing, 3) Official transcripts of all prior collegiate academic work, 4) Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores at or above the mean for Health and Medical Science intended graduate majors, or GPA ≥ 3.5 , 5) Minimum of 2 years of professional experience in a specific clinical setting or certification in a specific clinical area of nursing, 6) Statistics course at the baccalaureate level, 7) Three letters of reference attesting to the actual or potential academic performance of the applicant, 8) Letter of intent describing the applicant's professional and educational goals, current curriculum vitae and completed graduate application, 9) Interview with graduate program coordinator or nursing faculty.

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 Evaluation 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 evaluation, 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 at press time:

FULL-TIME GRADUATE FEES FOR ONE ACADEMIC YEAR

	Pennsylvania Residents	Out-of-State Residents
Tuition	\$6,430.00	\$10,288.00
Student Union Fee	\$340.00	\$340.00
Health Center Fee	\$196.00	\$196.00
Instructional Service Fee	\$643.00	\$643.00
Instructional Technology Fee	\$181.00	\$273.00
Total – Commuting Students	\$7,790.00	\$12,111.20

Annual fees are payable on a semester basis. The Tuition Fee listed above covers full-time enrollment during the Fall and Spring semesters of the academic year. Full-time enrollment refers to 9–15 credits per semester. An additional \$357.00 per credit for Pennsylvania residents and \$572.00 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	\$357.00/credit hour	\$572.00/credit hour
Student Union Fee	\$14.17/credit hour	\$14.17/credit hour
Instructional Service Fee	\$35.70/credit hour	\$57.20/credit hour *
Instructional Technology Fee		
Part-Time Students	\$88.00/academic year	\$134.00/academic year
Full-Time Students	\$181.00/academic year	\$273.00/academic year
Total tuition and fees **	\$406.87/credit hour	\$643.37/credit hour

Student Rec Center membership is available to graduate students at an additional cost per term, currently \$115.00.

* Instructional Service Fee is charged per credit hour for out-of-state residents up to a maximum charge of \$643.00.

** Graduate students are charged the Health Center Fee only if enrolled on a full-time basis or residing on campus; fee is charged per semester and does not apply to courses taken off campus. The Instructional Technology Fee is charged per semester according to part-time or full-time enrollment status and is not prorated on a per credit basis.

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	\$18.25/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 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);
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. Kutztown University Financial Aid Office priority filing date is March 1.
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 — On-campus housing is available in Dixon Hall, KU's newest residence hall. Year-round or semester plans are available. 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 is one exception to this policy: 1.) the M.B.A. program allows transfer of up to twelve semester hours of graduate credit.

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

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

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

Application of Credit from a Previously Earned Degree at Kutztown — A graduate student 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 Center for Lifelong Learning and Professional Development, (610) 683-1382 or (484) 646-9670 (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 academic department or 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 24 semester hours of graduate coursework;
2. maintenance of a cumulative QPA of at least 3.0;
3. all incomplete grades have been resolved; and
4. the "Application for Candidacy" form has been correctly completed and signed by the applicant and the academic advisor.
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 can be completed and submitted online by the designated deadline. After the deadline, it is the student's responsibility to contact the Graduate Office and provide the appropriate information. 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. Please go to <http://www.kutztown.edu/academics/graduate/currentstudent-forms.shtml> to find the online intent to graduate form.

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 academic departments. 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 Graduate Office 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 academic departments. 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 an Internship form from the academic department. This form 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.)

Prior to the deadline for meeting all graduation requirements, students may choose to submit either a written or an Electronic Thesis. If students choose a written thesis, only one signed copy of the completed manuscript is required to be submitted to the Graduate Office. This copy will be forwarded to the Rohrbach Library for cataloging. 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.

Electronic Thesis Information — Information on or for directions how to submit an Electronic Thesis please go to <http://www.kutztown.edu/academics/graduate/thesisForms.shtml>

Thesis course registration form — In addition to normal registration for six credit hours, the graduate student writing a thesis should file the approval form "Thesis Course Registration Form" with the Graduate Office. This form must be signed by the thesis director, the chairperson of the academic department and the Graduate Dean.

Thesis guidelines publication — Prior to considering the thesis option, the student should download a copy of the Thesis Guidelines from the website. 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 — Students may submit copies of the thesis for binding to the Graduate College and it is the responsibility of the student to pay the cost of binding. 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 2008 must complete all requirements for the degree no later than the end of the Summer II session of 2014. 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.

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.
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.

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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. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Clinical Coordinator: Dr. Brian Wlazelek

Office: 110 Graduate Center

Telephone: (610) 683-4206

E-mail: wlazelek@kutztown.edu

Hours: 60

Thesis: Optional

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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.

Each course is three semester hours unless otherwise stated. Students will complete sixty semester hours and a comprehensive examination prior to graduation. 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 Counseling Issues Across the Life Span
PSY	565	Theories of Learning
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)

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

CPY 560 Topics and Issues in Counseling Psychology
(or various COU, CPY, PSY courses approved by advisor)

AREA III Electives (12 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. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Clinical Coordinator: Dr. Jo Cohen Hamilton

Office: 102 Graduate Center

Telephone: (610) 683-4211

E-mail: hamilton@kutztown.edu

Hours: 60

Thesis: Optional

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

The degree in Counseling Psychology is designed to prepare students for professional counseling services in community agencies with a specialty in working with couples and families. 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 License in Marriage and Family Therapy and the Pennsylvania Licensed Professional Counselor Examination.

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

AREA I Individual Therapy Courses (18 hours)

COU	530	Fundamentals of Counseling
COU	548	Career Counseling Issues Across the Life Span
COU	548	Counseling Theories Seminar (PREREQUISITE: COU 530)
PSY	530	Life Span Development (OR PSY 525, PSY 527, PSY 529)
PSY	546	Psychopathology

AREA II Marital and Family Courses (18 hours)

Some 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)

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

COU	507	Tests and Assessment in Counseling AND
COU	508	Research Methods in Counseling (PREREQUISITE: COU 507) OR

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

CPY	511	Inferential Statistics and Research Design AND
PSY	512	Psychological Testing (PREREQUISITE: CPY 511)

+ These course sequences are not interchangeable.

AREA V Electives (6 hours)

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

COU	518	Professional Orientation & Ethics in the Agency Setting
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	520	Advanced Social Psychology
PSY	545	Theories of Personality
PSY	557	Organizational Behavior
PSY	565	Theories of Learning
SOC	510	Deviant Behavior

Other courses as approved by advisor.

AREA VI 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	594	Field Experience (6 hours) (PREREQUISITE: CPY 580)

The Field Experience is 6 semester hours, taken over 2 consecutive semesters (Fall/Spring). Students should complete all course work prior to taking COU 594, Field Experience. (Exceptions to this must be cleared by the student's faculty advisor). Internship requires pre-registration through the internship supervisor, professional liability insurance, child abuse clearance, and a criminal record check.

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: 33
Thesis: Optional

The Master of Arts degree in English is oriented toward the study of literature and literary criticism, and is intended to: (1) increase students' breadth and understanding literature; (2) help students to develop skills as literary critics; (3) provide opportunities for students to work on substantial writing projects, especially in response to literature; (4) allow and encourage students to explore special areas of linguistics, grammar, rhetoric and professional writing; (5) prepare students for further graduate studies; (6) and provide students who teach, or plan to teach, with advanced preparation in their field.

Students may choose to between a Thesis and a Capstone Project Independent Study for their culminating project. Those selecting the six-credit thesis option must seek a thesis advisor as well as two other faculty members to serve on the thesis committee. The thesis committee will then oversee the writing and defense of the student's thesis.

In lieu of a thesis, students may chose the three-credit Capstone project Independent Study during their final semester at Kutztown University. This Capstone project will require students to select two papers written for graduate classes and then to work with the director of their Independent Study (who must be the professor for whom one of the original essays were written) to *substantially revise and extend* both works. These essays will be transformed into a form suitable for sending out with applications to Ph.D. programs and/or submitting for publication. The student will also be required to meet with the professor for whom the second original paper was written and discuss ways in which that essay may be expanded or improved. Additionally, under the guidance of the director of the Independent Study, the student will be required to write a 15 – to 20 – page “reflective essay,” including a substantial bibliography reflecting texts the student considers foundational to his or her papers as well as his or her entire M.A. learning experience. It is the responsibility of the student to ask one of the two professors to be the advisor of the Independent Study, and this professor will oversee the writing of the Capstone project.

With the approval of their advisor, students may count 3 credits of graduate work which do not have an ENG, WRI, or ENU prefix.

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-three semester hours are required for the receipt of the degree. All students accepted into this program must complete all requirements within six calendar years.

