

The Master of Education Degree in Art Education

Chairperson: Dr. John White

Office: 401 Sharadin Arts Building

Telephone: (610) 683-4520

E-mail: white@kutztown.edu

Hours: 31

Thesis: Optional

Program Coordinators: Dr. Marilyn Stewart and Dr. Amy Pfeiler-Wunder

E-mail: stewart@kutztown.edu and wunder@kutztown.edu

The Master of Education (M.Ed.) degree in Art Education is oriented toward teaching and research in art and visual culture education. It 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.
- Demonstrate critical and expressive responses to art and visual culture.

The program consists of required core 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 31 semester hours of graduate coursework, 13-16 semester hours of which are earned through the required core courses. The remaining 15-18 semester hours in elective coursework 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.

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/project 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

Required core courses:	13
ARU 522 Perspectives in Art Education	3
ARU 536 Curriculum	3
ARU 577 Independent Study Paper/Project	3
ARU 590 Applied Research	1
ARU/EDU 591 Methods of Research	3
Electives:	18

OPTION II

Required core courses:	16
EDU 503 Thesis	3
EDU 503 Thesis	3
ARU 522 Perspectives in Art Education	3
ARU 536 Curriculum	3
ARU 590 Applied Research	1
ARU/EDU 591 Methods of Research	3
Electives:	15

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

ARU	430	Studio Thinking
ARU	440	Visual Culture: Critical Practice and Pedagogy
ARU	450-459	Best Practices in Art Education
ARU/FAR	501	Drawing
ARU/FAR	502	Printmaking
ARU/FAR	503	Painting
ARU/FAR	504	Sculpture
ARU/FAR	505	Photography
ARU/FAR	506	Digital Media
ARU/ARC/WST	515	Women's Issues in Arts
ARU/ARC	516	Cross-Cultural Perspectives in Art
ARU/ARC	517	Art Criticism
ARU	522	Perspectives in Art Education
ARU	523	Assessment in Art Education
ARU	525	Current Issues in Art Education
ARU	526	Differentiating Instruction Through Art
ARU	527	Disability Awareness: Fostering Abilities in the Visual Arts
ARU	532	Teaching Art in Alternative Settings
ARU	535	Integrated Curriculum in the Art Classroom
ARU	541	Teaching Contemporary Art Issues
ARU/CFT	542	Weaving and Textiles
ARU/CFT	543	Ceramics
ARU/CFT	545	Wood Design
ARU/CFT	546	Jewelry and Metal Craft
ARU	556	Curricular Applications in Art Education
ARU	560	Leadership in Art Education
ARU	570	Selected Topics in Art Education
ARU/ARC	571	Selected Topics in Art Studio
ARU/ARC	572	Selected Topics in Art Seminar
ARU/CFT	573	Selected Topics in Crafts
ARU/FAR	575	Individual Problems in Art Seminar
ARU/CFT/FAR	577	Independent Study in Art Education
ARU	581	The Teaching of Response to the Arts
ARU	5XX	Relevant Institutes

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. Semester hour requirements will vary, depending upon each student's history. In most cases, however, this program will require that the student completes a total number of semester hours that exceeds the 31 required for the M.Ed. in Art Education. 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. Jeanie Burnett
Office: 201 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 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. Jeanie Burnett

Office: 201-B 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 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 309, Stratton Administration Center. 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 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.

Instructional Technology Specialist Certificate

Program Coordinator: Professor Will Jefferson

Hours: 24

Office: RL 10, Rohrbach Library

Telephone: (610) 683-4757

E-mail: wjeffers@kutztown.edu

The Instructional Technology Specialist Certificate Program is a 24 credit program with a required 120 hour internship. The goal of this program is to develop professional educators who are proficient in the selection and implementation of instructional technologies in the K-12 school environment.

