



# **GRADUATE CATALOG**

**2021-2022**

**Kutztown University of Pennsylvania  
Graduate Studies**

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

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

The provisions of this catalog are not intended to create any substantive rights beyond those created by the Commonwealth of Pennsylvania and are not intended to create, in and of themselves, any cause of action against Pennsylvania's State System of Higher Education, the Board of Governors, the Chancellor, an individual president or university, or any other officer, agency, agent, or employee of the State System of Higher Education.

# Table of Contents

<b>Introduction</b> .....	5
<b>Mission, Vision, Purpose, and Institutional Learning Outcomes of the University</b> .....	5
<b>History of the University</b> .....	6
<b>Mission and Goals of Graduate Education</b> .....	6
<b>Accreditations</b> .....	6
<b>Non-Discrimination Statement</b> .....	7
<b>University Calendar 2021-2022</b> .....	8
<b>Admission Requirements</b> .....	10
<b>Tuition and Fees</b> .....	16
<b>Financial Assistance</b> .....	18
<b>Grant Applications</b> .....	19
<b>Registration</b> .....	19
<b>Academic Policies and Procedures</b> .....	19
<b>Academic Honesty</b> .....	19
<b>Academic Warning, Probation, and Dismissal</b> .....	20
<b>Admission to Candidacy</b> .....	21
<b>Application for Graduation</b> .....	21
<b>Auditing Graduate Courses</b> .....	22
<b>Class Attendance</b> .....	22
<b>Course Repeat Policy</b> .....	22
<b>Grading</b> .....	23
<b>Independent Study</b> .....	23
<b>Individualized Instruction</b> .....	23
<b>Pass/Fail Grading – Graduate Students</b> .....	24
<b>Residency Requirements</b> .....	24
<b>Second Degree</b> .....	24
<b>Simultaneous Degrees</b> .....	24
<b>Time Limitations</b> .....	25
<b>Transfer Credits</b> .....	25
<b>Veteran and Active Duty Military – Course Scheduling</b> .....	25
<b>Student Life</b> .....	25
<b>Athletics</b> .....	25
<b>Career Development Center</b> .....	26
<b>Disability Services</b> .....	26
<b>General Regulations and Conduct</b> .....	26

<b>Health and Wellness Center</b> .....	26
<b>Kutztown University Activities Board (KUAB)</b> .....	26
<b>Kutztown University Student Services, Inc. (KUSSE)</b> .....	27
<b>Military and Veterans Affairs</b> .....	28
<b>Office for Student Involvement Services</b> .....	28
<b>Public Safety and Police Services</b> .....	28
<b>Residence Life, Housing, and Dining Services</b> .....	29
<b>Rohrbach Library</b> .....	31
<b>Student Government Association (SGA)</b> .....	32
<b>Student Conduct</b> .....	32
<b>Vehicle Registration</b> .....	33
<b>Degrees and Programs</b> .....	34
<b>College of Business</b> .....	34
<b>College of Education</b> .....	34
<b>College of Liberal Arts &amp; Sciences</b> .....	60
<b>College of Visual &amp; Performing Arts</b> .....	71
<b>Certifications</b> .....	74
<b>Course Descriptions</b> .....	75
<b>General Information</b> .....	187
<b>Council of Trustees</b> .....	187
<b>President’s Cabinet</b> .....	187
<b>Graduate Dean</b> .....	187
<b>Graduate Program Chairpersons and Coordinators</b> .....	188
<b>Graduate Faculty</b> .....	192

## **Introduction**

### **Mission, Vision, Purpose, and Institutional Learning Outcomes of the University**

#### **Mission**

Kutztown University's mission is to provide a high quality education at the undergraduate and graduate levels in order to prepare students to meet lifelong intellectual, ethical, social, and career challenges.

#### **Vision**

Kutztown University aspires to be a regional center of excellence providing opportunities for advanced academic, cultural, and public service experiences, within a caring community, designed to promote success in a global society.

#### **Purpose**

Grounded in regional history and focused on innovative futures through the colleges of Business, Education, Liberal Arts & Sciences and Visual & Performing Arts; Kutztown University:

- offers a contemporary liberal arts education as the foundation for inspiring and challenging students to grow intellectually, professionally, ethically, civically, and socially;
- provides support for students to reach their unique potential;
- commits to access and diversity, drawing upon international, national, regional, and community partnerships to prepare new generations of global citizens;
- values the life experiences of students, faculty, and staff to create a caring community on a beautiful campus;
- cultivates opportunities for students to engage the world and pursue meaningful lives and careers through collaboration, mentorship, and intentional working relationships.

### **Institutional Learning Outcomes**

#### **1. Communicate Effectively**

Students will demonstrate the ability to communicate clearly and effectively.

#### **2. Think Critically and Creatively**

Students will demonstrate the ability to effectively access, evaluate, and interpret information; adapt to changing situations; and, use creative and novel ideas and solutions to better solve problems and make complex decisions.

#### **3. Value Diversity**

Students will demonstrate an understanding and ability to live and work within diverse communities.

#### **4. Acquire Knowledge**

Students will demonstrate a depth and breadth of knowledge.

#### **5. Practice Social and Professional Integrity**

Students will demonstrate the ability to act ethically and with empathy, honesty, and responsibility.

Kutztown University is located between Reading and Allentown on 289 acres in southeastern Pennsylvania and includes 11 residence facilities which accommodate 4,000 students. The faculty and staff complement is approximately 1,000 headcount including 470 faculty with an 18:1 student to faculty ratio. Most of the University's \$175 million in revenue sustains its instructional and support programs, although \$44 million represent auxiliary fees such as room and board which is used to pay for costs in those areas.

### **History of the University**

Kutztown University is a member of Pennsylvania's State System of Higher Education. Founded on September 15, 1866 as Keystone Normal School, it became Kutztown State Teachers College in 1928, Kutztown State College in 1960, and Kutztown University on July 1, 1983.

### **Mission and Goals of Graduate Education**

Our mission is to provide a welcoming and supportive environment; one that is instructive, motivational, and supportive of those who are interested in pursuing graduate work designed to meet personal and professional needs. The goals of graduate study at Kutztown University are to (a.) prepare students to pursue increasingly independent scholarship and creative investigation in their disciplines, which may include further graduate study; (b.) enable students receiving graduate degrees to perform at more advanced levels of employment in their professions; and, (c.) better prepare students for a competitive and professional world market.

We offer 31 graduate programs and ten certifications spanning disciplines including Art Education, Arts Administration, Business Administration, Communication Design, Computer Science, Counselor Education, Elementary and Secondary Education, English, Instructional Technology/Digital Classroom Technology, Library Science, Music Education, Public Administration, Reading, School Counseling, Social Work, Student Affairs in Higher Education, and two doctoral degrees in Transformational Teaching and Learning and Social Work.

### **Accreditations**

Kutztown has both institutional and specialized accreditation. It is accredited by the Middle States Commission on Higher Education ([MSCHE](#)), Accreditation Association for Ambulatory Health Care ([AAAHC](#)), American Chemical Society ([ACS](#)) (program approval), Accreditation Board for Engineering and Technology, Inc. ([ABET](#)),

Association to Advance Collegiate Schools of Business (AACSB), Commission on Sport Management Accreditation (COSMA), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for the Accreditation of Educator Preparation (CAEP)/National Council for Accreditation of Teacher Education (NCATE), Council on Social Work Education (CSWE), International Association of Counseling Services, Inc. (IACS), National Association of Schools of Art and Design (NASAD), National Association of Schools of Music (NASM), and National Council for Accreditation of Coaching Education (NCACE).

### **Non-Discrimination Statement**

Kutztown University does not discriminate in employment or educational opportunities on the basis of sex, race, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or veteran status. To discuss a complaint of discrimination, please contact the University's Title IX Coordinator located in the Office of Social Equity, Old Main A-Wing, Room 02, by phone at (610) 683-4700 or by email at [pena@kutztown.edu](mailto:pena@kutztown.edu) or the Office for Civil Rights located in the Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, D.C., 20202-1100, by phone at (800) 421-3481 (TDD: (800) 877-8339), by fax at 202-453-6012, or by e-mail at [OCR@ed.gov](mailto:OCR@ed.gov).

All graduate students must complete the University-offered online sexual harassment, anti-harassment, and anti-discrimination training. Training models are available at the Kutztown University Office of Social Equity website: <https://www.kutztown.edu/about-ku/administrative-offices/social-equity/links-of-interest.htm>. Questions can be addressed by calling 610-683-4700 or sending an e-mail to [socialequity@kutztown.edu](mailto:socialequity@kutztown.edu).

## University Calendar 2021-2022

### **FALL SEMESTER 2021**

Residence Hall Occupancy for Returning Students.....	Thurs., Aug. 26, Fri., Aug. 27, Sun., Aug. 29
Faculty Meeting .....	Friday, Aug. 27
Residence Hall Occupancy Begins (New Students) .....	Saturday, Aug. 28
Classes Start .....	Monday, Aug. 30
All Students Late Registration and Drop/Add Period.....	Mon., Aug. 30 – Tues, Sept. 7
Withdraw “W” Period.....	Wed., Sep. 8 – Fri., Nov. 5
Labor Day Holiday (No Classes).....	Monday, Sept. 6
Saturday Classes Start.....	Saturday, Sept. 4
Fall Break.....	Sun., Oct. 10 – Tues., Oct. 12
Mid Term .....	Wednesday, Oct. 13
Thanksgiving Recess .....	Wed., Nov. 24 – Sun., Nov. 28
Last Day to Withdraw from University .....	Monday, Nov. 29
Last Day of Regular Classes .....	Saturday, Dec. 11
Final Week Begins.....	Monday, Dec. 13
Residence Hall Occupancy Ends .....	Friday, Dec. 17
Final Week Ends .....	Saturday, Dec. 18
December Commencement.....	Saturday, Dec. 18
Last Day of Semester .....	Saturday, Dec. 18

### **WINTER SESSION 2022**

Classes Start.....	Wednesday, Dec. 22
Last Day of Session .....	Thursday, Jan. 13

### **SPRING SEMESTER 2022**

Martin Luther King Day Holiday- School Closed.....	Monday, Jan. 17
Residence Hall Occupancy Begins .....	Sunday, Jan. 23
Classes Start.....	Monday, Jan. 24
All Students- Late Registration and Add/Drop Period .....	Mon., Jan. 24 – Mon., Jan. 31
Withdraw “W” Period.....	Tue., Feb. 1 – Fri., Apr., 8
Saturday Classes Start.....	Saturday, Jan. 29
Mid-term .....	Monday, March 7
Spring Break .....	Sun., March 13 – Sun., March 20



Last Day to Withdraw from University .....	Monday, April 25
Last Day of Regular Classes .....	Saturday, May 7
Final Week Begins .....	Monday, May 9
Residence Hall Occupancy Ends .....	Friday, May 13
Final Week Ends .....	Saturday, May 14
May Commencement for Masters and Doctoral-Level Students.....	Friday, May 13
Final Week Ends .....	Saturday, May 14
May Commencement for Undergraduate Students.....	Saturday, May 14
Last Day of Semester .....	Saturday, May 14

**SUMMER SESSION 2022**

**Session I**

Memorial Day Holiday (No Classes).....	Monday, May 30
Residence Hall Occupancy Begins .....	TBD
Begins .....	Tuesday, May 31
Juneteenth Holiday.....	Sunday, June 19
Juneteenth Holiday Observed (No Classes).....	Monday, June 20
Ends.....	Friday, July 1

**Session II**

Begins .....	Monday, July 11
Ends.....	Thursday, Aug. 11

**TEN WEEK**

Memorial Day Holiday (No Classes).....	Monday, May 30
Residence Hall Occupancy Begins .....	TBD
Begins .....	Tuesday, May 31
Juneteenth Holiday.....	Sunday, June 19
Juneteenth Holiday Observed (No Classes).....	Monday, June 20
Ends.....	Thursday, Aug. 11

## **Admission Requirements**

### General Admission Requirements

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

It is the responsibility of all admitted students to become familiar with department requirements of their individual graduate programs. Students should consult their advisors regarding such requirements to be met prior to graduation.

**Baccalaureate degree:** All United States citizens seeking admission to graduate study at Kutztown University must produce an official transcript as evidence of holding a baccalaureate degree from an institution of higher learning accredited by the appropriate regional accrediting agency recognized by the Council on Postsecondary Education. Such institutions in Pennsylvania are accredited by the Middle States Commission on Higher Education. Applicants holding degrees from foreign institutions should, at their own expense, have their transcripts evaluated by a recognized transcript evaluation service with a course by course analysis. All applicants must possess a four-year undergraduate degree or its equivalent. Associate degrees and three-year degrees do not meet this requirement.

**Undergraduate Grade Point Average:** The expected standard for the cumulative grade point average (CGPA) for applicants for graduate study at Kutztown University is a 3.0 on a 4.0 scale. The undergraduate CGPA is defined as “that statement appearing upon or derived from a calculation of the CGPA associated with the applicant’s transcript that certifies the possession of a four-year, baccalaureate degree from an accredited institution of higher learning.” Other transcripts and evidence of additional post-baccalaureate work may be considered at the discretion of the Graduate Dean and/or Department Chair for the specific program. In general, however, the undergraduate CGPA of the baccalaureate degree is the primary criterion in this portion of the admission decision.

**Graduate Record Examination (GRE):** The Graduate Record Examination is required by some graduate programs. Other graduate programs require either the GRE or an alternate admissions requirement, such as a passing score on the Praxis II examination. Please consult the specific program description for further information about that program’s requirements. The GRE requirement may be waived at the discretion of the Graduate Dean and/or Department Chair for those applicants already holding a master’s degree, graduate coursework, or 5+ years of specific industry experience. Further information regarding the GRE may be obtained from:

Graduate Record Examinations, Sylvan Learning Center, 2211 Mack Boulevard, Box 6000, Allentown, PA, 18103 (610-791-5320)

Graduate Record Examinations, Princeton, NJ, 08541-6000 (1-866-473-4373)

Graduate Management Admission Test (GMAT) - Applicants to the Master of Business Administration degree program and the Master of Public Administration program can submit test scores from the Graduate Management Admission Test (GMAT). Further information regarding the GMAT may be obtained from:

Graduate Management Admission Test  
Sylvan Learning Center Educational Testing Service  
2211 Mack Boulevard Box 6103  
Allentown, PA 18103  
Telephone: (610) 791-5320

**Sufficient Academic Background:** The applicant must possess sufficient academic preparation for the proposed graduate program. Such preparation typically includes undergraduate course work in, or closely related to, the graduate discipline selected. Applicants concerned about this issue may wish to schedule a meeting with the Graduate Dean and/or the Department Chair of the appropriate academic department to discuss any deficiencies.

#### The Admission Decision

An admission file for all applicants who meet the minimum requirements for acceptance into Graduate Studies at Kutztown University is forwarded to the appropriate academic department. The final decision to admit a student to a graduate degree program (i.e., regular or conditional admission) at Kutztown University is based upon an analysis of objective and subjective criteria by the program faculty.

Objective criteria used in the admission decision are the undergraduate CGPA, an official transcript of the baccalaureate degree, and GRE test scores or GMAT scores or alternative program requirement.

Subjective criteria are also used in admission decisions. Such materials may include evaluation forms from former professors and immediate supervisors, a statement of personal and career goals and objectives, and a brief autobiography (required for some programs). While not required by all programs, a résumé outlining the applicant's background and experience may be submitted with the application. Subjective information is encouraged, especially for those applicants who regard themselves as non-traditional students for various reasons.

#### Categories of Admission

There are three categories of admission:

- a. regular admission
- b. conditional admission

c. professional credit admission

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

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

**Conditional Admission:** Applicants who do not meet one or more of the minimum admissions criteria may be accepted conditionally into a graduate program. Such students may later earn full admission into the appropriate academic department provided that they successfully complete the conditions cited in their individual conditional admission letters from the Graduate Admissions Office. Special considerations, prerequisites, and/or academic courses may be associated with conditional admission. Ordinarily, the number of courses required as part of conditional admission do not exceed nine (9) semester hours. Examples of conditional statements are "the student must earn grades of 'B' or better on his/her first nine semester hours of graduate credit" or "the student must complete the following three courses (as listed) with a grade of 'B' or better." Qualified applicants who present an undergraduate transcript but are unable to complete certain other requirements (e.g., the GRE or GMAT tests) may be eligible for "Conditional Admission." Applicants who are offered this type of conditional admission are required to submit all remaining admissions materials within the first semester of enrollment.

**Professional Credit Admission:** Individuals who are interested in taking graduate courses but not enrolling in a master's degree program may apply for Professional Credit Admission. An unlimited number of courses may be taken by a student in the Professional Credit category. These courses appear on a transcript. If, after taking courses for professional credits, a student decides to apply to a master's degree program, up to nine (9) credits of professional credit courses may be applied to the student's degree at the discretion of the department.

**Graduating Seniors Seeking to Enroll in Graduate Classes:** Graduating seniors who have applied to enter a Graduate Studies program may be eligible to begin graduate study early. Seniors with a minimum cumulative grade point average of 3.0 and/or special permission from the Graduate Dean, and needing no more than fifteen (15) semester hours of academic credit to satisfy the requirements of their designated and declared baccalaureate degree may, with the approval of the chair(s) of the department(s) offering the graduate course(s), apply to the Dean of Graduate Studies for permission to

supplement their undergraduate courses with graduate courses at either the 400 or 500 level. Such graduate credits do not apply toward meeting the requirements of any baccalaureate degree, nor shall they affect the undergraduate transcript or undergraduate grade point average.

Graduating seniors seeking early enrollment in graduate courses must be registered for all undergraduate courses required for graduation with the baccalaureate degree prior to enrolling in approved graduate courses during graduate registration. Graduate credit for a maximum of nine (9) semester hours of graduate work taken while the student is an undergraduate will be awarded only upon verification of completion of the baccalaureate degree. Tuition for a mix of undergraduate and graduate courses will be charged at the rate established for post-baccalaureate certification students. Employee waivers of tuition will not apply for graduate courses.

Graduating seniors who wish to take advantage of this policy should schedule an appointment with the Graduate Dean and must complete the form, "Approval to Enroll in a Graduate Course by a Graduating Senior." It is the responsibility of the applicant to secure all required signatures on this form prior to enrollment.

#### Application Procedures

The Graduate staff coordinates the admission process for all applicants to graduate programs of the University. The Graduate Office is located in Room 309, Stratton Administration Center. Communications regarding the application process should be addressed to:

Graduate Admissions  
Old Main 121A  
Kutztown University  
Kutztown, PA 19530  
Telephone: (610) 683-4200 E-mail: [graduate@kutztown.edu](mailto:graduate@kutztown.edu)

Only completed applications meeting all admissions requirements are forwarded to the academic departments for full admission consideration. It is the responsibility of the applicant to ascertain that all admissions criteria are met in a timely fashion. The final decision regarding full or conditional acceptance of an applicant rests with the graduate faculty of the department in which the degree program is housed. The department chairperson notifies the Graduate Admissions Office of the admissions decision, and the applicant is then notified by the Graduate Dean.

Applications for all graduate programs, except Counseling Programs and certain Education Programs, are accepted and reviewed on a continuous basis; there are no application deadlines. However, there are administrative guidelines for reasonable timelines in which to process applications.

For full consideration for Fall admission, applications should be received by August 1.

For full consideration for Spring admission, applications should be received by December 1.

The following deadlines are applicable to students applying to Counseling Programs, as well as other Education programs:

Fall: Regular/Conditional Admission

March 1 – last date for an applicant to complete an admissions file

Spring: Regular/Conditional Admission

September 1 – last date for an applicant to complete an admissions file

The Procedure: In order to expedite the processing of all applications, the applicant is required to submit the following items.

Requirements for Regulation Admission

1) Application: A signed and completed Application for Graduate Admission Form. The application is available online at <https://www.kutztown.edu/graduateapply>.

2) Official Transcript: An official transcript from the applicant's undergraduate institution(s). This transcript must bear the official seal of the university and the signature from the appropriate person at the issuing institution. All official transcripts must be in a sealed envelope from the issuing institution or sent via an official online portal.

3) Processing Fee Check: An application fee of \$35 is required and payment must be made by credit card when submitting the application online.

4) Graduate Record Examination or Alternate Requirement: For those programs that require it, scores from the Graduate Record Examination, scores from the Graduate Management Admission Test, or other accepted test scores.

5) Evaluations: Applicants for regular admission must submit a minimum of three evaluations (two for certain programs) from persons who have taught or supervised them. Evaluation forms are sent to evaluators through the online application system or via email if requested. Applicants for admission to all programs offered by the Department of Counselor Education are required to submit at least one evaluation from a former professor attesting to the applicant's academic ability. All applicants for admission to the Master of Social Work program must provide three evaluations: one from an academic advisor, one from a former professor, and one from an employer.

6) Additional Items for Applicants Could Include: Each program may require additional items such as personal statements, writing samples, specific program essays, and professional resumes or CVs.

## Requirements for Professional Credit Admission

1) Application: A completed Professional Credit Application.

<https://www.kutztown.edu/graduateapply>.

2) Official Transcript: An official transcript from the applicant's undergraduate institution(s). This transcript must bear the official seal of the university and the signature from the appropriate person at the issuing institution. All official transcripts must be in a sealed envelope from the issuing institution or sent via an official online portal.

## Other Admissions Information

1) Resume: Applicants are encouraged to submit a copy of their professional résumé. All applicants for the Master of Business Administration program are required to submit a resume.

2) Statement of Goals: A statement of goals is required for all applicants to the Master of Business Administration program.

3) Teacher's Certificate: Applicants for graduate degrees in the College of Education and the College of Visual and Performing Arts may be required to submit a copy of their Professional Teaching Certificate.

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

Kutztown University graduates do not need to submit a transcript.

Letters of Evaluation Procedures: While completing the online graduate application, applicants will submit their evaluators' name and email address. The application system will then send the evaluator an email asking for the submission of the Letter of Recommendation form and/or a letter. All documents are sent through the online application.

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

Language Test Procedures: International students are required to submit the TOEFL test score. The score is mailed directly or sent via an online portal to the University by the

Educational Testing Service, provided that the applicant requests that the score be sent to Kutztown University.

## **Tuition and Fees**

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

All required tuition and fees are listed and defined on these websites:

For Undergraduate Program Tuition and Fees see the Office of Student Accounts at [http://www.kutztown.edu/costs-and-financial-aid/tuition-and-fees-\(undergraduate\).htm](http://www.kutztown.edu/costs-and-financial-aid/tuition-and-fees-(undergraduate).htm)

For Graduate Program Tuition and Fees see the Office of Student Accounts at [http://www.kutztown.edu/costs-and-financial-aid/tuition-and-fees-\(graduate\).htm](http://www.kutztown.edu/costs-and-financial-aid/tuition-and-fees-(graduate).htm)

Graduate students are billed on a per credit basis, however a graduate student is considered full time with 9 credits of enrollment or more.

Graduate students may elect to add on additional services that would increase the fees being charged.

*Health Center Fee* – A charge of the health center per credit fee will be assessed per credit registered if the student elects to utilize the health center facilities on campus. The student would request this directly with the health center who would then pass the fee to the MyKU account with payment expected immediately. This is a per semester fee.

*Recreation Center Fee* – A charge of the full-time undergraduate recreation center fee will be assessed if the student elects to utilize the recreation center facilities on campus. The student would request this directly with the recreation center who would then pass the fee to the MyKU account with payment expected immediately. This is a per semester fee.

### Deposits

*Housing Application Fee* – Students interested in living on campus must pay a \$75 application/preference fee for each year they choose to live on campus. For housing requirements and more, please contact Housing and Residential Services 610-683-4027.

### Delinquent Accounts

No student with an account in delinquent status shall be enrolled, graduated, or permitted to receive a transcript of records or diploma until all outstanding fees have been paid in full. Any student account in delinquent status at the end of a semester may be placed with the Pennsylvania Office of the Attorney General and/or collection agencies for collection and legal action.



Withdrawal and Refunds

*From the Institution* – Students withdrawing from the institution must inform the Registrar’s Office in writing. In the event that all courses are dropped via MyKU, notification of such must still be sent to the Registrar’s Office. Failure to do so could affect a student’s academic status, as well as his or her financial aid eligibility. The official date of withdrawal for the purpose of a refund (or reduction of charges) will be the date the Registrar’s Office receives notification. The percentage below is the amount by which your charges will be adjusted. This applies to students who withdraw from all University courses and no longer have a schedule. Any students receiving financial aid are encouraged to meet with Financial Aid Services prior to withdrawing as all, or a portion of, aid received (or refunded) may have to be returned. The tuition technology fee is non-refundable. This schedule pertains to Fall and Spring semesters. The Drop Period in Summer Sessions is the first two days of the session.

During the Drop Period (roughly the 1 <sup>st</sup> week of the semester) .....	100%
Through the end of week 2 .....	80%
Through the end of week 3 .....	60%
Through the end of week 4 .....	50%
Through the end of week 5 .....	40%
After the fifth week.....	0%

Students withdrawing from the institution who are residence hall students and/or have a meal plan please see the following sections.

*From a Course(s)* – Students withdrawing from a course or courses and not withdrawing from the institution completely, may do so via MyKU through the Drop Period for a refund or reduction of charges. Course withdrawals processed in the Registrar’s Office will have an official date of the date they receive notification. The percentage below is the amount by which your charges will be adjusted. The tuition technology fee is non-refundable. This schedule pertains to Fall and Spring semesters. The Drop Period in Summer Sessions is the first two days of the session. Please note that if you withdraw from a course or courses after the Drop Period there is no refund or reduction in charges.

During the Drop Period.....	100%
After the Drop Period.....	0%

Withdrawal from Residence Hall – Students who cancel housing after July 1, but are continuing full-time enrollment at Kutztown University, are responsible for payment of the Fall and Spring semester housing fees. Room fees are refundable (charges reduced) according to the policies described in the Housing Contract. Students eligible for an actual refund will have it issued by the Office of Student Accounts via the normal refund process and using the refund policies. The reduction in charges for students withdrawing from the University during the semester will be based on the date of official check-out from the residence hall.

Withdrawal from Meal Plan – A meal plan change or cancellation may be requested, in writing, prior to the start of the semester or during the first two weeks of the semester. No changes to, or cancellations of the meal plan will be permitted after the second week of the semester. When a student contractually withdraws from a residence hall, a meal plan change or cancellation may be requested in writing. Withdrawal from a residence hall does not automatically cancel the student’s meal plan contract. If a student withdraws from the University, the unused portion of the meal plan is refundable in accordance with University policy. If withdrawal from the meal plan is required after the second week of the semester because of special circumstances, such as serious illness or other emergency situations, a student may qualify for a reduction in charges and subsequently a refund through the Office of Student Accounts via the normal refund process and using the refund policies. The appeal process for special circumstances should be addressed to the Dining Services Office at (610) 683-1314 or [kudiningservices@kutztown.edu](mailto:kudiningservices@kutztown.edu).

Refund Policy – The most up to date withdrawal/refund policy can be found on the Office of Student Accounts Website: <http://www.kutztown.edu/studentaccounts>

## **Financial Assistance**

Graduate students should estimate carefully all reasonable expenses needed for the successful completion of their degrees prior to initial enrollment. Financial aid for graduate work is limited to student loans, work/study, and graduate assistantships. In order to be considered for these types of aid, a student must be fully accepted in a graduate program. Students need to file the Free Application for Federal Student Aid (FAFSA).

Professional credit students, not yet fully accepted into a graduate degree program, are ineligible for all forms of federal aid. However, a variety of private alternative loan programs are available to help cover educational expenses.

To be considered for a Federal Stafford Loan, a graduate student must be enrolled for at least six (6) credits per semester. Graduate students may borrow up to \$20,500 per year in Stafford Loans.

Eligibility for federal work/study is based on need. On and off campus part-time job openings are listed on the Student Employment Website. Hourly rate is at least minimum wage. Work is part-time with varied hours. FAFSA must be on file.

Kutztown University provides financial support in the form of graduate assistantships to a limited number of qualified graduate students in good academic standing. These assistantships are directly linked to graduate programs and are supported by funds provided by the University or other sources and administered through the University. Appropriate academic graduate program and student learning outcomes are identified for each graduate assistantship through a formal application process.

## **Grant Applications**

A student grant fund is available to encourage and support graduate students as they undertake research and creative projects, present papers at professional meetings, and need research materials or other resources. Because this grant is designed to provide financial support to students for scholarly activities or research related to their programs of study, it is anticipated that the awarding of this grant will enable a student to better understand the scientific process, develop better communication and analytical skills, and gain experience presenting research results at academic conferences.

To be eligible, the student must minimally meet the following three criteria by being: (1.) matriculated in a Kutztown University graduate program; (2.) in good academic standing with at least six graduate credits completed in his/her academic program; and, (3.) enrolled in at least three graduate credits at Kutztown during the term of the award. The maximum grant award is \$1,000.

## **Registration**

### Add/Drop Dates

The add/drop period will extend to the eighth calendar day, excluding holidays and when the University is closed, to provide students with one full week plus the weekend in a typical semester to obtain any necessary signatures/approvals for closed courses or prerequisite overrides.

### Withdrawal End Dates

When a student registers for classes, the student is responsible for those classes. To be relieved of this responsibility, the student must officially withdraw from those classes through the Registrar's Office. Failure to withdraw from a class for which a student registered, but is not attending, will result in a grade of "F" for that course. Students will be permitted to withdraw from a course and receive a grade of "W" up to the end of the tenth week of the semester. The "W" has no effect on the GPA. The latest date for withdrawal from individual courses in a summer session will be published prior to the beginning of the specific session.

## **Academic Policies and Procedures**

### **Academic Honesty**

Graduate students at Kutztown University are expected to be honest and forthright in their academic endeavors. Any acts of academic dishonesty by students, such as plagiarism on written papers/projects, falsifying the results of research, or cheating on examinations, threaten to undermine the educational and ethical goals of the University for its students. Such violations are of the utmost seriousness. Academic dishonesty is any action that constitutes a violation of the Academic Honesty Policy and includes, but is not limited to, the following:

1. Providing or receiving unauthorized assistance in coursework, examinations, or lab work.
2. Using unauthorized notes, materials, and devices during examinations or quizzes.
3. Plagiarizing or representing someone else's words, either spoken or written, ideas, formulas, solutions, or data as one's own work.
4. Presenting material to fulfill course requirements that was researched or prepared by others (such as commercial services) without the knowledge of the instructor.
5. Fabricating or falsifying information, including, but not limited to research findings, data, or statistical analyses; forging signatures; or altering dates.
6. Engaging in academic misconduct such as tampering with grades or participating in the distribution and/or receipt of any part of a test before its administration.
7. Possessing or arranging for someone else to possess course examination or quiz materials at any time without the consent of the instructor.
8. Altering or adding or expanding upon answers on exercises, examinations, or quizzes after the work has been graded.
9. Making fraudulent statements, excuses, or claims to gain academic credit or influence testing or grading.
10. Taking examinations or quizzes under the identity of another person or arranging to have another person take examinations or quizzes in place of the person registered for the course.
11. Intentionally evading Kutztown University academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
12. Buying, selling, stealing, or engaging in the unauthorized exchange of, or improperly acquiring and/or using, any assignments, papers, or projects.
13. Misrepresenting a mastery of subject matter in an academic project or attempt to gain an advantage by the use of illegitimate or unauthorized means, such as misrepresentation of one's credentials.
14. Gaining unauthorized access to the computer system and/or electronic devices of Kutztown University or another person. Violations include tampering with or copying programs or data or access codes associated with coursework.
15. Using graded assignments in another course. Exceptions to this guideline must be specifically stated in the course syllabus.

### **Academic Warning, Probation, and Dismissal**

Graduate students at Kutztown University are expected to maintain satisfactory academic standing. Upon receipt of the first grade in a graduate course below a B\*, the graduate student will receive a "letter of academic warning" from the Dean of Graduate Studies, with copies forwarded to the student's advisor and the chairperson of the academic department.

Upon receipt of the second grade below a B\*, the graduate student will receive a "letter of academic probation" from the Dean of Graduate Studies, with copies forwarded to the advisor and the chairperson of the academic department. When the student receives more than one grade below a B\* in the same semester, the student will immediately be placed on "academic probation," with no notice of "academic warning."

Upon receipt of the third grade below a B\*, the graduate student will be dismissed from the University. The letter of academic dismissal will be sent by the Dean of Graduate Studies with copies to the University Registrar, the graduate student's advisor, and the chairperson of the academic department. This dismissal will occur upon receipt of the third grade below a B\* even in those cases where the second and third grades below a B\* occurred in the same academic semester.

If a graduate student retakes a course for which the student earned a designation of academic warning or probation and receives a grade of B\* or better, the original grade remains on the transcript, the most recent grade is used in the CGPA calculation, and the grade below the B\* does not count against the student in applying academic warning, probation, or dismissal.

If a graduate student retakes a course for which the student earned a designation of academic warning or probation and receives a grade below a B\*, both the original grade below a B\* and the newly-earned grade below a B\* will count against the student in applying academic standing. The most recent grade will be used in the CGPA calculation.

A graduate student dismissed from the University may petition the Graduate Exceptions Committee for a potential additional semester of academic probation.

(\*Note: A grade of B- or FA is considered a grade below a B.)

### **Admission to Candidacy**

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

It is the sole responsibility of the graduate student to initiate application for candidacy. Neither Graduate Studies nor the advisor will contact the student concerning application for candidacy. If a student anticipates the transfer of graduate credits from another institution, he/she should do so before applying for candidacy. Application for admission to candidacy is not considered an application for graduation.

Graduate students may file for candidacy if the following requirements have been met: (1.) successful completion of between 12 and 24 semester hours of graduate coursework; (2.) a cumulative GPA of at least 3.00; and, (3.) all incomplete grades resolved.

Notes: MSW students must successfully complete the qualifying examination. MBA students are not required to apply for candidacy.

### **Application for Graduation**

Students who plan to complete requirements for the degree at the end of a current semester must apply for graduation through MyKU. Graduate students who intend to

participate in Commencement exercises are expected to complete all requirements for their program of study by the end of that semester.

### **Auditing Graduate Courses**

Registrations for the auditing of graduate courses will be considered tentative until the close of regular registration. If the registration of regular students fills the class quota or if regular registrants occupy all facilities, graduate students who have registered for auditing will be withdrawn. The student would register “not-for-credit” and would pay the full fee. The graduate student would not be required to take examinations, would be allowed to take the course only with the approval of the instructor, and would not be given a grade in the course. Once the graduate student had enrolled “not-for-credit,” he/she could not change his/her mind part way through the course unless through special action by the Graduate Exceptions Committee. The student could take the course for credit at a later date, subject to the recommendation of the department offering the course and the approval of the Graduate Exceptions Committee.

### **Class Attendance**

Regular attendance in class is expected of all students at the University.

**Class Attendance:** The individual instructor has both the authority and responsibility for managing student attendance. The instructor’s policy regarding attendance for each course, including its potential effect on the final grade, should be written in the course syllabus or first day handout and communicated to students during the first week of the semester. While, as stated above, classes are conducted on the premise that regular attendance is expected, the University recognizes certain activities and events as legitimate reasons for absence from class.

**Class Absence:** Legitimate reasons for absence include, but are not limited to, death in the immediate family; documented illnesses, childbirth, and pregnancy (for as long as medically necessary); religious observance; academic field trips; participation in an approved performance or athletic event; military duties; direct participation in University disciplinary hearing; or jury duty. Nevertheless, the student bears the responsibility for providing appropriate documentation and for fulfilling all course expectations in a timely and responsible manner. Instructors will, if requested, without prejudice, provide students returning to class after a legitimate absence, with appropriate assistance and counsel about completing missed assignments and class material, depending on the nature of the work missed.

### **Course Repeat Policy**

A graduate student can repeat a single course for grade improvement only once. Graduate students will be limited to a maximum of two (2) repeats across the program. An exception to the course repeat policy must be approved by the advisor, department chair, college dean, and graduate dean. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the CGPA calculation. A grade of “C” or better or “PA” in those courses designated pass/fail is required for all courses counted toward a graduate degree at Kutztown University. The grade of “F” or “FA” received in

required graduate courses must be repeated. If a graduate student repeats a course in which a grade below a “B” was earned and the student earns a grade below “B” for the repeated course, then both the original grade below a “B” and the newly-earned grade below a “B” will count against the student when determining graduate academic standing.

### **Grading**

The system of grading at Kutztown University for graduate students is as follows:

A (4.0)	A- (3.67)	B+ (3.33)	B (3.0)	B- (2.67)	C+ (2.33)	C (2.0)	F (0.0)
PA (passing grade)	FA (failing grade)	I (incomplete)	NG (no grade reported)				
NC (no credit)	W (withdrawn)	M (military withdrawal)					

An “I,” incomplete grade, indicates that the student has not satisfied all requirements of a given course. An “I” grade is not used in the GPA calculation. Graduate students receiving a grade of “I” in a graduate course have one academic year from the date of the end of that semester to complete missing assignments or requirements that resulted in the incomplete. All grades of “I” are converted to grades of “F” if not changed within the grace period of one year with the exception of the graduate thesis course. It is the sole responsibility of the student to address all matters concerning the change of the incomplete “I” grade. A conversion grade of “F” is computed in the GPA exactly as a regular “F.” A grade of “NG” indicates that no grade has been recorded.