MA English Program

33 credit hours

REQUIRED COURSE WORK: (15 hours)

AREA I Seminar (3 hours)

Choose one for this category

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

AREA II British Literature Requirement (9 hours: 6 in pre-1800)

Pre-1800 British: (6 hours)

ENG	530	Chaucer
ENG	534	Studies in Middle English Literature
ENG	535	Seventeenth-Century Studies
ENG	540	Milton
ENG	542	Age of Dryden

ENG	583	Eighteenth Century Studies
ENG	587	English Renaissance Literature
ENG	591	Seminar in Shakespeare
<i>Additional British: (3 hours may not repeat courses)</i>		
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	535	Seventeenth-Century Studies
ENG	540	Milton
ENG	542	Age of Dryden
ENG	583	Eighteenth Century Studies
ENG	587	English Renaissance Literature
ENG	591	Seminar in Shakespeare
ENG	594	Victorian Poetry
ENG	595	Victorian Prose

AREA III American Literature, Pre-1900 Requirement (3 hours)

Choose one for this category

ENG	550	American Romanticism
ENG	563	Studies in American Realism, 1865-1900
ENG	555	Black Women's Literature

ELECTIVES: (18 hours)

Choose six (6) courses for Non-Thesis Option, one of which must be ENG599. Choose four courses plus ENG503 if Thesis Option is chosen. Students may choose three (3) credits of graduate work in courses that are not taught by the English department. Students may not repeat courses taken to fulfill the program requirements. Note: ENG 470, Selected Topics in English, may be repeated once if the course content is different. Students should write in full course title.

Courses open to advanced undergraduates and graduates students

ENG	430	Rhetorical traditions/Cotemporary Renditions
ENG	438	Major Modern Dramatists
ENG	455	Major Modern Poets
ENG	457	Seminar in Major Twentieth-Century American Novelists
ENG	460	Classical Influences on Literature
ENG	470	Selected Topics:
ENG	493	The Twentieth-Century British Novel

Courses open only to graduate students (or by special permission of the instructor)

*ENG	503	Thesis (6 hours)
ENG	512	Symbol and Myth in Literature
ENG	525	Linguistics
ENG	526	Modern English Grammar
ENG	527	Seminar in Linguistics
ENG	530	Chaucer
ENG	534	Studies in Middle English Literature
ENG	535	Seventeenth-Century Studies
ENG	540	Milton
ENG	542	Age of Dryden
ENG	550	American Romanticism
ENG	555	Black Women's Literature
ENG	563	Studies in American Realism, 1865-1900
ENG	565	Seminar in British Literature
ENG	567	Seminar in American Literature

*required for Thesis Option

ENG	575	Seminar in Literary Criticism
ENG	576	Seminar in Film History, Theory and Criticism
ENG	583	Eighteenth Century Studies
ENG	585	Studies in English Romanticism
ENG	587	English Renaissance Literature
ENG	591	Seminar in Shakespeare
ENG	594	Victorian Poetry
ENG	595	Victorian Prose
ENG	599	Independent Study
**ENG	599	Independent Study (Capstone Project)

Courses taught by English faculty-- --- non-ENG prefix

ENU	405	The Teaching of Writing
ENU	407	The Teaching of Literature
ENU	511	Teachers' Writing Workshop
ENG	521	The English Curriculum
WRI	400	Creative Writing : Theory and Practice
WRI	410	Arts and Entertainment Writing

Graduate course taught outside the English Department

Students may choose three (3) credits of graduate work in courses that are not taught by the English department.

**required for Non-Thesis Option (see Capstone Project in Program Description)

The Master of Business Administration Degree

Contact: Dr. William A. Dempsey
Dean, College of Business
Office: 119-A deFrancesco Building
Telephone: (610) 683-4575
E-mail: mba@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	522	Perspectives in Art Education
EDU/ARU	591	Research Methods in Art Education
ARU	536	Curriculum
ARU	590	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

ARU	522	Perspectives in Art Education	3
ARU/EDU	591	Research	3
ARU	536	Curriculum	3
ARU	590	Applied Research	<u>1</u>
			10
Electives			<u>21</u>
Total			31

OPTION II

ARU	522	Perspectives in Art Education	3
ARU/EDU	591	Research	3
ARU	536	Curriculum	3
ARU	590	Applied Research	1
EDU	503	Thesis	3
EDU	503	Thesis	<u>3</u>
			16
Electives			<u>15</u>
Total			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	525	Current Issues in Art Education
ARU	550	Best Practices in Art Education
ARU	570	Selected Topics 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
ARC/ARU	572	Selected Topics in Art Seminar
ARC/ARU	571	Selected Topics in Art Studio

CRAFTS

ARU/CFT	545	Wood Design
CFT/ART	540	Weaving and Textiles
ARU/CFT	543	Ceramics
ARU/CFT	546	Jewelry and Metal Craft
ARU/CFT	573	Selected Topics in Crafts
CFT	576	Independent Study in Crafts
CFT	5XX	Relevant Institutes

RELATED ARTS

ARC/ARU	513	Cross-Cultural Perspectives in Art
ARC/ARU	515	Art Criticism
RAR	5XX	Relevant institutes

FINE ARTS

FAR	501	Drawing
FAR	502	Printmaking
FAR	503	Painting

FAR	504	Sculpture
FAR	575	Seminar: Individual Problems in Art
FAR	505	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	517	Relating the Arts to Education
EDU	518	Strategies for Outdoor Education
EDU	546	Differentiated Instruction
EDU	563	Writing Our Own Stories
ARU	550	Best Practices in Art Education (1-3 credits)

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

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
MAU	415	Learning and Teaching Mathematics
MAU	425	Middle School Mathematics
MAU	574	Seminar in Mathematics Education for Elementary Teachers

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.
- Acceptable score on the Miller Analogies
- 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. Mary Laub

Office: 207-A Beekey Building

Telephone: (610) 683-4271

E-mail: laub@kutztown.edu

Hours: 36

Required: Comprehensive Portfolio;

Program of Study

M.Ed/Reading Specialist Certification

Requirements: 36 credit hours; Comprehensive Program Portfolio;
Praxis Reading Specialist Exam;

Valid Pennsylvania instructional I or II Certificate*

This program is designed to lead to a Master of Education degree and Reading Specialist Certification. The goals of the program are twofold. First, it is intended to prepare reading specialists/literacy 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 (PA) Instructional I or II Certificate, have taken the Praxis Reading Specialist Exam and successfully completed all required reading education and degree requirements will be issued a Master of Education degree. Those who have passed the Praxis Reading Specialist Exam and have met the preceding requirements will be recommended to the PA Department of Education for Reading Specialist certification.

* For those who hold out-of-state certification or invalid PA certificates, applicants can be admitted conditionally, but will not be able to complete the program until they hold a valid PA Instructional I certificate.

Reading Specialist Certification

Requirements: 24 credit hours; Comprehensive Program Portfolio;
Praxis Reading Specialist Exam;

Valid Pennsylvania Instructional I or II Certificate*

This program is designed to lead to a Reading Specialist Certification. The program of study will prepare reading specialists/literacy coaches who can plan, implement, and maintain ongoing instructional programs in literacy. Additionally, it provides teachers with the ability to recognize and work effectively with learners who have varying degrees of success in reading and learning.

Applicants who hold a valid Pennsylvania (PA) Instructional I or II Certificate, have a Master in education Degree, successfully completed all required reading education courses, and take and pass the Praxis Reading Specialist Exam will be recommended to the Pennsylvania Department of Education for certification.

* For those who hold out-of-state certification or invalid PA certificates, applicants can be admitted conditionally, but will not be able to complete the program until they hold a valid PA Instructional I certificate.

All students accepted into the programs described above must complete all requirements within six(6) calendar years.

Application for Candidacy: All students accepted into the program (excluding those on probationary status) should make application for candidacy after completion of between twelve (12) and twenty-four (24) graduate credits with an academic average of 3.0. At least six (6) credits must be from the area of specialization. All students accepted into the program (excluding those on probationary status) should make an application for candidacy after completion of between

twelve (12) and twenty-four (24) graduate credits with an academic average of 3.0. At least six (6) credits must be from the area of specialization. Students should download the Application for Candidacy Form from the College of Graduate Studies website www.kutztown.edu/academics/graduate/application.shtml, complete the form, obtain his/her advisor's signature, and forward the application to the Graduate office, Room 110, Old Main. Candidacy must be obtained at least one semester before the degree is granted.

Course Work

I. Required (24 hours)

Foundation Level Courses (15 hours)

EDU	551	Principles of Reading Instruction
EDU	502	Seminar in Educational and Psychological Research Pertinent to Reading
EDU	552	Teaching Reading in the Content Areas
EDU	555	Reading Disabilities
EDU	557	Foundations of Reading Comprehension

*All Foundation Level courses **must** be completed prior to registration for Application Level courses.

Application Level Courses (9 hours)

EDU	575	Clinical Practicum in Reading: Diagnosis (PREREQUISITES: all foundation-level courses)
EDU	576	Practicum in Reading Instruction: Corrective and Remedial (PREREQUISITES: EDU 575 and admission to candidacy)
EDU	577	Leadership for Reading Educators (PREREQUISITES: all foundation-level courses)

NOTE: EDU 575 and EDU 577 may only be taken in the same semester with the permission of the Graduate Reading Committee.

II. Electives(12 hours)

III. Comprehensive Program Portfolio

- As a summative evaluation, a comprehensive portfolio is required. The portfolio will reflect the professional standards of the International Reading Association. Candidates must have completed all their reading courses or be enrolled in their final reading course in order to present their comprehensive portfolios. Presentations will be made to graduate reading faculty three times during the year : near the end of April, July and November.

Application for Graduation

Application for graduation must be made in writing to the Graduate office by the date published in the Master schedule and Registration Instructions. Please note that graduation (formal ceremony) occurs only in May and December. However, recommendations to the Pennsylvania Department of Education for issuance of reading Specialist Certification will be made upon completion of all requirements. Also, for salary purposes, a letter can be sent to a school district indicating completion of program requirements.