Instructional Technology Specialist Certificate

I. Required Foundation Courses (6 credits)

ITC	514	Perspectives on Instructional Technology and Learning
ITC	525	Technologies for the 21 st Century Educator

II. Required Major Courses (12 credits)

ITC	435	Designing Distance Education for the K-12 Educator
ITC	520	Building Effective Online and Classroom Instruction
LIB/ITC	555	Management of Information and Technology Centered Environments
ITC	527	Problem-based Learning through Instructional Technology

III. Comprehensive Projects (6 credits)

ITC	548	Electronic Portfolios for Educators
ITC	590	Internship (120 hours)

NOTE: This is not a classroom instruction certification.

IV. Requirements for Accommodations and adaptations (9 credits)/ English language Learner (3 credits) if not met in a previous certificate

ITC	518	Integrating Assistive Technology in the K-12 Classroom
SPU	500	Cognitive Development
SPU	511	Effective Instructional Strategies
ELL	434	Instructional Methods, Materials, and Assessments for ELL/ESL

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: Prof. William Jefferson

Office: RL 08, Rohrbach Library

Telephone: (610) 683-4757

E-mail: 2jeffers@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	Perspectives on Instructional Technology and Learning
ITC	525	Technologies for the 21 st Century Educator

II. Required Major Courses (12 credits)

ITC	435	Designing Distance Education for the K-12 Educator
ITC	520	Building Effective Online and Classroom Instruction
ITC	527	Problem-based Learning through Instructional Technology
ITC	536	Emerging Technologies for Educators

III. Electives (6 credits)

ITC	425	Computer Networks for Education
ITC	515	Word Processing and Desktop Publishing in Education
ITC	518	Integrating Assistive Technology in the K-12 Classroom
ITC	547	Special Topics in Instructional Technology
ITC	553	Development of Digital and Multimedia Instructional Resources
LIB/ITC	555	Management of Information and Technology Centered Environments

IV. Research (3 credits)

EDU	500	Methods of Research
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V. Comprehensive project – 3 credits

ITC	548	Electronic Portfolios for Educators
Comprehensive Portfolio		Portfolio Review

For this program, the 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.
- PA Instructional I certificate or equivalent

- 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: 406 Old Main

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
<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

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 (3 hours)

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

ANT 541 Peoples, Cultures, and Adaptations in Global Perspectives
COU 518 Professional Orientation & Ethics in the Agency Setting
COU 519 Intercultural Issues in Counseling (PREREQUISITE: COU 530)
COU 528 Seminar in Marital Therapy
COU 538 The Addicted Family
COU 558 Structural and Strategic Family Therapy
COU 578 Case Analysis
COU 581 Independent Study
CPY 544 Professional Orientation & Ethics in Family Therapy
CPY 554 Psychology of Family Systems (PREREQUISITE: CPY 544)
EDU 555 Reading Disabilities
EDU 597 Change in Education
PSY 429 Behavior Modification Procedures
HEA 430 Fundamentals of Health Psychology
PSY 527 Developmental Psychology of Adolescence
PSY 545 Theories of Personality
PSY 546 Psychopathology
SOC 545 Ethnic Minorities and Group Conflict

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

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

The Supervised Counseling Experience Internship is 6 semester hours: No more than 3 semester hours of Internship Experience may be completed per semester; therefore, two consecutive semesters (Fall/Spring) of Internship Experience must be taken. The internship will be scheduled during the final semesters. Students are expected to have completed all course work prior to taking COU 590 The Supervised Counseling Experience. (Exceptions to this must be cleared by the Student's Faculty Advisor.) Internship requires a pre-registration, permission form, professional liability insurance, Pennsylvania Child Abuse History Clearance, and a Pennsylvania Criminal Records Clearance.

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

Please check with your advisor concerning the appropriate Praxis testing.