Note: Graduate students must have a CGPA of at least 3.00 to apply for candidacy and to graduate.

Under Title IV of the Higher Education Act of 1965, the awarding of Federal student aid is based on students attending school for the entire period for which financial aid is awarded. A university is required to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance.

### **Independent Study**

Independent Study is a course of study specific in nature, content, and level that is not provided as a regular course offering of study at the University. An Independent Study would be designed by a faculty member with possible input from the student. The Independent Study would be subject to the approval of the chairperson of the department in which the course of study is undertaken. The option of offering a course by Independent Study within a particular academic department must have been previously approved through the University curricular process. A student wishing to pursue a course by Independent Study should contact a faculty member interested in offering such a course or the department chairperson in the department in which the Independent Study would be taken.

### **Individualized Instruction**

For graduate students, Individualized Instruction is only available after approval of degree candidacy and completion of 12 graduate credits. Professional credit students

cannot register for an Individualized Instruction. In order for a student to request a course to be taught by Individualized Instruction, it must be a regular University course that is not scheduled to be taught that semester. In addition, it must be a required course in the student's program of study. A student may take only one course by Individualized Instruction per semester. A student may not repeat any course by Individualized Instruction for which the student originally received a grade of "D" or "F." The student initiates the request for an Individualized Instruction with the appropriate department chairperson. The course instructor, the appropriate department chairperson, and the appropriate dean must all approve that a course be taught by Individualized Instruction. The completed form must be submitted to the Registrar's Office by the last day of the Add/Drop of that semester. A student enrolled in a course under Individualized Instruction may expect to meet with the instructor for at least five contact hours per credit offered. Examinations and other work will be comparable to the requirements of the course when regularly offered. A student may not repeat a course (taken by the normal method) via Individualized Instruction without the approval of the Graduate Exceptions Committee, as applicable.

### **Pass/Fail Grading – Graduate Students**

Graduate courses may be approved for pass/fail grading where a letter grade is not appropriate. Examples of such courses may include field experience, internship, thesis, or dissertation courses. A grade of "PA" is given for courses where students have successfully completed the requirements of the course and a letter grade is not appropriate. Credit hours are recorded but not used in the CGPA calculation. A grade of "FA" is given for unsatisfactory completion of course requirements. No credit hours are recorded, and there is no effect on the CGPA.

### **Residency Requirements**

All post-baccalaureate students must complete a minimum of two-thirds of their graduate degree or certification program in residence at Kutztown University in order to meet residency requirements. Note that this sets the minimum number of credits that must be taken at Kutztown University and that the University can limit the number of hours that will be allowed to transfer into a graduate program.

### **Second Degree**

For post-graduate students returning for a second Master's degree, students need to complete a minimum of 15 additional credits (regardless of the number of earned credits for the first Master's degree) and complete degree requirements in effect at the time of matriculation for each additional Master's degree. The department will determine the requirements for the currency of prior learning related to the program of study. A student wishing to complete two graduate degrees simultaneously should refer to the Simultaneous Degrees Policy.

### **Simultaneous Degrees**

Graduate students seeking to complete two simultaneous graduate degrees will be required to complete at least 12 credit hours beyond the minimum credit requirements for



the degree program with the most required credits. A student wishing to earn a second Master's degree after graduating should refer to the Second Degree Policy.

### **Time Limitations**

Beginning the semester of matriculation in the degree program, all requirements for a master's degree at Kutztown University must be completed within six (6) years. Students in counselor education degree programs have eight (8) years to complete all degree requirements. Doctoral students have seven (7) years to complete all degree requirements. If needed, a time extension petition for graduate study can be submitted to the Graduate Exceptions Committee. This form must be accompanied by a written explanation documenting the need for the request.

### **Transfer Credits**

The maximum number of semester hours of graduate credit approved for transfer is to be determined by the graduate program, but the number of transfer credits is not to exceed one-third of the credits required for completion of the program. No graduate course for which a grade of less than "B" or its equivalency was earned may be accepted as transfer credit. Grades earned in courses transferred from other colleges and universities are not included in determining the graduate student's GPA at Kutztown University. Graduate courses taken at Kutztown University while not enrolled in a Master's degree program do not count as transfer credits.

### **Veteran and Active Duty Military – Course Scheduling**

The University will provide veteran students, active duty service members, and individuals using veteran's educational benefits under the GI Bill with the opportunity to register for classes earlier than students who do not qualify to enable these students a better chance of enrolling in a full course load and to maximize veterans education benefits before they expire. A veteran student who is not receiving benefits but who has self-identified as a veteran is responsible for providing documentation (e.g., DD214 Member 4 copy) to the Kutztown University Office of Veterans Services showing that he or she was discharged or released from such service under conditions other than "dishonorable," in order to be eligible for early registration.

## **Student Life**

### **Athletics**

The University is a member of the Pennsylvania State Athletic Conference, and competes at the NCAA Division II level. Varsity schedules for men include football, cross country, basketball, wrestling, tennis, indoor and outdoor track and field, and baseball. Women compete in tennis, field hockey, volleyball, softball, cross country, swimming, soccer, indoor and outdoor track and field, golf, basketball, bowling and lacrosse at the inter-collegiate level. Interested students should contact the coach directly. A wide offering of club, recreational, and intramural sports is provided for both men and women through the Office of Recreational Services.

### **Career Development Center**

The Career Development Center offers numerous resources, services, and events for graduate students. These include a career resource center, career programs, and workshops on numerous topics such as job search and interviewing strategies; career coaching appointments, mock/practice interviewing, career fairs, and an on-campus interviewing program. For further information visit [www.kutztown.edu/careercenter](http://www.kutztown.edu/careercenter) or 113 Stratton Administration Center. Contact via [careerhelp@kutztown.edu](mailto:careerhelp@kutztown.edu) or (610) 683-4067.

### **Disability Services**

Disability Services strives to create an accessible living and learning environment for students and employees with disabilities. Self-disclosing and requesting accommodations is voluntary although necessary in order to provide reasonable accommodations on an individual basis. Students seeking accommodations are strongly encouraged to notify Disability Services and provide all supporting documentation early to allow adequate time for planning. For more information concerning specific documentation guidelines, please refer to the Disability Services website at [www.kutztown.edu/DSO](http://www.kutztown.edu/DSO). For more information about Disability Services, please contact: Disability Services Office, 215 Stratton Administration Building, P.O. Box 730, Kutztown, PA 19530. Telephone: (610) 683-4108, TDD: (610) 683-4499, Fax: (610) 683-1520.

### **General Regulations and Conduct**

Specific regulations regarding organizations, conduct, and discipline of students and related matters are to be found in the student handbook, [\*The Key\*](#).

### **Health and Wellness Center**

Health Services requires all new graduate students to complete a waiver form and the required TB screening questionnaire which is mailed to them upon their acceptance to Kutztown University. Students who intend to use Clinical Services will be required to complete the online required medical forms and pay a per semester health center fee.

During the Fall and Spring semesters, Health Services is open Monday through Friday 8:00 a.m. to 6:00 p.m. The Center has a professional nursing staff and twenty hours of on-site physician coverage. Students are encouraged to schedule nursing and physician appointments. Summer hours of operations are limited to nursing appointments; physicians are unavailable for appointments. A “self-care” station is available for those seeking over-the-counter medications. Although nursing and physician appointments are available without additional charges, some specialized services require a nominal fee (prescription medications, laboratory testing, etc.) and will be charged to the student’s account. For further information about clinic services, call (610) 683-4082, extension 2, or review the web site at <https://www.kutztown.edu/healthandwellness>.

### **Kutztown University Activities Board (KUAB)**

Students have diverse opportunities in which to invest leisure time and to learn and develop outside the formal academic environment. Activities are conducted for the

personal development of those who initiate, plan, and engage in them, and as a varied co-curricular adjunct to academic programs.

The Kutztown University Activities Board, under the guidance of the Office for Student Involvement, consistently produces a wide array of lectures by prominent personalities, concerts by musicians, performances by professional artists and actors, movies, art exhibitions, excursions, panel discussions and special activities. Such a variety of programs ensure opportunities for students with all types of interests and needs. The Kutztown University Activities Board office is located in Room 166 of the McFarland Student Union and can be reached by dialing (610) 683-1383.

### **Kutztown University Student Services, Inc. (KUSI)**

Kutztown University Student Services, Inc. is an independent, non-profit affiliate of Kutztown University. KUSI works with the University and Student Government Board (SGB) to provide free and low-cost services to students and student-led organizations. KUSI offers a variety of services to students through three operating divisions: KUSI Service Center, KU Campus Store and Dixon Marketplace. KUSI receives no subsidies and contributes its operating surplus to student activities, campus athletics, and University student scholarships. For additional information, visit the KUSI website at <https://www.kutztown.edu/kussi>.

#### KUSI Service Center

KUSI Service Center offers a multitude of accounting and auxiliary services to students and student-led organizations within the Student Government Association (SGA). The service center provides SGA Accounting services (such as deposits, purchase orders, check requests) to all Gold status (sponsored) student organizations on campus, and manages private accounts and cash boxes for both Maroon status (registered) and Gold status student organizations. The office further supports student organizations through the SGA budgeting process and funding initiatives, along with SGA vehicle rentals and copier services for all eligible organizations. KUSI Service Center also manages a variety of student-related Auxiliary services, including campus laundry facilities, snack and beverage vending machines, MicroFridge rentals, Graduation Festival, regalia, and senior portraits. KUSI Service Center is located in the McFarland Student Union Room 173 and can be reached at (610) 683-4090.

#### KU Campus Store

KU Campus Store, a division of KUSI, is a one-stop shopping location for all official KU merchandise. The store offers a wide array of apparel and gifts, computers and technology accessories, convenience items, art supplies, school supplies, and course materials. KU Campus Store has a large selection of new, used, rental, and digital course materials in-store, as well as convenient online ordering and payment options. A book voucher program is offered through the Financial Aid office enabling eligible students to purchase required course materials during the first two weeks of each semester using their anticipated aid. Kutztown University students registered for classes have access to the Virtual Shelf, a customized app that automates each student's course list with a single sign on, providing the most convenient way to view and acquire all required course

materials at the lowest prices offered by the store. Other services offered by KU Campus Store include money orders, check cashing, shipping, and daily textbook sell back. KU Campus Store is conveniently located on the lower level of the McFarland Student Union and can be reached at (610) 683-4099. For more information, or to shop online, visit [www.kubstore.com](http://www.kubstore.com).

### Dixon Marketplace

Dixon Marketplace, a division of KUSI, is the official campus marketplace for student goods such as convenience items, health and beauty aids, dorm and school supplies, KU apparel and trendy gifts. Students are able to take advantage of daily services such as copying, faxing, and photo processing. Dixon Marketplace is located on the ground level of the Dixon Residence Hall and is open until midnight, seven days a week. For additional information, contact Dixon Marketplace at (610) 683-4966.

### **Military and Veterans Affairs**

The specific needs of the campus subgroup consisting of students who are considered “Military-Affiliated” (Veterans of U.S. Military Service, Active Duty, National Guard, Reserve Military, and Military Dependents) are the responsibility of the Office of Veterans Services. The Veterans Services Office assists students using military and VA educational benefits with the required paperwork, and also provides support and referral services for all military-affiliated students, on a variety of special concerns. Veterans liaisons are in key areas such as admissions, financial aid, student accounts, career services, disability services, housing, and the Registrar’s Office to further assist military-affiliated students throughout their academic career.

### **Office for Student Involvement Services**

Recognizing the value of co-curricular experiences as part of the general education of students, Kutztown University promotes and encourages student involvement outside the classroom. By challenging and supporting them to reach their unique potentials, the University helps students become active, responsible, and involved leaders in today’s society.

Through the Office for Student Involvement Services, the University offers a variety of resources and services designed to support student involvement. As a result, the Office oversees the registration and maintenance of all student organizations. Whether seeking to become involved in programs that are career-oriented, athletic, religious, literary, artistic, social, or political in nature, students can find a student organization to match their interests and are encouraged to take advantage of these experiential opportunities to prepare for post-graduation employment or education. The Office for Student Involvement Services is located in 153 McFarland Student Union and can be reached at (610) 683-1383.

### **Public Safety and Police Services**

Kutztown University places the safety of every member of the University community as a top priority and espouses the belief that all members of the community are responsible for assisting with maintaining as safe and secure an environment as possible. The

Department of Public Safety and Police Services is the primary administrative office responsible for safety, security, and police services at Kutztown University. The department consists of sworn police officers plus civilian administrative and support staff and utilizes an outside security agency to perform dispatch, security, and parking-related functions. Public Safety protects and serves the Kutztown University community 24 hours a day, every day of the year. The staff is on duty 24 hours a day to take calls for campus emergencies 610-683-4001 and non-emergencies 610-683-4002.

## **Residence Life, Housing, and Dining Services**

### Campus Residence Halls

Kutztown University offers a multi-faceted residence hall system with a living-learning environment as its foundation. The Office of Residence Life, working in concert with student staff, hall councils, and other University offices, provides educational and personal growth opportunities by offering educational and social programs in the residence halls and apartments. In addition, students are afforded the opportunity to develop their leadership skills through participation on residence hall councils, the Residence Hall Association, and the National Residence Hall Honorary. Daily advisement and guidance are provided by in staff and trained student staff.

### Facilities and Security

Each Kutztown University residence hall has a 24-hour desk operation that provides security, information, and equipment checkout. Desks are staffed by Residence Life – trained student desk receptionists. Other residence hall features include a multipurpose/recreation room, fully-equipped kitchens, television rooms, study lounges and laundry machines. In addition, resident students have access to game tables, DVD's, computers, board games, and much more. These amenities are provided by individual hall councils.

### Residence Hall Technology

Kutztown University residence hall system offers high speed wifi access in each of the rooms and common areas. In addition, each hall also offers a wired internet access port for each resident as well a landline telephone system, and digital cable service. These amenities provide basic cable television service to each student room, allow each student direct access through the student's personal computer to computer networked services and the World Wide Web, and improved telephone service to all resident students.

### Lifestyle and Visitation

Kutztown University's 11 residence halls and two apartment villages provide a variety of living and lifestyle options. Included in these options are both coed and gender inclusive housing.

### Housing and Residence Life Policies

The Kutztown University residence hall system provides on-campus housing for over 4,000 students. Freshmen and sophomores are required to live on campus unless an exception is provided. <https://www.kutztown.edu/about-ku/administrative->

[offices/housing-and-residence-life/housing-information-and-residence-halls/residency-requirement.html](https://www.kutztown.edu/offices/housing-and-residence-life/housing-information-and-residence-halls/residency-requirement.html)

All resident students, except Golden Bear Village and Honors Hall residents, are required to participate in the on-campus meal plan. A number of meal plan selections are available to meet resident student needs.

The Kutztown University residence hall system is closed during recess periods. Housing is available to international and exchange students, and student teachers, at an additional cost, during break periods. Students are to contact the Residence Life and Housing and Dining Services Office concerning break housing policies.

### Housing Process

For further information, please contact the Residence Life and Housing and Dining Service Office at 610-683-4027 or [housing@kutztown.edu](mailto:housing@kutztown.edu) Website: [www.kutztown.edu/housing](http://www.kutztown.edu/housing)

### Housing License

All students offered on-campus housing must sign a housing license for the accommodations provided. Signed licenses must be on file with the Housing Office prior to student occupancy of a room.

### Off-Campus Housing

The Dean of Students Office maintains a web site of available off-campus housing locations for students. This listing is available at [och.kutztown.edu](http://och.kutztown.edu). The University does not approve, recommend, inspect, or regulate off-campus housing. Students make all arrangements independently. Leases or rental agreements are a private arrangement between the tenants and a property owner. The Borough of Kutztown and other municipalities, through housing codes and licenses, inspects and regulates all rental properties within its jurisdiction. These off-campus locations are periodically inspected by Housing Code Enforcement Officers.

### Dining Services

Dining Services offers a variety of meal plans that are categorized by meal type. The types include seven-day and five-day plans, Block plans and Dining Flex plans. Any student registered for classes may purchase a meal plan. Students living in the residence halls (except Golden Bear Village Apartments, Honors Building, and the efficiency Apartments in Dixon Hall) must select a seven-day meal plan.

### *Meal Plan Options*

Kutztown University meal plans offer flexibility and freedom to eat what, where, and when the student wants with the convenience of two all-you-care-to-eat dining and seven retail locations across campus. The follow meal plans are available:

The following meal plans offer seven-day unlimited access to the South Dining Hall and Cub Café:

MyTime Dining Diamond includes \$250 Flex, 16 guest meal swipes  
MyTime Dining Platinum includes \$150 Flex, 16 guest meal swipes  
MyTime Dining Gold includes \$50 Flex, 8 guest meal swipes

The following meal plans offer five-day (M-F) unlimited access to the South Dining Hall and Cub Café:

MyTime Dining Maroon Plus includes \$200 Flex, five guest meal swipes  
MyTime Dining Maroon includes \$50 Flex, five guest meal swipes

Additional meal plans include (meal swipes to be used at the South Dining Hall or Cub Café):

MyTime Dining 150 Block includes 150 Meal swipes and \$250 Flex, five guest meal swipes  
MyTime Dining 75 Block includes 75 Meal swipes and \$100 Flex, five guest meal swipes  
MyTime \$500 Flex Plan includes \$500 in Flex to use at any location  
MyTime \$250 Flex Plan includes \$250 in Flex to use at any location

### *Dining Flex Dollars*

Students have the option to have a dining flex dollar “declining debit” account. With a dining flex dollar account; the student can purchase food at any of our dining locations on campus. Meal plans already include dining flex dollars. If the student does not have a meal plan, the student can start a dining flex dollar account with a deposit of \$25.00. Additional flex dollars may be added to all dining flex dollar accounts in increments of \$25.00. Unused dining flex balances at the end of the fall semester will roll over to the spring semester. However, at the end of the spring semester, any remaining dining flex dollars are non-refundable.

### **Rohrbach Library**

The Rohrbach Library provides a wide range of resources and services to its patrons, such as access to full-text databases, research-related services, reserving study rooms, laptops and other equipment, interlibrary loan access, computer labs and printing stations. The Library houses various collections of books, DVDs, and electronic resources. Electronic resources include access to over 200,000 eBooks and full-text articles located in one of 200+ searchable databases that students can access from on and off campus. Interlibrary loan is available to obtain books and periodical articles not owned by Kutztown University from libraries throughout the United States. Students can also find a number of computer labs and printing stations available for use as well as collaborative learning spaces with technology which are available for students and faculty to use while working on assignments or for classroom instruction.

The Library also houses a café and outdoor balcony for its students. In addition, the Rohrbach Library has their very own creative space called STEAMworks that contains equipment, such as 3D printers, poster size printers, button makers, sewing machines, craft supplies, and virtual reality technologies. Rohrbach also houses other important units that include Curriculum Materials Center (contains pre-K through grade 12

resources for pre-service and in-service teachers. The CMC's main mission is to support the College of Education students and faculty by maintaining a representative collection of curriculum-related materials commonly used in U.S. public schools. The collection includes books [textbooks, activity books, and other teacher-focused books], kits [diagnostic tests, manipulatives, games, etc.], and teaching posters). Adjacent to the CMC is the Library Science Collection of children's literature. Together these collections offer students and faculty over 40,000 educational items for use in planning, learning, and teaching. The collections are overseen by the education librarian, whose office is located in the area. In addition, there are 10 open tables that are used when classes come to use the collections during class time or for individuals and groups to use for working on assignments, and there is a room that the librarian uses for teaching College of Education classes or groups about the Library's resources, Student Success Center, Tutoring, and the Writing Center.

The Rohrbach Library staff is available to help students with a wide variety of services. Our research services office provides students with one-on-one research consultations with librarians throughout the semester. Librarians meet frequently with classes from all areas of curriculum to discuss specialized research tools and teach over 200 information literacy classes per year to help students use the library for class assignments. Library faculty are here 350 combined hours a week to assist students with library needs.

Rohrbach Library staff encourage students, faculty, and other patrons to become familiar with Library services and collections and to take advantage of this important intellectual resource as they participate in the various programs of study at the University.

### **Student Government Association (SGA)**

All students enrolled at Kutztown University are members of Student Government Association (SGA) upon payment of the Student Activity Fee. Kutztown University Student Services, Inc. (KUSSI) is responsible for all of the SGA assets and is authorized by the University President to administer certain financial operations through SGA for the benefit of the students. The Student Government Board (SGB) is the legislative body governing SGA. KUSSI works closely with the SGB to provide financial assistance and other support services to students and student-led organizations at Kutztown University. Access to funding and free/low cost services are contingent upon the adherence to certain standards as determined by the SGB. For more information on these policies, please contact the SGB Office at 610-683-4045 or email [SGB@kutztown.edu](mailto:SGB@kutztown.edu) or visit the SGB at <https://engage.kutztown.edu/organization/student-government-board>.

### **Student Conduct**

Kutztown University has developed student conduct standards, policies, and procedures for addressing student and student organization misconduct as published in the student handbook, *The Key* and other official university publications and websites. Information related to disciplinary processes, reporting forms, and support services can be found on the Student Conduct website at <https://www.kutztown.edu/about-ku/administrative-offices/student-conduct.html>. For information please contact the Dean of Students Office at [studentconduct@kutztown.edu](mailto:studentconduct@kutztown.edu).



**Vehicle Registration**

Anyone who wants to park a vehicle on campus, whether it be for a day, a week, or a semester, must present a valid vehicle registration and driver's license to the Department of Public Safety. A temporary hang tag or permanent sticker will be issued to the person requesting parking privileges. This pass must be displayed properly on the registered vehicle at all times when it is parked on campus.

## **Degrees and Programs**

### **College of Business**

#### **Master of Business Administration Degree – 30 Credits – 30 Hour Program**

PRE-PROGRAM REQUIREMENTS: Foundation Courses (18 credits)

A grade of “C” or better is required in the foundation courses prior to beginning the MBA program.

ACC 121: Financial Accounting  
FIN 350: Financial Management  
MKT 210: Marketing  
ECO 012: Microeconomics  
BUS 120: Statistics  
MGM 210: Management

PROGRAM REQUIREMENTS: PART ONE-REQUIRED COURSES (27 credits) Graduate MBA students are required to maintain a 3.0 or higher in their graduate courses. A cumulative GPA of 3.0 is required for graduation.

ACC 520: Management Accounting Control Systems  
BUS 572: Managing Enterprise Technology Systems  
ECO 561: The Global Economy  
FIN 530: Financial Management  
MGM 545: Ethics in the Workplace and Society  
MGM 570: Operations Management Theory and Practice  
MGM 582: Organizational Leadership  
MGM 590: Business Policy and Strategy (capstone). *Must have completed 18 credits to be eligible to schedule.*  
MKT 550: Marketing Strategies and Planning

PROGRAM REQUIREMENTS: PART TWO-ELECTIVE (3 credits)

A 3 credit elective course can be one of the following: Independent Study with a faculty member, an MBA elective course or a graduate course from another college at Kutztown University.

Notes: It is recommended for the MGM 590 capstone course to be scheduled as one of last three remaining courses to complete the program.

### **College of Education**

#### **Ed.D. in Transformational Teaching and Learning – 60 Credits Including Dissertation**

FOUNDATION CORE: (21 hours)

EDD 701: Transformational Learning and Teaching: Personal and Professional Perspectives  
EDD 702: Transformational Learning Models and Instructional Design  
EDD 703: Leading and Implementing Transformation Change  
EDD 704: Transformational Issues and Trends  
EDD 710: Introduction to Action Research, Academic Writing and the Dissertation Process  
EDD 711: Understanding Statistics  
EDD 712: Qualitative Research

**SPECIALIZATION CORE: (18 hours)**

EDD 720: At Risk Populations  
EDD 721: Educational Policy and Diversity  
EDD 722: Data-Driven Assessment and Decision-Making  
EDD 723: Qualitative Data Analysis  
EDD 724: Special Topics  
EDD 725: Critical Theories and Professional Practice

**RESEARCH/DISSERTATION CORE: (21 hours)**

EDD 750: Theory and Methodology in Education Research  
EDD 751: Research Methods in Education Settings  
EDD 791: Leader Scholar Communities I  
EDD 792: Leader Scholar Communities II  
EDD 793: Leader Scholar Communities III  
EDD 795: Dissertation in Progress (6 credits)

Notes: The program is a cohort-based, blended delivery model that merges in-person and online instruction. The cohort will study and work together over the course of the three-year program. The blended delivery format will consist of evening and online classes, discussions, assignments, and work embedded tasks interspersed between meetings. The program begins with an intensive retreat at the beginning and for each of the two consecutive summers. This program is designed to be completed in 3 years (inclusive of winters and summers). Years 1 and 2 will be course intensive, while year 3 (and beyond, if necessary) will be individualized work focusing on the capstone experience and specialization or individual interest areas of study. Since this is a cohort model, participants will enroll in all required courses together and continuous enrollment is expected until graduation.

*Program completion will require 60 credits (beyond the Master's degree) with distribution as follows:*

- *Foundations Core (21)*
- *Specialization Core (18)*
- *Research/Dissertation Core (21)*

**Master of Arts Degree in Addictions Counseling – 60 Credits**

CORE I. COMMON (18 credits)

COU 518: Professional Orientation and Ethics in Mental Health COU  
COU 519: Intercultural Issues in Counseling\*  
COU 530: Fundamentals of Counseling  
COU 535: Career Counseling Issues across the Life Span  
COU 546: Group Processes Seminar\*  
COU 548: Counseling Theories Seminar\*

CORE II. RESEARCH (6 credits)\*\*

COU 507: Tests and Assessment in Counseling **AND**  
COU 508: Research Methods in Counseling (*Prerequisite: COU 507*)

CORE III. PROGRAM CORE (6 credits)

PSY 530: Life Span Development or COU 565 Human Growth  
PSY 546: Psychopathology or COU 510 Diagnosis and Treatment

CORE IV. SPECIALTY AREA (21 credits)

COU 530: The Addicted Family  
COU 562: Introduction to Problems of Addiction  
COU 573: Chemical Dependence Treatment  
COU 574: Psychopharmacology & Behavior/Process Addictions  
COU 575: Psychological Trauma & Addiction  
COU Elective  
COU Elective

CORE V. CLINICAL EXPERIENCE (9 credits)

COU 580: Practicum in Counseling# (100 Hours)  
COU 594: Field Experience (Fall)  
COU 594: Field Experience (Spring) (600 Hours Total)

*Notes: \*This course has prerequisites. Check graduate course catalogue for prerequisites for this course.*

*#All Core I. must be completed as prerequisite. Practicum completed during spring semester prior to fall and spring sequence of internship.*

*Check State Board of Social Workers, Marriage and Family Therapists and Professional Counselors for most current information for requirements for Licensed Professional Counselor.*

**Master of Arts Degree in Clinical Mental Health Counseling – 60 Credits**

CORE I. COMMON (18 credits)

COU 518: Professional Orientation and Ethics in Mental Health COU  
COU 519: Intercultural Issues in Counseling\*  
COU 530: Fundamentals of Counseling  
COU 535: Career Counseling Issues across the Life Span

COU 546: Group Processes Seminar\*  
COU 548: Counseling Theories Seminar\*

CORE II. RESEARCH (6 credits)\*\*

COU 507: Tests and Assessment in Counseling **AND**  
COU 508: Research Methods in Counseling (*Prerequisite: COU 507*)

CORE III. PROGRAM CORE (15 credits)

PSY 530: Life Span Development or COU 565 Human Growth  
PSY 546: Psychopathology or COU 510 Diagnosis and Treatment  
COU 562: Introduction to Problems of Addiction  
COU 554 Counseling and Family Systems or COU 544 Contemporary  
Issues in Marriage and Family Counseling  
COU 575 Psychological Trauma and Addiction or COU 532 Trauma  
Counseling

CORE IV. SPECIALTY AREA (12 credits)

COU, or Courses as approved by advisor

CORE V. CLINICAL EXPERIENCE (9 credits)

COU 580: Practicum in Counseling# (100 Hours)  
COU 594: Field Experience (Fall)  
COU 594: Field Experience (Spring) (600 Hours Total)

*Notes: \*This course has prerequisites. Check graduate course catalogue for prerequisites for this course.*

*\*\*Substitution permitted with prior advisor approval only.*

*#All Core I. must be completed as prerequisite. Practicum completed during spring semester prior to fall and spring sequence of internship.*

*Check State Board of Social Workers, Marriage and Family Therapists and Professional Counselors for most current information for requirements for Licensed Professional Counselor.*

**Master of Arts Degree in Marriage, Couple, and Family Counseling – 60 Credits**

CORE I. COMMON (18 credits)

COU 518: Professional Orientation and Ethics in Mental Health COU  
COU 519: Intercultural Issues in Counseling\*  
COU 530: Fundamentals of Counseling  
COU 535: Career Counseling Issues across the Life Span  
COU 546: Group Processes Seminar\*  
COU 548: Counseling Theories Seminar

CORE II. RESEARCH (6 credits)\*\*

COU 507: Tests and Assessment in Counseling **AND**

COU 508: Research Methods in Counseling (*Prerequisite: COU 507*)

CORE III. PROGRAM CORE (9 credits)

PSY 530: Life Span Development

PSY 546: Psychopathology or COU 510 Diagnosis and Treatment

COU 562: Introduction to Problems of Addiction

CORE IV. SPECIALTY CORE (18 credits)\*\*

COU 528: Seminar in Family Therapy\*

COU 538: The Addicted Family\*

COU 558: Structural and Strategic Family Therapy

COU 578: Case Analysis in Marital and Family Therapy\*

CPY 544: Contemporary Issues in Marriage and Family Therapy\*\*

CPY 554: Counseling and Family Systems

CPY 560: (*with advisor permission only*)\*\*\*

CORE V. CLINICAL EXPERIENCE (9 credits)

COU 580: Practicum in Counseling#

COU 594: Field Experience (fall)

COU 594: Field Experience (spring)

*Notes: \*This course has prerequisites. Check graduate course catalogue for prerequisites for this course.*

*\*\*Substitution permitted with prior advisor approval only.*

*\*\*\*CPY 560 – Multiple selected topics courses can be taken.*

*#All Core I. must be completed as prerequisite. Practicum completed during spring semester prior to fall and spring sequence of internship.*

## **Master of Education Degree in Elementary Education**

### **AREA I. PROBLEMS OF EDUCATION IN THEIR BROAD SETTING**

*(minimum of 3 credit hours selected from the following):*

\*EDU 528: Student Diversity & Critical Pedagogy

\*EDU 578: Comparative Education: An Analysis of International Education Systems

\*ELU 530: Historical Background of Elementary Education Systems

*\*One diversity course is required*

**AREA II. THEORY WITH PRACTICE IN TEACHING** *(minimum of 6 credit hours selected from the following):*

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  
LLT 505: Perspectives on Instructional Technology and Learning  
LLT 517: Integrating Assistive Technology into the K-12 Curriculum  
LLT 521: Technologies for the 21<sup>st</sup> Century Educator  
TC 553: Development of Digital and Multimedia Instructional Resources

AREA III. RESEARCH (*choose either Option A or Option B – minimum of 9 credit hours*)

**Required Course – 3 credit hours**

EDU 500: Research

**A. Required Course – 6 credit hours**

EDU 503: Thesis

**B. Required Course – 6 credit hours**

ELU 569: Current Topics in Elementary Education

ELU 571 Application of Current Elementary Education Topics

AREA IV. SPECIALIZATION (*Courses may be selected in other academic disciplines provided they do NOT have an EDU or ELU prefix. An LLT course is recommended and a SPU course is required.*)

**Academic – 6 credit hours**

LLT 535: Designing Distance Education for the K-12 Educator

LLT 505: Perspectives on Instructional Technology and Learning

LLT 515: Word Processing and Desktop Publishing in Education

LLT 517: Integrating Assistive Technologies into the K-12 Classroom

LLT 555: Building Effective Online and Classroom Technologies

LLT 521: Technologies for the 21st Century Educator

LLT 545: Problem Based Learning through Instructional Technology

LLT 565: Emerging Technologies for Educators

LLT 553: Development of Digital and Multimedia Instructional Resources

SPU 500: Cognitive Development of Diverse Learners in Intervention Areas

SPU 514: Standards-Aligned Instruction for Students with Disabilities in Inclusive Classrooms

**A. Professional – 6 credit hours**

ELU 415: Building Partnerships for Educating Young Children\*

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: Picture books  
 EDU 523 Assessment: Issues and Concerns in a Standard Aligned System  
 EDU 504: Literacy Curriculum & Instruction: Pre K-Gr. 3  
 EDU 506: Literacy Curriculum & Instruction: Grades 4-8  
 EDU 553: Psychological Bases of Reading Instruction  
 EDU 513: Literacy Curriculum & Instruction: Adolescent to HS  
 EDU 568: Middle Level Curriculum and Instruction

*Notes: The program consists of a minimum of 30 semester hours and is intended for students with initial certification in Elementary Education. All courses are three semester hours, except the thesis. All students accepted into this program must complete all requirements within six calendar years. Graduate courses may be selected from and applied to the requirement indicated for each of the following four major areas.*

*\*A maximum of two 400 – level courses may be included toward the fulfillment of the requirements for M. Ed. Degree.*

*Note: Courses with the EDU 565 and ELU 566 (Special Topics in Education) prefix may only be taken with permission of the chair of the Department of Elementary Education 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 requirements for the M.Ed. Degree.*

### **Master of Education Degree in Elementary Education with Initial Certification PreK-4 – 33 Credits**

#### **GENERAL COURSES (6 credits)**

+SPU 500: Cognitive Development of Diverse Learners in Intervention Areas (3)

+SPU 514: Effective Instructional Strategies for Students with Disabilities in Inclusive Settings (3)

*(+These course are taken on-line and/or summer/winter sessions)*

#### **PROFESSIONAL SEMESTER (15 credits)**

\*EEU 504: Instructional Strategies of Language Arts & Social Studies (3)

\*ELU 545: Managing and Planning in Classrooms (3)

\*EEU 507: Instructional Strategies of Science and Math (3)

\*EDU 504: Literacy Curriculum and Instruction PreK-3 (3)



\*EDU 523 Assessment: Issues and Concerns for Teachers in a Standard A aligned System (3) *(online)*

SPECIALIZATION (6 credits)

+EEU 415: Family & Community Collaboration Partnerships (3)

+EEU 505: Child Development and Practice (3)

*(+These courses are taken on-line)*

CLINICAL EXPERIENCE (6 credits final semester)

#EEU 596: Special. in Teach. Pre-K-4 Clinical Experience I (3)

#EEU 597: Special. in Teach. Pre-K-4 Clinical Experience II (3)

*Notes: GPA 3.0 and clearances (Acts 24, 34, and 114, 151, completed FBI clearance from Identogo) must be completed before applying to the program.*

*Completion of graduate entrance requirements.*

*\*EEU 504, 507, ELU 545, EDU 504, 523 are taken as a block of courses on Monday and Tuesday for three hours each (two courses per day, and one online).*

*Observe in the field on Wednesday and Thursday.*

**Master of Education Degree in Multicultural Education – 33 Credits**

CORE COURSES (15 credits)

EDU 500: Methods of Research

MCU 500: Legal, Historical, & Philosophical Foundations of Multicultural Education

MCU 520: Cross-Cultural Communication in Education

MCU 535: Narratives in Multicultural Education

MCU 560: Community-Based Learning Experience

CONCENTRATION COURSES (15 credits)

*Choose one concentration:*

**Option #1: Equity in Education**

EDU 527: Foundations of Urban Education

EDU 528: Student Diversity & Critical Pedagogy

EDU 533: Social Interpretations of Education

EDU 597: Change in Education

EDU 599: School Leadership in a Diverse Society

**Option #2: Special Education**

SPU 513: Assessment & Institutional Design for Students with Disabilities

SPU 520: Special Education Processes & IEP Development

SPU 522: Teaching Students with High Incidence Disabilities

SPU 527: Transition, Self Determination, & Advocacy

SPU 530: Teaching Students with Low Incidence Disabilities

**Option #3: English as a Second Language**

EDU / MLS 428: Culture and Diversity

EDU / MLS 434: Instructional Methodology for English Learners

EDU / MLS 435: Language Acquisition and English Linguistics  
EDU / MLS 436: Assessment of English Language Learners  
EDU / MLS 437: Protocols & Practices for PA ELL Programs

CAPSTONE (3 credits)

*Select one of the following:*

MCU 590: Master's Thesis of Capstone

SPU 592: Special Education Clinical Experience

### **Master of Education Degree in Reading – 36 Credits**

#### AREA I. FOUNDATION LEVEL

##### **Required Courses: 15 hours**

ERS 502: Seminar in Research Foundations Pertinent to Reading

ERS 504: Literacy Curriculum and Instruction: Pre K-3

ERS 506: Literacy Curriculum and Instruction: Grades 4-8

ERS 513: Literacy Curriculum and Instruction: Adolescent – High School

\*ERS 514: The Reading Specialist and Intensified Literacy Instruction

*(prerequisites: two of the foundation level courses)*

AREA II. APPLICATION LEVEL *(ERS 574 and ERS 577 may only be taken in the same semester with permission of the Graduate Reading Committee.)*

##### **Required Courses: 12 hours**

ERS 574: Assessment of Reading: Clinical Practicum in Reading  
Diagnosis in a Standards Aligned System

ERS 577: Leadership for Reading Educators

ERS 578: School Based Practicum in Literacy Instruction: Struggling  
Readers and Writers

ERS 579: Practicum in Literacy Instruction: Struggling Readers and  
Writers

AREA III. ELECTIVES *(a minimum of 9 hours as approved by the advisor EDU, ELU, ITC, LIB, SPU. \*see below for possible electives)*

#### COMPREHENSIVE PROGRAM PORTFOLIO (REQUIRED)

- As a summative evaluation, a comprehensive program 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: in April (May graduation); June (August graduation); and November (December graduation).