For more specific information about the graduate reading program in reading, visit the website at www.kutztown.edu/academics/graduate/programs/education/reading.shtml.

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 or secondary school with appropriate certification.

The Master of Education Degree in Instructional Technology

Instructional Technology Specialist Certificate

Chairperson: Dr. 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
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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 Certificate

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.

NOTE: This is not a classroom instruction certification.

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.
- Master's degree in a related area.
- Five years work experience in a related field.
- Five years classroom experience with demonstrated use of technology.

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

Department Chairperson: Dr. 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, linking class projects to state content standards is required. The program prepares teachers to be more effective users of instructional technology. 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)
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OR

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 any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Master's degree in a related area.
- Five years work experience in a related field.
- Five years classroom experience with demonstrated use of technology.

The Master of Education Degree in Elementary School Counseling — Certification

Chairperson: Dr. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@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

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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.

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 Counseling Issues Across the Life Span
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	Tests and Assessment in Counseling AND
COU	508	Research Methods in Counseling (PREREQUISITE: COU 507) OR

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) (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 Elementary School Counseling — Licensure

Chairperson: Dr. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@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

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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. 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.

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 Counseling Issues Across the Life Span
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	Tests and Assessment in Counseling <i>AND</i>
COU	508	Research Methods in Counseling (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)

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 – must be completed prior to COU 590 (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. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Clinical Coordinator: Dr. Deborah Barlieb

Office: 108 Graduate Center

Telephone: (610) 683-4205

E-mail: barlieb@kutztown.edu

Hours: 51

Thesis: None

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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. 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.)

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 Counseling Issues Across the Life Span
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	Lifespan Development
PSY	565	Theories of Learning
SOC	510	Deviant Behavior OR
PSY	546	Psychopathology

AREA III Research and Evaluation (6 hours)*

COU	507	Tests and Assessment in Counseling AND
COU	508	Research Methods in Counseling (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 – must be completed prior to COU 590 (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. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Clinical Coordinator: Dr. Deborah Barlieb

Office: 108 Graduate Center

Telephone: (610) 683-4205

E-mail: barlieb@kutztown.edu

Hours: 60

Thesis: None

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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. 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.

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 Counseling Issues Across the Life Span
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	Tests and Assessment in Counseling AND
COU	508	Research Methods in Counseling (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 Must be completed prior to COU 590 (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. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Hours: 48

Thesis: None

Clinical Coordinator: Dr. Kelley Kenney

Office: 109 Graduate Center

Telephone: (610) 683-4223

E-mail: kenney@kutztown.edu

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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.

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 Counseling Issues Across the Life Span
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	Tests and Assessment in Counseling AND
COU	508	Research Methods in Counseling (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. Deborah Barlieb

Office: 105 Graduate Center

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Hours: 60

Thesis: None

Clinical Coordinator: Dr. Kelley Kenney

Office: 109 Graduate Center

Telephone: (610) 683-4223

E-mail: kenney@kutztown.edu

Programs in the Department of Counseling and Human Services are currently undergoing revision in order to meet the requirements outlined by the licensing board, accrediting bodies, and/or department of education. Always check on the Department of Counseling and Human Services website at <http://www.kutztown.edu/academics/graduate/chs/> as well as with your advisor for the most current requirements prior to registration. Graduate students seeking licensure must take Psychology 530 Lifespan Development Psychology to meet licensure requirements. Graduate students seeking certification in School Counseling must take at least one graduate course in special education.

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.

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

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 Counseling Issues Across the Life Span
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	Tests and Assessment in Counseling <i>AND</i>
COU	508	Research Methods in Counseling (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 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.

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. Theresa Stahler
Office: 228 Beekey Building
Telephone: (610) 683-4761
E-mail: stahler@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	540	Reading, Writing and Critical Thinking for the Middle and High School Levels
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. Theresa Stahler
Office: 228 Beekey Building
Telephone: (610) 683-4761
E-mail: stahler@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	540	Reading, Writing and Critical Thinking for the Middle and High School Levels
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. Theresa Stahler
Office: 228 Beekey Building
Telephone: (610) 683-4761
E-mail: stahler@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	540	Reading, Writing and Critical Thinking for the Middle and High School Levels
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. Theresa Stahler
Office: 228 Beekey Building
Telephone: (610) 683-4761
E-mail: stahler@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	540	Reading, Writing and Critical Thinking for the Middle and High School Levels
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. Theresa Stahler
Office: 228 Beekey Building
Telephone: (610) 683-4761
E-mail: stahler@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. By carefully selecting courses in this M.Ed. Program, graduate students can complete all course work required for the supervisory certificate: Curriculum and Instruction.

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 and Instruction (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	540	Reading, Writing and Critical Thinking for the Middle and High School Levels
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.

Supervisory Certificate: Curriculum and Instruction

Chairperson: Dr. Theresa Stahler
Office: 228 Beekey Building
Telephone: (610) 683-4761
E-mail: stahler@kutztown.edu

Hours: 30

The completion of a Supervisory of Curriculum and Instruction Certificate K-12 is now a hiring requirement in many local districts when the district seeks to add district coordinators, supervisors, and department heads and staff. The Master of Curriculum and Instruction, which has one of our largest graduate program enrollments, is the graduate degree which most closely aligns with the courses needed for the supervisory certificate recently approved by PDE. By carefully selecting courses, graduate students can earn both the M.Ed. And the Supervisory Certificate in Curriculum and Instruction simultaneously. Our *Teacher as Lifelong Learner* model is reflected in teachers continually learning and educating themselves by earning this additional certification.

The completion of a Supervisory of Curriculum and Instruction Certificate K-12 is now a hiring requirement in many districts. Requirements include the following:

1. Students may complete coursework toward the supervisory certificate upon entering the graduate program, but they can not complete the certificate until five years of successful teaching is documented within their area of certification. This requirement will be verified by a chief school administrator's written verification on school letterhead. The student must hold a valid teaching certificate.
2. A 3.0 undergraduate GPA is required for admission into the program.
3. Students must complete an approved program preparing the applicant for the broad area, district-wide K-12 supervisory functions specified by the endorsement of the certificate.
4. The PRAXIS *Educational Leadership: Administration and Supervision* (0410) examination must be taken and passed as part of the successful completion of this program.

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

I. Required Foundations Courses (6 credits)

EDU	500	Methods of Research
SEU	544	Effective Secondary Education Seminar

II. Required Courses (18 credits)

EDU	523	Assessment: Issues and Concerns for Teachers
EDU	541	Supervision of Instruction
EDU	562	School Law
PSY	565	Theories of Learning
ELU	540	Seminar in Elementary Curriculum Development
SEU	567	The Curriculum of the Secondary School

III. Electives (3 credits)

COU	512	Guidance in the Secondary School
COU	525	Guidance in the Elementary School
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	568	Middle School Curriculum and Instruction
EDU	580	Independent Study - Secondary Education
EDU	597	Change in Education

ELU	524	Learning Styles and Teaching Strategies in Elementary Education
ENU	521	The English Curriculum
MAU	580	The Curriculum of Secondary Mathematics
SCU	521	Biology in the Secondary School
SSU	523	Social Studies Curriculum: Prospects and Problems

IV. Required Capstone Course (3 credits)

EDU	590	Internship/Practicum in Supervision
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The Master of Library Science Degree

Chairperson: Dr. 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 in addition to the 30 hours required for the graduate degree. The student may take 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	211	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 any one of the following:

- Acceptable score on the Graduate Record Examination.
- Passing score on the Praxis II examinations.
- Master's degree in a related area.
- Five years work experience in a related field.
- Five years classroom experience with demonstrated use of technology.

The Master of Public Administration Degree

Acting Chairperson: Dr. Kristin Bremer

Office: 201 Graduate Center

Telephone: (610) 683-4449

E-mail: bremer@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 Science

Chairperson: Assistant Prof. Linda Day

E-mail: day@kutztown.edu

Program Coordinator: Dr. Daniel Spiegel

E-mail: spiegel@kutztown.edu

Department Office: 258 Lytle Hall

Telephone: (610) 683-4340

Hours: 30

Thesis: Optional

1. Candidates for the MS degree in Computer Science must complete a total of 30 credits. A candidate must complete all degree requirements for the MS within six calendar years after his or her acceptance into the program.
2. Students may do an optional thesis. The thesis constitutes 6 credit hours of the 30 required. Students who do not do a thesis must pass a comprehensive exam. Comprehensive exams are given the first week of December, May, and August.
3. **CORE:** Students must take at least 18 credit hours from the following courses.

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
CIS	599	Thesis (6 hours) / Comprehensive Examination
4. **ELECTIVES:** Students may take no more than four of the following courses.

CIS	402	Data Structures II
CIS	411	Networking I
CIS	415	Design and Analysis of Algorithms I
CIS	421	Web-Based Software Design and Development
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 Science Degree in Nursing (MSN)

Program Coordinator: Dr. Rosemary Fliszar
Office: 370 Old Main
Telephone: (610) 683-4330
E-mail: fliszar@kutztown.edu

Hours: 36
Thesis: Optional

The National League for Nursing Accrediting Commission has determined that the Masters Degree Program at Kutztown University is eligible to participate in the Candidacy Process, the pre-requisite step toward formal review for NLNAC Initial Accreditation.