The Master of Education Degree in Elementary School Counseling — Licensure

Chairperson: Dr. Deborah Barlieb

Office: 406 Old Main

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 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)

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: 406 Old Main
Telephone: (610) 683-4204
E-mail: barlieb@kutztown.edu

Hours: 51
Thesis: None

Clinical Coordinator: Dr. Deborah Barlieb
Office: 406 Old Main
Telephone: (610) 683-4205
E-mail: barlieb@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 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 Life Span Development
PSY	565 Theories of Learning

SOC 510 Deviant Behavior **OR**
PSY 546 Psychopathology

AREA III Research and Evaluation (6 hours)*

COU 507 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: 406 Old Main

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Hours: 60

Thesis: None

Clinical Coordinator: Dr. Deborah Barlieb

Office: 406 Old Main

Telephone: (610) 683-4205

E-mail: barlieb@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 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
	<i>(Please consult 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
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: 406 Old Main
Telephone: (610) 683-4204
E-mail: barlieb@kutztown.edu

Hours: 48
Thesis: None

Clinical Coordinator: Dr. Kelley Kenney
Office: 402 Old Main
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: 406 Old Main

Telephone: (610) 683-4204

E-mail: barlieb@kutztown.edu

Clinical Coordinator: Dr. Kelley Kenney

Office: 402 Old Main

Telephone: (610) 683-4223

E-mail: kenney@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 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 **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)

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) enhance personal competence in biology, (2) increase awareness of the problems of education in their broad settings, (3) expand the knowledge and understanding of curriculum development and the instructional processes, and (4) augment professional awareness through research in secondary education.

The program consists of a minimum of 30 semester hours. A portfolio 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 Curriculum (12-15 hours in biology)

Area I 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 I.

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/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU	523	Assessment: Issues and Concerns for Teachers in a Standard Aligned System
EDU	526	Data Driven Decision Making
EDU	568	Middle School Curriculum and Instruction
ELU	540	Seminar in Elementary Curriculum Development
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SCI	514	Life Sciences in the Elementary and Middle School Curriculum
SCU	521	Biology in the Secondary School
SEU	567	Curriculum of the Secondary School in a Standard Aligned System

AREA II Educational Environment (6 - 9 hours)

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

EDU	528	Student Diversity and Critical Pedagogy (<i>Required</i>)
EDU/MLS	428	Cultural Awareness/Sensitivity for ELL/ESL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	496	Multicultural Education
EDU	562	School Law
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
SEU	560	Classroom Management for the Inclusive Classroom
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

AREA III Instruction (6-9 hours)

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

SEU	544	Effective Secondary Education Seminar (<i>Required</i>)
EDU	541	Supervision of Instruction
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundations of the Middle Level Learner
EDU	565	Special Topics in Education
ITC	514	Instructional Technology
ITC	525	Microcomputers for Education
ITC	553	Development of Projected Digital Instructional Resources
SCU	521	Biology in the Secondary School
SCU	523	Techniques in Environmental Education
SCU	580	Selected Topics in Science Education
SEU	410	Science Instructional Methods for Middle and High School
SEU	520	Education Theory and Practice
SEU	540	Reading, Writing, and Critical Thinking in a Standard Aligned System

AREA IV Professionalism (3-9 hours)

Area IV 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

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 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 I & II examinations.
- 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) enhance personal competence in English, (2) increase awareness of the problems of education in their broad settings, (3) expand the knowledge and understanding of curriculum development and the instructional processes, and (4) augment professional awareness through research in secondary education.

The program consists of a minimum of 30 semester hours. A portfolio 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 Curriculum (12-15 hours in English)

Area I 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 I.