- The Comprehensive Program Portfolio task and scoring guide were authored by Dr. Sandy Chambers and Dr. Mary Laub and reviewed and approved by the Graduate Reading Committee, plus recognized by the International Reading Association and National Council for Accreditation of Teacher Education Board of Examiners.

ELECTIVES (*matriculated on or after January 1, 2011*)

- The PA Department of Education requires all certification candidates to meet the 9 credits (270 hours) of Special Education coursework and 3 credits (90 hours) of ELL coursework unless they have met these requirements in a previous certificate (undergraduate). Coursework requirements are currently under review by PDE and pending approval. Specific competencies must be met for both the Special Education and ELL coursework.
- Required Electives – as indicated on acceptance letter  
 SPU 514: Effective Instructional Strategies for Students with Disabilities in Inclusive Settings  
 EDU/MLS 434: Instructional Methods, Materials, & Assessments of ELL/ESL Populations

**Possible Elective Courses** (*one 400 level course is acceptable in the Program*)

EDU 528: Education and the Culturally Different Student  
 EDU 541: Supervision of Instruction  
 EDU 561: Teacher's Workshop in Folklore  
 EDU 562: School Law  
 EDU 563: Writing Your Own Stories  
 EDU 564: Foundations of Middle Level Learner  
 EDU 568: Middle Level Curriculum and Instruction  
 EDU 597: Change in Education  
 ELU 520: Folk Literature & Storytelling for Teachers  
 ELU 591: Picture books  
 ITC 525: Microcomputers for Educators  
 ITC 527: Integrating Instructional Technology into the K-12 Classroom  
 LIB 585 Seminar: Materials for Children and Young Adults

*Notes: The program consists of a minimum of 36 semester hours. A comprehensive portfolio presentation is required, as well as taking the Reading Specialist Praxis Exam. All students accepted into this program must complete all requirements within six calendar years.*

*EDU 573: Stress Management for the Classroom Teacher will NOT count*

**Master of Education Degree in Secondary Education with a Specialization in Biology – 30 Credits (Thesis Optional)**

AREA I. CURRICULUM: PLANNING AND PREPARATION (*Knowledge and pedagogy for engaging students in learning. Any graduate-level Biology course - at 400 level or higher is acceptable.*)

**A. Required Courses (12 hours in Biology)**

AREA II. EDUCATION ENVIRONMENT (*Candidates must take a minimum of 6 credits in Area II. Establishing and maintaining a culture for learning that supports cognitive engagement*)

**A. Required Course (3 hour)**

EDU528: Student Diversity and Critical Pedagogy (OL)

**B. Electives (a minimum of 3 hours selected from the following):**

EDU/MLS 428: Cultural Awareness/Sensitivity for ESL/ELL Program Specialists (OL)

EDU 496: Multicultural Education (F2F)

EDU 533: Social Interpretations of Education (OL)

EDU 578: Comparative Education: An Analysis of International Education Systems (F2F)

EDU 599: School Leadership in a Diverse Society (F2F)

SEU 535: Classroom Management for the Inclusive Classroom (F2F)

SPU XXX: Any Graduate level SPU course (500 or above)

SPU XXX: Any Graduate level SPU course (500 or above)

EDU 527: Foundations in Urban Education (F2F)

AREA III. INSTRUCTION (*Candidates must take a minimum of 6 credits in Area III. Cognitively engage students in the content*)

**A. Required Course: 3 hours**

SEU 544: Action Research for Teacher Leaders (OL)

**B. Electives: (a minimum of 3 hours selected from the following):**

EDU 568: Middle School Curriculum and Instruction (F2F)

EDU 565: Special Topics in Education (F2F/OL)

LLC XXX: Any Graduate level LLC course (400 or above)

SEU 540: Reading, Writing and Critical Thinking for the Middle and High School Levels in a Standard Aligned System (F2F)

EDU/MLS 434: EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations (F2F)

AREA IV. PROFESSIONALISM (*Candidates must take a minimum of 6 credits in Area IV. Professional responsibilities in and out of the classroom*)

**A. Required Course: 3 hours**

EDU 500: Methods of Research\* (OL)\*\*\*\*\*

**B. Electives (a minimum of 3 hours selected from the following):**

- EDU 503: Thesis (3-6 hours, awarded at completion of thesis)  
Prerequisite: an appropriate research/ methodology course. Selected with advisement.
- EDU 562: School Law (F2F)
- EDU 597: Change in Education (F2F)
- EDU 541: Supervision and Finance (F2F)

*Notes: The program consists of a minimum of 30 semester hours. An electronic portfolio project is required. All courses are three semester hours. All students accepted into this program must complete all requirements within six calendar years.*

*\*\*\*\*Students must have 12 credits to be eligible for EDU 500. EDU 500 is a pre-requisite for SEU 544.*

*OL-Online*

*F2F-Face-to-Face/on campus*

**Master of Education Degree in Secondary Education with a Specialization in English – 30 Credits (Thesis Optional)**

AREA I. CURRICULUM: PLANNING AND PREPARATION (*Knowledge and pedagogy for engaging students in learning. Any graduate-level English course - at 400 level or higher is acceptable.*)

**A. Required Courses (12 hours in English)**

AREA II. EDUCATION ENVIRONMENT (*Candidates must take a minimum of 6 credits in Area II. Establishing and maintaining a culture for learning that supports cognitive engagement*)

**A. Required Course (3 hour)**

EDU528: Student Diversity and Critical Pedagogy (OL)

**B. Electives (a minimum of 3 hours selected from the following):**

- EDU/MLS 428: Cultural Awareness/Sensitivity for ESL/ELL Program Specialists (OL)
- EDU 496: Multicultural Education (F2F)
- EDU 533: Social Interpretations of Education (OL)
- EDU 578: Comparative Education: An Analysis of International Education Systems (F2F)
- EDU 599: School Leadership in a Diverse Society (F2F)
- SEU 535: Classroom Management for the Inclusive Classroom (F2F)
- SPU XXX: Any Graduate level SPU course (500 or above)

SPU XXX: Any Graduate level SPU course (500 or above)  
EDU 527: Foundations in Urban Education (F2F)

AREA III. INSTRUCTION (*Candidates must take a minimum of 6 credits in Area III. Cognitively engage students in the content*)

**A. Required Course: 3 hours**

SEU 544: Action Research for Teacher Leaders (OL)

**B. Electives: (a minimum of 3 hours selected from the following):**

EDU 568: Middle School Curriculum and Instruction (F2F)

EDU 565: Special Topics in Education (F2F/OL)

LLC XXX: Any Graduate level LLC course (400 or above)

SEU 540: Reading, Writing and Critical Thinking for the Middle and High School Levels in a Standard Aligned System (F2F)

EDU/MLS 434: EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations (F2F)

AREA IV. PROFESSIONALISM (*Candidates must take a minimum of 6 credits in Area IV. Professional responsibilities in and out of the classroom*)

**A. Required Course: 3 hours**

EDU 500: Methods of Research\* (OL)\*\*\*\*\*

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 503: Thesis (3-6 hours, awarded at completion of thesis)

Prerequisite: an appropriate research/ methodology course. Selected with advisement.

EDU 562: School Law (F2F)

EDU 597: Change in Education (F2F)

EDU 541: Supervision and Finance (F2F)

*Notes: The program consists of a minimum of 30 semester hours. An electronic portfolio project is required. All courses are three semester hours. All students accepted into this program must complete all requirements within six calendar years.*

*\*\*\*\*\*Students must have 12 credits to be eligible for EDU 500. EDU 500 is a pre-requisite for SEU 544.*

*OL-Online*

*F2F-Face-to-Face/on campus*

**Master of Education Degree in Secondary Education with a Specialization in Mathematics – 30 Credits (Thesis Optional)**

AREA I. CURRICULUM: PLANNING AND PREPARATION (*Knowledge and pedagogy for engaging students in learning. Any graduate-level Mathematics course - at 400 level or higher is acceptable.*)

**A. Required Courses (12 hours in Mathematics)**

AREA II. EDUCATION ENVIRONMENT (*Candidates must take a minimum of 6 credits in Area II. Establishing and maintaining a culture for learning that supports cognitive engagement*)

**A. Required Course (3 hour)**

EDU 528: Student Diversity and Critical Pedagogy (OL)

**B. Electives (a minimum of 3 hours selected from the following):**

EDU/MLS 428: Cultural Awareness/Sensitivity for ESL/ELL Program Specialists (OL)

EDU 496: Multicultural Education (F2F)

EDU 533: Social Interpretations of Education (OL)

EDU 578: Comparative Education: An Analysis of International Education Systems (F2F)

EDU 599: School Leadership in a Diverse Society (F2F)

SEU 535: Classroom Management for the Inclusive Classroom (F2F)

SPU XXX: Any Graduate level SPU course (500 or above)

SPU XXX: Any Graduate level SPU course (500 or above)

EDU 527: Foundations in Urban Education (F2F)

AREA III. INSTRUCTION (*Candidates must take a minimum of 6 credits in Area III. Cognitively engage students in the content*)

**A. Required Course: 3 hours**

SEU 544: Action Research for Teacher Leaders (OL)

**B. Electives: (a minimum of 3 hours selected from the following):**

EDU 568: Middle School Curriculum and Instruction (F2F)

EDU 565: Special Topics in Education (F2F/OL)

LLC XXX: Any Graduate level LLC course (400 or above)

SEU 540: Reading, Writing and Critical Thinking for the Middle and High School Levels in a Standard Aligned System (F2F)

EDU/MLS 434: EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations (F2F)

AREA IV. PROFESSIONALISM (*Candidates must take a minimum of 6 credits in Area IV. Professional responsibilities in and out of the classroom*)

**A. Required Course: Choose one of the following courses – 3 hours**

EDU 500: Methods of Research\* (OL)\*\*\*\*

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 503: Thesis (3-6 hours, awarded at completion of thesis)  
Prerequisite: an appropriate research/ methodology course. Selected with advisement.

EDU 562: School Law (F2F)

EDU 597: Change in Education (F2F)

EDU 541: Supervision and Finance (F2F)

*Notes: The program consists of a minimum of 30 semester hours. An electronic portfolio project is required. All courses are three semester hours. All students accepted into this program must complete all requirements within six calendar years.*

*\*\*\*\*Students must have 12 credits to be eligible for EDU 500. EDU 500 is a pre-requisite for SEU 544.*

*OL-Online*

*F2F-Face-to-Face/on campus*

### **Master of Education Degree in Secondary Education with a Specialization in Middle Level – 30 Credits (Thesis Optional)**

AREA I. CURRICULUM (*Area I is designed to provide the opportunity for scholarly growth in the field of Middle Level Education. Any graduate-level curriculum course (at 400 level or higher) is acceptable for Area IV. Knowledge and pedagogy for engaging students in learning.*)

#### **A. Required: 12 hours in Middle Level Education – 3 hours in Middle Level Education**

EDU 564: Foundations of the Middle Level Learner (OL)

SEU 567: Curriculum in a Standard Aligned System (OL)

EDU 568: Middle Level Curriculum and Instruction (F2F)

EDU / SEU XXX: Elective with advisement: Upper level (400 or above)

AREA II. EDUCATION ENVIRONMENT (*Candidates must take a minimum of 6 credits in Area II. Establishing and maintaining a culture for learning that supports cognitive engagement*)

#### **A. Required Course (3 hour)**

EDU 528: Student Diversity and Critical Pedagogy (OL)

#### **B. Electives (a minimum of 3 hours selected from the following):**

EDU/MLS 428: Cultural Awareness/Sensitivity for ESL/ELL Program Specialists (OL)

EDU 496: Multicultural Education (F2F)

EDU 533: Social Interpretations of Education (OL)

EDU 578: Comparative Education: An Analysis of International Education Systems (F2F)



EDU 599: School Leadership in a Diverse Society (F2F)  
SEU 535: Classroom Management for the Inclusive Classroom (F2F)  
SPU XXX: Any Graduate level SPU course (500 or above)  
SPU XXX: Any Graduate level SPU course (500 or above)  
EDU 527: Foundations in Urban Education (F2F)

AREA III. INSTRUCTION (*Candidates must take a minimum of 6 credits in Area III. Cognitively engage students in the content*)

**A. Required Course: 3 hours**

SEU 544: Action Research for Teacher Leaders (OL)

**B. Electives: (a minimum of 3 hours selected from the following):**

EDU 568: Middle School Curriculum and Instruction (F2F)

EDU 565: Special Topics in Education (F2F/OL)

LLC XXX: Any Graduate level LLC course (400 or above)

SEU 540: Reading, Writing and Critical Thinking for the Middle and High School Levels in a Standard Aligned System (F2F)

EDU/MLS 434: EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations (F2F)

AREA IV. PROFESSIONALISM (*Candidates must take a minimum of 6 credits in Area IV. Professional responsibilities in and out of the classroom*)

**A. Required Course: 3 hours**

EDU 500: Methods of Research\* (OL)\*\*\*\*

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 503: Thesis (3-6 hours, awarded at completion of thesis)

Prerequisite: an appropriate research/ methodology course. Selected with advisement.

EDU 562: School Law (F2F)

EDU 597: Change in Education (F2F)

EDU 541: Supervision and Finance (F2F)

*Notes: The program consists of a minimum of 30 semester hours. An electronic portfolio project is required. All courses are three semester hours. All students accepted into this program must complete all requirements within six calendar years.*

*\*\*\*\*Students must have 12 credits to be eligible for EDU 500. EDU 500 is a pre-requisite for SEU 544.*

*OL-Online*

*F2F-Face-to-Face/on campus*

**Master of Education Degree in Secondary Education with a Specialization in Social Studies – 30 Credits (Thesis Optional)**

AREA I. CURRICULUM: PLANNING AND PREPARATION (*Knowledge and pedagogy for engaging students in learning. Any graduate-level Social Studies course - at 400 level or higher is acceptable.*)

**A. Required Courses (12 hours in Social Studies)**

AREA II. EDUCATION ENVIRONMENT (*Candidates must take a minimum of 6 credits in Area II. Establishing and maintaining a culture for learning that supports cognitive engagement*)

**A. Required Course (3 hour)**

EDU 528: Student Diversity and Critical Pedagogy (OL)

**B. Electives (a minimum of 3 hours selected from the following):**

EDU/MLS 428: Cultural Awareness/Sensitivity for ESL/ELL Program Specialists (OL)

EDU 496: Multicultural Education (F2F)

EDU 533: Social Interpretations of Education (OL)

EDU 578: Comparative Education: An Analysis of International Education Systems (F2F)

EDU 599: School Leadership in a Diverse Society (F2F)

SEU 535: Classroom Management for the Inclusive Classroom (F2F)

SPU XXX: Any Graduate level SPU course (500 or above)

SPU XXX: Any Graduate level SPU course (500 or above)

EDU 527: Foundations in Urban Education (F2F)

AREA III. INSTRUCTION (*Candidates must take a minimum of 6 credits in Area III. Cognitively engage students in the content*)

**A. Required Course: 3 hours**

SEU 544: Action Research for Teacher Leaders (OL)

**B. Electives: (a minimum of 3 hours selected from the following):**

EDU 568: Middle School Curriculum and Instruction (F2F)

EDU 565: Special Topics in Education (F2F/OL)

LLC XXX: Any Graduate level LLC course (400 or above)

SEU 540: Reading, Writing and Critical Thinking for the Middle and High School Levels in a Standard Aligned System (F2F)

EDU/MLS 434: EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations (F2F)

AREA IV. PROFESSIONALISM (*Candidates must take a minimum of 6 credits in Area IV. Professional responsibilities in and out of the classroom*)

**A. Required Course: 3 hours**

EDU 500: Methods of Research\* (OL)\*\*\*\*

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 503: Thesis (3-6 hours, awarded at completion of thesis)

Prerequisite: an appropriate research/ methodology course. Selected with advisement.

EDU 562: School Law (F2F)

EDU 597: Change in Education (F2F)

EDU 541: Supervision and Finance (F2F)

*Notes: The program consists of a minimum of 30 semester hours. An electronic portfolio project is required. All courses are three semester hours. All students accepted into this program must complete all requirements within six calendar years.*

*\*\*\*\*Students must have 12 credits to be eligible for EDU 500. EDU 500 is a pre-requisite for SEU 544.*

*OL-Online*

*F2F-Face-to-Face/on campus*

**Master of Education Degree in Secondary Education – Curriculum and Instruction – 30 Credits – Thesis Optional**

AREA I. CURRICULUM: PLANNING AND PREPARATION (*Candidates must take a minimum of 6 credits in Area I. Knowledge and pedagogy for engaging in learning. Any graduate-level social studies course - at 400 level or higher is acceptable.*)

**A. Required Course: 3 hours**

SEU 567: Curriculum in a Standard Aligned System (OL)

**B. Electives: (a minimum of 3 hours selected from the following):**

EDU / MLS 435: English Language Acquisition and Awareness for ELL/ESL Populations (OL)

EDU 535: Major Philosophies of Education (F2F)

EDU 523: Assessment: Issues and Concerns for Teachers in a Standard Aligned System (F2F)

EDU 526: Data Driven Decision Making (course needs revising) (OL)

ELU 540: Seminar in Elementary Curriculum Development (F2F)

EDU 564: Foundations of the Middle Level Learner (OL)

PSY 5XX: Any Graduate level PSY course (500 or above)

AREA II. EDUCATION ENVIRONMENT (*Candidates must take a minimum of 6 credits in Area II. Establishing and maintaining a culture for learning that supports cognitive engagement*)

**A. Required Course (3 hour)**

EDU 528: Student Diversity and Critical Pedagogy (OL)

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 496: Multicultural Education (F2F)

EDU 533: Social Interpretations of Education (OL)

EDU 578: Comparative Education: An Analysis of International Education Systems (F2F)

EDU 599: School Leadership in a Diverse Society (F2F)

SEU 535: Classroom Management for the Inclusive Classroom (F2F)

SPU XXX: Any Graduate level SPU course (500 or above)

SPU XXX: Any Graduate level SPU course (500 or above)

EDU 527: Foundations in Urban Education (F2F)

AREA III. INSTRUCTION (*Candidates must take a minimum of 6 credits in Area III. Cognitively engage students in the content*)

**A. Required Course: 3 hours**

SEU 544: Action Research for Teacher Leaders (OL)

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 568: Middle School Curriculum and Instruction (F2F)

EDU 565: Special Topics in Education (F2F/OL)

LLC XXX: Any Graduate level LLC course (400 or above)

SEU 540: Reading, Writing and Critical Thinking for the Middle and High School Levels in a Standard Aligned System (F2F)

EDU/MLS 434: EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations (F2F)

AREA IV. PROFESSIONALISM (*Candidates must take a minimum of 6 credits in Area IV. Professional responsibilities in and out of the classroom*)

**A. Required Course: 3 hours**

EDU 500: Methods of Research\* (OL)\*\*\*\*

**B. Electives (a minimum of 3 hours selected from the following):**

EDU 503: Thesis (3-6 hours, awarded at completion of thesis)

Prerequisite: an appropriate research/ methodology course. Selected with advisement.

EDU 562: School Law (F2F)

EDU 597: Change in Education (F2F)

EDU 541: Supervision and Finance (F2F)

*Notes: The program consists of a minimum of 30 semester hours. An electronic portfolio is required. All courses are three semester hours. All students accepted into this program must complete all requirements within six calendar years.*

\*\*\*\*Students must have 12 credits to be eligible for EDU 500. EDU 500 is a pre-requisite for SEU 544.

*OL-Online*

*F2F-Face-to-Face/on campus*

**Master of Education Degree in Secondary Education with a Specialization in Teaching – 36 Credits Including 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.*

**A. English Language Learner (Diversity): 3 hours**

EDU 434: Instructional Methodology of English Learners

**B. Foundations Electives: 3 hours (Select from the following):**

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.*

**A. Learning Theory: 3 hours – Select from the following:**

EDU 564: Foundation of the Middle Level Learner

EDU 568: Middle Level Curriculum and Instruction

**B. Special Education: 6 hours**

SPU 500: Cognitive Development of Diverse Learners in a Standards Aligned System

EDU 527: Foundations of Urban Education

**C. Instruction:**

**Methods: 3 hours**

SEU 410: Science Instructional Methods for MS& HS

SEU 420: Education Theory and Practice

SEU 430: Math Instructional Methods for MS& HS

**D. Reading: 3 hours**

SEU 540: Reading, Writing and Critical Thinking for Middle and High School

**E. Assessment: 3 hours**

EDU 526: Data Driven Decision Making\*

**F. Classroom Management: 3 hours**

SEU 535: 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*

**A. Introduction Course: 3 hours**

EDU 532: Education Exploration

AREA IV. CURRICULUM (6 hours) - *Area IV is designed to provide in-depth knowledge of instructional strategies and to enhance the effectiveness of instruction.*

**A. Clinical Experience**

EDU 592: Intensive Clinical Experience (14 weeks)

*\*Taken during the Clinical Experience Semester*

*Notes: The program consists of a minimum of 36 semester hours of coursework for the M.Ed. in Secondary Education – with a Specialization in Teaching. All courses are three semester hours with the exception of Intensive Clinical Experience. This program is designed to accelerate teacher certification for students who have already demonstrated content mastery.*

**Master of Education Degree in Instructional Technology/Digital Classroom Technology – 30 Credits**

REQUIRED FOUNDATION COURSES I. (6 credits)

LLT 505: Perspectives on Instructional Technology and Learning

LLT 521: Technologies for the 21<sup>st</sup> Century Educator

REQUIRED MAJOR COURSES II. (12 credits)

LLT 535: Designing Distance Education for the K-12 Educator

LLT 545: Problem-Based Learning through Instructional Technology (SAS)

LLT 555: Building Effective Online and Classroom Instruction

LLT 565: Emerging Technologies for Educators

ELECTIVES III. (6 credits)

LLT 550: Elective

LLT 520: Elective

RESEARCH IV. (3 credits)

LLT 575: Methods of Research

COMPREHENSIVE PROJECT V. (3 credits)

LLT 585: Digital Portfolios

Comprehensive Portfolio: Portfolio Review (see Guidelines)

TRANSFER CREDIT(S) OR WAIVED COURSE(S) (WHEN APPROPRIATE)

*Notes: Any LLT graduate level course may count as an elective. If student chooses LLT 540 Management of Information and Technology Centers as an elective and completes a 90 Internship, in addition to the M.Ed. coursework, the student may apply for a PA Instructional Technology Specialist Certification.*

**Master of Education Degree in Student Affairs in Higher Education – Administration – 42 Credits**

AREA I. FOUNDATIONAL STUDIES (6 credits)

STA 516: Introduction to Student Affairs

STA 517: Professional Orientation and Ethics in Student Affairs

AREA II. PROFESSIONAL STUDIES (30 credits)

STA 530: Helping Interventions in Student Affairs & Higher Education

STA 570: Contemporary College Students

STA 571: Theory and Application of Student Development Principles

STA 572: Seminar in Leadership in Student Affairs

STA 573: Social and Legal Issues in Student Affairs and Higher Education

STA 588: Assessment and Evaluation in Student Affairs and Higher Education

STA 589: Research Methods in Student Affairs and Higher Education

AREA III. ELECTIVES (3 credits)

Select any one course LLT505, 515, 517, 521, 545, 553, 555, 565, 585

AREA IV. Free Elective (6 credits)

COU531, 532, 535; LLT505, 515, 517, 521, 545, 553, 555, 565, 585 POL516, 517, 518\*; PSY520, 529, 530, 545, 546, 557 SOC510; SPU433

STA579 (Practicum in Student Affairs & Higher Education) as approved by coordinator and advisor

AREA V. SUPERVISED PRACTICE (6 credits)

STA 592: Internship in Student Affairs I

STA 593: Internship in Student Affairs II

## TRANSFER CREDITS

*Notes: \*This course has prerequisites.*

#Courses must be completed as prerequisites to Internship I & II. Graduate students are required to apply for candidacy upon earning 12 to 24 credits.

### **Master of Science Degree in School Counseling – Certification – 51 Credits**

#### CORE I. COMMON (18 credits)

- COU 519: Intercultural Issues in Counseling
- COU 522: Professional Orientation and Ethics for School Counselors
- COU 530: Fundamentals of Counseling
- COU 535: Career Counseling Issues across the Life Span
- COU 546: Group Process Seminar\* **OR** CPY540: Group Counseling and Psychotherapy\*
- COU 548: Counseling Theories Seminar\*

#### CORE II. RESEARCH (6 credits)\*\*

- COU 507: Tests and Assessment in Counseling **AND**
- COU 508: Research Methods in Counseling (prerequisite: COU507)

#### CORE III. PROGRAM CORE (15 credits)

- PSY 530: Life Span Development
- PSY 546: Psychopathology
- PSY 565: Theories of Learning

(6 credits: SPU, EDU / MLS, OR COU OR CPY – as approved by advisor)

#### CORE IV. SPECIALITY AREA – SCHOOL COUNSELING (3 credits)

Education Course – (as approved by advisor)

#### CORE V. CLINICAL EXPERIENCE (9 credits)

- COU 580: Practicum in Counseling# (100 hours)
- COU 590: Supervised Counseling Experience (fall)
- COU 590: Supervised Counseling Experience (spring) – 600 hours total

## TRANSFER CREDITS

### ADDITIONAL INFORMATION

#### CORE III. (6 CREDITS Special Education)

COU 540 (must take)

#### Options

- COU 541
- COU 542
- SPU 514
- SPU 500



MLS 435 (Graduate Section)

CORE IV. Specialty Area

Options

EDU 564  
EDU 568  
ELU 545  
SEU 535  
SEU 567

*Notes: \*This course has prerequisites. Check graduate course catalogue for prerequisites for this course.*

*\*\*Substitution permitted with prior advisor approval only*

*#All Core I. must be completed as prerequisite. Practicum completed during spring semester prior to fall and spring sequence of internship*

**Master of Science Degree in School Counseling – Licensure – 60 Credits**

CORE I. COMMON (18 credits)

COU 519: Intercultural Issues in Counseling  
COU 522: Professional Orientation and Ethics for School Counselors  
COU 530: Fundamentals of Counseling  
COU 535: Career Counseling Issues across the Life Span  
COU 546: Group Process Seminar\* **OR** CPY540: Group Counseling and Psychotherapy\*  
COU 548: Counseling Theories Seminar\*

CORE II. RESEARCH (6 credits)\*\*

COU 507: Tests and Assessment in Counseling **AND**  
COU 508: Research Methods in Counseling (prerequisite: COU507)

CORE III. PROGRAM CORE (15 credits)

PSY 530: Life Span Development  
PSY 546: Psychopathology  
PSY 565: Theories of Learning

(6 credits: SPU, EDU / MLS, OR COU OR CPY – as approved by advisor)

CORE IV. SPECIALITY AREA – SCHOOL COUNSELING (3 credits) – one of the following

Education Course – (as approved by advisor)

CORE V. CLINICAL EXPERIENCE (9 credits)

COU 580: Practicum in Counseling# (100 hours)

COU 590: Supervised Counseling Experience (fall)  
COU 590: Supervised Counseling Experience (spring) – 600 hours total

LICENSURE (9 credits)

Any COU, CPY, PSY, EDU, SOC or SWK as approved by advisor

TRANSFER CREDITS

ADDITIONAL INFORMATION

CORE III. (6 CREDITS Special Education)

COU 540 (must take)

Options

COU 541

COU 542

SPU 514

SPU 500

MLS 435 (Graduate Section)

CORE IV. Specialty Area

Options

EDU 564

EDU 568

ELU 545

SEU 535

SEU 567

*Notes: \*This course has prerequisites. Check graduate course catalogue for prerequisites for this course.*

*\*\*Substitution permitted with prior advisor approval only*

*#All Core I. must be completed as prerequisite. Practicum completed during spring semester prior to fall and spring sequence of internship*

**Master of Library Science Degree – 36 Credit Hours**

REQUIRED FOUNDATION COURSES I. – (33 credits)

LLT 500: Foundations of Information Science

LLT 510: Information Resources and Services

LLT 520: Resources for Children & Young Adults

LLT 521: Technologies for the 21<sup>st</sup> Century Educator

LLT 530: Makerspaces and Technology Enhanced Programming

LLT 540: Management of Information and Technology Centers

LLT 550: Collecting and Curating Print and Digital Resources

LLT 560: Organization of Information, Metadata and Library Technologies  
LLT 574: Educational Program of the School Library Media Center  
LLT 575: Methods of Research  
LLT 585: Digital Portfolios

ELECTIVES II. (3 credits)

LLT Elective  
LLT 570: Independent Study  
LLT 590: Internship: Public and Special Libraries (90 hours)

COMPREHENSIVE PROJECTS III.

Comprehensive Portfolio: see guidelines

TRANSFER CREDITS V.

**Master of Library Science Degree with Initial Certification – 54 Credits**

PROFESSIONAL EDUCATION COURSES I. (12 credits)

SPU 500: Cognitive Development  
SPU 514: Effective Instructional Strategies **OR** LLT 517: Integrating Assistive Technology into the k-12 Curriculum  
SPU 516: Literacy Development and Instruction in Core and Intervention  
EDU 434: Instructional Methods, Materials, and Assessments for ELL / ESL

REQUIRED FOUNDATION COURSES II. (30 credits)

LLT 500: Foundations of Information Science  
LLT 510: Information Resources and Services  
LLT 520: Resources for Children & Young Adults  
LLT 521: Technologies for the 21<sup>st</sup> Century Educator  
LLT 530: Makerspaces and Technology Enhanced Programming  
LLT 540: Management of Information and Technology Centers  
LLT 550: Collecting and Curating Print and Digital Resources  
LLT 560: Organization of Information, Metadata and Library Technologies  
LLT 574: Educational Program of the School Library Media Center  
LLT 575: Methods of Research

CLINICAL EXPERIENCE AND PRACTICUM III. (12 credits)

LLT 598: Clinical Experience and Practicum  
LLT 599: Clinical Experience and Practicum

#### COMPREHENSIVE PROJECTS IV.

Comprehensive Portfolio: Portfolio Review (see guidelines)

ETS and PRAXIS II Exams: Core knowledge ETS and PRAXIS II must be passed (by end of program to be certified)

*Notes: The clinical experience is a full-time, day, semester-long experience. It involved two seven-week placements in area school districts. All coursework must be completed prior to the clinical experience. The courses above, in addition to the Comprehensive Projects listed below, meet the requirements of the Pennsylvania Department of Education to obtain certification for K-12 Library Science.*

#### **Master of Library Science Degree with Extension of Certification – 36 Credits**

##### REQUIRED FOUNDATION COURSES I. (36 credits)

LLT 500: Foundations of Information Science

LLT 510: Information Resources and Services

LLT 520: Resources for Children & Young Adults

LLT 521: Technologies for the 21<sup>st</sup> Century Educator

LLT 530: Makerspaces and Technology Enhanced Programming

LLT 540: Management of Information and Technology Centers

LLT 550: Collecting and Curating Print and Digital Resources

LLT 560: Organization of Information, Metadata and Library Technologies

LLT 574: Educational Program of the School Library Media Center

LLT 575: Methods of Research

LLT 585: Digital Portfolios

LLT 590: Internship (90 hours)

##### COMPREHENSIVE PROJECTS II.

Comprehensive Portfolio: Portfolio Review (see guidelines)

PRAXIS II: PRAXIS II must be taken and passed by end of program to be certified (5511 and 5311)

*Notes: The above listed courses meet the requirements of the Pennsylvania Department of Education to obtain an MLS in Library Science and certification for K-12 Library Science, Library Media Specialist*

### **College of Liberal Arts & Sciences**

#### **Doctor of Social Work in Leadership and Education – 48 Credits**

##### CORE COURSES (39 credits)

1. Required Courses (33 credits)
  - a. Leadership Courses
    - SWK/SOW 700: Social Work Leadership I
    - SWK/SOW 701: Social Work Leadership II
  - b. Teaching Courses
    - SWK/SOW 704: Social Work Teacher-Scholar I
    - SWK/SOW 705: Social Work Teacher-Scholar II
  - c. Practicum Courses
    - SWK/SOW 721: Leadership/Teaching Praxis I
    - SWK/SOW 720: Leadership/Teaching Praxis II
  - d. Research Courses
    - SWK/SOW 710: Research Methodology
    - SWK/SOW 715: Multivariate Analysis
    - SWK/SOW 725: Intervention Research
    - SWK/SOW 730: Qualitative Analysis
    - <sup>1</sup>SWK/SOW 775: Dissertation Seminar
  
2. Dissertation Courses (6 credits)
  - SWK/SOW 776: Doctoral Dissertation I
  - SWK/SOW 777: Doctoral Dissertation II

<sup>2</sup>ELECTIVE COURSES (9 credits)\*

*Notes: <sup>1</sup>Successful completion of Comprehensive required before proceeding to SWK/SOW 775. <sup>2</sup>Elective requirements may be fulfilled with any graduate course approved by the Program Director. Social Work students conduct themselves in a professional manner consistent with the Code of Ethics of the National Association of Social Workers. Students who violate the ethical standards and/or demonstrate behavior problems may be dismissed from the program.*

### **Master of Arts Degree in English – 33 Credits**

#### REQUIRED COURSE WORK I. (9 credits)

ENG 502: Introduction to English Studies: Traditions, Boundaries, and Change

ENG 575: Seminar in Literacy Criticism

Pre-1900: Literature Requirement (Pre-1900 British: ENG 530, 534, 535, 540, 542, 583, 585, 587, 591, 594, 595. Pre-1900 American: ENG 548, 550, 555, 563)

#### ELECTIVES (CAPSTONE **OR** THESIS) II. 24 credits

ENG 599: Capstone Project **OR** ENG 503/599: Thesis

#### COURSES THAT FIT INTO CATEGORY II

ENG 410: Feminist Literary Theory

ENG 430: Rhetorical Traditions/Contemporary Renditions

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

COURSES OPEN ONLY TO GRADUATE STUDENTS (Or by special permission of instructor)

ENG 502: Introduction to English Studies: Traditions, Boundaries and Change  
ENG 503: Thesis  
ENG 510: The Rhetoric of Style  
ENG 511: Contemporary Indigenous Rhetoric's  
ENG 512: Symbol and Myth in Literature  
ENG 517: Studies in Biography  
ENG 523: Word Processing and Writing  
ENG 525: Linguistics  
ENG 526: Modern English Grammar  
ENG 527: Seminar in Linguistics  
ENG 528: Studies in Old English Lit  
ENG 529: American Dialects  
ENG 530: Chaucer  
ENG 534: Studies in Middle English Literature  
ENG 535: Seventeenth-Century Studies  
ENG 538: Major 20th Century American Drama  
ENG 540: Milton  
ENG 542: Age of Dryden  
ENG 545: Studies in Postmodern Fiction  
ENG 548: Early Am Lit: 1607-1800  
ENG 550: American Romanticism  
ENG 551: Postcolonial Literary Theory and Texts  
ENG 553: Literacy Studies  
ENG 555: Black Women's Literature  
ENG 557: Digital Rhetoric and Composition  
ENG 560: Critical Writing  
ENG 563: Studies in American Realism, 1865-1900  
ENG 564: Cultural Studies Seminar in American Modernism  
ENG 565: Seminar in British Literature  
ENG 567: Seminar in American Literature  
ENG 570: Seminar in History of English Language  
ENG 575: Seminar in Literary Criticism  
ENG 576: Seminar in Film History, Theory, and Criticism  
ENG 583: Eighteenth Century Studies  
ENG 585: Studies in English Romanticism  
ENG 587: English Renaissance Literature

ENG 589: 19th Century Studies  
ENG 591: Seminar in Shakespeare  
ENG 593: 20th Cen British Novel  
ENG 594: Victorian Poetry  
ENG 595: Victorian Prose  
ENG 599: Independent Study

**COURSES TAUGHT BY ENGLISH FACULTY-NON ENG PREFIX**

ENU 405: The Teaching of Writing  
ENU 407: The Teaching of Literature  
ENU 511: Writing Teacher's Workshop  
ENU 521: The English Curriculum  
ENU 522: Teaching Writing across the Curriculum  
WRI 400: Creative Writing: Theory and Practice  
WRI 410: Arts and Entertainment Writing  
WRI 426: Advanced Desktop Publishing: Writing and Designing Documents

*Notes: Choose eight (8) ENG, ENU, or WRI courses for the ENG 599: Capstone Project Option, one of which must be ENG 599: Capstone Project. Students may choose three (3) credits of graduate work in courses that are not taught by the English department. Students may not repeat courses taken to fulfill program requirements. Choose seven (7) ENG, ENU, or WRI courses for Thesis Option, one of which must be ENG 503. Students may choose three (3) credits of graduate work in courses that are not taught by the English department. Students may not repeat courses taken to fulfill program requirements.*