This program, designed to address a shortage of nurse educators in the communities served by Kutztown University, provides baccalaureate prepared nurses the opportunity to expand their professional decision-making and critical thinking skills and apply nursing and theoretical knowledge in a variety of learning environments. Thus, graduates of the MSN program will have the ability to significantly impact the education of health care providers, the care of consumers, and the systems that administer health and illness care.

Admission to graduate study will be based on the applicant's academic and professional qualifications without regard to race, color, religion, origin, ancestry, or sex. All applicants must meet the following criteria: 1) Current RN Licensure, 2) Graduate of an accredited baccalaureate program in nursing, 3) Minimum grade point average (GPA) of 3.0 on a 4.0 scale, 4) Official transcripts of all prior collegiate academic work, 5) Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores at or above the mean for Health and Medical Science intended graduate majors, or GPA \geq 3.5, 6) Minimum of 2 years of professional experience in a specific clinical setting or certification in a specific clinical area of nursing, 7) Statistics course at the baccalaureate level, 8) Three letters of reference attesting to the actual or potential academic performance of the applicant, 9) Letter of intent describing the applicant's professional and educational goals, current curriculum vitae and completed graduate application, 10) Interview with graduate program coordinator or nursing faculty.

According to the University policy for graduate matriculation, students will matriculate at their own pace with the guidance of an academic advisor, but must complete the program within six years.

Transfer of credits: A maximum of six credits received from an institution accredited for graduate study and completed with an earned grade of 'B' or higher in each course will be considered for transfer into the program. Access a Graduate School Application online at... <http://www.kutztown.edu/academics/graduate/application.shtml>

AREA I REQUIRED

NUR	489	Cultural Perspectives in Nursing and Patient Education
NUR	510	Nursing Theory
MAT	545	Statistical Inference and Sampling

AREA II REQUIRED

NUR	520	Quantitative Nursing Research
NUR	490	Strategies for Adult Education
NUR	540	Curriculum and Instructional Design in Nursing and Patient Education

AREA III REQUIRED

NUR	530	Qualitative Nursing Research
NUR	589	Nursing Education Practicum
NUR	571	Selected Topics in Nursing and Patient Education
NUR	590	Thesis I/Special Project
NUR	591	Thesis II/Special Project

The Master of Science Degree in Nursing (MSN) — RN-MSN Option

Program Coordinator: Dr. Rosemary Fliszar

Office: 370 Old Main

Telephone: (610) 683-4330

E-mail: fliszar@kutztown.edu

Hours: 36

Thesis: Optional

The National League for Nursing Accrediting Commission has determined that the Masters Degree Program at Kutztown University is eligible to participate in the Candidacy Process, the pre-requisite step toward formal review for NLNAC Initial Accreditation.

The RN-MSN Program is designed for nurses who graduated from an associate degree or diploma program in nursing. Admission to the RN-MSN Program will be based on the applicant's academic and professional qualifications without regard to race, color, religion, origin, ancestry, or sex. All applicants must meet the following criteria: 1) Current RN License, 2) Graduate of an accredited associate degree or diploma program in nursing, 3) Minimum grade point average (GPA) of 3.3 on a 4.0 scale, 4) Official transcripts from all prior collegiate academic work or from diploma program in nursing, 5) Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores at or above the mean for Health and Medical Science intended graduate majors, or GPA ≥ 3.5 , 6) Minimum of 2 years of professional experience in a specified clinical setting or certification in a specific clinical area of nursing, 7) Three letters of reference attesting to the actual or potential academic performance, 8) Letter of intent with application, 9) Interview with graduate program coordinator or nursing faculty, 10) Must have completed between 18-22 semester hours of college-level science and liberal arts courses in their basic nursing program. These include:

Physical Science with lab:	3 – 4 semester hours
Human Anatomy and Physiology:	6 – 8 semester hours
Microbiology:	3 – 4 semester hours
College Algebra or equivalent:	3 semester hours
English Composition I:	3 semester hours

Progression Requirements for the RN-MSN Option

Following acceptance and program enrollment in the RN-MSN Option, the student must satisfy 15 semester hours of general education course requirements. General education credits may be obtained by direct transfer from another institution of higher education, or by enrollment in the required course. For select courses, a challenge examination is an acceptable alternative. General education requirements are as follows: History or Political Science or English Literature, Speech, Life Span Development or Child Psychology, and Sociology. Based on the University transfer policy, students accepted in the RN-MSN Option will be awarded 35 semester hours of credit or lower division nursing courses. Once enrolled in the RN-MSN Option, students must maintain a GPA of 3.0 or higher. The RN-MSN student must successfully complete 20 semester hours of upper division nursing pre-requisites before enrolling in the graduate division courses. Upper division nursing course requirements are as follows:

NUR	299	Adaptation of Nurse, as a professional Person
NUR	312	Adaptation of the Individual and family
NUR	314	Adaptation of the Nurse to the Multicultural Client
NUR	322	Adaptation of Groups within the Health Care Environment
NUR	332/333	Adaptation of the Community and Its Members
MAT	140, 150	Statistics
(or higher-level math)		
OR		
PSY	200	Statistics

Course substitution for the upper division nursing core requirements may be satisfied on an individual basis through specific departmental guidelines for portfolio submission. The University does not award a baccalaureate degree following successful completion of the general education and upper division nursing prerequisites. Students who do not

meet the admission requirements of the RN-MSN track will have the option to complete the BSN and apply at a later time for admission to the MSN Program.

Thirty-six(36) semester hours of graduate division courses must be satisfactorily completed before the Master of Science in nursing degree is awarded. Graduate courses are as follows:

NUR	489	Cultural Perspectives in Nursing and Patient Education
NUR	490	Strategies for Adult Education
NUR	510	Nursing Theory
NUR	520	Quantitative Nursing Research
NUR	530	Qualitative Nursing Research
NUR	540	Curriculum and Instructional Design in Nursing and Patient Education
NUR	571	Selected Topics in Nursing and Patient Education
NUR	589	Nursing Education Practicum
NUR	590	Thesis I/Special Project
NUR	591	Thesis II/Special Project
MAT	545	Statistical Inference and Sampling

The Master of Social Work (MSW)*

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

Chairperson: 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
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	519	Qualitative Research in Social Work
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
SWK	559	Social Work Intervention with Substance Abusing Population
SWK	561	Motivational Interviewing Skills: Implications for Gender and Addiction
SWK	573	Publications and Professional Presentations in Social Work
SWK	575	Clinical Supervision in Social Work
SWK	579	Independent Study in Advanced Generalist Social Work Practice

***A program accredited by the Council on Social Work Education (CSWE)**

**** 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 Certificate

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. Darrell Garber

Associate Dean, College of Education

Office: 231 Beekey Building

Telephone: (610) 683-4332

E-mail: garber@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

Early Childhood Education

Library Science

Music Education

Nursing

Secondary Education

- Communication

- English

- Mathematics

- Physics & Mathematics

Secondary Education – Citizenship

- Civics & Government

- Geography & History

Secondary Education – Earth/Space Science

- Astronomy

- Geology

- Marine Science

Secondary Education – General Science

- Biology

- Chemistry

- Earth-Space Science

- Physics

Secondary Education – Foreign Languages

- French

- Spanish

Secondary Education – Social Sciences

- Anthropology

- Psychology

- Sociology

Secondary Education – Social Studies

- Anthropology

- Civics & Government

- Geography

- History

- Psychology

- Sociology

Special Education

- Mentally/Physically Handicapped

- Visually Impaired

Special Education – Extension

- Mentally/Physically Handicapped

- Visually Impaired

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 / clinical experience without clear criminal background checks.

Individuals required to take clinical experience must inform the Field Experiences and Outreach Office/Beekey Bldg, Room 224/(610) 683-4256 the semester prior to the one in which they intend to do their clinical experience. 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 do clinical experience. Failure to meet these guidelines and deadlines will result in a delay of the clinical experience semester.

At the beginning of the last semester, each student must contact the certification secretary in order to complete the appropriate paper work to ensure timely processing of the certificate 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 evaluation 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 — The course will be a study of the development and use of accounting information in performing managerial functions. Though traditional cost accumulation methods will be studied as a basis for inventory valuation and income measurement, the course will stress the role of cost analysis in decision making. Areas of emphasis will include planning and control of routine operations, evaluation of performance at different levels within the organization, incremental analysis in non-routine decision making, and the qualitative aspects of analyzing and using accounting data. Though the bulk of discussion will be directed toward profit-oriented activities, many of the concepts and techniques are equally applicable to activities that are not profit oriented.

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 rather to focus on the timing of business transactions and the tax consequences of selecting various business and 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/ARU 516 Cross-Cultural Perspectives in Art — Accounts of non-Western aesthetic systems provide a starting point for this course which evolves into a cross-cultural comparison of a variety of art forms from a global perspective. After cataloging the ways in which art is conceptualized in various times and places, students begin to look for commonalities and patterns of variation in diverse cultural definitions of art. *(This course will be offered under the ART/ARU 516 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARC/ARU 516 designation.)*

ART/ARU 517 Art Criticism — This course concerns the methods of argument and language analysis as they apply to reasoning about the visual arts. The students critically assess the writing of contemporary critics and examine the theories of art and criticism upon which such writing is based. Students also refine their verbal and written critical skills as they attend to original works of art. *(This course will be offered under the ART/ARU 517 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARC/ARU 517 designation.)*

ART/ARU 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/ARU 572 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. *(This course will be offered under the ART/ARU 572 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARC/ARU 572 designation.)*

ART/ARU/ARH/CFT/FAR 577 Independent Study (1 - 6 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.