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/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU/ENU	522	Writing Across the Curriculum
EDU	523	Assessment: Issues and Concerns for Teachers in a Standard Aligned System
EDU	526	Data Driven Decision Making
EDU	568	Middle School Curriculum and Instruction
ELU	540	Seminar in Elementary Curriculum Development
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SEU	567	Curriculum of the Secondary School in a Standard Aligned System

AREA II Educational Environment (6 - 9 hours)

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

EDU	528	Student Diversity and Critical Pedagogy (<i>Required</i>)
EDU/MLS	428	Cultural Awareness/Sensitivity for ELL/ESL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	496	Multicultural Education
EDU	562	School Law
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
SEU	560	Classroom Management for the Inclusive Classroom
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

AREA III Instruction (6-9 hours)

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

SEU	544	Effective Secondary Education Seminar (<i>Required</i>)
EDU	541	Supervision of Instruction
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundations of the Middle Level Learner
EDU	565	Special Topics in Education
ENU	405	Applied Techniques in Language Instruction
ENU	407	Applied Techniques in Literary Instruction
ENU	511	Writing Workshop for Teachers
ENU	521	The English Curriculum
ENU/EDU	522	Writing Across the Curriculum
ITC	514	Instructional Technology
ITC	525	Microcomputers for Education
ITC	553	Development of Projected Digital Instructional Resources
SEU	520	Education Theory and Practice
SEU	540	Reading, Writing, and Critical Thinking in a Standard Aligned System

AREA IV Professionalism (3-9 hours)

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

The following course is required:

EDU	500	Methods of Research
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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

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 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 I & II examinations.
- 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) enhance personal competence in mathematics, (2) increase awareness of the problems of education in their broad settings, (3) expand the knowledge and understanding of curriculum development and the instructional processes, and (4) augment professional awareness through research in secondary education.

The program consists of a minimum of 30 semester hours. A portfolio 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 **Curriculum (12-15 hours in mathematics)**

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

MAT 512 Foundations of Mathematics (*Required*)
MAT 431, 473, 513, 516, 517, 525, 526, 531, 535, 536, 540, 545, 550, 561, 562, 580.
(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/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU	523	Assessment: Issues and Concerns for Teachers in a Standard Aligned System
EDU	526	Data Driven Decision Making
EDU	568	Middle School Curriculum and Instruction
ELU	540	Seminar in Elementary Curriculum Development
MAU	425	Middle School Mathematics
MAU	580	The Curriculum of the Secondary Mathematics
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SEU	567	Curriculum of the Secondary School

AREA II **Educational Environment (6 - 9 hours)**

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

EDU	528	Student Diversity and Critical Pedagogy (<i>Required</i>)
EDU/MLS	428	Cultural Awareness/Sensitivity for ELL/ESL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	496	Multicultural Education

EDU	562	School Law
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
SEU	560	Classroom Management for the Inclusive Classroom
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

AREA III Instruction (6-9 hours)

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

SEU	544	Effective Secondary Education Seminar (<i>Required</i>)
EDU	541	Supervision of Instruction
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundations of the Middle Level Learner
EDU	565	Special Topics in Education
ITC	514	Instructional Technology
ITC	525	Microcomputers for Education
ITC	553	Development of Projected Digital Instructional Resources
MAU	415	Learning and teaching Mathematics
SEU	520	Education Theory and Practice
SEU	540	Reading, Writing, and Critical Thinking in a Standard Aligned System

AREA IV Professionalism (3-9 hours)

Area IV 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
MAU	531	Methods of Research (Mathematics)

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

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 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 I & II examinations.
- 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) enhance personal competence in history/social studies, (2) increase awareness of the problems of education in their broad settings, (3) expand the knowledge and understanding of curriculum development and the instructional processes, and (4) augment professional awareness through research in secondary education.

The program consists of a minimum of 30 semester hours. A portfolio 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 Curriculum (12-15 hours in Social Studies)

Area I is designed to provide the opportunity for scholarly growth in the fields of history and social studies. Course selection should be made 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 any graduate-level course. Special consideration should be given to the following:

EDU/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU	523	Assessment: Issues and Concerns for Teachers in a Standard Aligned System
EDU	526	Data Driven Decision Making
EDU	568	Middle School Curriculum and Instruction
ELU	540	Seminar in Elementary Curriculum Development
MAU	580	The Curriculum of the Secondary Mathematics
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SEU	567	Curriculum of the Secondary School
SSU	523	Social Studies Curriculum: Prospects and Problems