**Master of Public Administration Degree – 36 Semester Hours**

**REQUIRED COURSES – 21 semester hours**

POL 465: Administrative Law  
POL 509: Approaches and Methods in Political Science  
POL 515: Principles and Problems of Public Administration  
POL 516: Administrative and Organizational Theory  
POL 517: Public Personnel & Strategic Human Resource Management  
POL 518: Budgeting and Decision Making  
POL 538: Program and Policy Evaluation

**RESEARCH REQUIREMENT – *Select one of the following POL courses with approval of MPA Program Coordinator. (3 or 6 semester hours)***

POL 503: Thesis\*  
POL 581: Professional Seminar

**\*\*ELECTIVES – 9 or 12 semester hours**

POL 425: Public Policy Making  
POL 441: Ethics and Managerial Leadership

POL 555: Federalism and Intergovernmental Relation  
POL 562: Urban Politics  
POL 565: Public Administration Internship  
POL 570: Selected Topics in Political Science  
POL 571: Nonprofit Organizational Management  
POL 580: Independent Study

*Notes: \*POL 503, Thesis is undertaken upon the successful completion of all course work. The student works in consultation with a thesis advisor who oversees the research and the writing of the thesis. The 6 semester hours may be split into two 3 semester hour segments for registration over two semesters or sessions. One letter grade is assigned for the 6 semester hours of Thesis. \*POL 565 (Internship) is for 6 semester hours and cannot be split. \*\*Students completing POL 503, Thesis must complete 9 semester hours of electives. Students completing POL 581, Professional Seminar must complete 12 semester hours of electives. Students may take one elective (3 semester hours) outside the Department of Political Science with approval.*

*Students interested in simultaneously completing the Master of Social Work program should contact the Social Work Department.*

**Master of Public Administration Degree, Criminal Justice Concentration – 36 Semester Hours**

**REQUIRED COURSES – 21 semester hours**

POL 465: Administrative Law  
POL 509: Approaches and Methods in Political Science  
POL 515: Principles and Problems of Public Administration  
POL 516: Administrative and Organizational Theory  
POL 517: Public Personnel & Strategic Human Resource Management  
POL 518: Budgeting and Decision Making  
POL 538: Program and Policy Evaluation

**RESEARCH REQUIREMENT – *Select one of the following POL courses with approval of MPA Program Coordinator. (3 or 6 semester hours)***

POL 503: Thesis\*  
POL 581: Professional Seminar

**\*\*ELECTIVES – 9 or 12 semester hours**

CRJ 420: Seminar in Criminology  
CRJ 430: Legal Issues in Criminal Justice  
CRJ 522: Police Strategies and Programs  
CRJ 540: Crime and Public Policy  
CRJ 570: Selected Topics in Criminal Justice



*Notes: \*POL 503, Thesis is undertaken upon the successful completion of all course work. The student works in consultation with a thesis advisor who oversees the research and the writing of the thesis. The 6 semester hours may be split into two 3 semester hour segments for registration over two semesters or sessions. One letter grade is assigned for the 6 semester hours of Thesis.*  
*\*\* Students completing POL 503, Thesis must complete 9 semester hours of electives. Students completing POL 581, Professional Seminar must complete 12 semester hours of electives. Students may take one elective (3 semester hours) outside the Department of Political Science with approval.*

### **Master of Science Degree in Computer Science, Information Technology Track – 30 Credits**

#### **REQUIRED (3 credits)**

CSC 441: Advanced Information Security

#### **FOUNDATIONAL COURSES (15-27 credits)**

CSC 411: Networking I

CSC 421: Web-Based Software Design

CSC 456: Database I

CSC 464: Human Computer Interaction

CSC 512: Networking II

CSC 521: Advanced Web-Based Soft. Development

CSC 543: Multiprocessing & Concurrent Programming

CSC 552: Advanced UNIX Programming

CSC 554: Project Management

CSC 556: Database II

#### **OPTIONAL THESIS (0 or 6 credits)**

CSC 599: Thesis – 6 credits

#### **ELECTIVE COURSES (0-6 credits)**

CSC 402: Data Structures II

CSC 415: Design & Analysis of Algors I

CSC 425: Compiler Design I

CSC 445: Intro to Intelligent Robotics

CSC 447: Artificial Intelligence I

CSC 480: Special Topics

CSC 520: Advanced Object Oriented Programming

CSC 526: Compiler Design II

CSC 540: Engineering Enterprise OO System

CSC 548: Artificial Intelligence II

CSC 555: Applied Cryptography

CSC 580: Special Topics

DEPTH COMPONENTS – (choose at least two courses including one 500-level from at least one depth area)

Networking: 411, 512

Web: 421, 464, 521

Database: 456, 556

IT Systems & Management: 540, 554

Security: 441, 555

*Notes: A candidate must complete all degree requirements for the MS within six (6) calendar years after his or her acceptance into the program. Students must select either the thesis option or the comprehensive exam option. The thesis option requires the completion of 24 credits of courses and 6 credits of thesis. The comprehensive exam option requires the completion of 30 credits of courses and passing the comprehensive exams. Comprehensive exams are given the last week of class in the Fall and Spring semesters. Students must complete at least 18 credits of 500-level courses. Students must complete at least one depth component in their program. (see above)*

### **Master of Science Degree in Computer Science, Software Development – 30 Credits**

REQUIRED (3 credits)

CSC 402: Data Structures II

FOUNDATIONAL COURSES (15-27 credits)

CSC 421: Web-Based Design and Develop

CSC 425: Compiler Design I

CSC 456: Database I

CSC 516: Design & Analysis of Algor II

CSC 520: Advanced Object Oriented Program

CSC 521: Advanced Web-Based Software Development

CSC 526: Compiler Design II

CSC 543: Multiprocessing & Concurrent Programming

CSC 552: Advanced UNIX Programming

CSC 556: Database II

OPTIONAL THESIS (0 or 6 credits)

CSC 599: Thesis – 6 credits

ELECTIVE COURSES (0-6 credits)

CSC 411: Networking I

CSC 441: Advanced Information Security

CSC 445: Intro to Intelligent Robotics

CSC 447: Artificial Intelligence I

CSC 464: Human Computer Interaction

CSC 480: Special Topics

CSC 512: Networking II  
CSC 540: Engineering Enterprise OO System  
CSC 548: Artificial Intelligence II  
CSC 554: Project Management  
CSC 555: Applied Cryptography  
CSC 580: Special Topics

DEPTH COMPONENTS: *(Choose at least two courses including one 500-level from at least one depth area)*

Compiler: 425, 526  
AI: 445, 447, 548  
Database: 456, 556  
Web: 421, 464, 521  
OO/Functional Design and Development: 520, 543  
Operating Systems: 543, 552  
Modular Design and Development: 520, 540, 543

*Notes: A candidate must complete all degree requirements for the MS within six (6) calendar years after his or her acceptance into the program. Students must select either the thesis option or the comprehensive exam option. The thesis option requires the completion of 24 credits of courses and 6 credits of thesis. The comprehensive exam option requires the completion of 30 credits of courses and passing the comprehensive exams. Comprehensive exams are given the last week of class in the Fall and Spring semesters. Students must complete at least 18 credits of 500-level courses. Students must complete at least one depth component in their program. (see chart)*

### **Master of Science Degree in Computer Science, Interdisciplinary Experience Track – 30 Credits**

A candidate must complete all degree requirements for a MS within six (6) calendar years after his or her acceptance.

Requirements: 30 credit hours, which includes:

- 18-24 hours of courses in the major
- 6-12 hours interdisciplinary courses
- A minimum of 15 credit hours must be at the 500 level; this may include a six credit thesis
- Successful completion of one of the depth components\*

COMPUTER SCIENCE COURSES (18-24 hours)

INTERDISCIPLINARY COURSES\*\* (6-12 hours)

See notes below

THESIS (6 hours)

\*DEPTH COMPONENT REQUIREMENT: Chose at least two courses (one or more 500-level) from one depth area.

Networking/Security: CSC 411, CSC 441, CSC 512, CSC 555

Database/Project Management: CSC 456, CSC 554, CSC 556

Data Science: CSC 458, CSC 459, CSC 523, CSC 558

Artificial Intelligence: CSC 445, CSC 447, CSC 548

Application Development: CSC 421, CSC 520, CSC 521, CSC 543

Operating Systems: CSC 425, CSC 510, CSC 526, CSC 543, CSC 552

Interdisciplinary courses provide breadth in graduate studies by permitting study in areas that enhance and broaden the student's knowledge and skills. The Computer Science ID Track provides the opportunity to incorporate study in other disciplines into a Computer Science master's degree that enhances the degree holder's career prospects.

Courses may be selected from Kutztown or other PASSHE universities to fulfill the interdisciplinary requirement under the following conditions:

1. The concentration consists of two to four courses, constituting 6-12 credit hours.
2. Courses selected must develop skills in related areas, e.g. management, communication, planning, decision making, design, etc.
3. Courses selected need not all be from a single discipline but must represent a cogent concentration.
4. The interdisciplinary concentration is chosen in consultation with the student's advisor and has their written approval.

The list below is a sampling of several sets of courses, subsets of which can be appropriate for application within an ID MS student's curriculum if approved by the student's advisor. This sample list is not meant to be comprehensive.

\*\*SAMPLE INTERDISCIPLINARY COURSE SETS (9 hours)

Business

ACC 520: Management Accounting Control Systems

BUS 572: Managing Enterprise Information Technology

ECO 561: The Global Economy

FIN 530: Financial Management

Communication Design

CDE 552: Design Technology for Educators

CDE 553: Design Principles and Practices for Educators

CDE 586: Graduate Interactive Seminar: Internet and Web Applications

Library Science

LLT 500: Foundations of Information Science

LLT 525: Computer Networking for Educators

LLT 530: Makerspaces and Technology Enhanced Programming  
LLT 560: Organization of Information, Metadata and Library Technologies

Public Administration/Organizational Management

POL 515: Principles of Problems in Public Administration

POL 516: Administrative and Organizational Theory

POL 517: Public Personnel Administration and Strategic Human Resource Management

POL 518: Budgeting and Decision Making

POL 571: Nonprofit Organizational Management

*Advisement Notes: 1. Candidates for the Computer Science ID Track degree must complete a total of 30 hours, selected in consultation with their advisor. A candidate must complete all degree requirements for the MS within six (6) calendar years after acceptance into the program. Students may select the thesis option, which requires the completion of 24 credits of courses and 6 credits of thesis. Otherwise the degree requires the completion of 30 credits of courses and passing the comprehensive exam.*

*2. At least one depth component must be completed in a student's program (see chart above) The selection of courses from the desired depth area should be made in consultation with the academic advisor.*

*3. The interdisciplinary component consists of at least two and as many as four courses. the totality of these choices should represent a cogent plan and must be approved, in writing, by the student's academic advisor.*

*4. The application for candidacy MUST be submitted and approved after completion of 12 credit hours. This form represents the student's program of study. Any change must be approved by their advisor. Deviation from this program of study must have written advisor approval.*

*Students pursuing unapproved programs of study are not guaranteed to be cleared to graduate.*

**Master of Social Work Degree – (64 Semester Hours for MSW Regular Status<sup>1</sup> / 44 Semester Hours for MSW Advanced Standing Status<sup>2</sup>)**

*Core Courses – Foundation Core + Advanced Core (58 semester hours) / Core Courses for Advanced Standing: Bridge + Advanced Core (38 semester hours)*

**FOUNDATION CORE COURSES (32 semester hours)**

SWK 400: Foundations in Human Behavior in the Social Environment

SWK 450: Foundations SWK with Individuals

SWK 455: Foundations Soc. Welfare Policies

SWK 460: Foundations of SWK Research

SWK 465: Foundations of SWK with Groups and Families

SWK 480: Foundations of SWK with Organizations and Communities  
SWK 481: Foundation Internship I  
SWK 482: Integrated Generalist Social Work Practice Seminar I  
SWK 483: Foundation Internship II  
SWK 484: Integrated Generalist Social Work Practice Seminar II

BRIDGE COURSES - ADVANCED STANDING ONLY (12 semester hours)<sup>1</sup>

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

ADVANCED CORE COURSES (26 semester hours)

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

ELECTIVES - *Electives shall be selected based upon 1) consistency with the student's interest and educational plan, 2) input from the field instructor regarding agency need, and 3) input from the student's academic advisor.* (6 semester hours)

SWK 501: Treatment Modalities for Social Work with Families  
SWK 502: Social Work Crisis Intervention with Families  
SWK 503: Social Work with Family Groups  
SWK 504: Short-Term Treatment Models in Social Work with Families  
SWK 505: Psychopharmacology for Social Workers  
SWK 507: Differential Assessment Techniques for Social Work  
SWK 508: Maltreatment in the Family: Social Work Practice  
SWK 516: Social Work in Healthcare  
SWK 519: Qualitative Research in Social Work  
SWK 520: Community Needs Assessment  
SWK 524: Program Evaluation & SWK  
SWK 525: Information Technology & Social Work Practice I  
SWK 526: Information Technology & Social Work Practice II  
SWK 536: Skills for Working with the New Immigrant Family  
SWK 538: Practice of Family Group Decision Making I  
SWK 539: Practice of Family Group Decision Making II  
SWK 540: Practice of Family Group Decision Making III

SWK 545: Child Permanence in the Family-in-Environment  
SWK 559: Social Work Intervention with Substance Abuse Populations  
SWK 561: Motivational Interviewing Skills: SWK Strategies in Gender Sensitive Addiction Treatment  
SWK 573: Publishing and Professional Presentation in Social Work  
SWK 574: Family Mediation  
SWK 575: Clinical Supervision in SWK  
SWK 570: Selected Topics in Advanced SWK  
SWK 579: Independent Study in Advanced General SWK  
POL: 400-level and above with permission<sup>3</sup>

*Notes: <sup>1</sup> Regular MSW status is for all students who do not qualify for Advanced Standing. <sup>2</sup> Graduates of CSWE-accredited BSW programs may complete the MSW as Advanced Standing, with 44 S.H., i.e. 12 S.H. Advanced Standing Only Bridge Courses, 26 S.H. Advanced Courses, and 6 S.H. Electives. <sup>3</sup> Permission required by both the MSW and MPA program coordinators. Social work students conduct themselves in a professional manner consistent with the NASW “Code of Ethics”. Students who violate the ethical standards and/or demonstrate behavioral problems may be dismissed from the major program.*

*Students interested in simultaneously completing the Master of Public Administration program should contact the Political Science & Public Administration Department.*

## **College of Visual & Performing Arts**

### **Master of Arts Degree in Arts Administration – 30 Credits**

#### **COURSEWORK (24 credits)**

ARU 561: Leadership in Arts Organizations  
ARU 562: Arts and Civic Engagement  
ARU 564: Ethical and Legal Issues in the Arts  
ARU 563: Fundraising and Development  
ARU 591: Methods of Research in the Arts  
ARU 595: Graduate Seminar in the Arts  
MGM 582: Organizational Leadership  
MKT 550: Marketing Strategies and Planning

#### **ELECTIVES (6 credits)**

### **Master of Education Degree in Art Education**

#### **OPTION I – 30 Credits**

REQUIRED COURSES (12 credits)

ARU 522: Perspectives in Art Education  
ARU 591: Methods of Research  
ARU 536: Art Curriculum  
ARU 595: Graduate Seminar in Art Education

ELECTIVES (18 credits)

OPTION II – 33 Credits

REQUIRED COURSES (18 credits)

ARU 522: Perspectives in Art Education  
ARU 591: Methods of Research  
ARU 536: Art Curriculum  
ARU 595: Graduate Seminar in Art Education  
EDU 503: Thesis (2 semesters at 3 credits)

ELECTIVES (15 credits)

*Notes: Candidacy: Students are required to apply for candidacy between 12th and 24th credits. Candidacy forms are available online or in the KU Office of Graduate Studies. Thesis: Thesis students will work with a faculty member to guide you in the completion of the thesis.*

**Master of Education Degree in Music Education – 30 Credits**

REQUIRED COURSES (21 credits)

MUU 525: Advanced Foundations of Music Education  
MUU 520: Instructional Systems Design and Learning Processes in Music  
MUU 530: Practical Technology for the Music Educators  
MUU 540: Musical Analysis for the Music Educators  
MUS 550: Graduate Seminar in Music History  
MUU/ARU 591: Methods of Research  
MUU 595: Graduate Seminar in Music Education

ELECTIVES (9 credits)

*Notes: Elective courses must include three credits of any additional 400 or 500-level MUS, MUU or MUP course(s). The remaining six elective credits may be chosen from any 400 or 500-level course(s) offered by the university. The M.Ed. in Music Education is not a teacher-certification program, however students who do not hold certification to teach music may opt to pursue this certification in conjunction with their requirements for the M.Ed. in Music Education. A maximum of nine (9) transfer credits may be included toward the fulfillment of the requirements for the degree. Students must follow guidelines as written in the Graduate Bulletin. Candidacy: Students are required to apply for candidacy*



*between 12th and 24th credits. Candidacy forms are available online or in the KU Office of Graduate Studies.*

### **Master of Fine Arts in Communication Design – 60 Credits**

#### CORE STUDIO (18 credits)

- CDE 501: Personal Exploration Seminar
- CDE 502: Professional Exploration Seminar
- CDE 503: Grad Seminar- Unconventional Type
- CDE 504: Grad Seminar- Design Pioneers
- CDE 505: Grad Seminar- Emerging Media
- CDE 506: Grad Seminar- Contemporary Topics in Design

#### THESIS (12 credits)

- CDE 511 Thesis I: Research Studies (Academic)
- CDE 512 Thesis II: Creative Studies
- CDE 513 Thesis III: Production/Presentation/Exhibitions

#### ACADEMIC ELECTIVIES (6 credits)

- CDH 550<sup>1</sup>: or Visual Design/Media Elective<sup>2</sup>
- CDH 551<sup>1</sup>: or Visual Design/Media Elective<sup>2</sup>

STUDIO ELECTIVES – *Courses may be selected from 500 level studios with CDE (not studio core or thesis) FAR, CFT, ART or ARU prefixes. Up to six credits of academic courses may be substituted for studios.*<sup>3</sup> (24 credits minimum)

*Notes: The program is a low residency program designed to take nine semesters including the summer. When choosing electives, MFA candidates should consult with their advisor closely to choose courses that best meet the students' career goals and research interests. Graduate level courses may exist that may be substituted for those listed on a case by case basis. Substitutions require Dept., College and University approval. The order in which academic electives are taken may vary based on course availability.*

<sup>1</sup>*CDH 550 & CDH 551: Students who have no prior design history should take CDH 550 & CDH 551 to satisfy Visual Design/Media Electives. Students who have only one prior design history should take CDH 551 to satisfy one Visual Design/Media Elective.*

<sup>2</sup>*Visual Design/Media Electives: ARU 515, 517, 536, 556, 570, 575, 576, 581 EDU 517, 543, 591. ELU 520, 591. ENG 557, 560, 576. ITC 520, 536, 553, 570. RAR 5XX (summer only).*

<sup>3</sup>*Studio Electives: Any 500 level CDE course other than 501-06 and 511-13. Up to 6 credits of academic electives may be substituted for studio electives. Independent study and Internship may be used for studio electives.*

## **Certifications**

English as a Second Language (ESL) Program Specialist Certification  
Instructional Certification: Art Education  
Instructional Certification: Special Education (PreK-8)  
Instructional Certification: Special Education (7-12)  
Instructional Certification: Special Education – Visual Impairment (B-21)  
Instructional Technology Specialist Certification  
Principal: PreK-12 Certification  
Reading Specialist Certification  
Special Education Certification (PreK-8 Post Baccalaureate Certification)  
Special Education Certification (7-12 Post Baccalaureate Certification)  
Supervisory Certification: Curriculum and Instruction  
Visual Impairment Certification (Post Baccalaureate Certification)

### **PDE Endorsement Certifications:**

Autism Spectrum Disorders  
Online Instruction  
Instructional Coach  
Integrative STEM Education

## Course Descriptions

### Accounting

#### **ACC 520: Management Accounting Control Systems**

The course will be a study of the development and use of accounting information in performing managerial functions. Though traditional cost accumulation methods will be studied as a basis for inventory valuation and income measurement, the course will stress the role of cost analysis in decision making. Areas of emphasis will include planning and control of routine operations, evaluation of performance at different levels within the organization, incremental analysis in non-routine decision making, and the qualitative aspects of analyzing and using accounting data. Though the bulk of discussion will be directed toward profit-oriented activities, many of the concepts and techniques are equally applicable to activities that are not profit oriented.

Prerequisites: MBA students only

#### **ACC 571: Selected Topics**

An in-depth study of a specialized topic in accounting. Content of the course will vary from semester to semester. May be repeated.

Prerequisites: MBA students only

### Anthropology

#### **ANT 505: Culture And Learning**

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

#### **ANT 555: Peoples, Cultures, and Adaptations in the Pennsylvania Region**

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

### Art

#### **ART 503: Thesis**

Thesis

#### **ART 540: Weaving & Textiles**

A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design.

#### **ART 551: Printmaking**

Visual expression in a variety of printmaking techniques are explored. Among the techniques investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied.

**ART 560: Painting**

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

**ART 561: Ceramics**

This advanced exploration of clay as a plastic medium for expression stresses an awareness of traditional as well as contemporary approaches to ceramics. Studio investigation is directed toward the understanding of technical and conceptual considerations of functional and non-functional clay objects. Repeatable up to 12 credits.

**ART 571: Selected Topics in Art Studio**

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

**ART 577: Independent Study**

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in art education. The study is expected to diverge from normal course requirements into areas such as studio, art history, aesthetics, and art field work in a school district as they relate to the requirements of a Master's Degree in Art Education. (This course is also offered under the following designations: ARH 577, ARU 577, CFT 577, FAR 577.)

## Art Criticism

**ARC 516: Cross-Cultural Perspectives in Art**

Accounts of non-Western aesthetic systems provide a starting point for this course which evolves into a cross-cultural comparison of a variety of art forms from a global perspective. After cataloging the ways in which art is conceptualized in various times and places, students begin to look for commonalities and patterns of variation in diverse cultural definitions of art. This course is repeatable for up to 9 credits. (This course is offered under the ARC/ARU 516 designation.)

**ARC 572: Selected Topics: Art Seminar**

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

## Art Education

**ARU 401: Learning in the Visual Arts: Childhood**

This course provides learners with an introduction to teaching visual arts (fine art, design, craft) and visual culture in grades preK-5 elementary settings. Learners in this class will investigate curriculum planning, individual and social development, instructional strategies, as well as historical and theoretical issues in art education. Learner activities will include narrative account, observation of elementary teaching settings, studio and critical response activities, and the design of curriculum plans and instructional materials appropriate for art and visual culture in elementary settings. The class will be conducted within a studio framework and will include presentations, discussions and performance-based activities. ARU 401 & ARU 420 are co-requisites and should be taken simultaneously.

Prerequisites: Art Education certification students or permission of the instructor.

**ARU 420: Learning in the Visual Arts: Adolescence**

This course provides learners with an introduction to teaching the visual arts (fine art, design, craft) and visual culture to adolescent populations. Learners in this class will investigate curriculum planning, individual and social development in the arts, instructional strategies, as well as historical and theoretical issues in art education. Learner activities will include observation of and interaction with adolescent learners, studio and critical response activities, and the design of curriculum plans and instructional materials appropriate for art and visual culture to adolescents. The class will be conducted within a studio framework and will include presentations, discussions and performance-based activities. ARU 401 & ARU 420 are co-requisites and should be taken simultaneously.

Prerequisites: Art Ed. Certification students only

**ARU 430: Studio Thinking**

Studio instruction is a central feature of art education classes in Pre K through 12 settings. In this course, students will be introduced to a wide range of strategies teachers employ to engage their students in studio thinking (Fine Arts, Crafts, Design). Students will investigate developmentally appropriate strategies used to demonstrate, facilitate, and critique artwork. Students in this class will be introduced to a range of issues, strategies, and perspectives associated with studio teaching methods.

Prerequisites: ARU 401, 420

**ARU 440: Visual Culture: Critical Practice and Pedagogy**

This course aims to expand the student awareness of the proliferation and pervasiveness of imagery, artifacts, and events in art and visual culture, and provides an introduction to those critical theories and practices that have framed 20th century understandings of visual art, design, and visual culture. Students are encouraged to use critical strategies to reflect on the relationship of contemporary art and visual culture to the construction of identity, the richness of global cultures, and the integrity of human-made environments. The course is writing-intensive, emphasizing the need for students to clearly articulate their ideas, using models from disciplines engaged in similar critiques.

Prerequisites: ARU 401, ARU 420.

**ARU 450: Best Practices in Art Education**

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

Prerequisites: ARU 110 & 210 or with permission of the instructor.

**ARU 475: Art Education Field Experience**

This course is a practical orientation to the teaching of art in a multicultural society through being an aide to an art teacher in a school situation. Students have opportunities to experience the adaptation of media and techniques for instruction in the classroom. Seminars, workshops, and individual conferences with the college instructor accompany the experience of the art classroom assistantship. Students are responsible for their own transportation. Students are expected to fulfill all the course requirements assigned in relationship to the number of credit hours. A minimum of 6 hours of work outside of the class is required per week.

Prerequisites: ARU 401, ARU 420.

**ARU 476: Art Education Internship I**

This internship provides candidates already teaching art in private and charter schools with clinical experience in order to earn PA Visual Arts Certification PreK-12 while on the job. An internship provides the teacher candidate with opportunities to participate instructionally as the art teacher of record at their own school while being mentored by an experienced classroom teacher and university supervisor. The internship is the first of two internships taken in sequence that will provide the teacher candidate mentorship and supervision for an entire school year.

Prerequisites: ARU 475 & enrollment in the Art Education Internship Program

**ARU 477: Art Education Internship II**

This internship provides candidates already teaching art in private and charter schools with clinical experience in order to earn PA Visual Arts Certification PreK-12 while on the job. An internship provides the teacher candidate with opportunities to participate instructionally as the art teacher of record at their own school while being mentored by an experienced classroom teacher and university supervisor. The internship is the second of two internships taken in sequence that will provide the teacher candidate mentorship and supervision for an entire school year.

Prerequisites: ARU475 & 476 & enrollment in the Art Education Internship Program

**ARU 490: Clinical Experience and Practicum I**

Student teaching is the culminating experience of the Art Education certification program. It provides the student teacher with opportunities to observe professional art teachers on the advanced level and to participate instructionally in the art education programs of the schools. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable with the expectation of continued development of classroom management, teaching strategies, and instructional expertise. The student teacher is expected to plan and teach on both levels. The Practicum is a seminar, scheduled concurrently with the Clinical Experience; during the seminar, students discuss with the university supervisor teaching strategies, classroom management, application of theoretical models, and other pre-professional concerns.

Prerequisites: ARU 401, ARU 420, ARU 430, ARU 440, ARU 475.

Prerequisites: All students in ARU Certification Program: and ARU 522 & ARU 536 & ARU 430 & ARU 517 & ARU 475 OR Permission of instructor

**ARU 491: Clinical Experience and Practicum II**

Student teaching is the culminating experience of the Art Education certification program. It provides the student teacher with opportunities to observe professional art teachers on the advanced level and to participate instructionally in the art education programs of the schools. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable with the expectation of continued development of classroom management, teaching strategies, and instructional expertise. The student teacher is expected to plan and teach on both levels. The Practicum is a seminar, scheduled concurrently with the Clinical Experience; during the seminar, students discuss with the university supervisor teaching strategies, classroom management, application of theoretical models, and other pre-professional concerns.

Prerequisites: ARU 401, ARU 420, ARU 430, ARU 440, ARU 475.

Prerequisites: All students in ARU Certification Program: and ARU 522 & ARU 536 & ARU 430 & ARU 517 & ARU 475 OR Permission of instructor

**ARU 501: Drawing**

Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements. (This course is also offered under the FAR 501 designation.) Repeatable up to 12 credits.

**ARU 502: Printmaking**

Visual expression in a variety of printmaking techniques are explored. Among the techniques investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied. (This course is also offered under the FAR 502 designation.) Repeatable up to 12 credits.

**ARU 503: Painting**

This course provides for experimentation with painting media, with emphasis upon development of individual style. (This course is also offered under the FAR 503 designation.) Repeatable up to 12 credits.

**ARU 504: Graduate Sculpture**

This course is an advanced study in specific materials, processes, and concepts in the creation of sculptural form. (This course is also offered under the FAR 504 designation.) Repeatable up to 12 credits.

**ARU 505: Photography**

Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology. (This course is also offered under the FAR 505 designation.) Repeatable up to 12 credits.

**ARU 515: Womens Issues in Arts**

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

**ARU 517: Art Criticism**

This course concerns the methods of argument and language analysis as they apply to reasoning about the visual arts. The students critically assess the writing of contemporary critics and examine the theories of art and criticism upon which such writing is based. Students also refine their verbal and written critical skills as they attend to original works of art. This course is repeatable for up to 9 credits. (This course is offered under the ARC/ARU 517 designation.)

**ARU 522: Perspectives in Art Education**

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

**ARU 523: Assessment in Art Education**

Major theorists in the field of assessment will be studied. A specific focus will be developed around those theorists who address evaluation in the visual arts. The essential principles of art education as they relate to aesthetic assessment will be articulated. Techniques for evaluating the artistic process, appraising art, and assessing broad-based art content in relation to the goals of art education will be provided. Attention to curriculum and the design and implementation of evaluation instruments including content testing for assessment of affective and cognitive learning in art will be developed.

**ARU 525: Current Issues in Art Education**

The particular needs of individual teachers, schools, districts, and/or intermediate units are addressed. The content deals specifically with identifying basic instructional problems and needs in the arts and analyzing current issues in art aesthetic education. Attention will be given to any multi-cultural influences which may need to be reflected in instructional planning. Emphasis will be placed on an examination of contending theories as they relate to those problems. Students will have the opportunity to design and implement strategies to meet individual program needs. Repeatable up to 9 credits.

**ARU 526: Differentiating Instruction Through Art**

This course will provide an introduction to the philosophy of differentiated instruction and address the complex challenges of engaging diverse learners. The theories, research, and assumptions underlying differentiation will be examined, and applied to the implementation of successful differentiated instruction. Students will gain expertise making practical and flexible instructional decisions that help create a standards-based learning environment where all students can thrive and achieve in and through arts.

**ARU 532: Teaching Art in Alternative Settings**

This course introduces and examines educational theories, and practices as they are implemented in alternative educational settings such as non-school settings (e.g. correctional settings, retirement centers), non-traditional or non-public school settings (e.g. cyber schools, charter schools), alternative arts venues, museums, non-profit organizations and community-based organizations and alternative art venues in relationship to art education. A range of issues, strategies, perspectives and theories associated with teaching sites will be explored through reflection responses, critical/reading responses, field experience, and seminar discussions.

**ARU 535: Integrated Curriculum in the Art Classroom**

This course introduces and examines the history, theories, goals, and practices for integrating diverse disciplines with art education curriculum. The course offers exploration of meaningful, natural, and significant interdisciplinary or cross-disciplinary connections between art and non-art subjects. Through reflective responses, critical/reading responses, field experience, and seminar discussions the students will learn how to develop substantive connections between the arts and other subject areas and explore a range of issues, strategies, perspectives, theories, and resources associated with making interdisciplinary connections for teaching an integrated art curriculum.

**ARU 536: Art Curriculum**

Students will study the theory of curriculum and be involved with the construction of practical curricula. An analysis and redesign of art curricula of actual school situations will comprise a major aspect of the course. Contemporary curriculum models will provide a basis for making judgments of these curricula. Special attention will be given to the theoretical assumptions embedded in the Pennsylvania Department of Education Standards Aligned System.

**ARU 541: Teaching Contemporary Art Issues**

This course is designed specifically for art teachers in the field but also is well suited for any graduate student interested in contemporary art and issues. This course exposes teachers to the work of contemporary artists and explores meanings generated from the content of the work in order to make connections to current issues and how that can inform and guide our teaching practices in the art classroom. Instruction includes readings, discussion, lecture, slide/video presentations, on-site visits to galleries/museums/artist studios, and developing units of instruction that are put into practice as the semester unfolds. Integrating art with other subject areas is encouraged for connected learning. Course assignments are expected to align with the teacher's current levels of teaching (elementary, middle/junior high, high school). No prerequisite required. Repeatable up to 9 credits.

**ARU 542: Weaving and Textiles**

A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design. (This course is also offered under the CFT 542 designation.) Repeatable up to 12 credits.

**ARU 546: Jewelry and Metalcraft**

Expressive personal and functional forms in jewelry and metalcraft are created. Students will elect activities involving cutting and setting and setting of stones, as well as carving, forging, casting, raising and forming. Materials used will include various metals, woods, plastics, enamels, and stones. The history of jewelry and metalcraft is also studied. (This course is also offered under the ARU 546 designation.) Repeatable up to 12 credits.

**ARU 556: Curricular Applications in Art Education**

This course addresses the application of curriculum theory in the design of instructional strategies and materials for use in traditional and/or nontraditional arts education settings. Students will develop arts and interdisciplinary materials to be used in conjunction with actual and virtual museum collections, gallery exhibitions, performances, conferences or other arts-related events. Repeatable up to 9 credits.



**ARU 560: Leadership in Art Education**

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

**ARU 561: Leadership in Arts Organizations**

This course provides students with a broad overview of the field of arts administration. Through interviews, case studies, and organizational theory, students will develop a framework for understanding the profession. Students will be introduced to the Association of Arts Administration Educators (AAAE), the professional association for arts administrators. The AAAE's standards will provide a framework for discussing case studies and student identified observation sites.

**ARU 562: Arts and Civic Engagement**

This course provides students with an understanding of the role that the arts play in the development of communities. Attention is placed upon institutional and personal initiatives that have contributed to greater civic engagement. The arts will be discussed in terms of their value both as progressive and conservative forces within the social sphere. Considered will be questions such as: How do the arts motivate change within the civic order? Whose purposes for the arts serve as forces for development and growth?

**ARU 563: Fundraising and Development in the Arts**

This course provides an overview of fundraising and development for an organization. The role of fundraising as a function of management and in relation to the overall strategic plan of arts organizations is explored. Throughout the course, students will examine tools for analysis and techniques for effective fundraising.

**ARU 564: Ethical and Legal Issues in the Arts**

This course is designed to provide information about the ethical and legal principles that are encountered by arts administrators. The course will feature case studies and legal precedents, and consider topics such as copyright infringement, liability, non-profit regulations, and philanthropic regulations. Students will be expected to frame arguments around case law and moral principles as they consider current issues and topics relevant to contemporary civic initiatives and legal findings.

**ARU 565: Developing the Leader in You**

This graduate course will provide a foundation to the field of leadership studies and examine both historic and contemporary leadership theories. Leadership studies is relevant in many fields including Art Education and Arts Administration. Throughout the course, the leadership approaches of local and global leaders in various organizational sectors will be examined. Students will self-reflect on their own strengths and weaknesses as leaders and develop personal leadership philosophies and development plans connected to their unique experiences and dispositions.

**ARU 566: Internship in Arts Administration**

Internship in Arts Administration provides the graduate student with professional experience in an arts organization in connection to arts administration. The internship will be 120 hours per semester.

**ARU 570: Selected Topics In Art Education**

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

**ARU 571: Selected Topics in Art Studio**

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

**ARU 572: Selected Topics: Art Seminar**

Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

**ARU 575: Individual Problems in Art Seminar**

This course is oriented to concepts of art around which the individual students would focus their attention and interest in the production or analysis of artistic forms which exist in a multi-cultural society. The students work with the professor to explore possibilities which they are stimulated to pursue and which emerge from personal ideas and research in art-oriented problem areas. Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

**ARU 577: Independent Study**

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in art education. The study is expected to diverge from normal course requirements into areas such as studio, art history, aesthetics, and art field work in a school district as they relate to the requirements of a Master's Degree in Art Education. (This course is also offered under the following designations: ARH 577, ART 577, CFT 577, FAR 577.)

**ARU 579: Selected Topics: Crafts**

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

**ARU 581: Response to the Arts**

This course is designed to assist the teacher in developing educational experiences in the arts within the contexts of art criticism, art history, the humanities, and aesthetic experience. Emphasis is placed upon the ways critical, historical and other forms of inquiry (e.g. philosophical, sociological, and psychological) can be used to extend an understanding of the arts, aesthetic experience, and their relationship to society. The major emphasis is on the visual arts. Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

**ARU 590: Applied Research**

(1 credit hour) This course provides directions in application of research methods directly related to the student's paper/project. Instruction is individualized, providing for personalized endeavors (curriculum resource development, models for teaching, etc.) directly applicable to the selected topic. Required of those writing papers.

Prerequisites: ARU 522 & 591

**ARU 591: Methods of Research**

This course provides an introduction to a wide-range of research methods and provides graduate students with the knowledge they need to begin the process of collecting, analyzing and reporting data. In addition, students will examine their own research lens and biases and develop the critical thinking skills needed to analyze and comprehend research reports.

**ARU 595: Graduate Master's Seminar**

This course is a capstone that provides an opportunity for students nearing the completion of their Master's degree to reflect upon and refine the perspectives they have explored throughout their program. Drawing upon the insights and understandings gleaned from their course of study, in addition to research, cohort activities and readings; seminar participants will create integrative responses that documents their professional growth and development up to this point. Students will also consider further implications for their continued practice.

Prerequisites: ARU 522 and ARU 536 and ARU 591; OR ARU 561 and ARU 562 and ARU563 and ARU 564 and ARU 591

## Biology

**BIO 435: Advanced Genetics**

Current knowledge of the nature, properties, transmission, interaction and variation of hereditary materials, and their significance for the development, expression and evolution of the characteristics of organisms.