ART CRITICISM

ARC/CFT/ARU/ARH 410 British Arts and Crafts Movement — The goal of this course is to introduce to students, in person, the philosophy, concepts and art objects, which in England made up the British Arts and Crafts Movement. It will engage students in evaluating and critiquing objects, images and practitioners, who made up the movement. Students will be encouraged to assess the writings of John Ruskin; as well as the works of such artists/craftsmen as William Morris, Dante Gabriel Rossetti, the Pre-Raphaelites, C.R. Ashbee and the Guild of Handicraft. The course is designed to be taught onsite, and involves observations resulting in written responses, a journal, and a sketchbook. Lecture/discussion/research.

ARC/ARU 516 Cross-Cultural Perspectives in Art — Accounts of non-Western aesthetic systems provide a starting point for this course which evolves into a cross-cultural comparison of a variety of art forms from a global perspective. After cataloging the ways in which art is conceptualized in various times and places, students begin to look for commonalities and patterns of variation in diverse cultural definitions of art. *(This course will be offered under the ART/ARU 516 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARC/ARU 516 designation.)*

ARC/ARU 517 Art Criticism — This course concerns the methods of argument and language analysis as they apply to reasoning about the visual arts. The students critically assess the writing of contemporary critics and examine the theories of art and criticism upon which such writing is based. Students also refine their verbal and written critical skills as they attend to original works of art. *(This course will be offered under the ART/ARU 517 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARC/ARU 517 designation.)*

ARC/ARU 572 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. *(This course will be offered under the ART/ARU 572 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARC/ARU 572 designation.)*

ART EDUCATION AND CRAFTS

ARU/ARH/ARC/CFT 410 British Arts and Crafts Movement — The goal of this course is to introduce to students, in person, the philosophy, concepts and art objects, which in England made up the British Arts and Crafts Movement. It will engage students in evaluating and critiquing objects, images and practitioners, who made up the movement. Students will be encouraged to assess the writings of John Ruskin; as well as the works of such artists/craftsmen as William Morris, Dante Gabriel Rossetti, the Pre-Raphaelites, C.R. Ashbee and the Guild of Handicraft. The course is designed to be taught onsite, and involves observations resulting in written responses, a journal, and a sketchbook. Lecture/discussion/research.

ARU 450-459 Best Practices in Art Education (1 - 3 s.h.) — 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/FAR 501 Drawing — Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements.

ARU/FAR 502 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.

ARU/FAR 503 Painting — This course provides for experimentation with painting media, with emphasis upon development of individual style. Repeatable up to six (6) credits.

ARU/FAR 504 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.

ARU/FAR 505 Photography — Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology.

ARU/FAR 506 Digital Media — This course provides instruction in the creation of images through computer-based technologies. During the course students will learn to use image and audio oriented software, they will also explore the unique ways in which computers facilitate artistic expression. Students will be introduced to art works, artists, alternative viewing sites, cyber communities, aesthetics and criticism related to digital art. They will also consider digital tools as part of a continuum of technological innovation in the visual arts. (6 c.h., 3 s.h.) Repeatable up to 9 credits.

ARU/ARC 516 Cross-Cultural Perspectives in Art — Accounts of non-Western aesthetic systems provide a starting point for this course which evolves into a cross-cultural comparison of a variety of art forms from a global perspective. After cataloging the ways in which art is conceptualized in various times and places, students begin to look for commonalities and patterns of variation in diverse cultural definitions of art. *(This course will be offered under the ARU/ART 516 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARU/ARC 516 designation.)*

ARU/ARC 517 Art Criticism — This course concerns the methods of argument and language analysis as they apply to reasoning about the visual arts. The students critically assess the writing of contemporary critics and examine the theories of art and criticism upon which such writing is based. Students also refine their verbal and written critical skills as they attend to original works of art. *(This course will be offered under the ARU/ART 517 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARU/ARC 517 designation.)*

ARU 522 Perspectives in Art Education — This course focuses on contemporary and classical theoretical readings in the field of art education. An examination of the historical antecedents, theoretical bases, cultural influences, and curricular implications of various contending contemporary approaches to the practice of art education. (Repeatable to 6 semester hours)

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 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. **PREREQUISITES:** ARU 574 Perspectives in Art Education, ARU/EDU 511 Methods of Research in Art Education.

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/CFT 542 Weaving and Textiles — A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design.

ARU/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.

ARU/CFT 545 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.

ARU/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.

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

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/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.

ARU/ARC 572 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. *(This course will be offered under the ARU/ART 572 designation until Fall Semester 2008. Beginning with Spring Semester 2009, this course will be offered under the ARU/ARC 572 designation.)*

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/ART/ARH/CFT/FAR 577 Independent Study (1 - 6 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/CFT 579 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.

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.

ARU 590 Applied Research (1 s.h.) — 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/EDU 591 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. **PREREQUISITE:** ARU 522 Perspectives in Art Education.

(See also Related Arts course listings: RAR).

ART HISTORY

ARH/ARC/CFT/ARU 410 British Arts and Crafts Movement — The goal of this course is to introduce to students, in person, the philosophy, concepts and art objects, which in England made up the British Arts and Crafts Movement. It will engage students in evaluating and critiquing objects, images and practitioners, who made up the movement. Students will be encouraged to assess the writings of John Ruskin; as well as the works of such artists/craftsmen as William Morris, Dante Gabriel Rossetti, the Pre-Raphaelites, C.R. Ashbee and the Guild of Handicraft. The course is designed to be taught onsite, and involves observations resulting in written responses, a journal, and a sketchbook. Lecture/discussion/research.

ARH/ARU/ART/CFT/FAR 577 Independent Study (1 - 6 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.

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 antibiotics, are studied. PREREQUISITE: Microbiology.

BIO/NUR 450 Introduction to Epidemiology — This course is an introduction to the principles and methods of epidemiology. Its primary objectives are to provide an understanding of the basic principles of epidemiology, and to illustrate the application of epidemiologic research in various fields of public health and health care. PREREQUISITES: 3 s.h. of Biology (with laboratory); MAT 140 or MAT 150 or PSY/SOC 200; or permission of the instructor.

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 210 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 572 Managing Enterprise Information Technology — Students in this course will be able to understand how to manage technology within an enterprise. The course covers management of hardware, software, commercial applications, custom developed applications, telecommunications (including LAN and WAN as well as IP networking) as well as the people and processes that govern the systems. Students will also learn how to distinguish between a good technology decision and a poor technology decision. This course will introduce them to the technology map, an essential framework that enables people without a technology background to identify what they should purchase, from whom they should purchase, and when to purchase various types of information technologies. Each member of the group will be expected to assess and make decisions using a series of real live case studies.

BUS 580 Independent Study in Business Administration — Directed independent study, research, or work-related projects. Supervision to be undertaken by the graduate faculty. Area of concentration will be appropriately related to the M.B.A. and the special interest of the student.

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

COMPUTER SCIENCE

CSC 402 Data Structures II — This course is the second course in data structures. It is designed to present the computer science student with further depth of knowledge in a continuation of CSC 237, Data Structures. The course is a study in advanced topics of data structures focusing on their structure, efficiency and application. Data structures introduced or expanded include graphs, sets and trees. **PREREQUISITE:** CSC 237..

CSC 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:** CSC 126 and CSC 237 or unconditional admission to the Graduate program in CSC or permission of instructor.

CSC 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: CSC 126 and CSC 237 or unconditional admission to the Graduate program in CSC or permission of instructor.

CSC 421 Web-Based Software Design and Development — This course introduces the students to web-based software design. Using object-oriented techniques, the students will learn how to develop mainly on the client side of event-based web applications. Projects will build rudimentary knowledge of event-based design, and then expand upon those foundations to create web-based software and to add multimedia enhancements, including audio, video, and animation. The completion of projects using these features is an integral part of the course. PREREQUISITE: CSC 237 and CSC 243 or permission of instructor.

CSC 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: CSC 126 and CSC 237 or unconditional admission to the Graduate program in CSC or permission of instructor.

CSC 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: CSC 235 and CSC 310 or unconditional admission to the Graduate program in CSC or permission of instructor.

CSC 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: CSC 126 and CSC 237 or unconditional admission to the Graduate program in CSC or permission of instructor.

CSC 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: CSC 126 and CSC 237 or unconditional admission to the Graduate program in CSC or permission of instructor.

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

CSC 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.

CSC 502 File Management Techniques II — This course is a continuation of CSC 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: CSC 402 or its equivalent, and permission of the instructor.

CSC 505 Fundamentals of Computer Systems — This course discusses the design and organization of modern computer systems, including fundamental hardware and software building blocks. The course provides a comprehensive introduction to computer organization and computer communications. Topics related to computer organization include Boolean logic, number systems, data representation and formats, hardware building block, processor architectures, memory and storage subsystems input/output systems, and operating system functions. Topics related to computer communications including synchronous and asynchronous data communication, and local and wide area networks will be studied. PREREQUISITES: Unconditional acceptance into the graduate program. Note: Students in the combined MS/BS program cannot receive credit for this course if they passed CSC 235.