AREA II Educational Environment (6 - 9 hours)

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

EDU	528	Student Diversity and Critical Pedagogy (<i>Required</i>)
EDU/MLS	428	Cultural Awareness/Sensitivity for ELL/ESL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	496	Multicultural Education
EDU	562	School Law

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
SEU	560	Classroom Management for the Inclusive Classroom
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

AREA III Instruction (6-9 hours)

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

SEU	544	Effective Secondary Education Seminar (<i>Required</i>)
EDU	541	Supervision of Instruction
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundations of the Middle Level Learner
EDU	565	Special Topics in Education
ITC	514	Instructional Technology
ITC	525	Microcomputers for Education
ITC	553	Development of Projected Digital Instructional Resources
SEU	520	Education Theory and Practice
SEU	540	Reading, Writing, and Critical Thinking in a Standard Aligned System
SSU	523	Social Studies Curriculum: Prospects and Problems
SSU	524	Teaching Models for Social Studies Instruction

AREA IV Professionalism (3-9 hours)

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

The following course is required:

EDU	500	Methods of Research
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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
SSC	526	Guided Research Project

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For this program, the 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 I & II examinations.
- 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 portfolio 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 Curriculum (6-9 hours)

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

SEU	567	Curriculum of the Secondary School in a Standard Aligned System (<i>Required</i>)
EDU/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU/ENU	522	Writing Across the Curriculum
EDU	523	Assessment: Issues and Concerns for Teachers in a Standard Aligned System
EDU	526	Data Driven Decision Making
EDU	568	Middle School Curriculum and Instruction
ELU	540	Seminar in Elementary Curriculum Development
MAU	425	Middle School Mathematics
MAU	580	The Curriculum of the Secondary Mathematics
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SCU	521	Biology in the Secondary School
SSU	523	Social Studies Curriculum: Prospects and Problems

AREA II Educational Environment (6 - 9 hours)

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

EDU	528	Student Diversity and Critical Pedagogy (<i>Required</i>)
EDU/MLS	428	Cultural Awareness/Sensitivity for ELL/ESL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	496	Multicultural Education
EDU	562	School Law
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
SEU	560	Classroom Management for the Inclusive Classroom
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

AREA III Instruction (6-9 hours)

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

SEU	544	Effective Secondary Education Seminar (<i>Required</i>)
EDU	541	Supervision of Instruction
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	564	Foundations of the Middle Level Learner
EDU	565	Special Topics in Education
ENU	405	Applied Techniques in Language Instruction
ENU	407	Applied Techniques in Literary Instruction
ITC	514	Instructional Technology
ITC	525	Microcomputers for Education
ITC	553	Development of Projected Digital Instructional Resources
MAU	415	Learning and Teaching Mathematics
SCU	523	Techniques in Environmental Education
SEU	410	Science Instructional Methods for Middle and High School
SEU	520	Education Theory and Practice
SEU	540	Reading, Writing, and Critical Thinking in a Standard Aligned System
SSU	524	Teaching Models for Social Studies Instruction

AREA IV Professionalism (3-9 hours)

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

One of the following courses is required:

EDU	500	Methods of Research
EDU	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; 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

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 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 I & II examinations.
- 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.

Requirements include the following:

1. Students may complete coursework toward the supervisory certificate upon entering the graduate program, but they cannot 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 in a Standard Aligned System
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 in a Standard Aligned System

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 Education Degree in Secondary Education with a Specialization in Middle Level Education

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) enhance personal competence in the middle level setting, (2) increase awareness of the problems of education in their broad settings, (3) expand the knowledge and understanding of curriculum development and the instructional processes, and (4) augment professional awareness through research in secondary education. 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 portfolio 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 Curriculum (6-9 hours)

Area I is designed to provide the opportunity for scholarly growth in the field of Middle Level Education. Any graduate-level curriculum course (at the 400 level or higher) is acceptable for Area I.