Prerequisites: BIO 216 & BIO 217

**BIO 440: Evolution**

This course examines the theory of evolution by natural selection and its implications for the evolution of organisms. The course covers the history of Darwin's theory as well as modern formulations that incorporate current knowledge in genetics, molecular biology, population biology, paleontology, biogeography, and systematics. Other topics include the evolution of sexual reproduction, the evolution of behavior, the mechanisms of speciation, the main events in the history of life, and applications of evolutionary biology in agriculture and medicine.

**BIO 447: Immunology**

Infectious diseases of man, their cause, treatment, and control with emphasis on the theoretical and practical aspects of antigen-antibody systems, serology, and antibiosis.

**BIO 457: Systematic Entomology**

Taxonomic characteristics of important insect families especially those of the major orders. Emphasis will be placed on species of environmental importance and those which illustrate biological concepts. (Not a field course.)

Prerequisites: BIO 302 or Permission of the Department Chair

**BIO 460: Cancer Biology**

This course is designed to delve deeply into the molecular mechanisms of cancer biology with an emphasis on scientific discovery. Identifying the causes of cancer and the molecular changes associated with cellular transformation are important components of this course. A weekend field trip to our regional cancer center and diagnostic laboratory may be included in this course. The Cancer Biology course will build on the knowledge and skills acquired in Molecular and Cellular Biology.

Prerequisites: BIO 346 and BIO 350; or permission of the instructor.

**BIO 470: Selected Topics in Biology**

Topics in the field of biology or the work of a biologist that are of current interest will be selected for in-depth study. The course content will normally change each time the course is offered. The course may be repeated for credit provided that the same topic is not repeated.

Prerequisites: BIO 104, BIO 106, & BIO 108 or permission of the dept.

**BIO 501: Seminar**

This is an introduction to the evaluation and presentation of research data and projects and related aspects of scientific intercourse.

**BIO 502: Biological Research**

This is a course to develop scientific creativity through supervised research and unique investigations.

**BIO 503: Thesis****BIO 510: Ecology**

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

**BIO 512: Field Biology for Elementary Teachers**

Field and laboratory experiences in the natural sciences are designed specifically for the teacher of elementary science. This includes field identifications, collection, preservations, and use of living materials from the local environment.

**BIO 515: Comparative Plant Morphology**

Selected aspects of systematics, morphology, reproduction, and phylogeny of representative species of psilopsids, lycopsids, sphenopids, ferns, gymnosperms, and angiosperms, both living and fossil, are studied.

**BIO 561: Advanced Molecular Biology**

A detailed description of structures and basic functions of the molecules of biological systems is undertaken. The demonstration of the relationship between structure and function at the molecular level is shown.

**BIO 580: Selected Topics in Biology**

Topics in biology of a timely nature, highly specialized, in response to new developments in biology, and/or topics requested by special interest groups will be presented.

# Business

## **BUS 520: Health Services Administration**

This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration. Healthcare is a major industry in this region, and graduate courses will help them fill their needs for executives and upwardly mobile managers in the Healthcare field. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, traditional healthcare and integrative healthcare options, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services.

## **BUS 560: Legal Environment of Business**

This course is designed to study the nature of the corporation and other forms of business organizations and the legal problems they face, including the rights and powers of managers to their organizations, to investors, to creditors, to government, and to the public. Also covered is the application of the Sherman, Clayton, and Federal Trade Commission Acts to interstate commerce, collective bargaining, legislation, organization, operation and liquidation of corporations, taxation regulations, and contract law. The course is conceptual and case-oriented.

Prerequisites: MBA students only

## **BUS 571: Selected Topics**

Selected Topics.

Prerequisites: MBA students only

## **BUS 572: Managing Enterprise Information Technology**

The course covers management of hardware, software, commercial applications, custom developed applications, telecommunications (including LAN, WAN and networking) as well as the processes that govern information systems. Students will learn how to distinguish between a good technology decision and a poor technology decision. This course will also introduce the students to the technology map and the information technology infrastructure in organizations. This enables business professionals without a technology background to identify the various types of information technologies available and make appropriate purchasing decisions.

Prerequisites: MBA students only

## **BUS 580: Independent Study in Business Administration**

Directed independent study, research, or work-related projects. Supervision to be undertaken by the graduate faculty. Area of concentration will be appropriately related to the M.B.A. and the special interest of the student.

Prerequisites: MBA students only

# Chemistry

## **CHM 470: Selected Topics In Chemistry**

This course provides students with an opportunity for in-depth study at an advanced level of topics that are of current interest in the field of chemistry. The format of the course will vary to best address the educational goals as they relate to the selected topic. This course may be repeated for up to 6 credits provided the same topic is not repeated.

Prerequisites: CHM 100, CHM 102 and CHM 214 or Permission of the Instructor

# Communication Design

## **CDE 501: Personal Exploration Seminar**

This course will allow each MFA candidate to explore individual style, projects, visual techniques, academic, social, cultural interests and intellectual content that has personal meaning to the student. This course will focus on personal creative design exploration. Coursework will emphasize individual visual/creative experimentation and projects created and authored by the student. The MFA candidate will challenge him/herself to resolve complex problems in advertising, interactive, illustration, graphic design and/or other design-related fields in the student's own unique style. This course will require research, visual and conceptual investigation towards the development of the MFA candidate's own voice. Significant analysis will be needed to design the materials for the appropriate target audience.

Prerequisites: MFA majors only

## **CDE 502: Professional Exploration Seminar**

This course will allow each MFA candidate to review and evaluate his/her concepts, knowledge and skill set and to focus forward to explore new areas of interest that could be utilized in professional practice. Each MFA candidate will be researching advertising design, illustration design, interactive design, graphic design and/or other design fields. Each MFA candidate will select an area for further professional development.

## **CDE 503: Graduate Seminar: Unconventional Typography**

Typography is the art of utilizing letterforms to communicate, to influence and to interpret ideas. Each MFA candidate will explore new and historical interpretations of expression through typography. Emphasis will be placed on expressive typography and experimentation with type. The MFA candidate will use both historic and innovative typographic techniques and media to create unique typographic communication. Typography will be used to communicate as both art and message through experimentation, photography, innovative media, kinetic type, time-based type, expressive artistic creation and computer manipulation. The MFA candidate will be responsible for the research, conception, creation, and manipulation of letterforms in a creative project.

## **CDE 504: Graduate Seminar: Design Pioneers**

Designers are social commentators of their time. We create in response to the events that are happening around us. A design pioneer is someone who has transformed, or is currently transforming the design industry through his/her aesthetic sensibility, media used and/or technological innovation. This course will assist each MFA candidate in a journey of self-discovery to identify his/her own design influences. Design Pioneers examines graphics designers and movements that are of specific interest to the MFA candidate. This course emphasizes creating a visual project to personally interpret the ideas and concepts presented by past and present design pioneers.

## **CDE 505: Graduate Seminar: Emerging Media**

This seminar will focus on emerging technological advancements as they relate to the Communication Design industry and design-related fields. Each MFA candidate will analyze how emerging technologies are used to complement and enhance existing methods of communicating for the creation of media solutions. The course content will delve into the newest technologies relating to print, film, video, photography, computer applications and other devices that are moving from experimentation to being adopted by a mainstream audience. Each MFA candidate will create a content message that can be delivered via emerging media technologies and media.

**CDE 506: Graduate Seminar: Contemporary Topics in Communication Design**

This graduate seminar will focus on current and emerging issues in the design industry as a whole. The course content will require research into topics or issues being widely discussed in relevant publications, conferences, professional groups and through broad online community of design and design-related professionals. The research topic areas may span many different disciplines such as advertising, graphic, interactive, industrial, and product design as well as other areas yet to be added to the design field through new technological innovations. The research generated by each MFA candidate will then be transformed into a meaningful and appropriate form that communicates a position, educates a targeted audience and/or raises professional or public awareness of the design related topic or issue.

**CDE 507: The Graphic Design Experience**

This course is an overview of the field of Graphic Design building on the foundations of conceptual thinking, visual/verbal synergy, typography and visual hierarchy and the history of graphic design. Students will combine format, layout typography, materials, design elements and Imagery to create a visual gestalt.

**CDE 508: The Advertising Design Experience**

This course is the study and application of the fundamentals of advertising, with emphasis on the total campaign as it applies to consumer product advertising and/or non-profit/corporate institutional advertising. Emphasis will be placed on accurate communication of the advertiser's message through appropriate development of concepts, words and visuals which reflect strategy, positioning and brand voice.

**CDE 509: Interactive Design for the Art Education Classroom**

This course will introduce Art Education/Professional graduate students to the study of interactive design fundamentals, practices and technologies as they are used to support and enhance teaching.

**CDE 510: The Sequential Illustration Experience**

This seminar is designed to introduce students to the exploration of a visual narrative, and creating a thematic collection of personal images in sequential form.

**CDE 511: Graduate Research Project I: Research Studies**

Research Studies will assist students in identifying a thesis topic suitable for long-term development. The MFA candidate will be guided through proposal writing and editing, thesis research, and media exploration. The MFA candidate will be required to fully research and present his/her findings in writing to the Thesis Advisor and the MFA Graduate Review Committee for defense and approval. His/her research findings will serve to expand the field of Communication Design. Ultimately the thesis is submitted as a written document supported by visual examples.

**CDE 512: Graduate Research Project II: Creative Studies**

Creative Studies will be the exploration and development of a media-appropriate, information-based project. The course emphasizes exploring alternative methods and media to best communicate the written thesis material. The MFA candidate will continue researching and finalizing his/her thesis. The MFA candidate will also determine the visuals, messages, campaigns, illustrations, photography, etc. appropriate to communicate his/her thesis topic. The MFA candidate will be required to submit and present a thorough plan for the production, presentation and exhibition of the finding of the thesis research to his/her Thesis Advisor and the MFA Graduate Review Committee for defense and approval.

**CDE 513: Graduate Research Project III: Production/Presentation/Exhibition**

MFA Thesis III: Production/Presentation/Exhibition will be the production, defense and presentation of a unique final exhibit displaying the process, creative thesis project and findings of his/her thesis research. This exhibition is the culmination of research, development and visual work created during the previous two theses courses, CDE 511 Thesis I: Research Studies and CDE 512 Thesis II: Creative Studies. There are three components to this class. First each MFA candidate will produce a final creative project communicating the findings of his/her thesis research. Second, each MFA candidate will present his/her work through a public lecture, gallery talk and/or podcast. Third, each MFA candidate will develop a method of exhibition that is relevant to the topic of his/her thesis. The body of work could be showcased at the Miller Art Gallery, in appropriate alternate spaces on campus, in the community, online or any combination of exhibition methods. Each MFA candidate will produce the exhibition itself including supporting materials and the finished creative work. Each MFA candidate will also be responsible for submitting the final research and exhibition for professional publication and/or presentation at a design-related conference so that it reaches a broader audience beyond the venue of the Kutztown University campus. The MFA candidate will be required to communicate and present the creative thesis project and final exhibition plan for approval to the Thesis Advisor and the MFA Graduate Review Committee for defense and approval.

**CDE 514: Graduate Independent Study**

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in Communication Design field. The study may diverge from normal course requirements into areas such as a specific studio art, art history, aesthetics, and other fields as they relate to the requirements of an MFA in Communication Design. An MFA candidate may register for this course more than once.

**CDE 515: Graduate Workshop: Emerging Media Campaigns**

This course will be a study of the ways in which companies and non-profit organizations promote their products and causes to consumers and donors using events, product placement and social networking. Social networking is a relatively new phenomenon that was made possible by the popularity of social networking web sites such as Facebook and Twitter, and hand-held devices including cell phones and smart phones. Product placement has been in existence since Hershey agreed to allow Reese's Pieces to be used in the movie E.T. Sporting events are notorious for selling space in arenas to promote the types of products that would interest their fans. The immediate need of help for Haitian earthquake victims was met by technology that allowed cell phone users to text a donation directly to the Red Cross. Emphasis will be placed on how to reach the appropriate target audience, with each type of advertising, in order to promote products, corporations and non-profit organizations. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 516: Graduate Communication Design Studio**

The emphasis of Graduate Communication Design Studio is the continued development and execution of visual solutions to relevant design problems within the context of Communication Design. Students are expected to set higher goals and achieve a higher level of sophistication in successive levels of this studio. Specifically, students will develop their personal imagery, technical ability and increase their knowledge of relevant processes and techniques. At the more advanced levels of studio, students will increasingly be expected to pursue publication and opportunities to exhibit their work through exhibitions, competitions and public venues.

Prerequisites: MFA majors only

**CDE 550: Graduate History of Graphic Design A**

The historical development of graphic communications as applied through graphic design, including, typography, advertising design and illustration, from pre-historic times through the 19th century. Emphasis is on the search to give visual form to ideas and concepts and to bring order and clarity to information dissemination.

Prerequisites: MFA majors only



**CDE 551: Graduate History of Graphic Design B**

Graphic design, advertising design and illustration matured in the 20th Century into recognized professions. This course emphasizes the search to give visual form to ideas and concepts as created within these professions and to delineate how these professions bring order and clarity to information dissemination. Prerequisites: MFA majors only

**CDE 552: Design Technology**

This course will introduce graduate students to the use of technology, including Adobe Creative Cloud, as it relates to design principles and practices. Through demonstration and practice, students will learn how to use various technologies to support professional applications.

**CDE 553: Design Principles and Practices for Educators**

This course will introduce graduate students to design principles and practices including ideation, conceptualization, typography and layout, and examine ways to integrate them into their curriculum. Students will investigate the field of graphic design and the role of designer as a visual communicator. Prerequisites: CDE/ARU 552

**CDE 556: Graduate Workshop: Art of Humor**

This course combines studio work with an historical survey of humorous and satirical art. We consider the history of humor in print and study successful artists working in the field today. Students will explore their own strategies for new artists entering the field of humorous illustration, such as graphic novels, web comics, zines, and print-on demand publishing. This course may be taught as a half-semester course of a full semester course. A minimum of 6 hours of work outside of class is required per week. Prerequisites: MFA majors only

**CDE 557: Graduate Workshop: Typeface Design**

This course is an in depth study of the issues and process of designing Roman letterforms. The design of typefaces will be presented from both an historical and contemporary perspective. Designing letterforms for a variety of applications will be discussed. Students will develop and design a series of letterforms while considering both structure and purpose. This course may be taught either as a half semester or as a full semester course. A minimum of 6 hours of work outside of class is required per week. Prerequisites: MFA majors only

**CDE 559: Graduate Workshop: Design for the Greeting Card, Stationary and Gift Industry**

Design for the Greeting Card and Gift Industry prepares students in all disciplines of Communication Design to cultivate marketable skills and develop directed portfolio work for this specialized area in Communication Design. This course gives students opportunities to apply design, illustration and interactive skills in the creation of concepts and imagery for print, dimensional and digital products for the greeting card, stationary and gift industry. This course may be taught as a half-semester course of a full semester course. A minimum of 6 hours of work outside of class is required per week. Prerequisites: MFA majors only

**CDE 561: Graduate Workshop: Restaurant Graphics**

This course combines an analysis of existing restaurants and menu graphics combined with students' conceptualization of an innovative restaurant. The students examine themed restaurants and their success and novelty. Students design the graphics for the total restaurant environment. A minimum of 6 hours of work outside of class is required per week. Prerequisites: MFA majors only

**CDE 566: Graduate Workshop: Motion Graphics**

Motion Graphics studies the design of time-based graphics and incorporates kinetic type theories, sound usage, video and film production techniques and traditional and digital animation techniques. This course may be taught as a half semester course or as a full semester course. A minimum of 6 hours of work outside of class is required per week. Prerequisites: MFA majors only

**CDE 567: Graduate Workshop: Package Design**

This course combines studio work with an historical survey of package design and trends. We consider the history of package design and study current packaging trends, materials and methods. Students will explore their own applications of package designs for consumer goods, boutique items and the food industry. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 581: Graduate Design Seminar: Corporate Publications**

This course combines studio work with a survey of corporate publications and trends. We consider the design of capabilities brochures, annual reports, promotional publications, catalogues and quarterly reports. Students will explore their own designs of these types of publications. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 582: Graduate Design Seminar: Identity Systems**

In this half-semester course, students will learn to assess the goals, initiatives, missions and values of a client and communicate the essence of their business visually through semiotics, typography, color and design. In addition to creating a corporate identity, they will learn to apply this identifier to create a brand. Students will learn about the impact of branding in which the company's visual identity is placed in various environments in ways that communicate the characteristics of organization. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 583: Graduate Advertising Seminar: Non-Profit/Corporate Institutional**

This half semester Graduate Seminar in advertising is a continuum of the study of advertising with emphasis on the total campaign as it applies to non-profit and corporate/institutional or case advertising. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 584: Graduate Advertising Seminar: Consumer Product Advertising**

This half semester graduate seminar in advertising is a continuum of the study of advertising with emphasis on the total campaign as it applies to consumer product advertising. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 585: Graduate Interactive Seminar: Current Practices**

This course will focus on current best practices in the web design field. Web design is technology-based and hence changes rapidly as those technologies change. Students will design web projects using all of the skills learned in the prerequisite courses, but with an emphasis on techniques and practices on the forward edge of web technology and design. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 586: Graduate Interactive Seminar: Internet and Web Applications**

This course will focus on the design and implementation of web-based applications. Students will create functional applications for a variety of purposes such as games, educational apps, and productivity apps with a focus on visual design of content and interface. Students will use a range of current and evolving technologies including HTML/CSS, HTML5, JavaScript, PHP and/or other application development environments for mobile devices. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 587: Graduate Illustration Seminar: Visual Essay**

The graduate seminar involves creation of a thematic collection of personal images in the form of a visual essay. The term “visual essay” implies in-depth research into a faculty approved topic with expectation of creating a cohesive series of pictorial images. While the visual essay may include original text a substantial portion of the essay must be illustrated with original imagery. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 589: Graduate Illustration Seminar: Developing a Personal Style**

Students will create a unified body of work to be used as the basis for a professional illustration portfolio. Individual artistic expression will be encouraged. The process and the approach to creating a professional illustration will be explored. Students will learn of different illustration markets appropriate to their individual style. This course may be taught as a half-semester course or a full semester course. A minimum of 6 hours of work outside of class is required per week.

Prerequisites: MFA majors only

**CDE 594: Graduate Internship**

Internship provides the graduate candidate with professional experience in an established design firm or company design department. The student will be given the opportunities and experiences of an entry level employee at the internship partner. The experience will be a minimum of 120 hours. This course is repeatable up to a maximum of 6 credits so that the student may gain work experience in more than one niche of design they may be considering entering into.

Prerequisites: MFA majors only

## Computer Science

**CSC 402: Data Structures II**

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

Prerequisites: CSC 237

**CSC 411: Advanced Networking**

This course deals with the theory, implementation and administration of networks. It is also concerned with the various layers of Internet architecture stack, with concentration on layers 3 and 4. The primary protocols for these layers, Transmission Control Protocol (TCP) and Internet Protocol (IP), will be studied in detail. Network addressing and related protocols will also be covered.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 415: Design and Analysis of Algorithms I**

This course examines the designing techniques and analysis tests for algorithms. Contents include divide and conquer technique, greedy algorithms, dynamic programming, basic search and traversal techniques, and backtracking.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 421: Web-Based Software Design and Development**

This course introduces the students to web-based software design. Using object-oriented techniques, the students will learn how to develop mainly on the client side of event-based web applications. Projects will build off of rudimentary knowledge of event-based design. Those foundations will be expanded upon to create web-based software, including software that communicates over the Internet, and to add multimedia enhancements, including audio, video, and animation. The completion of projects using these features is an integral part of the course.

Prerequisites: Permission of instructor.

**CSC 422: Object Oriented Programming I**

This course presents the main concepts and components involved in object-oriented development and technology. It presents a comprehensive methodology for program development. The course deals with finding an object-oriented approach to analysis, design, and programming.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 425: Compiler Design I**

Content of this course includes multi-phase translation, lexical analysis, parsing, LL, LR, and LALR parser constructors, error recovery, symbol table organization, static semantic analysis, and the interpretation of formal semantics.

Prerequisites: Permission of Instructor

**CSC 441: Advanced Information Security and Ethical Hacking**

This course is an in-depth study of security threats and attacks, and cryptosystems. The course also demonstrates the ethical use of various cyber penetration testing tools and techniques. Students are exposed to various computer hacking skills and analyze various protective measures and their effectiveness. Steps in the ethical hacking process include reconnaissance/footprinting, scan/enumerate, gain access, maintain access and clear tracks.

Prerequisites: Take CSC 341 or unconditional acceptance into the graduate program.

**CSC 445: Introduction to Intelligent Robotics**

This course deals with the theory and implementation of intelligent robotics and autonomous agents. The history, fundamental principles, elements, and algorithms of intelligent robots, both in simulation and in the real world, will be examined. Fundamental issues and debates regarding design and implementation and their roots in knowledge representation and theoretical computer science will be investigated. Using the knowledge gained, students will implement actual designs.

**CSC 447: Artificial Intelligence I**

An overview of artificial intelligence is presented, including its history, concepts and techniques. Also covered is an introduction to theorem proving and planning (using STRIPS style operators).

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 456: Database Management Systems I**

Database systems are an integral component of almost every information technology system. This course introduces essential database concepts, data models, data base design principles, data normalization, and query languages primarily from a relational database point of view. Various real-world problems of moderate to high complexity are discussed to design and implement database applications.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 458: Data Mining and Predictive Analytics I**

Many academic and commercial endeavors apply the techniques of data mining and predictive analytics to their data sets. Students taking this course will learn methods and software tools for locating and obtaining data of interest, for preparing data for semi-automated analysis, for interacting with software tools in analyzing data for patterns, for visualizing structural and dynamic patterns in data, and for designing systems that respond to patterns in data. Data cleaning and formatting require some programming in a modern scripting language. Other course activities include learning to use off-the-shelf software tools to accomplish the tasks of data analysis.

Prerequisites: CSC GR majors

**CSC 459: Introduction to Big Data**

This course explores key data management and analysis techniques, which deal with massive datasets to enable real-time decision-making in distributed environments, business intelligence in the Web, and scientific discovery in a large scale. In particular, map-reduce parallel computing paradigms and associated technologies, such as distributed file systems, noSQL databases, and basic machine learning methods, will be explored.

Prerequisites: CSC GR majors

**CSC 464: Human Computer Interaction**

This course is designed to provide an understanding of the principles of user interface design for software, and also to gain practical experience designing interfaces for existing software applications.

**CSC 472: Independent Study and/or Projects in Computer Science**

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

**CSC 480: Selected Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated with a different topic.

**CSC 505: Fundamentals of Computer Systems**

This course discusses the design and organization of modern computer systems, including fundamental hardware and software building blocks. The course provides a comprehensive introduction to computer organization and computer communications. Topics related to computer organization include Boolean logic, number systems, data representation and formats, hardware building block, processor architectures, memory and storage subsystems input/output systems, and operating system functions. Topics related to computer communications including synchronous and asynchronous data communication, and local and wide area networks will be studied.

**CSC 510: Advanced Operating Systems**

This course provides an overview of the major parts of an operating system and the major issues confronted in operating system design.

Prerequisites: CSC 505 or permission of the instructor

**CSC 512: Network Architecture and Protocols**

This course deals with the implementation of all TCP/IP details. Algorithms at all layers of the TCP/IP architecture will be examined. Network hardware and management will be explored in detail.

Prerequisites: CSC 411 or unconditional acceptance to the graduate program.

**CSC 516: Design and Analysis of Algorithms II**

More advanced topics in design and analysis of algorithms will be covered. Included will be branch and bound technique, NP-Hard and NP-Complete problems, approximation algorithms and some well-known case studies.

Prerequisites: CSC 415

**CSC 520: Advanced Object Oriented Programming**

This course introduces the concepts of object-oriented programming languages, object-oriented analysis and design, and design patterns, and demonstrates their use in the development of an object-oriented implementation of a major project. The Unified Modeling Language (UML) is used to develop the project's design and implementation. A current programming language is used throughout the course to illustrate major concepts and implement the project.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 521: Advanced Web-Based Software Development**

This course introduces the students to web-based software development. Using several techniques, and languages such as java and scripting languages, the students will learn how to develop both server and client side applications that employ current technology. The student will design and implement a substantial piece of web-based software.

Prerequisites: CSC 421 or unconditional acceptance in the graduate program or permission of instructor

**CSC 523: Advanced Scripting for Data Manipulation, Analysis, and Machine Learning**

This course covers advanced study and practice in using a modern scripting language to integrate off-the-shelf code libraries for the retrieval of unstructured and partially structured data, and for the cleaning, integration, formatting, storage, analysis, and visualization of large data sets. Modern scripting languages include powerful built-in features for storing, retrieving, mapping, and integrating data; code libraries extend such features greatly. Libraries include those for regular-expression based extraction of textual data, data integration, statistical analysis and correlation, machine learning, natural language processing, machine vision and listening, visualization, and storage in files and database systems. Emphasis is on using a scripting language to glue together off-the-shelf library modules without writing the complex, underlying library code.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 526: Principles of Compiler Design II**

This course continues CSC 525, a study of the implementation of a compiler for a block-structured procedure-oriented programming language. The topics include intermediate program representations, machine code generation and address assignment, register allocation and assignment on general register machines, run-time storage administration, data-flow analysis, and code improvement.

Prerequisites: CSC425 or permission of the instructor

**CSC 540: Engineering Enterprise Object Oriented Systems**

This course explores the life cycle of enterprise object oriented frameworks, including incremental analysis, architecture, design, implementation, documentation and support. The keystone to the course is the maintenance and extension of a framework-based software component system, using current industrial framework technology, that performs useful work for customers and that persists across semesters. Topics include communication with customers and support personnel, requirements collection and analysis, build versus buy decisions for software components, specification-based application generation, rapid prototyping, categories of testing, and software tools for automation of these activities.

Prerequisites: CSC 421 or CSC 520 or CSC 521

**CSC 541: Network Security**

This course is an in-depth study of network security and the associated protocols. Topics include network application security, including e-mail and web, and authorization, including user authorization and certificates. Protocols associated with these security concepts will be studied. The concepts of the above will be explored and discussed. The student will have to implement some concepts learned.

Prerequisites: CSC 341 or CSC 441 or unconditional acceptance into CSC graduate program

**CSC 543: Multiprocessing and Concurrent Programming**

This course explores the concepts and practices of creating software that makes effective use of modern multiple-processor computers. Emphasis is on partitioning program code data for safe and efficient execution on multiple processors that share machine resources such as memory. Lab exercises include construction, execution, and benchmarking of multithreaded programs on several multicore, multithreaded computers.

Prerequisites: Unconditional acceptance into the graduate program.

**CSC 548: Artificial Intelligence II**

This course is a continuation of Artificial Intelligence I and provides an in-depth study of natural language processing, knowledge-based systems and intelligent robotics.

Prerequisites: CSC 447

**CSC 550: Information Systems I: Systems Analysis and Design**

This course is designed to cover the conceptual foundations of information systems; systems life cycle; structured concepts; and techniques and tools of systems analysis, design, and development.

Prerequisites: CSC502

**CSC 551: Information Systems II: Software Engineering**

Software engineering is concerned with methods, tools, and techniques used to develop, document, and maintain computer software.

Prerequisites: CSC 550

**CSC 552: Advanced UNIX Programming**

This course studies the concepts dealing with UNIX system programming. A lot of emphasis will be placed on working with processes and interprocess communication (IPC). Details of various aspects of IPC will be explored and implemented, including pipes, semaphores, sockets, and remote procedure calls.

Prerequisites: CSC352 or GR lvl

**CSC 554: Project Management**

This course discusses the principles of project management which are considered mandatory for the success of business projects. The focus of discussion is project management in general and information systems project management in particular. Though behavioral and organizational aspects of project management are discussed, the emphasis is more on learning tools and techniques which provide quantitative insight during the project management life cycle. These tools and techniques are required to effectively plan, monitor and control the projects. In this course, students also get the opportunity to work on projects simulating real world situations to practice concepts and techniques learnt in this course.

Prerequisites: CSC 354 or unconditional acceptance to the graduate MS program.

**CSC 555: Applied Cryptography**

This course is an introduction to computer-based cryptographic systems, focusing on the underlying theory and on the design and application of such systems. Topics include classical cryptosystems, cryptographic protocols, cryptographic techniques, cryptographic algorithms, cryptanalysis, and real world applications of cryptosystems.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 556: Database Management Systems II**

This course introduces design issues involved in the development of a database management system itself. It discusses physical database design, file structures and access methods, query optimization, transaction processing, concurrency control, database recovery, database security, and database administration. IT also discusses advanced topics typically distributed databases, data warehousing and data mining.

Prerequisites: CSC 456

**CSC 558: Data Mining and Predictive Analytics II**

This course covers advanced study and practice in data mining and predictive analytics. Topics include understanding, configuring, and applying advanced variants of data association, classification, clustering, and statistical analysis engines, analyzing and applying underlying machine learning algorithms, exploring instance-based, support vector, time-series, ensemble, graphical, and lazy learning algorithms, meta-learning, neural nets, genetic algorithms, and validating results. The course examines topics specific to very large data sets. Data cleaning and formatting require some programming in a modern scripting language. Other course activities include using, extending, and customizing off-the-shelf machine learning software systems to accomplish the tasks of data analysis.

Prerequisites: CSC 458

**CSC 570: Independent Study and/or Projects in Computer Science**

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

**CSC 572: Computer Network Programming**

This course emphasizes existing network applications, including remote login, file transfer, and network software development. Aspects of the Berkeley version of the Unix operating system are used. A detailed study of Unix internetworking processes will be undertaken. Programming projects will be done on an ethernet containing at least two Unix-based machines.

Prerequisites: Unconditional acceptance into one of the graduate level computer science programs.

**CSC 580: Special Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.

**CSC 581: Special Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.

**CSC 582: Special Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.

**CSC 583: Special Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.

**CSC 584: Special Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.

**CSC 585: Special Topics in Computer Science**

An in-depth study of a specialized area of computer science. Content will vary from semester to semester. May be repeated.



**CSC 590: CS Cooperative Internship**

The internship is designed to give students industrial, supervised practical experience in a Computer Science-related position. The internship can be done at any company associated with the Computer Science department or one of the intern's choosing. All arrangements for a cooperative internship are to be made through the Computer Science Department, and approval by both advisor and department chairperson are necessary.

**CSC 599: Graduate Thesis in Computer Science and Information Technology**

This course is for those MS candidates completing a thesis. Its content is computer science and/or information technology research under the direction of a thesis advisor who is a member of the graduate faculty. A student will ordinarily register for 6 hours of credit to be taken over a period of two semesters; however, other configurations are possible, including one hour for a thesis that is incomplete after six hours with some substantial work remaining.

Departmental guidelines require the student to have successfully completed at least 6 semester hours of courses in the computer science and information technology MS program.

## Counseling Psychology

**CPY 511: Inferential Statistics and Research Design**

Probability theory, nonparametric statistics, and parametric statistics, including such techniques of analysis of variance as multifactor randomized group designs, repeated measures designs, and mixed designs are studied.

**CPY 540: Group Counseling and Psychotherapy**

This course is an objective study of various theories and the dynamics of group counseling. There are small group experiences to provide insight into leadership and membership roles in group counseling and group therapy. Active participation as a group member is expected.

Prerequisites: COU 530

**CPY 599: Thesis**

Prerequisites: Open to graduate level students in the College of Education only

## Counseling and Human Services

**COU 507: Tests and Assessment in Counseling**

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

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 508: Research Methods in Counseling**

This course provides students with an introduction to the basic concepts of applied counseling research and program evaluation. Students review descriptive, quasi-experimental, and field-based research methods. In addition, students learn computer applications in the analysis of quantitative and qualitative data. Ethical, intercultural and social justice issues in research are central features throughout the course. The overall learning goals for this course are the development of critical thinking in planning and evaluating research.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 509: Advanced Research Theory and Methodology**

This course provides students with a continuation of advanced concepts of applied research typically found in advanced counselor education programs and in the human service field. Students review various methods of quantitative, qualitative and mixed methods research techniques and methodology. In addition, students will participate in a lab experience where they will learn to use MiniTab statistical package and Atlas.TI in the analysis of quantitative and qualitative data. Publication, ethics, and APA formatting issues in research manuscript creation are central features throughout the course. The overall learning goals for this course are the development of applied research skills, interpretation of advanced statistical analytics in published research, and submission standards for journal manuscripts and conference presentations. The capstone research project created by the students will include either the creation of a manuscript for submission to a selected counseling journal or creation of a research presentation that will be submitted to a professional counseling conference for presentation.

Prerequisites: cou 508

**COU 510: Diagnosis and Treatment Planning in Counseling**

This course addresses the counselor's role in diagnostic screening, assessment, and treatment planning, and reviews the historical, political, sociocultural, behavioral, and research contexts for DSM diagnosis. Students develop the skills needed for making differential and co-morbid diagnoses and treatment plans, and for understanding medication uses, side effects, interactions and contraindications.

Prerequisites: Counseling majors and certification, all others require permission from the Counseling Department

**COU 515: Foundations of Play Therapy**

This course provides students with a basic understanding and a foundational knowledge base of the key tenets and concepts of several major theoretical approaches to play therapy. Topics presented include the history and development of play therapy, the techniques, strategies and clinical skills of the major theoretical approaches to play therapy, and the application of play therapy approaches to child, adolescent and family counseling and therapy. The course emphasizes both in-class experiential activities and extensive readings and research.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 518: Professional Orientation and Ethics for the Mental Health Professional**

This course focuses on professional and ethical standards of counseling practice. Historical and philosophical influences, along with current trends and emergent issues relevant to mental health counseling are discussed. Professional counselor roles and functions are examined. Reviews professional organizational standards, the credentialing process, and counselor licensure guidelines. Public policy, practice, and advocacy issues related to counseling are explored.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 519: Intercultural Issues in Counseling**

This course is designed to provide the counselor in training with an introduction to the theory and techniques of counseling persons from differing cultures. The course will focus primarily on understanding cultural issues related to counseling and community mental health service delivery. To facilitate this objective, a review of the following, as related to cross-cultural populations, will be provided: counseling theory, counseling processes and outcomes, counselor role and attitude, counseling skills and interventions. Orientation to counseling specific cultures will be provided. Current cross-cultural counseling issues and research will be reviewed.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 521: Neuroscience for Counselors**

This course focuses on an introduction to neuroscience research and interventions for counselors. Philosophical and theoretical underpinnings of neurocounseling, along with current trends and emergent issues are discussed. The course will review the structures, systems and functions (i.e. neurobiology) of the brain. Counseling theories including psychodynamic, behavioral approaches, humanistic approaches, and constructivist approaches are explored in relation to neuroscience research. Disorders such as anxiety, depression, stress, addictions and substance use are discussed in relation to neurocounseling best practice. Prerequisites: COU 530 and COU 548

**COU 522: Professional Orientation and Ethics for School Counselors**

The purpose of the professional orientation course is to provide an overview of the development and current status of the role and function of the counselor in the school setting. Counselors-in-training will acquire the skill required to successfully understand and perform duties of the school counselor through: 1) study of ethical guidelines for school counselors set forth by the American School Counselors Association (ASCA), 2) exposure to the practice of school counselors as counselors, consultants and coordinators in the education setting, 3) review and evaluation of developmentally appropriate K-12 guidance and counseling curriculum, 4) creation of a statement of philosophy and rationale for guidance and counseling programs, 5) participation in experiential activities, 6) observation of school counselors in the field, and 7) reading and discussion of practices in regular and special education, and 8) identification of strategies and programming for students at-risk. The ASCA ethical standards establish the boundaries for ethical and professional functioning as a counselor in the school setting.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 528: Seminar in Marital Therapy**

The student will acquire a working knowledge of clinical skills in marital relations and marital therapy, which will include marital dynamics, models of marital functioning, dysfunctional relations, and models for intervention. The seminar will be a combination of lecture, discussion, research, review, videotaping, and clinical practice.

Prerequisites: Marriage, Couple, & Family Counseling (MCFC) Program or permission of instructor

**COU 530: Fundamentals of Counseling**

This course presents the foundations and techniques of individual and group counseling. Included are operational approaches, tools, and related procedures; the philosophic bases, characteristics, and barriers of helping relationships, as well as psychological principles underlying the counseling process; procedures for studying the individual; the organization of a counseling program; and the evaluation of counselors and counseling.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 531: Brief Counseling**

This course is designed to provide a general overview of brief counseling, in particular, solution focused brief counseling. Through discussion, interactive lecture, audio visual presentation, and experiential activities, students will gain an understanding of the theory and skills underlying the successful implementation of a solution focused brief counseling model.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 532: Trauma Counseling**

This course introduces the National Child Advocacy Center (NCAC) coordinated, multidisciplinary team approach to child abuse prevention, and clarifies legal, ethical and professional responsibilities pertaining to suspected and reported abuse. Students learn to assess and diagnose Post Traumatic Stress Disorder (PTSD), apply effective treatment methods, and critically review trauma therapy research. The course covers child, adolescent, adult, couples, and family therapy practices, as well as treatments for traumas associated with crimes, war, medical conditions, accidents, disasters, and terrorism. Students research a selected topic in the core assignment.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 535: Career Counseling Issues Across the Life Span**

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

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 538: The Addicted Family**

This course is designed to examine addictions and the addicted family from the perspective of co-addiction shared among family members. A research and clinical perspective will be provided.