CSC 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: CSC 235 and CSC 343 or its equivalent.

CSC 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: CSC 411 or its equivalent.

CSC 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: CSC 415 or its equivalent.

CSC 520 Advanced Object Oriented Programming — 3 shCSC 520 - Advanced Object Oriented Programming
This course introduces the concepts of object-oriented programming languages, object-oriented analysis and design, and design patterns, and demonstrates their use in the development of an object-oriented implementation of a major project. The Unified Modeling Language (UML) is used to develop the project's design and implementation. A current programming language is used throughout the course to illustrate major concepts and implement the project. PREREQUISITES: Discrete Mathematics and CSC 502 or its equivalent.

CSC 521 Advanced Web-Based Software Development — This course introduces the students to web-based software development. Using several techniques, and languages such as java and scripting languages, the students will learn how to develop both server and client side applications that employ current technology. The student will design and implement a substantial piece of web-based software. PREREQUISITES: CSC 237 and CSC 243 or some experience with Java or permission of instructor.

CSC 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: CSC 425 or its equivalent.

CSC 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: CSC 341 or its equivalent.

CSC 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: CSC 447.

CSC 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: CSC 352 or its equivalent.

CSC 554 Project Management — This course introduces the essential concepts of project management in the Information Technology environment. Knowledge of both "soft" and "hard" skills is needed for successful project management and will be needed in this course. Soft skills will include communication, team building, leadership, conflict resolution, and decision-making. Hard skills will be embodied in tools and techniques used to writing a Request for Proposal, tool selection and installation, and system installation. Students will have the opportunity to experience these important concepts while working in a team on a software or hardware project. PREREQUISITES: CSC 354 or unconditional acceptance to the graduate program.

CSC 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: CSC 126 and CSC 237 or its equivalent.

CSC 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: CSC 456.

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

CSC 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 Tests and Assessment in Counseling — This course provides students with an understanding of assessment, evaluation, and measurement in counseling practice. Students examine the development and use of norm-referenced and criterion-referenced assessment measures. In addition, students learn to conduct assessment interviews, performance assessment, behavioral observation, and computer-assisted assessment. Ethical, intercultural, and social justice issues in the use of various assessment methods are central features of this course. The overall learning goal is the development of critical thinking in the informed use of assessment methods.

COU 508 Research Methods in Counseling — This course provides students with an introduction to the basic concepts of applied counseling research and program evaluation. Students review descriptive, quasi-experimental, and field-based research methods. In addition, students learn computer applications in the analysis of quantitative and qualitative data. Ethical, intercultural and social justice issues in research are central features throughout the course. The overall learning goals for this course are the development of critical thinking in planning and evaluating research. **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, along with current trends and emergent issues relevant to mental health counseling are discussed. Professional counselor roles and functions are examined. Reviews professional organizational standards, the credentialing process, and counselor licensure guidelines. Public policy, practice, and advocacy issues related to counseling are explored.

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

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 and 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 Professional Orientation and Ethics in Family Therapy; CPY 554 Psychology of Family Systems; COU 528 Seminar in Marital Therapy; 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 Professional Orientation and Ethics in Family Therapy 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, or CPY 540 Group Counseling and Psychotherapy and COU 548 Counseling Theories Seminar. (Note: This course must be taken prior to Internship.)

CPY 581 Independent Study

CPY 599 Thesis

CRAFTS

CFT/ARU/ARH/ARC 410 British Arts and Crafts Movement — The goal of this course is to introduce to students, in person, the philosophy, concepts and art objects, which in England made up the British Arts and Crafts Movement. It will engage students in evaluating and critiquing objects, images and practitioners, who made up the movement. Students will be encouraged to assess the writings of John Ruskin; as well as the works of such artists/craftsmen as William Morris, Dante Gabriel Rossetti, the Pre-Raphaelites, C.R. Ashbee and the Guild of Handicraft. The course is designed to be taught onsite, and involves observations resulting in written responses, a journal, and a sketchbook. Lecture/discussion/research.

CFT/ARU 542 Weaving and Textiles — A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design.

CFT/ARU 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/ARU 545 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/ARU 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/ART/ARU/ARH/FAR 577 Independent Study in Crafts (1 - 6 s.h.) — 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.

CFT/ARU 579 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.

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 (6-12 credit hours).

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 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 differentiating instruction based on student's readiness, interests, or learning profiles. Participants will explore strategies that can be used effectively and applied realistically in elementary and middle school classrooms. These strategies will be based on classroom elements such as content, process, products, and learning environment. Appropriate assessments for use in differentiated instruction will be examined. 3 s.h., 3 credits

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 563 Writing Our Own Stories — Using a workshop setting, students will explore everyday folklore and personal narrative in children's literature to jump-start their own stories. Students will write personal narratives based on family folklore and personal experiences. Students will investigate how various authors have shared their memoirs. Students will develop their own writing program for their classrooms.

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 577 Leadership for Reading Educators — This course enables a prospective reading specialist/literacy coach to prepare for the leadership roles and responsibilities as a reading educator. It provides an integration of theory and practical application, including structured field experiences related to the roles of the reading specialist/literacy coach. Critical reflection combined with feedback from peers and practicing reading specialists are fundamental to the course. Field experiences preclude the course being taken concurrently with EDU 575 and EDU 576. **PREREQUISITES:** EDU 502, EDU 551, EDU 552, EDU 555, and EDU 557; or by permission of instructor.

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/ARU 591 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. **PREREQUISITE:** ARU 522 Perspectives in Art Education.

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 (*1-3 credits*)— 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.

TVR 580 Selected Topics in Electronic Media (*1-6 contact hours, 1-3 credits*)— 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 credit hours, provided that the same topic is not repeated .

TVR 590 Internship in Electronic Media (*3-6 credits*)— 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.

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 — Seminar in Major Modern Poets is a critical examination of the poetry of major twentieth century British and American poets such as W.B. Yeats, Ezra Pound, H.D. (Hilda Doolittle), T.S. Eliot, William Carlos Williams, Marianne Moore, Langston Hughes, and Wallace Stevens. This course is suitable for undergraduate and graduate students with a background in the analysis of poetry. **PREREQUISITES:** ENG 023 and ENG 364 or its equivalent.

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 502 Introduction to English Studies: Traditions, Boundaries, and Change — This course is a revision of and replacement for ENG 502 Problems of Research in English. This course provides beginning graduate students an introduction to the history, traditions, issues, problems, and debates of English Studies. From the perspective of the outsider or newly initiated, the proliferation of areas of interest within English Studies can be confusing if not daunting. It is the goal of this course to familiarize new graduate students with the historical development of English Studies and the shape of English Studies today. Designed as one of the core courses for all English MA students, this course will include studies of the profession, experience in writing professional documents (such as conference proposals, abstracts, book reviews, thesis proposal), practical guidance in relevant research methods, and inquiry into the major theoretical and disciplinary issues and challenges of English Studies. This is a required course of all English MA students.

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 (Newsriting) 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.

FINANCE

FIN 530 Financial Management: Theory and Practice — The course focuses on the role of the financial manager in planning for, acquiring, and utilizing funds to maximize stockholders' wealth. Topics studied include: financial markets, time value of money applications, financial statement analysis, risk and return relationship, stock and bonds valuation, financial and real options, cost of capital, capital budgeting analysis under uncertainty, financial forecasting, corporate valuation and value based management, and capital structure and dividend policy decisions. Students will be expected to apply the concepts and techniques learned in the course and the spreadsheets to analyze cases. **PREREQUISITE:** ACC 520, Managerial Accounting.

FIN 533 Investment Management — We study various financial instruments including common stocks, bonds, stock options, and futures. We do an overview of various security selection techniques including fundamental analysis. There is an introduction to risk and risk aversion, portfolio risk, capital market equilibrium models and the efficient market theory. We do review and evaluation of portfolio management techniques including asset allocation, efficient diversification, and passive and active portfolio management. We do valuation analysis of fixed income securities and management of fixed income securities portfolio. We also learn valuation analysis of derivative securities and their application to hedging and portfolio insurance and management. The course is rigorous and analytical. It approaches the subject from the point of view of an investment practitioner. **PREREQUISITE:** FIN 530, Financial Management: Theory and Practice.

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 — We explore a variety of topics. Topics explored include Working Capital Management, Investment Banking, Leasing, Mergers and Acquisitions, Multinational Financial Management, Derivative Securities, Investment Portfolio Management, and Financial Institutions Management. **PREREQUISITES:** FIN 530, Financial Management: Theory and Practice; or Permission of Instructor.

FINE ARTS

FAR/ARU 501 Drawing — Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements.

FAR/ARU 502 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/ARU 503 Painting — This course provides for experimentation with painting media, with emphasis upon development of individual style. Repeatable up to six (6) credits.

FAR/ARU 504 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 505 Photography — Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology.