EDU	568	Middle School Curriculum and Instruction (<i>Required</i>)
EDU/MLS	435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU/ENU	522	Writing Across the Curriculum
EDU	523	Assessment: Issues and Concerns for Teachers in a Standard Aligned System
EDU	526	Data Driven Decision Making
ELU	540	Seminar in Elementary Curriculum Development
MAU	425	Middle School Mathematics
MAU	580	The Curriculum of the Secondary Mathematics
PSY	520	Advanced Social Psychology
PSY	527	Developmental Psychology of Adolescence
PSY	565	Theories of Learning
SCU	521	Biology in the Secondary School
SSU	523	Social Studies Curriculum: Prospects and Problems

AREA II Educational Environment (6 - 9 hours)

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

EDU	528	Student Diversity and Critical Pedagogy (<i>Required</i>)
EDU/MLS	428	Cultural Awareness/Sensitivity for ELL/ESL Program Specialists
EDU/MLS	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	496	Multicultural Education
EDU	562	School Law
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
SEU	560	Classroom Management for the Inclusive Classroom
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

AREA III Instruction (9-12 hours)

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

EDU	564	Foundations of the Middle Level Learner (<i>Required</i>)
SEU	540	Reading, Writing and Critical Thinking in a Standard Aligned System (<i>Required</i>)
SEU	544	Effective Secondary Education Seminar (<i>Required</i>)
EDU	541	Supervision of Instruction
EDU	542	Academy for the Mentoring of Teachers: Cooperating Teachers, Professional Semester Teachers and Field Teachers
EDU	565	Special Topics in Education
ENU	405	Applied Techniques in Language Instruction
ENU	407	Applied Techniques in Literary Instruction
ITC	514	Instructional Technologies
ITC	525	Microcomputers for Education
ITC	553	Development of Projected Digital Instructional Resources
MAU	415	Learning and Teaching Mathematics
SCU	523	Techniques in Environmental Education
SEU	410	Science Instructional Methods for Middle and High School
SEU	520	Education Theory and Practice
SSU	524	Teaching Models for Social Studies Instruction

AREA IV Professionalism (3-9 hours)

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

The following course is required:

EDU	500	Methods of Research
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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

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 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 I & II examinations.
- Acceptable score on the Miller Analogies Test.

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

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

Hours: 30
Thesis: Optional

The Masters in Secondary Education with a specialization in Teaching is designed to accelerate teacher certification for students who have already demonstrated content mastery. A student can earn a master's degree simultaneously with teaching certification. The program consists of a minimum of 36 semester hours and can be completed in 16 months. All courses are three semester hours with the exception of Clinical Experience.

AREA I Educational Environment (6 hours)

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

EDU	434	Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU	533	Social Interpretations of Education
EDU	535	Major Philosophies of Education
EDU	562	School Law
EDU	597	Change in Education

AREA II Instruction (21 hours)

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

EDU	564	Foundation of the Middle Level Learner
EDU	568	Middle Level Curriculum and Instruction
SPU	500	Cognitive Development of Diverse Learners in a Standards Aligned System
SPU	514	Effective Instructional Strategies for Students with Disabilities in Inclusive Settings
SEU	520	Education Theory and Practice
SEU	540	Reading, Writing and Critical Thinking in a Standards Aligned System
EDU	526	Data Driven Decision Making
SEU	560	Classroom Management for the Inclusive Classroom

AREA III Professionalism (3 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	581	Education Exploration
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AREA IV Curriculum (6 hours)

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

EDU	592	Intensive Clinical Experience (12 weeks)
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The M.Ed. in secondary education with a Specialization in Teaching is a teacher certification program. Graduate students who are not certified teachers and are interested in seeking certification must have the following requirements:

- Bachelor's degree grade point average of 3.0 in area of certification or related area.
- Score of passed Praxis II test in the content area.
- Current clearances.
- Completion of graduate entrance requirements.