Prerequisites: COU Majors

**COU 540: Role of the School Counselor with Diverse Learners**

The purpose of this course is to provide School Counselors-in-Training with the conceptual framework for working with diverse learners and English language learners (ELL). School Counselor-in-Training will acquire the knowledge and skills required to understand and perform the duties of the school counselor when working with diverse learners. Students will gain an understanding of the role of the school counselor with diverse learners as defined by the American School Counselor Association (ASCA) and the Pennsylvania Department of Education (PDE). PDE outlines the competencies required in Chapter 49 guidelines regarding the accommodations and adaptations for diverse learners that inform the work of the school counselor. Specified duties of the school counselor included in these guidelines are to: 1. Promote a positive educational environment. 2. Collaborate and consult in the provision of accommodations and adaptations for diverse learners and ELL students in all areas of academic, personal, and career development. 3. Utilize data to generate program development and direct the use of evidence based intervention with all students. 4. Understand the legal rights and responsibilities of the school counselor related to diverse learners and ELLs. 5. Assist in screening, assessment, and identification process for students with special learning needs.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 541: Counseling Children and Adolescents on the Autism Spectrum**

This course introduces counselors-in-training to the mental health needs of individuals on the Autism Spectrum. Students will examine the characteristics of various forms of autism as well as complexity of dealing with autism across the life domains. Students will also learn to develop accommodations, adaptations, and individualized counseling plans using evidence based research and contextual/cultural awareness.

Prerequisites: COU 530

**COU 542: Counseling Children and Adolescents with Mental Health Disabilities**

This course introduces counselors-in-training to the needs of children and adolescents with mental health disabilities. Students will examine the characteristics of different types of disabilities and explore the impact that these disabilities have on typical child and adolescent development. In addition, students will learn to develop counseling treatment plans using individually designed adaptations and accommodations, evidence based research, and contextual/cultural awareness.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 544: Contemporary Issues in Marriage and Family Counseling**

This course is designed to present the student with an overview of marital and family psychology and dynamics, models of family functioning, dysfunctional relationships, and models for intervention. The course should serve as an orientation course for a specialty concentration in marital and family therapy, and as a general introduction to the specialties of marital therapy, family therapy, divorce therapy, and sex therapy.

Prerequisites: COU Majors

**COU 546: Group Processes Seminar**

The processes of influencing the behavior of individuals in groups, control of group behavior, and the use of large groups to identify and disseminate information are discussed. Experiential small group experiences are incorporated into the course expectations. Membership in small groups is expected.

Prerequisites: Graduate level students in the College of Education with COU 530

**COU 547: Processes and Principles of Counseling and Psychotherapy Supervision**

This course presents various models of counseling and psychotherapy supervision, including historical, theoretical, developmental, empirical, eclectic and up-and-coming models of supervision. Instructional methods include readings, films, case analysis, practice, live demonstration, lecture and discussion. State and professional organization guidelines for supervision practice will be covered.

**COU 548: Counseling Theories Seminar**

The exploration of the counseling process and its relationship to various cognitive, affective, and behavioral counseling theories is analyzed. Principles and procedures of clinical counseling are considered.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 549: SAP - Counseling and the Student Assistance Professional**

Provides an overview of the Student Assistance Program (SAP), a school based program, in the Commonwealth of Pennsylvania, including the role and function of school personnel and community professionals who work with SAP teams in the educational setting. Students will learn about the program model in the state of PA and how it functions to mobilize school resources to remove barriers to student learning. Students will gain knowledge of the skills needed by members of the professionally trained student assistance team members who make up the student assistance program. Students will gain an understanding of how members of the SAP team are trained to identify problems (drug and alcohol or mental health), determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

**COU 550: Counseling the Aged**

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

Prerequisites: Graduate level students in the College of Education with COU 530

**COU 551: Counseling in an Urban Environment**

This course provides an overview of counseling theory and techniques relevant to working with diverse client population, particularly populations in the urban setting. The class will explore a variety of issues which impact on the counseling relationship and improvement of the client, such as poverty, ethnic groups, cultural influence, learning and academic achievement, and drug and alcohol abuse. Counseling experiences both in the educational and community setting will be discussed with special emphasis on best practice.

**COU 554: Counseling and Family Systems**

This course is designed to examine the psychology of the family system. The course will include such topics as functional and dysfunctional systems, family life cycles, family interactions, parenting, blended families, family pathology, multi-generational family systems therapy, and family therapy.

Prerequisites: COU Majors

**COU 558: Structural and Strategic Family Therapy**

The combination of structural and strategic family therapy represents the most highly developed of the systems approaches to family therapy. The philosophical and theoretical tenets for each approach will be examined. In addition, emphasis will be placed on strategies and techniques for each approach.

Prerequisites: Marriage, Couple, & Family Counseling (MCFC) Program or permission of instructor

**COU 560: Topics and Issues in Community Counseling**

Special offerings on topics and issues such as counseling with special populations, family counseling, death and dying, and behavioral modification in agency settings are presented.

Prerequisites: Open to graduate level students in the College of Education only

**COU 562: Intro To Problems Of Addiction**

This graduate course is designed as an introduction to both the individual and societal problems of addiction and substance abuse. Course content reviews the diagnosis and treatment of both substance and process addictions through lecture and experiential activities. The course emphasizes strategies that professional counselors may utilize when providing services to individuals with addiction issues. Substance abuse prevention models are also discussed in this course.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 563: Feminism and Counseling**

This course will focus on the theory and practice of feminism, gender issues across diverse populations and counseling services. Analyses of the construction of gender and its political meaning is tied to an understanding of the meaning of other characteristics of people, such as race, social class, gender identity and our analysis of how societal relationships work generally (i.e. politics) in varying historical and social contexts. In this course we will look at several feminist theories and their antecedents. Topics addressed in this course include theoretical and applied practices for addressing gender issues across diverse populations.

**COU 565: Human Growth & Development**

This course is designed to provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Prerequisites: Counseling majors and certification, all others require permission from the Counseling Department

**COU 573: Chemical Dependence Treatment**

In this course, the student will be introduced to the philosophies, policies, and outcomes of the most generally accepted models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance related disorders. Topics include the importance of family, social networks, and community systems in the treatment and recovery process. Students will be introduced to the concept of co-occurring disorders and the respective treatment options for the dually diagnosed and ethical consideration for addiction counselors as set forth by the ACA, DDAP, and NAADAC.

**COU 574: Psychopharmacology and Behavioral/Process Addictions**

This course will provide an overview of commonly prescribed medications for psychological disorders with an emphasis on current research and drugs used for those with a diagnosis of addictions or addictions with co-occurring illnesses. Readings and lecture will address how the medications work their uses, and side effects. This interactive seminar offers the opportunity to enhance the students' and clinician's knowledge of their client's medications which will contribute to the success of each client's assessment and treatment. This course will also provide an overview of the history, theory, and current research perspectives in the etiology, assessment, diagnosis and treatment of behavioral/process addictions. Specific attention will be paid to examining the similarities and differences between chemical/substance addictions and behavioral/process addictions. As this course is intended to add to the preparation of the counselor-in-training for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. Respective treatment options for the dually diagnosed and ethical consideration for addiction counselors as set forth by the ACA, DDAP, and NAADAC.

**COU 575: Psychological Trauma and Addiction**

This course is designed to teach students how to work with clients who present with trauma and addiction issues. Topics will focus on how drug and alcohol use can mask the symptoms of trauma, how the combination of trauma and addiction manifests itself physically, mentally, and spiritually in the client, and current treatment techniques for working with this population. This course will take advantage of current didactic research-based education as well as experiential activities that lend themselves to integration of conceptual issues and practical application. Students will be introduced to the concept of co-occurring disorders and the respective treatment options for the dually diagnosed and ethical consideration for addiction counselors as set forth by the ACA, DDAP, and NAADAC.

**COU 578: Case Analysis in Marital and Family Therapy**

This course is designed to present the students with actual cases. Cases will be drawn from the available literature, instructor cases, and the students' own cases.

Prerequisites: COU Majors

**COU 580: Practicum in Counseling**

The purpose of the practicum/lecture course is to give students a more in-depth understanding of the counseling process and what promotes effectiveness in counseling by presenting students with the latest research findings regarding best practices in the counseling field. Students in all program tracks will be presented with material on the following topics in order to improve their counseling and/or interpersonal skills: basic counseling skills, multicultural competence, ethical applications, self-development, advocacy and consultation. All program tracks, except Student/Affairs Administration, will also cover: case conceptualization, assessment, and treatment planning. Students will spend some time in the field and their progress will be monitored via classroom interaction. Direct supervision for hours in the field is provided by a counseling or student affairs professional at the field site who is designated as the on-site supervisor. Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 581: Independent Study**

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 590: Supervised Counseling Experience**

This course is designed to provide opportunity for students to integrate, apply and refine the skills learned throughout their graduate program. Students will have direct experience and interaction with individuals and groups seeking counseling services. Supervision of these experience takes place on-site and during a weekly seminar and are reviewed through discussion, case studies/presentations, videotape review/instruction, etc. Students are expected to participate in the full range of guidance and counseling services working with a student population of varied background and problem areas by spending the equivalent of 2 full workdays per week at the internship site. Students will acquire a personal knowledge of the school counseling process while developing their professional identity as a counselor. This course can be repeated 3 times for credit and two sections of COU 590 may be taken in one semester.

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

**COU 594: Field Experience in Clinical Counseling**

Field Experience in Clinical Counseling (Internship) is the culminating course work in the Department of Counseling & Student Affairs' M.A. Counseling degree program; encompassing the mental health counseling and the marriage, couple, and family counseling degree tracks. The course is taken for 3 credits in the fall, followed by 3 credits in the spring. Students log 600 hours of supervised practice, including but not limited to: 240 hours of face-to-face contact with clients, a group counseling experience, and other counseling-related duties for 15-20 hours per week on-site and three hours per week in the university-based seminar class. The weekly seminar class involves case conferencing, review of recorded counseling sessions, discussion of professional, ethical, legal and professional identity issues, and assessment and development of professional competencies. Requirements of placement sites, site supervisors, and interns are reviewed in a mandatory orientation meeting held two spring semesters before internship (during the spring semester prior to practicum).

Prerequisites: Counseling department approval for all students not enrolled in a counseling major that is offered by the Counseling department.

## Crafts

**CFT 542: Weaving and Textiles**

A study of basic structures in woven and non-woven fabrics includes major single- and multi-element fiber constructions and surface design. (This course is also offered under the CFT 542 designation.) Repeatable up to 12 credits.

**CFT 546: Jewelry and Metalcraft**

Expressive personal and functional forms in jewelry and metalcraft are created. Students will elect activities involving cutting and setting and setting of stones, as well as carving, forging, casting, raising and forming. Materials used will include various metals, woods, plastics, enamels, and stones. The history of jewelry and metalcraft is also studied. (This course is also offered under the ARU 546 designation.) Repeatable up to 12 credits.

**CFT 579: Selected Topics: Crafts**

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



# Criminal Justice

## **CRJ 410: Seminar In Criminal Justice**

This course is a survey of the field of criminal justice with emphasis on criminal justice theory, classic studies of police, courts, and corrections, and contemporary issues. The course provides an analysis of the evolution of criminal justice institutions and systems and review of diversity and ethics issues in criminal justice.

## **CRJ 440: Criminal Justice Evaluation Research**

This course examines methods of evaluating criminal justice policies, practices, and programs, including evaluability assessment and both process and impact evaluation. Students learn how to conduct evaluations as well as interpret evaluation studies conducted by others. The role of evaluation research in criminal justice planning and decision making is discussed.

## **CRJ 520: Theoretical Foundations of Crime and Crime Prevention**

This course is a survey of the field of criminology with emphasis on classic studies of crime and criminals. Theories of crime derived from philosophy, psychology, sociology, biology, economics, and other disciplines are reviewed. The impact of race, gender, and social class on crime and victimization are examined.

## **CRJ 521: Seminar in Police Administration**

This course surveys the field of police administration with emphasis on historical figures, classic works, endemic issues, and contemporary challenges. The applicability of concepts from organization theory, public administration, and business administration to police organizations is considered.

## **CRJ 522: Police Strategies, Administration and Social Policy-Making**

This course analyzes contemporary police strategies, policies, and practices. Evidence regarding the efficiency, effectiveness, and quality of police strategies and programs is reviewed and assessed.

## **CRJ 523: Police Leadership & Management**

This course reviews leadership and management theories and their application to police organizations. An important focus is on police leadership challenges and opportunities at different levels of the organization: front-line officers, supervisors, managers, and executives. Several case studies are analyzed.

## **CRJ 524: Contemporary Issues in Policing**

This course identifies, reviews, and analyzes key issues in modern policing, such as use of force, biased policing, ethics and integrity, internal and external accountability, unionization, privatization, federalization, and globalization.

## **CRJ 530: Legal Issues in Criminal Justice**

This graduate course is an overview of selected contemporary legal issues related to criminal law, criminal procedure, corrections, juvenile justice, civil rights and liability, and administrative law. Students will review recent Supreme Court and other related decisions that have had an impact on these areas of the law to gain a more comprehensive understanding of the complexities of such issues as criminal control, civil liability, and homeland security.

## **CRJ 531: Seminar in Homeland Security**

This course surveys the field of homeland security with emphasis on history, organizations, approaches, and significant events. The all-hazards approach to threats and responses is reviewed. The objective of a national response integrated at all levels of government and private industry is reviewed and analyzed.

**CRJ 532: Terrorism and Homeland Security**

This course analyzes the history, methods, and causes of terrorism - political, social, cultural, economic, and religious - and the impact of terrorism on national security. The roles of federal, state and local law enforcement and criminal justice in preventing, investigating, and responding to domestic and international terrorism are reviewed and analyzed.

**CRJ 533: Legal & Ethical Issues in Homeland Security**

This course reviews the Constitution, statutes, and case law related to homeland security and the difficult balancing act between civil liberties and homeland security. The USA Patriot Act, FISA, Intelligence Reform Act, Military Tribunals, Supreme Court decisions, Habeas Corpus, Posse Comitatus, Executive Orders, Attorney General Opinions, and other guiding documents are critically analyzed.

**CRJ 534: Intelligence and Homeland Security**

This course provides a survey of the levels and integration of intelligence among federal, state, and local law enforcement, the private sector, and the national government's Intelligence Community. The critical role of state and local police in the intelligence fusion process is emphasized.

**CRJ 540: Seminar on Criminal Justice System Policy**

This course takes a critical look at criminal justice and crime control policies. The process of developing crime policy is examined. Factors affecting national, state, and local crime control policy are analyzed. This course also evaluates the interactions among crime, social policy, and politics. Contemporary developments including federalization, privatization, and globalization of crime and crime control are examined.

**CRJ 541: Transnational Crime**

This course is structured to survey and examine traditional and emerging forms of international crime, including organized crime, drug smuggling, money laundering, weapons smuggling, human trafficking, computer crime, counterfeiting, embezzlement, corruption, illicit traffic in plundered antiquities, environmental crimes, and genocide. The course identifies the most common transnational crimes and the nature and level of bilateral and multilateral cooperation among nations, regional and international organizations. It also compares legal definitions, enforcement, and punishment of transnational crime in selected countries of different regions.

**CRJ 550: Advanced Criminal Justice Research Methods**

This course looks at various types of research designs used in the field of criminal justice by critically analyzing the research articles published in high quality peer reviewed journals. The research designs include historical research, field studies, official records, surveys, and experiments. This course will examine different methodological issues including the drawbacks of the design applied.  
Prerequisites: CRJ 440 (Criminal Justice Evaluation Research) or permission of the program coordinator.

**CRJ 551: Statistics in Criminal Justice**

The study of descriptive and inferential statistics as applied within the academic discipline of criminal justice. Statistical methods used in the practice of social science research focused on crime and criminal justice are emphasized.

**CRJ 570: Selected Topics in Criminal Justice Planning and Administration**

This course focuses on a selected topic in criminal justice using extensive readings, critical evaluations, and student paper(s). The selection of topics will vary depending upon the needs of eligible students and contemporary crime and criminal justice issues. This course may be repeated for credit under different topics.

**CRJ 579: Independent Study in Criminal Justice**

This course involves independent reading and/or research on a criminal justice topic of special interest to the student. Course may be repeated up to a total of six credits.

### **CRJ 590: Field Experience in Criminal Justice**

This course consists of placement in and evaluation of federal, state, local, not-for-profit or private criminal justice agency. Students will gain firsthand, practical experience in the operation of a criminal justice agency. Students will do extensive analysis of agency practices and link observed practices with the theoretical underpinnings of the field. This course is strongly recommended for students not currently or previously employed in a criminal justice agency. Grading is pass/fail.

Prerequisites: Successful completion of twelve graduate credits in criminal justice.

### **CRJ 595: Criminal Justice Thesis**

The thesis is designed to give outstanding graduate students the option of completing original research. The thesis option is particularly appropriate for students who intend to pursue doctoral studies. The student works with a faculty advisor plus two other faculty members who comprise the thesis committee. The student completes a thesis proposal that must be approved by the committee, and then the thesis, which must be successfully defended by the student and approved by the committee. Course may be taken for three semester hours in two different semesters, or six hours in one semester.

## **Economics**

### **ECO 510: Money, Banking, and Financial Management**

This course features coverage of the structure of financial institutions and their role in the provision of money and near money, including the Federal Reserve System and financial intermediaries. Also covered is a theoretical treatment of the influence of money on economic activity, prices and interest rates according to the Classical and Keynesian macro-systems, and monetary policy formation and implementation.

### **ECO 560: International Trade and Finance**

An analysis of international trade and international financial transactions, exchange rates, and balance of payments is undertaken. A description of policies of protection, devaluation, and exchange stabilization and their consequences is discussed. Theoretical treatment of international trade includes Ricardian and Heckscher Ohlin theories of comparative advantage, analysis of tariffs and other trade barriers, and international factor mobility. International finance includes balance-of-payment adjustments, exchange rate determination, and fiscal and monetary policy in an open economy.

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

This course will survey recent international economic history, geography, and technology as background to industrial organization, cultural differences in international business practice, and current events in an international context. The course is designated for M.B.A. students, and especially for each student specializing in international business.

### **ECO 571: Selected Topics**

Selected Topics.

## **Education**

### **EDU 411: Methods for Teaching Foreign Languages to Early Second Language Learners**

This three-hour course provides pre-service and in-service teachers and native speakers whose teacher preparation has come from outside the United States with program models for FLEX (Foreign Language Exploratory Program), sequential FLES (Foreign Language Elementary School Program), and immersion programs as well as the theoretical and historical background and techniques for implementing them. Foreign languages as an integral part of the elementary school curriculum will be emphasized as a complement to the use of webbing within the classroom as it applies to foreign languages. Field experiences teaching in elementary schools are a required element of this course, which is also recommended for Elementary Education majors with a concentration in Foreign Languages.

Prerequisites: College of Education majors/minors only

**EDU 426: Brain-Compatible Teaching**

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

**EDU 428: Culture and Diversity of English Learners**

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

Prerequisites: Students that have taken EDU 528 Student Diversity & Critical Pedagogy, cannot take EDU 428.

**EDU 434: Instructional Methodology for English Learners**

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

Prerequisites: College of Education majors/minors only

**EDU 435: Language Acquisition and English Linguistics**

This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist-ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners. This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist-ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners.

Prerequisites: College of Education majors/minors only

**EDU 436: Assessment of English Learners**

This course examines the different types and purposes of assessment and the various assessment issues that affect English language learners (i.e. accountability, bias). Students will learn about a variety of performance-based assessments as well as appropriate modifications and accommodations to traditional classroom and standardized assessments in order to measure English language learners' content knowledge independent of their language proficiency. This course will also prepare students to administer standards-based language proficiency assessments and to use the results of these assessments to determine the entry, placement, and instruction of English language learners, as well as to demonstrate students' progress toward and attainment of English language proficiency. This course is designed to meet the requirements for the Pennsylvania English as a Second Language Program Specialist certification program and the TESOL/CAEP Standards for P-12 Teacher Education Programs.

**EDU 437: Protocols and Practices for PA ESL Programs**

This course examines the history of bilingual and English as a Second Language (ESL) instruction in the United States and the impact of educational policy on the education of English language learners (ELLs). This course will also prepare students to build collaborative relationships with colleagues who are responsible for general and content-area instruction of ELLs and to serve as advocates for ELLs and their families. This course is designed to meet the requirements for the Pennsylvania English as a Second Language Program Specialist certification program and the TESOL/CAEP Standards for P-12 Teacher Education Programs.

**EDU 450: Foundations in Science, Technology, Engineering & Mathematics (STEM) Education**

This transdisciplinary course provides insight into the historical, fundamental, and contemporary ideas of the nature of K-12 STEM education. Students explore contemporary K-12 STEM education developments, opportunities, and challenges from both discipline-based and integrative approaches. Through inquiry, students will examine current STEM education initiatives and modern integrative STEM educational considerations pertaining to policy, structure, and student learning. Finally, this course addresses the specific set of competencies that are relevant to teaching and learning STEM, including knowledge of standards (Next Generation Science Standards, PA Mathematics Standards, PA Science and Technology Standards), the need for authentic instruction, inquiry-based methodologies, design processes, and the important role of STEM in workforce preparation and responding to global issues.

Prerequisites: Entrance by department consent only.

**EDU 452: Science, Technology, Engineering, and Mathematics (STEM) Education Pedagogy**

This course examines the implementation of best practices in integrative STEM education and prepares teachers to create, implement, and reflect upon lessons designed to help students master content standards and STEM-based skills. This course also addresses the issues and knowledge that are relevant for teaching and learning, including integration of Pennsylvania's Standards Aligned System (SAS). Students explore the signature pedagogies unique to the fields of STEM education. Students also obtain an awareness of multiple models of teaching and learning, including inquiry-based instruction, project-based learning, use of instructional technologies, higher-order questioning strategies, critical thinking, collaborative problem solving, design and reflection cycles, STEM literacy skills, purposeful grouping, and differentiated instruction. This course will include five hours of fieldwork in a STEM setting.

Prerequisites: EDU 450

**EDU 456: Science, Technology, Engineering, and Mathematics (STEM) Education Learning Seminar**

This course is the culmination of teacher candidates' work and experiences in the STEM endorsement certificate program. The learning seminar engages teacher candidates with the real world data, tools, and experiences they will encounter in STEM-related fields and further develops their critical thinking and practical work skills. This course examines technologies that are particular to STEM education and explores several significant, contemporary topics related to research in STEM education. Course instruction follows a seminar format appropriate for field experience activities, including facilitated discussions and personal reflections. This course requires candidates to complete a 25-hour on-site experience with a STEM professional.

**EDU 490: Teacher Intern**

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

Prerequisites: College of Education majors/minors only

**EDU 491: Tutoring Methods and Strategies for Literacy Volunteers**

This course will prepare undergraduate students in various academic disciplines to perform volunteer literacy tutoring and community service. The course will feature instruction in various literacy strategies, tutoring methods, and materials, including Laubach, Orton-Gillingham, Language Experience Approach, and ESOL, combined with instruction in affective strategies such as building self-esteem, establishing a climate conducive to learning, and reducing anxiety in the adult learner. Students will be required to serve as volunteer tutors.

**EDU 496: Multicultural Education**

This course is designed to help pre-service and in-service teachers and other education professionals to design and implement effective teaching strategies that reflect diversity, and to derive sound guidelines for multi-cultural programs and practices. The life realities, needs, and aspirations of culturally different children and youth are analyzed. Sources of content will be scholarly writings, field investigations, and community resources in foreign countries or American subcultures. Students will be participant observers conducting ethnographic qualitative research in cultural settings different from the mainstream American macro-culture.

Prerequisites: College of Education majors/minors only

**EDU 500: Methods of Research**

This course is a general introduction to the rationale and procedures for educational research. Types of research, selection of a research problem, the use of the library, manual and computerized search strategies, collection and application of data, and the research report will be explored. This is background for the preparation of the thesis or the research project.

**EDU 503: Thesis**

In this course, graduate students are required to work closely with a thesis supervisor, follow research guidelines, and complete the writing of a thesis. Graduate students will synthesize the knowledge and skills developed in previous research courses and apply them to the thesis writing process. In this course, students will learn about the various aspects of developing and carrying out an educational research study, including defining the field of research, formulating the research problem, identifying and articulating a research question, conducting a focused review of literature, selecting an appropriate research methodology, carrying out the research design, gathering data, analyzing data, and organizing revising, and preparing the thesis for submission. Through discussions of both published research and student work, the course examines the conventions of scholarly discourse, strategies of analysis and argumentation, and the ways in which writing can serve as a means to disseminate findings.

**EDU 515: Creating Learning Materials**

Students learn the development, use, and evaluation of learning materials for communication, social learning, science, mathematics, creative movement, music, poetry, and dramatics for elementary and middle schools. Motivational value and effectiveness as well as applications are stressed.

**EDU 517: Relating the Arts to Education**

Uses of literature, poetry, puppetry, drama, movement, dance, photography, film making, and music will be explored as vehicles for instruction in basic skills or academic disciplines.

**EDU 518: Strategies for Outdoor Education**

This course is designed for elementary and middle school teachers who wish to extend their teaching into the outdoor learning environment. Strategies, programs, and resources for using natural and man-made environments will be explored. School grounds, local communities, nature centers, museums, and historical areas will be analyzed as potential learning sites.

**EDU 521: Methods of Research in Biology**

Recognition and definition of research problems in various areas of biology and biological education, sources of information and literature surveys, collection and presentation of information, data analysis, and bases for drawing conclusions will be considered. Forms of expression in scholarly writing, copy preparation, manuscript approval and review, copy editing, and proof reading will be studied. Students will be required to prepare a research proposal and will be encouraged to carry out actual research.

**EDU 523: Assessment: Issues and Concerns in a Standards Aligned System**

Participants will focus on a variety of issues regarding the assessment and evaluation of students. The course provides an opportunity for in-service teachers to study in-depth an issue of personal relevance in their teaching field. A wide range of techniques to develop skills to address the many components of assessment will be explored. In keeping with Kutztown's model of teacher as life-long learner, the course is structured to provide pedagogical foundations, demonstrate various strategies, and examine exemplary materials for use in professional teaching and classroom implementation.

Prerequisites: College of Education majors only

**EDU 525: The Gifted Student: Alternatives and Approaches**

Procedures for identifying gifted students, alternative programs to meet their needs, and appropriate classroom techniques are explored. Instructional materials germane to the teacher's classroom situation are discussed.

**EDU 526: Data Driven Decision Making**

With the current emphasis on accountability and data-driven instruction, this course will provide in-service teachers the opportunity to study an area of personal relevance to their classroom and school/institution. It will emphasize the critical role of assessment in the instructional process and the importance of using valid assessments to guide and influence instruction. In keeping with Kutztown's model of "teacher as lifelong learner," the course is structured to provide pedagogical foundations, demonstrate various strategies, and examine exemplary materials for use in professional teaching and classroom implementation.

**EDU 527: Foundations of Urban Education**

Urban schools are complex social, historical and political constructs. Historically, there have been many attempts to create, reform, eliminate, restructure and reassess urban schools. These efforts to shape urban schools reflect broader efforts to shape American society, in general, and American schools particularly. Some of the profound effects on urban schools reflect decisions that on the surface were not about education at all but about immigration, housing, zoning, health concerns, global competition, social justice initiatives and constitutional interpretation. At a deeper level these initiatives have had a profound effect on urban schooling. As a means of exploring urban schools, we will utilize a single question throughout this course: How do urban schools mirror the search for equity among all people in the United States? Utilizing this question, we will explore equality in attendance, school funding, pedagogy including tracking and de-tracking initiatives, assessment including the standardized test movement, curriculum with an emphasis on the Common Core Standards, classroom management and family involvement. The course will introduce the students to the historical, sociological, economic, and political background that has led to today's urban schools so that the student can participate as a teacher leader in urban education.

**EDU 528: Student Diversity and Critical Pedagogy**

This course is designed to help preservice and inservice educators and others in the education enterprise to clarify the philosophical and definitional issues related to pluralistic teaching strategies that reflect diversity, and to derive sound guidelines for multicultural/multilingual programs and practices. The life realities, needs, and aspirations of linguistically and culturally different children and youth are analyzed. Critical theory and more specifically strategies and approaches for facilitating a critical literacy in students will be emphasized in this course. Participants in this course will undertake a comparative approach to similarities and differences between U. S. culture and other cultures with the goal of developing cultural understanding and sensitivity of diverse students and families living in the United States.

Prerequisites: Students that have taken EDU/MLS 428 Cultural Awareness ESL/ELL, cannot take EDU 528.

**EDU 532: Education Exploration**

Education Exploration is intended to provide teacher candidates with an introduction to the complexities of today's classrooms and education environment. Knowledge will be gained through observation and attendance at various education-related events and direct participation in classroom activities. In keeping with Kutztown's model of "teacher as a lifelong learner," the course is structured to provide as many opportunities as possible to inform and educate them on the complex competencies and responsibilities of the role of the classroom teacher and schools.

**EDU 533: Social Interpretations of Education**

This course examines basic social concepts and institutions. Their development is traced and their effects upon educational policies and practices are investigated.

**EDU 535: Major Philosophies of Education**

Theorists such as Pierce, James, Montessori, Dewey, Bagley, Whitehead, Kilpatrick, and Brameld are studied for their bearing on contemporary educational philosophy. Evaluation of diverse current views is also presented.

**EDU 537: Teacher Effectiveness: An Analysis of Research**

The research literature on teacher effectiveness will be explored critically, with an eye toward producing hard and practical generalizations which can be used in everyday teaching situations. This course is relevant for teachers, curriculum and instruction specialists, and administrators.

**EDU 541: Supervision and Finance**

This course is designed to provide educational personnel with a theoretical and practical understanding of the various models and approaches to the supervision of instruction. Staff development as a supervisory process will be a major focus.

**EDU 542: Academy for the Mentoring of Teachers: Cooperating, Professional Semester, and Field Teachers**

This course is for teachers, novice and experienced, interested in acquiring/refining their skills in working with student teachers, professional semester students and field students. The course is designed around the basic elements of mentoring and supervising university students in clinical school assignments. The course will also include a substantive component on technology for teachers, specifically focusing on the use of computer hardware and software applied in the classroom setting. The "Life Long Learning" model of the College of Education will be emphasized through this professional development course.

**EDU 543: Methods of Creative Education**

Creative elements in teaching are explored. This includes the meanings and purposes of creativity, creative approaches to teaching in various fields, and approaches for stimulating creativity.

**EDU 546: Differentiated Instruction**

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

**EDU 550: Teaching Reading and Writing Across the Curriculum**

Middle school teacher candidates will pursue examination of the research, theory, and exemplary practice in reading and writing instruction for middle level learners. Emphasis will be placed on: addressing standards as they impact the teaching of reading and writing; the reading and writing process; reading and writing across the curriculum to foster independent learners; appropriate literacy assessments and use of that data to develop lessons; technology as a means to motivate and strengthen literacy learning; and addressing the needs of struggling readers and writers in middle school.



**EDU 553: Psychological Bases of Reading Instruction**

This course is designed to increase the knowledge of elementary and secondary teachers of developmental reading or remedial reading. The course examines the psychological principles involved in the perception and recognition of words and word groups, theories of lexical access, visual perception of print, integration of sensory systems, neural mechanism for integrating language and print, and the cognitive dimensions of the reading act. Psychological bases for theories regarding preferred methods of teaching reading will be examined.

**EDU 559: Topics in Reading Instruction**

Theoretical and practical application of fundamental principles of reading instruction in accord with a school unit's identified needs are investigated.

**EDU 561: Teacher's Workshop in Folklore at the Kutztown German-American Festival**

The course provides one week of classroom instruction in folklore and one week attending lectures, demonstrations seminars at the Kutztown German-American Cultural Festival.

**EDU 562: School Law**

This course will focus on the sources of law under which educational policy is developed and implemented, analyze basic legal concepts, interpret topics which have a direct impact on educators and students and reflect on the law and the responsibilities that accompany legal rights.

**EDU 563: Writing Our Own Stories**

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

**EDU 564: Foundation of the Middle Level Learner**

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

**EDU 565: Special Topics in Education**

This is a flexible course offering designed to enable students to address contemporary issues and to respond to current needs. Topics selected will be based on relevance, timeliness, and need. (1-3 credit hours).

**EDU 568: Middle Level Curriculum and Instruction**

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

**EDU 573: Stress Management for the Classroom Teacher**

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

**EDU 576: Practicum in Reading Instruction: Corrective and Remedial**

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

Prerequisites: College of Education majors/minors only

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

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

**EDU 580: Independent Study: Secondary Education**

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

**EDU 590: Internship in Supervision**

The student will be assigned to an environment that provides the professional experiences related to the student's field of academic interest and study. Under the supervision of a school district administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will be exposed to the major task areas of policy determination, program development, curriculum design and instructional supervision. (180 hours of service.)

**EDU 591: Methods of Research**

This course provides an introduction to a wide-range of research methods and provides graduate students with the knowledge they need to begin the process of collecting, analyzing and reporting data. In addition, students will examine their own research lens and biases and develop the critical thinking skills needed to analyze and comprehend research reports.

**EDU 592: Intensive Clinical Experience**

A field assignment in a middle or high school setting will provide the clinical student teaching experience. Teacher candidates will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for candidates to synthesize their graduate learning experience. In addition, teacher candidates will be required to maintain an electronic reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor.

Prerequisites: All courses in Areas I and II of the Master of Education degree: Secondary Education - Teaching EDU 434; and EDU 533 or 535 or 562 or 597; and EDU 564 or 568; and SPU 500 and 514; and SEU 520 and 535 and 540; and EDU 526

**EDU 593: Internship**

The student will select an educational environment with district approval that provides the professional experiences related to the student's administrative goals. Under the supervision of a school district administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will complete the major task areas of policy determination, program development, curriculum design, instructional supervision, and administrative responsibilities. (180 hours of service).

**EDU 594: Internship II**

The student will select an educational environment with district approval that provides the professional experiences related to the student's administrative goals. Under the supervision of a school district administrator with coordination by a graduate faculty member in the Department of Secondary Education, the student will complete the major task areas of policy determination, program development, curriculum design, instructional supervision, and administrative responsibilities.

**EDU 597: Change in Education**

In this course various social demands for change, the latent and manifest means used by schools in coping with these demands, functioning of the school as a social organization, and ways in which school personnel may become responsive to social change are analyzed.

**EDU 599: School Leadership in a Diverse Society**

The course will focus on the leadership of schools and the qualities that leaders need to transform these and other public and private-sector organizations for a new century. Such leaders must understand themselves, the organizations that they head, and the complex social political environments that they are asked to navigate on a daily basis. In short, we need leaders who understand formal structure, individual needs, power and conflict, as well as culture and symbols. Accordingly, students will become acquainted with the principles, concepts and major theories of leadership. They will administer a variety of self-analysis instruments to better understand and reflect upon their own leadership styles and behavioral tendencies. Graduates will use this understanding to improve student learning and they will apply this new learning to a variety of situations and problems simulating real challenges in today's K – 12 public schools and non-traditional schools.

## Education Doctorate

**EDD 701: Transformational Learning and Teaching: Personal and Professional Perspectives**

This seminar course introduces Learning Associates to the doctoral program and the multiple facets of transformational learning and teaching from an interdisciplinary perspective. The seminar provides a framework for the Learning Associate to further develop the knowledge, skills and dispositions required of teacher-leaders for 21st century educational organizations. It is designed to encourage the investigation of the Learning Associates teaching and leadership assumptions, behaviors and goals, and to begin planning to improve personal and professional effectiveness.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 702: Transformational Learning Models and Instructional Design**

If educators are to effectively prepare learners with the knowledge, skills, and values they will need for creating more sustainable places and communities, a transition must be made from transmissive teaching models to transformative learning processes. This course focuses on an in-depth study of current theory and research about curriculum design and its relationship to developing and sustaining Professional Learning Communities.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 703: Leading and Implementing Transformation Change**

This course introduces learning associates to the multiple facets of leadership from an interdisciplinary perspective. The sessions provide a framework for the learning associate to further develop the knowledge, skills, and dispositions required of leaders for 21st century organizations. It is designed to encourage the investigation of the learning associate's leadership assumptions, behaviors, and goals and to begin planning to improve her/his classroom effectiveness. This course focuses on contemporary theories, practices, and research in planning, managing, and assessing change in classrooms as social systems.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 704: Transformational Issues and Trends**

This course explores contemporary issues in education as the Learning Associates examine high impact learning and teaching with underachieving populations.