FAR/ARU 506 Digital Media — This course provides instruction in the creation of images through computer-based technologies. During the course students will learn to use image and audio oriented software, they will also explore the unique ways in which computers facilitate artistic expression. Students will be introduced to art works, artists, alternative viewing sites, cyber communities, aesthetics and criticism related to digital art. They will also consider digital tools as part of a continuum of technological innovation in the visual arts. (6 c.h., 3 s.h.) Repeatable up to 9 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/ART/ARU/ARH/CFT 577 Independent Study (1 - 6 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.

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/LIB 562 Ethical Behavior in Libraries and Instructional Technology — This course is designed to address the problems that libraries have with copyright infractions, ethical use of materials and equipment, and plagiarism of materials gleaned from books and cyberspace. It will also explore relevant legal and ethical issues in librarianship and provide a background for ethical decision making thus enabling the library professional to apply those skills to the real and current challenges he/she faces in today's world.

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 509 Foundations of Library and Information Services — This course introduces the student to the development, functions, philosophy, ethics, and evolution of libraries and information centers. The primary services and professional practices of libraries and information centers are examined and contrasted. Librarianship as an evolving profession is studied with an emphasis on the diverse professional career opportunities available.

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 511 Reference and Information Services in Library Settings — This course presents the fundamental knowledge associated with the delivery of reference services to library users. The primary emphasis is on the evaluation, selection, and utilization of information sources used in reference service to respond to ready reference, research, and reader's advisory questions. Information sources will be identified, categorized, and contrasted to identify their chief values in providing reference service.

LIB 512 Librarian's Role in Supporting Reading Strategies — This course examines the school librarian's role in ensuring student's reading success. The roles include the selection of materials that address the diverse needs of the learners including English as Second Language Learners, identification of resource materials that serve as tools for interactive think-alouds, and reinforcement of reading strategies within the information literacy curriculum. PREREQUISITE: LIB 575 Teaching Function of the School Library Media Center or an Instructional I certificate.

LIB 513 Organizing, Cataloging and Classifying Materials — This course is an introduction to the theory and fundamental principles of descriptive cataloging and organization as it applies to various and emerging information packages and metadata. This knowledge will be applied through lab and field work.

LIB 515 Collection Development — This course provides an overview of the processes, policies, and procedures associated with developing, maintaining and evaluating a library collection. Emphasis is placed on the development of a working philosophy which recognizes the interrelationships of principles, policy, and management.

LIB 520 Literature of the Social Sciences — Selection, evaluation, and use of the principal bibliographic and reference sources, books, periodicals and serial publications, and non-book materials in the fields of anthropology, business and economics, geography, history, political science, sociology, education, and other closely-related areas are discussed.

LIB/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 Technologies in Libraries — This course is an overview of current and emerging technologies for libraries (i.e. library automation systems, Internet, electronic library resources, peripheral equipment and networking). Students will be introduced to the practical use of technology in libraries, and learn how to evaluate individual technologies. They will recognize the importance of a librarian's involvement in the overall technology program.

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 School Library Administration — This course will examine the responsibilities associated with the administration and design of a school library.

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/ITC 562 Ethical Behavior in Libraries and Instructional Technology — This course is designed to address the problems that libraries have with copyright infractions, ethical use of materials and equipment, and plagiarism of materials gleaned from books and cyberspace. It will also explore relevant legal and ethical issues in librarianship and provide a background for ethical decision making thus enabling the library professional to apply those skills to the real and current challenges he/she faces in today's world.

LIB 570 Independent Study

LIB 575 Seminar: Teaching Function of the Instructional Materials Center — This course is designed to emphasize the curriculum-related responsibilities of the school library program. Emphasis is placed on library and information skills instruction and curriculum support services. The role of the library and the librarian in the contemporary school program is investigated.

LIB 585 Seminar: Children and Young Adult Literature — This course explores the strategies for using literature and related materials for children and young adults. Students will examine the broad range of genres and discuss strategies for incorporating literature into various curricular areas.

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 210, 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. **PREREQUISITES:** MGM 210 Principles of Management; BUS 120 Principles of Business Statistics or an approved equivalent.

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 574 Managing Large Strategic Business Projects — This course covers project management. Topics include all aspects of project management from the point of view of project manager, decision maker, and implementer.. The course will include extensive research on project management, business initiatives, and entrepreneurial endeavors. Methods for planning a strategic initiative, critical factors which generally lead to success, and factors which generally lead to failure will be covered. Students will engage in a case study of a real business initiative.

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 210 Principles of Marketing, MKT 350 Advertising Management and MKT 357 Advertising Campaigns; or permission of instructor.

MKT 412 Business-to-Business Marketing Practices — This course will explore the fundamentals, concepts, and practical applications of industrial marketing practices, typically called Business-to-Business Marketing or B-to-B Marketing. The international business marketing environment, its worldwide strategic planning process, and its various forms of implementation will be examined on a global scale. PREREQUISITE: Graduate Student; or Undergraduate Senior Status with MKT 210 Principles of Marketing.

MKT 415 Problem Solving in Marketing — This course will explore the concepts associated with problem solving and critical thinking using case study analysis in marketing problem-based situations. Critical thinking has been a mainstream issue within a myriad of institutions. Case study analysis represents one of the most comprehensive and beneficial critical thinking and analytical tools to apply towards institutional problems and distinct opportunities. PREREQUISITE: Graduate Student; or Undergraduate Senior Status with MKT 210 Principles of Marketing.

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 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 403 - Analysis of Data Sets — This course continues the development of the concepts and procedures of MAT 230 or both MAT 301 and MAT 302 with an emphasis on practical applications to science, business, and industry. A review of basic statistical concepts, regression analysis, categorical data analysis, analysis of variance, and nonparametric statistics will be presented. Up-to-date examples using computer statistical packages will be used. The student is expected to apply the above techniques to real-world problems. Prerequisites: MAT 302 or permission of the instructor.

MAT 431 Topology I — Basic topological concepts are discussed: topologies and neighborhood systems, open and closed sets, accumulation points and closures, bases and sub-bases for a topology, separation and connectedness, nets, continuous functions, product and quotient spaces, metric and pseudo-metric spaces, and metrization.

MAT 473 Partial Differential Equations — Equations of first order, Hamilton-Jacobi theory; the Cauchy Problem; the Dirichlet and Newman problems, Existence Theorems; Green's Functions; Equations of mathematical physics; integral equations. Prerequisites: An introductory differential equations course.

MAT 503 Thesis — Thesis.

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.

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.

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.

MUSIC EDUCATION

MUU 421 Marching Band Techniques — This course covers the administration and management of the high school marching band as part of a total instrumental music program in the public schools. Students are exposed to the various techniques used in producing a superior performing ensemble that also adhere to the basic musical objectives of a quality band program. The course emphasizes rehearsal technique and the application of pedagogical skills to the marching ensemble. Show design, charting, marching and maneuvering, rehearsal planning, equipment selection, percussion techniques, personnel management, auxiliary units, discipline, and performance preparation are major topics for discussion. This course introduces students to the fundamentals of music arranging and drill writing for the contemporary marching band. Teaching methodologies of basic marching maneuvers and drill rehearsing will be covered. The course will also cover music selection and show design. **PREREQUISITES:** MUS 214 Harmony and Theory III.

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 210 or a minimum of Senior Level Status plus completion of NUR 322.

NUR/BIO 450 Introduction to Epidemiology — This course is an introduction to the principles and methods of epidemiology. Its primary objectives are to provide an understanding of the basic principles of epidemiology, and to illustrate the application of epidemiologic research in various fields of public health and health care. PREREQUISITES: 3 s.h. of Biology (with laboratory); MAT 140 or MAT 150 or PSY/SOC 200; or permission of the instructor.

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, and NUR 540.

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. PREREQUISITE: Undergraduate - POL 010 American Government.

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

POL 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 — A survey of procedures used for behavior modification and behavior therapy. Practical application of these procedures to various populations will be stressed. **PREREQUISITE:** Graduate student status, or junior/senior undergraduate with a QPA 2.9 or higher, PSY 011 and PSY 200 with a C or better. Permission of instructor required.

PSY 432 Human Neuropsychology — This course will consider aspects of the relationship between brain and behavior in the adult and the developing human through the critical examination of evidence derived from (1) the study of the effects of focal lesions of the cerebral cortex, (2) the effect of forebrain commissurotomy, and (3) the neuropsychological investigation of subjects without neurological impairment. Relevant experimental literature concerned with animals other than humans will also be considered. **PREREQUISITE:** Graduate student status, or junior/senior undergraduate with a QPA 2.9 or higher, PSY 011 and PSY 200 with a C or better 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.

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 540 Reading, Writing, and Critical Thinking for the Middle and High School Levels — This graduate course will focus on the literacy needs of adolescent and young adult learners. Formal and informal techniques and strategies which promote information acquisition, expression, and critical thinking in content areas will be at the essence of this course. Students will learn reading and writing activities suitable to all content area course offerings. Additionally, strategies which promote problem solving and critical thinking will be included in this course. Students taking the minimum number of credits in Areas I-IV in the Masters of Education Programs will have 3 credits remaining to be completed as a free elective. These 3 credits may be satisfied by taking an additional graduate level course. This course would fall into this category. This course can be taken as an elective in Area IV of the Master's Degree in Secondary Education - Curriculum and Instruction.