Special emphasis is given to the impact of the interaction among organizational culture, leadership styles and change. Learning Associates will select, design and implement a project and design a strategic plan including program evaluation strategies. This course focuses on an examination of the existing and emerging knowledge base for teaching and learning in educational organizations.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 710: Introduction to Action Research, Academic Writing, and the Dissertation Process**

This course introduces Learning Associates to the process of dissertation action research including the start to the development of their proposal that will become the focus of their research. Learning Associates will develop academic writing skills and skills in critiquing their research literature as well as strategies for developing research ideas. Emphasis will be placed on APA style writing and becoming Collaborative Institutional Training Initiative (CITI) certified.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 711: Understanding Statistics**

This course provides Learning Associates with an understanding of statistical methods commonly used in educational research. This course reviews the use, interpretation, and practical application of descriptive and inferential statistics. Key statistical principles and methods are reviewed, including sampling, probability, Type I and Type II errors, independent and dependent sample t-tests, correlation, simple linear regression, analysis of variance, and chi-square tests. Throughout the course, Learning Associates will analyze and critique the application of these tests in research reports.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 712: Qualitative Research**

This course will introduce Learning Associates to qualitative research related to the development of an action research dissertation study. Topics will include research paradigms for qualitative designs; developing surveys/questionnaires; developing questions for and analyzing interviews; and interpreting qualitative research studies. Learning Associates will analyze readings that focus on qualitative research designs.

Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 720: At Risk Populations**

This course addresses the development of more effective interventions for at risk learners with a focus on children in poverty and children suffering social and emotional risks. Learning Associates will examine social initiatives designed to improve students' academic performance; to reduce children's social or emotional risks; or to promote social, emotional, or moral development. The course will consider social initiatives that nurture strengths and resiliency (e.g. new models of resiliency will also be examined). Attention will be given to the different sources and different expressions of risk and resilience across race, class, gender, and culture. Learning Associates' primary work will be to develop a proposal for an intervention using social initiatives. Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 721: Educational Policy and Diversity**

This course will prepare Learning Associates to be able to understand cultural adaptability and critical race theory. Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 722: Data-Driven Assessment and Decision-Making**

This course addresses the theories, professional approaches and understandings from various psychological perspectives as they relate to assessing, developing, leading and teaching people and programs. Emphasis will be on best practices from the educational, social sciences and management professions for sustaining an organization's capacity for continuous growth. Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 723: Qualitative Data Analysis**

This course will introduce students to techniques, tools, and frameworks for qualitative data analysis. The course will follow a studio format in which students will receive guidance on how to conduct qualitative data analysis as well as peer-feedback on their own qualitative data analysis efforts. Learning experiences will involve Lexi readings, reflective writings, videos, qualitative data analysis exercises, and small group discussions. Students will learn about methods for analyzing qualitative data by hand and with the aid of software.

**EDD 724: Special Topics**

One special topics course per academic year will be co-designed with Learning Associates to meet the specific needs of the cohorts based on current trends and opportunities. Included may be national or international travel to study best practices in learning and teaching. Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 725: Critical Theories and Professional Practice**

This specialized course is designed around the cohort's identified theoretical frameworks, their educational applications, and the reflective techniques necessary to becoming critical educators. This course is organized to address ways in which to build upon Learning Associate's professional growth as scholarly practitioners. The course is designed with two overarching goals: 1) to bridge the gap between theory and practice, and 2) to foster their journey in becoming transformational leaders in their field of expertise. Prerequisites: Admission to the EdD program in Transformation Teaching and Learning program, or permission of the Doctoral Director in consultation with faculty.

**EDD 750: Theory and Methodology in Education Research**

In this course, Learning Associates will develop their action research dissertation proposal. Topics will include integration of research methodology, measurement, and statistics; research ethics; IRB training and time management of the dissertation process. This seminar is designed as a semi-structured working group to learning associates in various stages of the dissertation process, although emphasis is placed squarely on development of the first three dissertation sections.

Prerequisites: Admission to the EdD program in Transformational Teaching and Learning or with permission of the Doctoral Director in consultation with faculty.

**EDD 751: Research Methods in Educational Settings**

This course builds upon the tenants of EDD 750 Theory and Methodology in Education Research. Learning Associates will also continue to develop their action research methods. Topics will include the further development of the dissertation proposal as well as navigating through the research process. This course focuses on the reflections on the theory, research and literary review of their dissertation topic and introduces the mechanisms for the development of their findings, conclusions, and future implications of practice.

Prerequisites: EDD 750

**EDD 791: Leader Scholar Communities I**

Learning Associates will develop a research agenda with their Leader Scholar Community (LSC). The LSC consists of a faculty member and up to four doctoral students who will work as a group to explore a conceptual framework in which to research topics, develop a statement of the puzzle of practice, and work through the writing and IRB process. The LSC will meet regularly based on the needs of the community. This course will require directed independent study on an action research project.

Prerequisites: EDD 750

**EDD 792: Leader Scholar Communities II**

Learning Associates will continue working on a research agenda through the exploration of literary resources related to their research agenda. Working within their Leader Scholar Community (LSC), Learning Associates will explore the body of research and theory connected to their puzzle of practice. The LSC will meet regularly based on the needs of the community. This course will require directed independent study on an action research project.

Prerequisites: EDD 791 or permission of the department.

**EDD 793: Leader Scholar Communities III**

Learning Associates will continue working on a research agenda through the exploration of various methods of research. Working within their Leader Scholar Community (LSC), Learning Associates will identify and explain the world view that shapes their study and provide an overview of the research methodology employed and why it is useful. They will further cite related research methodologists throughout. The LSC will meet regularly based on the needs of the community. This course will require directed independent study on an action research project.

Prerequisites: EDD 792 or permission of the department.

**EDD 795: Dissertation in Practice**

Learning Associates will continue to develop their dissertation with the assistance of their Leader Scholar Community. This course will require directed independent study on the action research project and is specifically for students researching and writing dissertations. At the end of the semester, if the core assessment is not completed, Learning Associates will receive an Incomplete for the course. They have seven years from the start of their program to complete the dissertation and receive a grade.

Prerequisites: EDD 793, Completion of Portfolio, Dissertation Proposal & required credits of coursework or permission of the Doctoral director.

# Education Reading Specialist

## **ERS 502: Seminar in Research Foundations Pertinent to Reading**

Participants in this course will read and respond to scholarly research about reading. Specifically, the course will focus on developing an understanding of major theoretical and evidence-based foundations of reading and writing processes. Participants will learn how to critically review reading research and abstracts to develop a deep understanding of quality research methodology and findings. They will prepare reports that interpret widely used statistical data, reference bibliographies that reflect wide reading of scholarly research, and synthesize findings expressed in scholarly papers. All of these are vital to foundational knowledge and ethical dispositions of active reading professionals.

## **ERS 504: Curriculum and Instruction in Reading Through the Developmental Stages**

This course provides an overview of the current research and best practices focusing on emergent to fluent readers within the balanced literacy framework. Components of effective literacy approaches, and decoding, comprehension and fluency strategies serve as the framework for the course. The course content addresses critical thinking, the reading-writing connection, and motivation as critical elements of effective literacy teaching. Digital literacy strategies will be infused into the content of the course. In addition, learners will explore cross disciplinary literacy expectations and will articulate the value of young readers' ability to analyze and create a high volume and range of print and non-print text.

## **ERS 506: Curriculum and Instruction in Writing through the Developmental Stages**

This course examines instructional approaches that support a balanced literacy curriculum for all writers with an extra emphasis on middle level learners. Critical thinking, motivation theory, writing instruction, writing in the disciplines, and "new literacies" will be studied within the framework of a balanced literacy model. The course also requires candidates to demonstrate knowledge of a wide variety of effective routines and instructional materials that will meet the English Language Arts needs of all learners, especially those responsive to diversity.

## **ERS 513: Literacy Curriculum and Instruction: Adolescent to High School**

This course will examine literacy instruction for students in grades nine through twelve. Theories and research that support best practices for addressing the literacy needs for this population will be a focus. Critical thinking, motivation, writing, comprehension, and "new literacies" will be examined within the framework of a balanced literacy model. Special focus will be centered on the role of a reading specialist/literacy coach in supporting classroom teachers at the secondary level to implement differentiation for content literacy.

## **ERS 514: The Reading Specialist and Intensified Literacy Instruction**

Reading specialists/literacy coaches serve in many roles. This foundation level course focuses on the design and delivery of intensified literacy instruction by reading specialists. Evidence-based instructional designs, which focus on diagnostic data to craft daily lessons, are explored. The importance of motivation and scaffolded support for learning is stressed. Attention is also devoted to the selection of print and technological resources appropriate for struggling readers and writers, given situations of diverse socio-economic, cultural and linguistic diversity.

Prerequisites: Two (6 SH) of the following courses: ERS 504, ERS 504, ERS 506, ERS 513 or permission of the instructor.

## **ERS 574: Assessment of Reading: Clinical Practicum in Reading Diagnosis**

This course focuses on the assessment of readers, with emphasis on the clinical, diagnostic use of the informal reading inventory. Candidates learn how to administer and interpret assessments and then synthesize data to describe readers' strengths and needs into a detailed case study report. The report includes recommendations to promote the student's growth in literacy.

Prerequisites: Two (6 SH) of the following courses: ERS 502, ERS 504, ERS 506, ERS 513, or ERS 514, or permission of the instructor.

**ERS 577: Leadership for Reading Educators**

This course enables a prospective reading specialist/literacy coach to prepare for the leadership roles and responsibilities as a reading educator within the framework of a balanced literacy approach model. It provides an integration of theory and practical application, including structured field experiences related to the roles of the reading specialist/literacy coach to effectively develop co-teaching and co-planning strategies. Critical reflection combined with feedback from peers and practicing reading specialists are fundamental to the course. Field experiences preclude the course being taken concurrently with either of the other Application Level course EDU 574 Assessment of Reading: Clinical Practicum in Reading Diagnosis or EDU 579 Practicum in Literacy Instruction: Struggling Readers and Writers.

Prerequisites: Two (6 SH) of the following courses: ERS 502, ERS 504, ERS 506, ERS 513, or ERS 514, or permission of the instructor.

**ERS 578: School Based Practicum in Literacy Instruction: Struggling Readers and Writers**

In this course, reading/literacy specialist candidates, working with university graduate reading faculty, use diagnostic and formative assessments to design and implement evidence-based intensified instruction for a small group of struggling readers and writers. In addition, candidates will work within a school-based setting to develop the skills, dispositions, and knowledge to function as reading/literacy specialists, which include demonstrating leadership skills by researching and dispersing information about literacy pertinent to the school-based setting.

Prerequisites: Take two (6SH) of the following: ERS 502, ERS 504, ERS 506, ERS 513, or ERS 514 and take ERS 574.

**ERS 579: Practicum in Literacy Instruction: Struggling Readers and Writers**

In this course, reading specialists/literacy coach candidates, working with university graduate reading faculty, use diagnostic and formative assessments to design and implement evidence-based instruction and interventions for struggling readers and writers. Candidates work in teams at off-campus locations in collaboration with local school districts. In addition to practicing the skills of a reading specialist in a team module, candidates also develop the skills, dispositions, and knowledge to function as literacy coaches.

Prerequisites: Take two (6SH) of the following: ERS 502, ERS 504, ERS 506, ERS 513, or ERS 514 and take ERS 574.

## Elementary Education

**ELU 412: Education and Care of Infants and Toddlers**

Through research, discussion, practical applications in the field, and critical thinking, the students will expand their knowledge and understanding of the child from birth to age three. Ideas and selected approaches will be introduced to increase the students' abilities to create an appropriate educational environment based upon sound child development principles. Recent neurophysical research findings will be stressed and applied to develop strategies and plans for group care of the child from birth to three.

Prerequisites: College of Education majors/minors only

**ELU 415: Building Partnerships for Educating Young Children: Families, Schools, and Communities**

This course explores the relationships of the diverse people, organizations, and societies responsible for the education of young children. Historical influences, effective teaching strategies and curriculum for working together and successful partnership models are emphasized. Field experiences with parent programs and family agencies are required.

Prerequisites: College of Education majors/minors only



**ELU 420: Administration of Early Childhood Programs**

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

Prerequisites: College of Education majors/minors only

**ELU 452: Current Trends in Reading Instruction**

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

Prerequisites: College of Education majors/minors only

**ELU 510: Seminar in Early Childhood Education**

An investigation of learning and developmental theories, instructional strategies, and programs appropriate for young children is undertaken. There is an exploration of the current research in the field.

**ELU 519: Teaching Writing to Children**

Included in this course are methods and materials for effective instruction in writing designed for the elementary and middle school classroom teacher. Emphasis is on practical writing as well as on the creative aspects of writing. Readings, research, practical application, and motivational and management strategies are discussed.

**ELU 520: Folk Literature and Storytelling for Teachers of Elementary and Middle School Children**

Students will explore fables, myths, and folk literature from various cultures around the world. Both traditional literature and updated versions will be explored. Students will investigate how various illustrators have presented the same story and also examine the varied techniques appropriate to the presentation of folk literature for students.

**ELU 530: Historical Background of Elementary Education**

An exploration of educational philosophies and practices which have characterized elementary education primarily in America is undertaken. There is also an evaluation of professional literature and research to explore the influence of the past on current issues.

**ELU 531: Adult Learning Theory and Foundations in Instructional Coaching**

This course introduces participants to adult learning and change theories as well as current research based practices regarding instructional coaching. This course will emphasize the use of professional development standards from national professional development organizations to guide instructional planning and coaching. Participants will explore key elements of coaching approaches and implement practices that are proven to improve student achievement through a variety of activities and reflection. (20 hours of field work are required for this course).

**ELU 532: Practicum in Instructional Coaching Process**

The purpose of this course is to provide instructional coaching candidates with opportunities to engage in seminar discussions and action research projects during a cycle of continuous improvement of instruction for teachers and students in an instructional coaching practicum setting. There will be 50 hours of field-based experience during which candidates will learn to apply the coaching cycle of planning, observing, analyzing and providing feedback as they conduct model lessons, collect and analyze student data with the purpose of assisting classroom teachers in improving student learning performance.

Prerequisites: EDU 574 or EDU 526 and EDU 577 or EDU 541 and ELU 531

**ELU 540: Seminar in Elementary Curriculum Development**

Theory and process in elementary curriculum development are examined. Recent trends in materials and methods are discussed.

**ELU 542: Integration of Mathematics for Elementary Schools**

This course will explore the connections between traditional contents (science, social studies, language arts, fine arts) in the elementary school with connections to mathematical concepts. The course will enable the student to pursue elementary mathematics in a holistic thematic approach within traditional elementary content subjects.

**ELU 545: Managing and Planning in Classrooms**

This course prepares teacher candidates to be effective educational leaders by learning, observing, and experiencing varied instructional models, classroom management, and conflict resolution, anti-bullying techniques, planning, and professional behavior. Teacher candidates are presented with current learning theory including issues of child and adolescent development, diversity and exceptionality. This course includes an appropriate age level classroom experience where teacher candidates are given the opportunity to apply theories and strategies developed in their coursework.

**ELU 548: Contemporary Themes in Children's and Adolescent Literature**

Research, discussion, and critical evaluation focusing on contemporary themes and issues in literature for children and young people are investigated. Workable standards for evaluating books and techniques for using thematic studies in elementary and middle school situations are reviewed.

**ELU 560: Seminar in Language Arts Instruction**

Recent trends in teaching the language arts in the elementary school are examined as well as current materials, techniques and research. An application to classroom situations is made.

**ELU 566: Special Topics in Education**

This is a flexible course offering designed to enable students to address contemporary issues in elementary education and to respond to current needs. Topics selected will be based on relevance, timeliness, and need.

**ELU 569: Current Topics in Elementary Education**

An in-depth study of selected topics in elementary education is undertaken. Through search of professional literature the topics will be determined by the class each time the course is offered. This course is suggested as preparation for a comprehensive examination or project; therefore, it should be scheduled at the end of the program.

**ELU 570: Seminar in Elementary Social Studies Instruction**

This course is a survey of existing practices and trends in social studies instruction. Planning a social studies program, evaluation of teaching materials, and examination of methods and techniques of instruction are undertaken. Provision for teachers to work on individual curriculum projects is made.

**ELU 571: Application of Current Elementary Educational Topics**

This is the second in a two-course sequence that will enable the student to produce a summative project. In this course the students will select and explore in depth one of the current topics discussed in the Prerequisites: ELU 569

**ELU 572: Strategies for Elementary Classroom Management and Discipline**

Analysis and evaluation of contemporary thought on classroom management is undertaken. Emphasis is on identifying potential sources of management breakdown and discipline problems. Strategies to prevent or cope with such breakdowns are presented.

**ELU 580: Independent Study****ELU 587: Resource Materials in Elementary Science**

This course provides assistance for elementary teachers in the teaching of science. A variety of materials, knowledge of science subject matters, and competence in methods are studied.

**ELU 591: Picturebooks**

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

**ELU 595: Specialization in Teaching Middle Level 4-8 Clinical Experience Part I**

ELU 595 and ELU 596 Specialization in Teaching Middle Level 4-8 Clinical Experience are segments of a program requirement, which provide two field assignments in a middle level 4-8 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the schools and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on planning and preparation, classroom environment and management, implementation of developmentally appropriate lessons, professionalism and seeking professional employment. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

Prerequisites: College of Education majors/minors only

**ELU 596: Specialization in Teaching Middle Level 4-8 Clinical Experience Part II**

ELU 595 and ELU 596 Specialization in Teaching Middle Level 4-8 Clinical Experience are segments of a program requirement, which provide two field assignments in a middle level 4-8 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the schools and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on planning and preparation, classroom environment and management, implementation of developmentally appropriate lessons, professionalism and seeking professional employment. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

Prerequisites: College of Education majors/minors only

## Elementary Education: Pre-K 4

**EEU 415: Family and Community Collaboration Partnerships**

This course explores the relationships of the diverse people, organizations, and societies responsible for the education of young children. Historical influences, effective teaching strategies and curriculum for working together with families, and successful partnership models are emphasized. Teacher candidates will gain knowledge and demonstrate an understanding of cultural and community diversity as a basis for instructional planning with ELL awareness and accommodations. Field experiences with parent programs and family agencies are required.

**EEU 504: Instructional Strategies for Language Arts and Social Studies**

The content of this course is the integration of social studies and literacy with a focus on developmentally appropriate practices, standards, content, and pedagogy for PreK-4 the post baccalaureate program. This course focuses on the integration of social studies content and literacy strategies to enhance student communication and thinking skills, which are essential to productive citizenship in the context of a global society.

Prerequisites: Open to graduate level students in the College of Education only

**EEU 505: Child Development and Practice**

Child development, theories of learning and developmentally appropriate practice in the field of early childhood education is the focus of this course. Emphasis is placed on knowledge of child development and appropriate practices for infants through age nine.

Prerequisites: Open to graduate level students in the College of Education only

**EEU 507: Instructional Strategies for Science and Math**

This course is designed to prepare perspective teachers to teach mathematics and science for a wide variety of young learners. It is designed to prepare teacher candidates to use an inquiry centered, hand-on, “minds-on” approach as they teach mathematics and science. The course is designed to build on content knowledge, pedagogical knowledge, assessment, and connections to other disciplines in the classroom. Candidates will be instructed how to integrate learning theory, developmental theory and cognitive science. Prerequisites: Open to graduate level students in the College of Education only

**EEU 595: Intensive Pre-K-4 Clinical Experience**

A field assignment in a Pre-K - 4 school setting will provide the clinical student teaching experience. Teacher candidates will teach with a mentor in the schools and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experience and seminar provide an opportunity to synthesize their graduate learning experience.

In relation to the concurrent fieldwork seminar, teacher candidates will be required to maintain a reflective journal/portfolio using guidelines created by the supervisory team. There will also be a research and writing requirement assigned by the supervisor who serves as the professor of record.

Prerequisites: Permission of the Dept of Elem Ed Faculty and all General, Int. Pre-K – 4 crs: SPU 500, SPU 514, and EEU 505; & Pro Sem crs: EEU 504, EEU 507, EEU 545, & EDU 551; & Spec Crs: EDU 523 & EEU 415 support the clinical exp in this adv lvl teacher cert prg.

**EEU 596: Specialization in Teaching Pre-K-4 Clinical Experience Part I**

EEU 596 and EEU 597 Specialization in Teaching Pre-K-4 Clinical Experience are segments of a program requirement which provide two field assignments in a Pre-K – 4 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the school and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, demonstrating professionalism, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

Prerequisites: College of Education majors/minors only

**EEU 597: Specialization in Teaching Pre-K-4 Clinical Experience Part II**

EEU 596 and EEU 597 Specialization in Teaching Pre-K-4 Clinical Experience are segments of a program requirement which provide two field assignments in a Pre-K – 4 school setting comprising an entire semester. Teacher candidates will teach with a mentor in the school and meet weekly with their university supervisor in a concurrent fieldwork seminar. Content includes focusing on classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, demonstrating professionalism, and relating previously learned material to the day-to-day teaching experience. Teacher candidates prepare for making the transition from graduate student to professional teacher. The field experiences and seminar provide an opportunity for candidates to synthesize their graduate learning experience.

Prerequisites: College of Education majors/minors only

# English

## **ENG 430: Rhetorical Traditions and Contemporary Renditions**

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

## **ENG 438: Major Modern Dramatists**

This course is a brief critical survey of British and American drama of the twentieth century with primary focus on the work of such major figures as Shaw, O'Neil, O'Casey, Miller, Williams, Albee and Pinter.

## **ENG 470: Selected Topics in English**

This course will deal in depth with a specific issue or area in English or a literary figure not covered or only covered briefly in another graduate English course. The course may be taken up to two times (6 credit hours), provided that the selected topic is different.

## **ENG 493: The Twentieth Century British Novel**

Comparative studies of selected works of Joyce, Lawrence and Woolf. Analysis of symbol and archetype as structural and thematic device. Rhetorical comparison of elements of style.

## **ENG 502: Introduction to English Studies: Traditions, Boundaries, and Change**

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

## **ENG 503: Thesis**

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

## **ENG 510: The Rhetoric of Style**

This course focuses on understanding historical and contemporary rhetorical conceptions of style in order to foster more sophisticated invention, analysis, and production of 21st century compositions. Specifically, the course examines the idea of style from its ancient understandings rooted in orality up to modern iterations rooted in multimodal composition and digital writing.

**ENG 511: Contemporary Indigenous Rhetorics**

This course provides graduate students with an introduction to the field of Indigenous Rhetorics, including its rhetorical traditions and practices, issues, problems, history, and cultural contexts of various indigenous communities. The goal of this advanced course is to build on students' existing knowledge about the rhetorical strategies, techniques, and tactics of contemporary indigenous peoples in several genres: creative nonfiction, academic scholarship, stand-up comedy, journalism, political and legal documents, and web presence. Specifically, students will engage with the works of writers, thinkers, performers, artists, and speakers in specific contemporary indigenous communities as these practitioners strive to carve space for their voices and perspectives in the crowded space of modern intellectual thought and practice. This course focuses primarily on Native American Rhetorics. This course is appropriate for those interested in Composition & Rhetoric, Literature and Media Studies.

This class may also include the opportunity for digital storytelling, blogging, interviewing, and community engagement. This is an elective course for all English MA students.

**ENG 512: Symbol and Myth in Literature**

A critical examination of the effectiveness and significance of symbol and myth in literature is undertaken.

**ENG 518: Feminist Literary Theory**

This course provides an overview of the leading currents, issues, and debates in feminist literary theory, including gendered voice, difference vs. equality feminism, essentialism, and queer theory. Students will read theoretical and literary selections from nineteenth-, twentieth-, and twenty-first century feminists.

**ENG 525: Linguistics**

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

**ENG 527: Seminar in Linguistics**

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

**ENG 530: Chaucer**

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

**ENG 535: Seventeenth-Century Studies**

Special studies in selected major works of Bacon, Burton, Browne, Hobbes, Taylor, Milton, Donne, and Jonson are given special attention.

**ENG 545: Studies In Postmodern Fiction**

This course provides intensive study of selected authors, themes, and/or approaches in postmodern fiction, both American and international. Depending on the author or theme that is focused on the time period of the work(s) covered may fall between from about 1960 to 1990.

**ENG 550: American Romanticism**

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

**ENG 551: Postcolonial Literary Theory and Texts**

This course provides an overview of the leading currents, issues, and debates in Postcolonial theory, including the definition of field, gender, political, and resistance issues and an in-depth look at Postcolonial literary texts.

**ENG 553: Literacy Studies**

This course provides graduate students with an introduction to the field of Literacy Studies, including its scientific and theoretical foundations, historical and current perspectives on literacy practices, research methods and curricular implications. Literacy has culturally specific, social, economic and political implications for all people, and yet the general public's understanding of literacy is often marred by myths or overly simplified perspectives on the acquisition and uses of reading and writing, as well as less text-centric means of interpreting and composing. This course is aimed at deepening and complicating students' understanding of literacies, as they learn to investigate personal and communal assumptions, conduct primary and secondary research, and consider the consequences of the Literacy Studies for learning, teaching and critically navigating politics and culture. This course is especially useful for the intending to teach on the secondary and post-secondary levels, as rhetoric of a "literacy crisis" has been a staple of education reforms in the United States since 1960s. The course is also appropriate for those with an interest in Composition & Rhetoric, Literature, Media Studies or Linguistics. This is an elective course for all English MA students.

**ENG 555: Black Women's Literature: The Development of A Tradition**

This intensive graduate course provides a survey and a close analysis of a major tradition in literary studies the black feminist tradition. This course will examine various genres of writing by black women, such as: short stories, poetry, drama, novels, creative nonfiction, and literary theory/criticism.

**ENG 557: Digital Rhetoric and Composition**

This course focuses on honing the analysis, production, and teaching of contemporary digital texts by going beyond longstanding academic conceptions rooted in the printed word alone. Specifically, the course examines why contemporary digital texts do not dovetail with previous Rhetorical and Composition frameworks and why emerging areas within Rhetoric and Composition such as visual rhetoric, digital writing, and multimodal style are vital in cultivating sophisticated, responsive methods of analysis and production. Students will familiarize themselves with issues surrounding creation, revision, and deployment of digital texts to better understand the complex rhetorics involved when arranging words, images, sounds, coding language, available designs, fonts, colors, and spaces to make new kinds of 21st century writing.

**ENG 560: Critical Writing**

This course invites graduate students to examine writing as an essential tool for exploring, questioning, and creating intellectual knowledge in academic and public spaces. Students will develop a conceptual framework for critical writing through the study of rhetorical theory, genre theory and composition theory. Central to the course are writing workshops in which students share drafts of course assignments. In these workshops, students develop and understanding of themselves as writers, while exploring a variety of styles and rhetorical approaches for communicating with specific audiences both within and beyond the graduate classroom. As students explore the new genres and increased expectations that come with advanced scholarly writing, they will practice: choosing a point of inquiry; gathering research; developing a position; choosing style and voice; using readers' feedback effectively; and editing and revising as a recursive process.

**ENG 561: The Epic in the Modern Imagination**

The Epic in the Modern Imagination has two complementary objectives: to study the nature and function of epic narrative in its classical and modern iterations; and to study major principles and innovations in theories of narrative, as an aesthetic form and a tool for organizing information and experience. The seminar provides extended attention to especially significant epic narratives, which may include Homer's The Odyssey, Joyce's Ulysses, and at least one more contemporary exemplar. Additionally, the seminar focuses on influential texts on and evaluations of epic narrative.

All instruction and reading of ancient epic narratives and texts will be conducted in English and/or critically authorized English translations.

**ENG 563: Studies in American Realism, 1865-1900**

The literary milieu that gave rise to the Age of Realism in American literature is studied. Close attention is paid to the works of Twain, James, and Crane.

**ENG 564: Cultural Studies Seminar in American Modernism**

Defining American Modernism as the cultural response to rapid changes in society brought on by new technologies and social patterns, this course introduces students to cultural studies/historicist approaches to the study of modernist American literature, inviting students to examine the interplay between literature, popular culture, and the controversies and events that shaped early twentieth-century Americans' sense that they were both inhabiting and building a wholly new social world.

**ENG 565: Seminar in British Literature**

Major themes, genre, and resource works are examined, and against their background class members present individual studies for general discussion.

**ENG 567: Seminar in American Literature**

Major themes, genre, and resource works are examined, and against their background class members present individual studies for general discussion.

**ENG 570: Seminar in History of English Language**

Seminar in History of English Language.

**ENG 575: Seminar in Literary Criticism**

This course covers the development of literary theories in criticism to the present era and gives the opportunity for application of the major principles to representative pieces of writing.

**ENG 576: Seminar in Film History, Theory and Criticism**

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

**ENG 577: Modern Poets in English**

Poetry written in English, published since the beginning of the modernist period, and major contributions to English poetics of the same period provide the principal foci for course materials and discussions. Individual iterations of the course will examine specific periods, movements, or thematic.

**ENG 583: Eighteenth-Century Studies**

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

**ENG 585: Studies in English Romanticism**

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

**ENG 587: Studies in English Renaissance Literature**

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

**ENG 591: Shakespeare**

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



**ENG 593: British and Irish Novels of the 20th Century**

This class is a detailed study on some of the most influential writers of the 20th Century: Virginia Woolf, D.H. Lawrence, James Joyce, Iris Murdoch, Somerset Maugham, Paul Kingsnorth and A. S. Byatt among others. We will examine narrative form, experimentation in voice and structure, the shifting landscape of culture, class, gender, identity, and sexualities.

**ENG 594: Victorian Poetry**

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

**ENG 595: Victorian Prose**

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

**ENG 599: Independent Study**

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

## English

**ENU 405: Teaching Writing**

This course is designed to aid future and current teachers, tutors, and professors in navigating the challenges of teaching writing in the 21st century. Students will develop their own teaching philosophies, grounded in the study of composition theory and pedagogy. Whether teaching writing at the elementary, secondary, or post-secondary level, students will be well-informed of the challenges and possibilities of developing literacies and equipped to create their own writing assignments in the classroom.

As a 400-level course, both undergraduates and graduate students may take this class.

**ENU 407: Teaching Literature**

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

**ENU 511: Writing Workshop for Teachers**

This course is designed to support the teaching of writing and to encourage teachers to write. Students will write and respond to writing in a mutually supportive community of peers. Participants will be immersed in the various stages of the writing process, specifically pre-writing heuristics, drafting, peer tutoring, and editing. Journal writing, formal evaluation, and informal methods of responding to student writing will be included.

**ENU 522: Teaching Writing Across the Curriculum**

Intended for secondary teachers of all subjects, this course reviews recent research and composition theory, and explores effective, practical strategies for developing learning through writing in all disciplines.

# Finance

## **FIN 530: Financial Management: Theory and Practice**

The course focuses on the role of the financial manager in planning for, acquiring, and utilizing funds to maximize stockholder wealth. Topics studied include: financial markets, time value of money applications, financial statement analysis, the risk and return relationship, stock and bonds valuation, financial and real options, cost of capital, capital budgeting analysis, financial forecasting, corporate valuation and value-based management, capital structure, and dividend policy decisions. Students will be expected to apply the concepts and techniques learned in the course, along with their knowledge of spreadsheet software, to analyze cases.

## **FIN 533: Investment Management**

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

Prerequisites: Finance 530

## **FIN 535: Entrepreneurial Finance**

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

Prerequisites: MBA students only

## **FIN 571: Selected Topics in Finance**

We explore a variety of topics. Topics explored include Working Capital Management, Investment Banking, Leasing, Mergers and Acquisitions, Multinational Financial Management, Derivative Securities, Investment Portfolio Management, and Financial Institutions Management.

Prerequisites: Finance 530

# Fine Arts

## **FAR 501: Drawing**

Advanced studio work in drawing is directed towards furthering self discipline in developing personal graphic statements. (This course is also offered under the FAR 501 designation.) Repeatable up to 12 credits.

## **FAR 502: Printmaking**

Visual expression in a variety of printmaking techniques are explored. Among the techniques investigated are relief, intaglio, planographic and transographic methods. Historical and contemporary attitudes toward the multiple as an original work of art are studied. (This course is also offered under the FAR 502 designation.) Repeatable up to 12 credits.

## **FAR 503: Painting**

This course provides for experimentation with painting media, with emphasis upon development of individual style. (This course is also offered under the FAR 503 designation.) Repeatable up to 12 credits.

**FAR 504: Graduate Sculpture**

This course is an advanced study in specific materials, processes, and concepts in the creation of sculptural form. (This course is also offered under the FAR 504 designation.) Repeatable up to 12 credits.

**FAR 505: Photography**

Making the fine photographic print is developed through the knowledge and application of the Zone System of exposure, film and print development, and darkroom processes. Other aspects of the course will include aesthetic criticism and chronology of the development of photography in the visual arts. The Zone System defines a more analytical process for the production of the fine print and only secondarily implies a learning methodology. (This course is also offered under the FAR 505 designation.) Repeatable up to 12 credits.

**FAR 506: Digital Media**

This course provides instruction in the creation of images through computer-based technologies. During the course students will learn to use image and audio oriented software, they will also explore the unique ways in which computers facilitate artistic expression. Students will be introduced to art works, artists, alternative viewing sites, cyber communities, aesthetics and criticism related to digital art. They will also consider digital tools as part of a continuum of technological innovation in the visual arts. (6 c.h., 3 s.h.) Repeatable up to 12 credits.

**FAR 575: Individual Problems in Art Seminar**

This course is oriented to concepts of art around which the individual students would focus their attention and interest in the production or analysis of artistic forms which exist in a multi-cultural society. The students work with the professor to explore possibilities which they are stimulated to pursue and which emerge from personal ideas and research in art-oriented problem areas. Students in this course will have the opportunity to explore special topics, issues, and creative practices related to art, design, and visual culture. Under this prefix, different topics, which provide distinctive learning experiences, will be offered periodically. The specific topic(s) offered for each semester will be listed in the schedule. Topic may be from 1 to 3 s.h. and 1-3 c.h. Students may take ART 570 up to nine credit hours. Instruction will be lecture/seminar. (This course is also offered under the ART 572 designation.) Repeatable up to 9 credits.

**FAR 577: Independent Study**

An opportunity is provided to pursue an interest in an area of study that represents a particular independent challenge in art education. The study is expected to diverge from normal course requirements into areas such as studio, art history, aesthetics, and art field work in a school district as they relate to the requirements of a Master's Degree in Art Education. (This course is also offered under the following designations: ARH 577, ART 577, ARU 577, CFT 577.)

## History

**HIS 423: The American West**

This course studies American migration from the Atlantic seaboard to the Mississippi Valley, together with Spanish and French penetrations in the West. The course also examines explorations, acquisition and settlement of the Trans-Mississippi West, and the American Southwest with evaluation of the influence of the frontier and its institutions on the total history of the United States.

**HIS 437: Indian-White Relations**

This course will deal with Indian-White relations from the first contacts in the late 10th century through the empire-building attempts of the Spanish, Dutch, English and French in North America. Of primary concern is the expansion of the European Frontier at the expense of Indian Tribal lands and culture, and the resulting intra-tribal warfare as the eastern Woodland tribes were removed west of the Mississippi River by the Government Removal Act and Allotment Policy of the 1830's.

**HIS 438: United States History Since 1914**

This course is designed to investigate selected topics such as World War I, the 1920s, the Great Depression and the New Deal, World War II, post-war America and the Cold War.

**HIS 456: Selected Topics in Medieval European History**

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

**HIS 462: Germany in the Twentieth Century**

This course is a survey of Germany in the Twentieth Century. Emphasis will be given to major intellectual developments, World War I and the collapse of the Empire, the Weimar Republic and the rise of Hitler, the cataclysm of the Second World War and the divided Germany of the Cold War.

**HIS 520: Seminar**

This course consists of directed reading and research in selected topics and problems in national and state history. Methods of historical investigation are emphasized.

**HIS 525: Independent Study****HIS 526: Seminar in Historical Method**

This course is a study of the various styles, techniques, and methods of inquiry (narrative and social scientific) that characterize history as a distinct scholarly discipline. Emphasis will be on actual practice in developing special skills and techniques in historical research and writing.

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

This course is a problem-oriented study of the Middle East during the 19th and 20th centuries which considers the interaction of the various ethnic groups under the umbrella of the crumbling Ottoman Empire, and shows the effects of the encounter with Western Imperialism. The rise of nationalism and the introduction of other Western ideologies are all included in this study.

**HIS 560: Tudor and Stuart England**

This course includes selected problems in history of church, state, and society under the Tudors and Stuarts (1485 - 1688).

**HIS 562: The World of Humanism and Reformation**

Topics include problems and issues in the age of the Renaissance and Reformation, with emphasis on institutional and intellectual developments. There is consideration of changing historical interpretations.

**HIS 570: Society and Thought in Modern America**

A study of American culture and society since 1870: religious diversity, scientific and literary achievements, and important trends in education and the arts is undertaken. Particular attention will be given to the Populist, Progressive, and New Deal reform movements.

**HIS 583: Civil War and Reconstruction**

Civil War and Reconstruction, beginning with the close of the Mexican War in 1848 and concluding with the withdrawal of Union troops from the South in 1877, are studied. This includes the antebellum and the Reconstruction periods.

**HIS 585: History of Urban America**

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

**HIS 586: Seminar in Problems and Issues in United States Racial and Ethnic History**

This graduate seminar examines the processes of migration that have resulted in the "peopling" of America. This course also analyzes the evolution of ethnicities, races, and an "American" nationality by examining the complex interplay among the diverse peoples who collectively shaped American history. Finally, the course addresses current debates about American identity.

## Humanities

**HUM 592: Seminar in Language-Culture-Area-Study**

This course consists of lectures, discussions, readings, and reports for the purpose of acquainting the student with the non-literary aspects of the civilization of the target language: art, music, folklore and customs, geography, and historical and socio-economic aspects of the cultural pattern.