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 536 Skills for Working with the New Immigrant and the Family — With the increase in the U.S. immigration in the recent years, the number of immigrants and their families needing social services has risen dramatically. Assisting the new immigrants and their families to adjust to their new host environment has been a challenge to social work professionals. This course takes an eco-systems perspective on working with the immigrant family, paying special attention to the interactions between and amongst family members and their social environment. 1 s.h., 1 c.h.

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 570 Selected Topics in Advanced Social Work Practice (1 - 6 s.h.) — This course allows the student to study specific topics of current interest to social work practice. It permits the students to have a more in-depth study of topics presented in the required graduate nursing courses as well as providing the vehicle for the study of newly emerging topics in social work practice.

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 501 Basic Orientation and Mobility for Students with Visual Impairments including Deafblindness — This course covers exploration of space in the home and school environment and the wider community according to individual needs of students with visual impairments, including students who are deafblind. Practical experiences are provided in orientation and mobility training under conditions of simulated blindness and deafblindness. Experiences are structured to sequentially afford environmental situations of increasing complexity. Students will learn how to utilize functioning sense modalities in conjunction with specially designed mobility techniques for the purpose of teaching individuals how to move safely, efficiently, and independently in the environment.

SPU 502 Reading, Writing, and Teaching Literary Braille — This course provides knowledge and skills in reading and writing contracted and uncontracted braille in the literary braille code. It presents an overview of other means of communication used by the blind, including those with multiple disabilities. Experiences are structured to include writing braille with a Perkins Braille Writer, reading and transcribing braille material, basic textbook formatting, methods of teaching braille reading, and an introduction to computer systems used to produce braille.

SPU 503 Anatomy of the Eye and Visual Assessments — This course provides lectures and demonstrations on anatomy and physiology of the eye. The course will cover structure and function of the eye, causes and implications of eye conditions, clinical assessment, functional vision assessment, environmental assessment, and stereotypical behavior assessment. This course will provide an introduction to learning media assessment. This course will cover the foundations of working with students with low vision. This course will discuss the relationship of visual impairment to other disabilities, neurological aspects of visual impairments, and educational implications. The course will provide opportunities for student use of low vision aids, activities with low vision simulation, and completion of a functional vision assessment, including environmental assessment and stereotypical assessment.

SPU 504 Reading, Writing, and Teaching the Nemeth Mathematics and Other Braille Codes — This course provides knowledge and skills in Nemeth braille, grade 3 braille, and extended experiences in reading and writing grade 2 braille. This course includes the use of slate and stylus in preparing drills, assignments, and in taking notes. Advanced methods of teaching braille are emphasized. Braille music and foreign language braille is introduced. Other forms of computer braille are introduced and used in assignments. **PREREQUISITE:** SPU 502.

SPU 505 Early Intervention for Students with Visual Impairment — This course provides strategies for working with young children who have visual impairment, including students who are deafblind or have multiple disabilities and their families. It provides a history of the field of visual impairment and the impact history has played in the provision of early intervention services. This course will provide students with an understanding of the differences in working with students who are visually impaired and students who are deafblind.

SPU 506 Adapting Materials and Methods of Instruction including Visual Assessments — This course provides strategies for teaching and adapting materials and instruction in content areas, communication skills (i.e., reading and writing braille, reading and writing print with and without low vision devices, finger spelling), listening skills, use of technology, independent and daily living skills, habilitation, career/vocational concerns, physical education, transition from the educational setting, and leisure and recreation for students with visual impairments, including multiple disabilities and deafblindness. The course provides a theoretical framework for the concept of teacher as lifelong learner, assessment strategies for learning medium and reading medium, writing IEP's, and research applications. **PREREQUISITES:** SPU 501, SPU 502, SPU 503, SPU 504, and SPU 505.

SPU 507 Internship in Visual Impairment — This course provides opportunities for observation and participation in the performance of the duties of a teacher of students with visual impairments, including those with multiple disabilities in an itinerant, residential, or day school setting. Practicum sessions provide for an opportunity to discuss problems, trends and issues, multicultural needs, interviewing techniques, scheduling, lifelong learner model for teachers and students, and organizational skills unique to the field. **PREREQUISITES:** SPU 501, SPU 502, SPU 503, SPU 504, SPU 505 and SPU 506.

SPU 511 Teaching the Exceptional Child in the General 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. Educational implications and fundamental issues in special education will be discussed. Course content objectives will be accomplished through a variety of class activities including lectures, video tapes, small and large group discussions and individual assignments.

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

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

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

Christine J. Rhoads, Assistant Professor of Business Administration
B.S., Kutztown University; M.S., Temple University; Ed.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.

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ANTHROPOLOGY AND SOCIOLOGY

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ART EDUCATION AND CRAFTS AND FINE ARTS

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Barbara Schulman, Professor of Art Education and Crafts

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Peg Speirs, Professor of Art Education and Crafts

B.A., Hiram College; M.A., Miami University; Ph.D., Pennsylvania 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

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B.A., University of Colorado; M.F.A., Pratt Institute; Ph.D., Pennsylvania State University

BIOLOGICAL SCIENCES

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B.S., M.S., Missouri State University; Ph.D., University of Montana

Marilyn C. Baguion, Associate Professor of Biological Science

B.S., M.S., University of the Philippines; Ph.D., Kansas State University

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COMPUTER SCIENCE

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Linda Day, Assistant Professor of Computer Science; Department Chairperson
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Daniel S. Spiegel, Assistant Professor of Computer Science
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COUNSELING AND HUMAN SERVICES

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CRIMINAL JUSTICE

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ECONOMICS

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ELECTRONIC MEDIA

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NOTES

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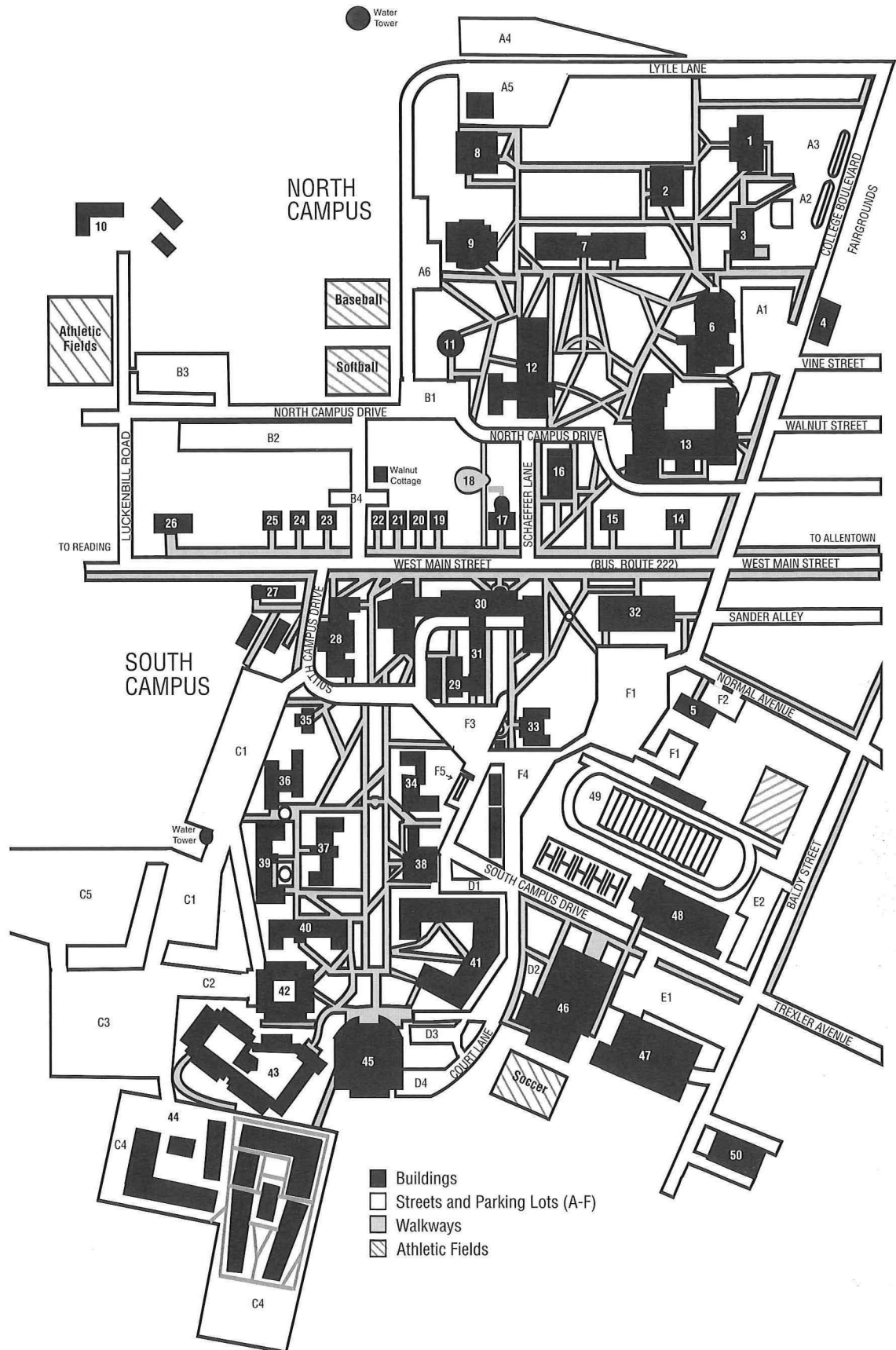
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