## Instructional Technology

**ITC 425: Computer Networking for Educators**

The course is designed to provide educators with a practical user-level understanding of wired and wireless networked computer systems and the software/hardware components that make up typical computer networks. Students will learn about the role and responsibilities of the network engineer in a school district or library consortium. Newer trends in networked computing such as Web 2.0, virtualization and "the cloud" will be examined.

**ITC 433: Synergetic Teaching with Technology**

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

**ITC 446: Development of Multi-Image Productions**

The planning, production, and presentation aspects of multi-image productions are studied. The student will participate in all phases of developing a multi-image program. Recommended background: ability to operate a 35mm camera and familiarity with basic photography techniques.

**ITC 503: Thesis**

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

**ITC 532: Integrated Video/Computer Productions for Educator**

The use of the microcomputer in the production of classroom video presentations at the basic education level will be studied. Methods that educators can use to integrate the technologies of portable video production and microcomputing into their instructional programs will be examined. This is a non-studio course using portable VHS video equipment and microcomputer technology commonly found in basic education settings.

**ITC 533: Hypermedia: A Tool for the Educator**

This non-programming course introduces the major hardware and software elements of hypermedia applications. Students will examine the history, specific hardware and software systems, selection and evaluation guidelines, research findings, and applications in a variety of educational environments. In addition, students will develop a hypermedia program.

**ITC 555: Management of Information and Technology Center Environments**

This course provides an overview of management theory, policy and practice with an emphasis on the role of the professional as manager in library, school, academic and independent information center settings.

**ITC 562: Digital Citizenship**

This course is an introduction to digital citizenship and how it can be supported in K-12 schools and libraries. It provides a basis for understanding digital citizenship, the current trends in the area, and the potential needs students will face in the future. The course will help educators and technology leaders see the importance of digital citizenship and identify ways it can improve teaching and learning with technology.

**ITC 570: Independent Study**

Independent study is based on a student's pursuit of a subject in audiovisual communications not covered within a regularly-offered graduate course. Graduate and postgraduate students may schedule this course for 1-3 credits in a single semester, with no more than 6 credits for Independent Study overall. Permission of the department faculty is required. (1-6 hours).

**ITC 571: Instructional Technology Capstone Project**

Using the skills and knowledge from the previous course of study, students will design, implement and report findings from a technology integration project. Students will be working directly with a public or private institution to identify an issue currently being faced. The issue will be researched and analyzed in the early phases of the course. The latter portion will focus on the implementation and eventual reporting of results to LSIT faculty and LSIT graduate students.

Prerequisites: College of Education majors/minors only

**ITC 572: Research Project II**

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

Prerequisites: ITC 571

**ITC 590: Internship/Practicum in Instructional Technology**

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

## Library Science

**LIB 405: Genealogical Research**

Genealogical Research prepares students to assist patrons as they perform genealogy research, define family history writing objectives, and produce genealogy results for professional or personal needs in both traditional and electronic formats. The course is designed for librarians and other researchers interested in family histories.

**LIB 420: Library Resources for Preschoolers and their Families**

This course will provide an introduction to the development of the child from birth to age six, focusing on language acquisition and emerging literacy. It addresses the role of the family, care-givers and library in developing early literacy skills. The course will focus on library program planning, selecting of materials, and outreach and programming for preschool audiences, their families and care-givers.

**LIB 471: Information Analysis and Retrieval**

The basic principles and tools for information analysis and retrieval are considered in relation to database analysis, terminology control, question analysis, search strategy development, conducting searches, and the delivery of search results.

**LIB 510: Literature of the Humanities**

Selection, evaluation, and use of the principal bibliographic and reference sources, books, periodicals and serial publications, and non-book materials in the fields of literature and language, fine arts, philosophy and psychology, and religion are discussed.

**LIB 512: Librarian's Role in Supporting Reading Strategies**

This course examines the school librarian's role in ensuring student's reading success. The roles include the selection of materials that address the diverse needs of the learners including English as Second Language Learners, identification of resource materials that serve as tools for interactive think-alouds, and reinforcement of reading strategies within the information literacy curriculum.

**LIB 513: Organization of Information**

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

**LIB 520: Literature of the Social Sciences**

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

**LIB 526: Technologies in Libraries**

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

**LIB 529: Library/Information Literacy Curriculum**

This course focuses on the structure and design of the library/information literacy curriculum by examining the organization, plan, foundation, components, and implementation process of the curriculum. Students examine current research in regards to the impact of library programs on student achievement. Through curriculum mapping the integration of library/information literacy and technology across the curriculum is emphasized.

**LIB 530: Literature of the Sciences and Technology**

Selection, evaluation, and use of the principal bibliographic and reference sources, books, periodicals and serial publications, and non-book materials in the fields of astronomy, biology, chemistry, engineering, geology, mathematics, medicine, physics, and other closely-related areas are covered in this course.

**LIB 531: Oral Traditions in the Library and Classroom**

Oral Traditions in the Library and Classroom explores oral performance methods to present, promote and enhance literature and reading. Classroom storytelling strategies are researched in depth, as is the incorporation of folklore motifs into modern art forms. Classroom performance skills of book talking, reading-aloud, and storytelling techniques are developed and practiced.

**LIB 550: Reading Interests for Adults**

This course focuses on the critical evaluation and analysis of print and digital resources for adult library users. Emphasis is given to reading interests in a variety of genres and popular culture.

**LIB 560: Mass Media and the Library**

This course is designed to equip librarians and others to appraise the mass media and their relation to instructional materials centers, and their influences and effects with particular attention to children and young people. A study of the history and development of mass media, their role as social institutions, their structure, support, control, content, research, and studies of social and psychological effects is undertaken.

**LIB 562: Digital Citizenship**

This course is an introduction to digital citizenship and how it can be supported in K-12 schools and libraries. It provides a basis for understanding digital citizenship, the current trends in the area, and the potential needs students will face in the future. The course will help educators and technology leaders see the importance of digital citizenship and identify ways it can improve teaching and learning with technology.

**LIB 591: Fieldwork: Public and Special Libraries**

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

## Library and Learning Technologies

**LLT 500: Foundations of Information Science**

This class explores historical approaches to knowledge gathering, theoretical foundations for the creation of organizational systems and current practices for organizing and efficiently retrieving knowledge. Historical and contemporary innovators and their contributions will be discussed. This class will explore the most commonly utilized organization systems in libraries, archives and information centers including classificatory schemes, finding aids and metadata. This class will also consider the variety of environments in which an information professional may be employed, including public, school, academic and special libraries, corporations, historical societies and museums and discuss the different roles, ethical practices, and responsibilities of professionals in these environments.

**LLT 505: Perspectives on Instructional Technology and Learning**

The goal of this seminar is to introduce educators to a variety of instructional technologies and design models to facilitate learning. Students will discuss the historical evolution of instructional technology as well as a variety of issues related to integrating technology effectively into the curriculum today.

**LLT 510: Information Resources and Services**

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

**LLT 515: Word Processing and Desktop Publishing in Education**

Word Processing and Desktop Publishing is designed for the working educator who needs to produce professional, high- quality documents and classroom newsletters but does not have time to learn complex tools commonly used in commercial publishing settings. Students in this course will produce materials suited for and usable to their specific teaching contexts. Options for both the PC and Mac platforms will be presented.



**LLT 517: Integrating Assistive Technology into the K-12 Curriculum**

Intended for in-service teachers, this course explores research-proven strategies for using technology to assist those who have learning differences beyond those addressed by regular instruction and curricula. Discussions of research studies, awareness of innovative software and hardware that allows for greater flexibility in the learning environment, and development of useful course materials will provide teachers with a toolkit to implement and assess which technologies may maximize students' strengths.

**LLT 520: Resources for Children and Young Adults**

This course explores the strategies for using literature and related materials for children and young adults in library settings. Students will examine the broad range of genres and discuss methods for incorporating literature into various curricular areas and public programming.

**LLT 521: Technologies for the 21st Century Educator**

This course explores teaching and learning with technology. Students will develop a variety technology-based teaching and learning resources to support face-to-face, blended and on line learning environments.

**LLT 524: Librarian's Role in Reading Strategies**

This course is an introduction to the school librarian's role in ensuring students' reading success. The roles include the selection of materials that address the diverse needs of the learners including English as Second Language Learners, identification of resource materials that serve as tools for interactive think-alouds, and reinforcement of reading strategies within the information literacy curriculum.

**LLT 525: Computer Networking for Educators**

The course is designed to provide educators with a practical user-level understanding of wired and wireless networked computer systems and the software/hardware components that make up typical computer networks. Students will learn about the role and responsibilities of the network engineer in a school district or library consortium. Newer trends in networked computing such as Web 2.0, virtualization and "the cloud" will be examined.

**LLT 530: Makerspaces and Technology Enhanced Programming**

This course explores the evolution of the Makerspace movement as it applies to STEM and STEAM education. Students will investigate and actively engage in the facility, tools, resources, and technology as components that translate into creative project-based learning.

**LLT 535: Designing Distance Education for the K-12 Educator**

The emphasis of the course is to prepare educators to incorporate distance education technologies, as well as teaching and learning strategies, into a learning environment. With guidance from the instructor, students will construct a theoretical foundation and rationale for utilizing distance learning and develop practical, hand-on skills for effectively working within a distance-learning environment. The role of technology in delivering distance learning courses is examined, as well as issues related to designing, organizing and managing distance education activities for a diverse population.

**LLT 540: Management of Information and Technology Centers**

This course provides an overview of management theory, policy and practice with an emphasis on the role of the librarian or technology coordinator as a manager in library, school, and independent information center settings.

**LLT 542: Public Librarianship**

This course exposes students to the organization and operation of the public library. This includes administrative and financial control, governmental relationships, personnel management, administration of services, standards, buildings and equipment, library extension services, current and emerging technologies, resource sharing, fundraising, and public relations.

**LLT 545: Problem-based Learning Through Instructional Technology**

The goal of this course is to prepare educators to effectively integrate instructional technologies into the K-12 curriculum. Students will work collaboratively to design solutions to real-world problems that could be encountered in schools and libraries. Using the Pennsylvania Standards Aligned System, students will develop lessons and assessments that effectively integrate technologies that align to PDE and Common Core Standards.

**LLT 547: Selected Topics**

Contemporary topics in audiovisual communications and instructional microcomputing will be examined. The topics studied will change each time the course is offered. Course may be repeated once.

**LLT 550: Collecting and Curating Print and Digital Collections**

This course provides an overview of the processes, policies, and procedures associated with developing, evaluating, and utilizing a library collection that includes print, digital and other technology dependent content. Emphasis is placed on the development of a working philosophy which recognizes the interrelationships of principles, policy, and management.

**LLT 553: Development of Digital and Multimedia Instructional Resources**

Relevant principles of learning theory and research in media design are combined with production techniques to provide the student with the essentials needed to produce effective multimedia instructional materials. The student will be responsible for the development of multimedia instructional materials from the initial planning stages to the finished product.

**LLT 555: Building Effective Online and Classroom Instruction**

This course moves beyond the theoretical and provides students with an opportunity to do online development work in an actual Learning Management System (LMS). Students will develop and implement technology-rich and pedagogically effective learning modules for online and classroom delivery.

**LLT 560: Organization of Information, Metadata and Library Technologies**

Through the use of an Integrated Library System (ILS) students will learn the essential components of library management functions using the technology of circulation, cataloging and classification, and use of necessary reports. Students will learn how to create metadata to apply to online cataloging and classification as it pertains to various and emerging text and digital resources. With the focus on the librarian's role as a technology leader this course is also an overview and evaluation of current and emerging technologies for libraries.

**LLT 563: Coding in the Classroom**

Students will be introduced to a variety of programming languages appropriate for students PK- 12. Topics discussed include Hour of Code and the use of robotics and coding to meet academic and technology standards. Students will use visual programming languages to create simple games and animations and to control robots. Students will create lessons that integrate coding via iPad apps, visual programming languages, and robots and align to academic and technology standards.

**LLT 564: Preservation, Digitization, and Archiving**

This course introduces current theory and practice in the areas of preservation and digitization of library materials. Primary topics are: environmental standards for archival areas; storing, organizing and cataloging special collections; repair and stabilization of paper-based items; digitization of unique materials; metadata standards; and online exhibition of images.

**LLT 565: Emerging Technologies for Educators**

Students will discuss a variety of emerging Internet options suitable for use in the classroom and library setting. Students will discuss the history, theory, communication facilities, and educational activity structures relevant to the process within a standards based educational setting. The internet will be the primary resource examined.

**LLT 574: Educational Program of the Library Media Center**

This course is designed to emphasize the curriculum-related responsibilities of the library program. School, public, and academic librarians are immersed in educational initiatives. Emphasis is placed on information and digital literacy instruction, curriculum integration, and support services. The roles of the librarian as a teacher, collaborator, technology leader, and program administrator are studied. This online course requires one face-to-face meeting for the purpose of a class lesson presentation and delivery.

Fieldwork: 8 hours

**LLT 575: Methods of Research**

This course explores types of research, the selection of a research problem, development of research questions, the strategies necessary for library searches using the latest computerized data information retrieval services, the collection and analysis of data, the evaluation of research, and the technical skills needed for writing the research report.

**LLT 580: Independent Study**

Prerequisites: College of Education majors/minors only

**LLT 585: Digital Portfolios**

The goal of this course is to prepare and present an electronic professional portfolio that demonstrates the students' accomplishments in the graduate program. This is a culminating course for the program. The role of portfolios, standards, and reflection in education will be examined, as well as the types and components of portfolios. Students will investigate technologies that enhance electronic portfolios.

**LLT 590: Internship**

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

**LLT 598: Clinical Experience and Practicum I**

The clinical field experience provides the school librarian teacher candidate with the opportunity to observe practice under the guidance of a certified school librarian. Candidates are typically assigned to two placements, one elementary and one secondary. The students also attend Practicum class which meets once a week which provides for an exchange of ideas, information, experiences, and assistance from their peers and supervisor. Each candidate is expected to demonstrate the ability to function effectively in the five roles of the school librarian: teacher, leader, instructional partner, information specialist, and program administrator.

**LLT 599: Clinical Experience and Practicum II**

The clinical field experience provides the school librarian teacher candidate with the opportunity to observe practice under the guidance of a certified school librarian. Candidates are typically assigned to two placements, one elementary and one secondary. The students also attend Practicum class which meets once a week which provides for an exchange of ideas, information, experiences, and assistance from their peers and supervisor. Each candidate is expected to demonstrate the ability to function effectively in the five roles of the school librarian: teacher, leader, instructional partner, information specialist, and program administrator.

# Management

## **MGM 510: Advanced Quantitative Methods for Business Decisions**

The development and application of advanced mathematical and statistical techniques used in model building are discussed. Optimization techniques in single-stage and multi-stage management decision problems under certainty and uncertainty are analyzed. Computer use is provided.

Prerequisites: MBA students only

## **MGM 535: Human Resource Management**

In this course, students study the concepts, issues, methods and procedures involved in building and maintaining an effective workforce in an organization. Specific topics include recruitment, selection, appraisal, compensation, benefits, training/development, labor-management relations, discipline, workforce planning and similar functions. The focus will be on the staff human resource management unit of an organization as a way of organizing the study, but applications for every supervisor and manager will be readily apparent. Knowledge of this staff specialty is particularly useful in understanding overall business operations of the organization.

Prerequisites: MBA students only

## **MGM 536: Human Resource Management and Organizational Strategy**

This course will examine the various roles of human resource management in organizations, especially the role in strategic planning. Students study the advisory, service, control and change agent roles played by human resources generalists and specialists in different organizational contexts and industries and how human resources policies, procedures and functions are integrated and coordinated within such organizations and industries.

Prerequisites: MBA students only

## **MGM 537: Management of Staffing, Training & Development**

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

Prerequisites: MBA students only

## **MGM 538: Management of Compensation and Benefits**

This course will examine the total compensation philosophy, strategy and policy of organizations and the economic factors affecting compensation. Students will learn how jobs are analyzed and how job descriptions and specifications are derived from such analysis. Job evaluations methods, job pricing, pay structures and pay rate administration are also scrutinized along with employee benefits programs and the philosophy, objectives, characteristics and types of such programs.

Prerequisites: MBA students only

## **MGM 542: Labor Relations and the Law**

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

Prerequisites: MBA students only

## **MGM 545: Ethics in the Workplace and Society**

MGM 545 covers the philosophical roots of ethical thought. It examines historical approaches to ethics – utilitarianism, egoism, deontology, relativism – as well as a relatively modern new approach that produces a standard for judging ethical behavior in today's business environment. The course explores how ethical behavior can be encouraged in society and in the workplace through systems thinking.

Prerequisites: MBA students only

**MGM 552: Multi-National Business Enterprise**

Analysis of the major characteristics of international business; of its economic, political, social, and cultural environments; of key international institutions, and of the problems, policies, and managerial practices in this area.

Prerequisites: MBA students only

**MGM 561: Logistics and Supply Chain Strategies**

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

Prerequisites: MBA students only

**MGM 570: Operations Management Theory and Practice**

This course is designed to study the theory and application of operations management, including management philosophies, production cycle, simplification and diversification, and materials production and control. A study is undertaken of problems of production and other business processes which are devoted to the creation of consumer goods and services. A critical analysis of research and emerging theories in the field of operations management, with emphasis on their social, economic, and physical implications, is also presented.

Prerequisites: MBA students only

**MGM 571: Selected Topics in Management**

In this course, students study concepts, issues, methods and procedures involved in critical areas of management as practiced within the United States and internationally.

Prerequisites: MBA students only

**MGM 574: Managing Large Strategic Business Projects**

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

Prerequisites: MBA students only

**MGM 575: Innovations and Entrepreneurship**

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

Prerequisites: MBA students only

**MGM 576: Energy Management**

Energy management in organizations is studied. Coal, oil, natural gas, and nuclear, solar, and geothermal energies are of primary interest. The course focus is on management aspects of energy. Managerial options in production and consumption of each type of energy are considered, with particular emphasis on consumption. Attention is given also to conservation, technology development, and public utilities.

Estimation is made of future energy scenarios and their impacts upon management actions. The role of government in production, consumption, and technology development is examined.

Prerequisites: MBA students only

**MGM 582: Organizational Leadership**

This course is designed to introduce graduate students to organizational theory and design principles that will better equip them to take on leadership roles in organizations. It will focus on selected areas of behavioral science theory as applied to a “micro” perspective on organizations. This includes the areas of organizational structure, process, reward systems and culture. It gives emphasis to a leader’s ability to effectively guide an organization’s pursuit of strategy and its operation within its environment. The course assists students in learning how to adopt multiple perspectives of frameworks for understanding behavior in organizations and how to generate plans for maintaining or increasing organizational effectiveness.

Prerequisites: Master of Business Administration or Master of Arts Administration students only

**MGM 585: Management Decision Making**

This course involves the identification, selection, and application of a variety of analytical methods used in the examination of complex business problems commonly encountered in the management of business organizations. It includes extensive practice in utilizing these methods to produce optimum solutions.

Prerequisites: MBA students only

**MGM 589: Contemporary Topics in Management**

This course will provide the student with an understanding of a variety of current topics and contemporary issues in the area of management. Topics such as reinventing the business, democratic governance, connected corporations, or hyper-competitive rivalries will be examined during the semester. These topics will be compared to previous theories about managing businesses in order to compare and contrast them. In addition, these theories will be evaluated to determine their relevance to practicing managers in a dynamic business environment. Exposing students to these latest topics will give them an opportunity to determine whether a new idea might be useful to them as future managers.

Prerequisites: Graduate Status; or WRI 226 or permission of the instructor.

**MGM 590: Management Business Policy and Strategy**

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

Prerequisites: MBA students only

## Marketing

**MKT 415: Problem Solving In Marketing**

This course will explore the concepts associated with problem solving and critical thinking using case study analysis in marketing problem-based situations. Critical thinking has been a mainstream issue within a myriad of institutions. Case study analysis represents one of the most comprehensive and beneficial critical thinking and analytical tools to apply towards institutional problems and distinct opportunities.

Prerequisites: MBA students only

**MKT 550: Marketing Strategies and Planning**

Concepts from economics, behavioral science, and modern systems theory are used to study marketing as a subsystem within its social and economic environment. Marketing management decision making is examined as it is related to the analysis of markets as well as the planning, implementing and control of marketing strategies.

Prerequisites: Master of Business Administration or Master of Arts Administration students only

**MKT 560: Marketing & Entrepreneurship**

The study of marketing techniques and strategies for small and medium enterprises (SMEs). The course will explore marketing under the following variables: -Limited economies of scale -Severe resource constraints -Limited geographical presence, with limited company/product image, limited brand loyalty, limited marketing management expertise -Decision making under even more imperfect information conditions than in larger firms. Developing a marketing plan from the perspective of the entrepreneur will be emphasized.

Prerequisites: MGM575 or instructor's permission.

**MKT 571: Selected Topics in Marketing**

This course will provide the student with an understanding of a variety of current topics and contemporary issues in the area of marketing. The emphasis will be on examining recent changes in marketing practices and concepts in a dynamic business environment. Topics will be diverse areas that are not covered in the regular graduate marketing classes. Instructors will utilize current articles and books in the field.

Prerequisites: MKT550

## Mathematics

**MAT 400: Complex Variables**

This is an introductory course in Complex Analysis. Topics include properties of complex numbers, analytic functions, mappings, contour integrals, Cauchy's residue theorem, and the geometric properties of complex functions.

**MAT 403: Analysis of Data Sets**

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

Prerequisites: MAT 302 or with permission of the instructor.

**MAT 431: Topology I**

Set theory; functions; metric spaces; basic topological concepts; topologies and neighborhood systems; open and closed sets; accumulation points and closures; bases and subbases for a topology; separation and connectedness; nets; continuity and homeo-morphisms; compactness; product and quotient spaces.

Prerequisites: MAT 172 and MAT 311

**MAT 451: Introduction To Fractals**

Through hands-on activities, computer experiments, visual readings, discussions, and lectures, this course will examine the concepts of iteration, fractals, and chaos, as well as the history and people involved in this fascinating field. The course will begin by looking at the basic concept of iteration: repeatedly applying some specified operation. Iteration leads naturally to, among other things, the geometric representation of a fractal, self-similarity, fractal dimension, and the notion of mathematical chaos. Students will learn concepts from classical mathematics and ways in which these concepts can be applied to model and explain real-world scenarios. Additionally they will be shown that mathematics is a current, active, useful, and dynamic field of study.

Prerequisites: MAT 171, MAT 172, and MAT 224; or graduate status and permission of the instructor.

**MAT 460: Linear Algebra II**

This course is a study of advanced topics in Linear Algebra. Topics include: review of the properties of vector spaces; study of inner product spaces; factorization of a matrix in QR, diagonalized, and singular value decomposition forms; eigenvalues and eigenvectors of matrices with applications to solving differential equations; positive definite matrices and their applications; and numerical linear algebra.

**MAT 470: Selected Topics In Mathematics**

This course is designed to provide mathematics students an in-depth study of a topic in mathematics that is not normally covered in the curriculum. May be repeated with different topics.

**MAT 473: Partial Differential Equations**

Equations of first order, Hamilton-Jacobi theory; the Cauchy Problem; the Dirichlet and Newman problems, Existence Theorems; Green's Functions; Equations of mathematical physics; integral equations.

**MAT 512: Foundations of Mathematics**

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

**MAT 535: Vector Analysis**

This course will cover important topics in Vector Analysis including vector and vector fields, line integrals, regular  $k$ -surfaces, flux of a vector field, orientation of a surface, differential forms, integration on surfaces, surfaces with boundary, and the general Stokes's Theorem.

Prerequisites: MAT 512 Foundations of Mathematics

**MAT 540: Theory of Probability**

Axiomatic probability, probability spaces, conditional probability, random variables and functions of random variables, probability distributions, sums of random variables, and the Central Limit Theorem are studied.

**MAT 545: Statistical Inference and Sampling Theory**

Random sampling, the Law of Large Numbers, estimation of parameters, Central Limit Theorem, confidence intervals, regression analysis, sampling from a normal population, and testing hypotheses are studied.

**MAT 550: Foundations of Geometry**

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

**MAT 561: Algebra I**

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

**MAT 580: Special Topics in Mathematics**

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



# Mathematics Education

## **MAU 415: Learning and Teaching Mathematics**

The nature of mathematics and mathematical thought processes; current views on the learning and teaching of mathematics; problem-solving; discovery learning; meaningful instructional objectives; individualizing instruction in mathematics; aids to instruction; instructional strategies in mathematics education. Open to Senior Secondary Education Mathematics majors, Senior Elementary Education majors with a Mathematics Concentration and to graduate students in mathematics education.

## **MAU 425: Middle School Mathematics**

This course is designed to prepare both elementary and secondary teachers to teach mathematics in the middle school. Various instructional strategies will be examined and discussed. A significant portion of the course will be devoted to the content and methods of middle school mathematics. The course will include the presentation of some activities that middle school students can use to discover mathematical concepts. Open to Senior Secondary Education Mathematics majors; Senior Elementary Education majors with a Mathematics Concentration and to graduate students in mathematics education.

## **MAU 531: Methods of Research (Mathematics)**

This course is an introduction to the rationale and procedures for educational research. Types of research, selection of a research problem, the use of the library, collection and application of data, background for the preparation of research, and the research report are subjects covered.

## **MAU 574: Seminar in Mathematics Education for Elementary Teachers**

Goals in mathematics education, current research and experimentation in mathematics education in the elementary and middle school, planning, and evaluation are examined.

## **MAU 580: The Curriculum in Secondary Mathematics**

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

# Modern Language Studies

## **MLS 428: Culture and Diversity of English Learners**

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

Prerequisites: Students that have taken EDU 528 Student Diversity & Critical Pedagogy, cannot take EDU 428.

**MLS 434: Instructional Methodology for English Learners**

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

**MLS 435: Language Acquisition and English Linguistics**

This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist-ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners. This course is for English as a Second Language (ESL) practitioners in partial requirement for the Pennsylvania Program Specialist-ESL Certificate. This course offers an overview of the basic mechanisms of human language, as well as first and second language acquisition and literacy development. Students will examine the linguistic elements of American English and discover effective methods of instruction and assessment of spoken and written language for use with ESL learners.

Prerequisites: College of Education majors/minors only

## Multicultural Education

**MCU 500: Legal, Historical & Philosophical Foundations of Multicultural Education**

This course offers critical analysis of a variety of theoretical frameworks associated with multicultural education, an in-depth examination of current issues affecting diverse students in educational settings, and an overview of legislation that both historically and currently impacts the educational experience of students from diverse backgrounds. Course content and assessments will provide students with opportunities to discuss and reflect on issues of race, ethnicity, language, socioeconomic status, gender and sexuality, cultural perspectives, and individual differences.

**MCU 520: Cross-Cultural Communication in Education**

This course will provide theoretical, methodological, and practical insights into intercultural communication with an emphasis on their implications for teaching and learning. Course content and assessments will enable students to explore ways that communication styles differ among different cultural groups and how varied communicative behaviors can directly affect what takes place in educational settings. Related issues involving cross-cultural communication, such as school-family-community relationships, will be addressed.

Prerequisites: MCU 500 or permission of the department.

**MCU 535: Narratives in Multicultural Education**

This course provides educators with personal stories and perspectives of people from a variety of racial, ethnic, cultural, linguistic, religious, sexual and gender identity, ability-related, and socioeconomic backgrounds. Personal stories highlight relevant school- and community-related experiences of students and family members in diverse schools and related settings. The course explores these narratives as case studies and offers the opportunity to discuss and consider the perspective of each featured individual as well as consider one's own personal narrative related to issues of diversity and schooling. Through each case study, educators are afforded the chance to identify ways schools can best meet the needs of individuals having similar experiences.

Prerequisites: MCU 500 or permission of the department.

**MCU 560: Community- or Internationally-Based Learning Experience**

This course immerses educators in a new cultural setting and offers the opportunity to more deeply learn about and gain an understanding of a specific community. Educators will be able to apply previously learned strategies for effective cross-cultural communication and will employ culturally-relevant best practices within the context of diverse communities. This course will require time spent on-site in a location that provides the chance to experience and deeply learn about a culture previously unfamiliar to the participant and the connections within a broader community that includes a complex network of residential homes, businesses, and institutions that include but are not limited to public school settings. Experiences may take place in nearby or more remote settings depending on the interests and ability of course participants to travel.

Prerequisites: MCU 500 or permission of the department.

## Music

**MUS 420: Selected Topics In Music Literature**

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

**MUS 450: Performing Arts Administration**

Performing Arts Administration will engage students in the business aspects of the performing arts industry, including organizational behavior and arts management, performing arts center and ensemble management, community arts organizations, financial management for the arts, audience development and marketing the arts, legal issues in the arts, repertoire appraisal in the arts, working in the non-profit sector, grant-writing, and fundraising. Students will also complete field work with local arts agencies as part of the course.

**MUS 460: Foundations of Christian Musical Worship**

This course is a study of the history, theology, and practice of music and the arts in worship. Designed for church musicians and students who are interested in music in the church, this course will provide biblical and historical perspective and necessary materials and resources to understand and develop creative worship experiences.

**MUS 470: Selected Topics in Music Literature**

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

**MUS 506: Seminar in Elementary School Music**

The various phases of the elementary music program are explored with particular reference to the role of the classroom teacher and the specific needs and problems of the graduate student.

**MUS 510: Music Listening in the Elementary School**

This course is designed to further the teaching of music appreciation and the integration of music listening into the curriculum through the presentation of current materials and methods now available.

**MUS 550: Seminar in Musicology**

This course focuses primarily on the music, composers, styles and techniques, aesthetic principles, and the performance practices of the Western Classical tradition via reading, listening, writing, and musical analysis. Additional study in popular and non-Western styles may also be included. The composers and repertoire studied will change depending on the specific needs of the seminar group.

Prerequisites: Accepted graduate level students or permission of the Music department.

# Music Education

## **MUU 510: Psychology of Music**

This course addresses the physiological, sensory, and organizational processes required in perception and cognition of sound and how they interact with learning. Areas to be addressed include foundations of acoustics, physiology of the hearing system, musical preferences, human developmental psychology in relationship to musical learning, personality of musicians, performance anxiety, psychology of musical performance, relationships between music and intelligence, and the relationship between music, meaning and culture. Engaging with, reading and critiquing research articles in these various areas will require the student to additionally develop a basic understanding of research design and statistical importance.

Prerequisites: Accepted graduate level students or permission of the Music department.

## **MUU 520: Instructional Systems Design and Learning Processes in Music**

This course provides an introduction to the foundations, history and practical applications of current instructional design strategies in educational settings and how human beings learn within and outside of academic situations. Special emphasis will be placed on how humans developmentally, cognitively, behaviorally, aesthetically, physically, and systematically learn and process music within various instructional contexts.

Prerequisites: Accepted graduate level students or permission of the Music department.

## **MUU 522: Elementary Music Methods**

This course will prepare the prospective music educator to create, develop and teach successful elementary classroom music programs. Students will study major trends and learning theories, apply knowledge of child development including exceptional populations, examine the literature and materials for teaching music, create lesson and unit plans, and engage in practice teaching experiences.

## **MUU 525: Advanced Foundations of Music Education**

This course examines a variety of important questions affecting how music education is viewed in the United States. Students will investigate the history of music education in the USA, the nature of educational experience, the nature of musical performance, the roles of imagination and creativity in music and all art, and the roles of democracy and personal meaning-making through music.

Prerequisites: Accepted graduate level students or permission of the Music department.

## **MUU 530: Practical Technology for Music Educators**

This course is designed to enhance existing technology skills needed to be a successful music educator in the classroom. Areas to be addressed include current technology for musical notation; audio, video, and graphics editing; website creation, and offsite digital storage in the classroom.

Prerequisites: Accepted graduate level students or permission of the Music department.

## **MUU 532: Instrumental Music Methods**

This course is designed to prepare students to teach instrumental music in the schools. Each student will be able to discuss and/or demonstrate appropriate teaching techniques, strategies and materials (including representative orchestral and wind repertoire), and develop an understanding of the administrative responsibilities needed to initiate and maintain a successful instrumental music program.

Prerequisites: MUS 325

**MUU 535: Music for the Exceptional Learner**

In this course students will become familiar with general educational issues and music education trends affecting exceptional learners in the United States. Developmental music experiences for the exceptional learner in mainstreamed music classes will be addressed with an emphasis on the identification, methods of instruction, and arranging of music for exceptional learners. Questions about music education teaching and learning will be covered, and students will be introduced to variations in language ability, assessment, inclusion, and music education in a diverse world. Students will become knowledgeable in the areas of language, motor, visual, and social development, connecting current research and theory about exceptional learners in music education to classroom practice. To synthesize thinking and learning experiences, students will also critically assess inclusive school settings.

**MUU 540: Musical Analysis for the Music Educator**

This course focuses on using theoretical musical analysis as an aid to the interpretation of music. Through score analysis, comparative listening, and discussion, students will develop critical listening skills, and will present interpretations of pieces, which will be supported by their analysis.

Prerequisites: Accepted graduate level students or permission of the Music department.

**MUU 542: Practical Music Acoustics for Music Educators**

The purpose of this course is to engage music educators in experiencing fundamentals through advanced aspects of the physical properties of sound, which include musical acoustics and psychoacoustics. Special emphasis will be given to practical and theoretical knowledge and application of that knowledge to the following areas: (1) physical properties and behaviors of sound (2) structural properties of musical instruments, including the voice, and how the structural aspects affect the acoustical properties, (3) concert hall design, room and rehearsal space design, and auditorium design and how that affects acoustics and music perception, (4) psychoacoustics - the human and non-human perception and processing of sound from the ear to the brain, (5) environmental and sustainability issues of sourcing materials for musical instruments; and, (6) diversity and universality of human music. Students will be engaged in several small research projects requiring acoustical assessment software available for use under guidance.

**MUU 545: Musician Health and Performing Arts Medicine for Musicians**

The purpose of this class is to acquaint musicians and music educators with the growing field of performing arts medicine and musician health concerns. The performance of music, whether instrumental or vocal, requires performers of all ages to engage in muscular athletic activities that have been found to cause or contribute to physical injury, thus earning them the designation of "small muscle athletes." Students will learn about causes, symptoms and treatments of injuries, and also how to teach or engage in performance strategies that may lessen incidences of injury from medical professionals who are also musicians.

Prerequisites: Acceptance into graduate program or permission of music department chairperson.

**MUU 547: Advanced Methods of Teaching Music Literacy**

This course is designed for music educators who want more advanced training in the Orff, Kodaly, and Feierabend methods of teaching music and music literacy, but are not ready yet to take the intensive certification programs associated with each method.

Prerequisites: Accepted into the graduate program or permission of the music dept.

**MUU 552: Choral Music Methods**

This course is designed to prepare students to teach choral music in the schools. Each student will be able to discuss and/or demonstrate appropriate teaching techniques, strategies, and materials (including representative choral repertoire), and develop an understanding of the administrative responsibilities needed to initiate and maintain a successful choral music program.

Prerequisites: Graduate students who have taken undergraduate course MUU 322 may not take this course.

**MUU 560: Advanced Woodwind Pedagogy**

This is a comprehensive course designed to provide the master's degree candidates with appropriate teaching methodologies, strategies, and materials for use in teaching flute, clarinet, saxophone, oboe and bassoon. Correct fingering, embouchure, articulation, tone production, and repertoire will be studied. Students will learn to play each instrument at the intermediate level; understand the specific playing techniques for each instrument; and develop pedagogical concepts for teaching the instruments at the basic, intermediate, and advanced levels. Literature and other teaching resources appropriate for each level will be explored.

Prerequisites: Acceptance into graduate program or permission of music department chairperson.

**MUU 575: Field Experience in Music Education**

The primary focus of this course is the connection of educational theory with practice. A practical orientation to the teaching of music in a multicultural society through field experiences in a music classroom. Students have opportunities to experience the adaptation of techniques and theories for instruction in the classroom. Seminars, workshops, and individual conferences with the university supervisor accompany the experience of the music classroom assistantship. Students are responsible for their own transportation to the school site.

Prerequisites: By permission of the department

**MUU 580: Independent Study: Music Education**

This course supports individual pursuit in depth of a subject not covered within regularly scheduled graduate curriculum, and to address the needs and interests of select students through guided research, readings, discussions, and papers. Graduate students may schedule this course for one to three credits in a single semester, with no more than nine credits of Independent Study overall.

**MUU 590: Clinical Experience I**

Student teaching is the culminating experience of the undergraduate Music Education program. It provides the student with the opportunity to observe professional music teachers and to participate in the music education program of the school. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable. At some point during these placements the student teacher will have experience with general, vocal/choral, and instrumental music instruction. The student teacher is expected to participate in planning and teaching lessons in all of these areas. The Practicum is a seminar scheduled concurrently with Student Teaching. Led by university faculty, students will discuss a variety of subjects, including but not limited to: teaching strategies, learning theory, classroom and rehearsal management techniques, community resources, and other pre-professional concerns. Must be taken concurrently with MUU 592 Practicum.

Prerequisites: By permission of the department

**MUU 591: Methods of Research**

This course provides an introduction to a wide-range of research methods and provides graduate students with the knowledge they need to begin the process of collecting, analyzing and reporting data. In addition, students will examine their own research lens and biases and develop the critical thinking skills needed to analyze and comprehend research reports.

**MUU 592: Clinical Experience II**

Student teaching is the culminating experience of the undergraduate Music Education program. It provides the student with the opportunity to observe professional music teachers and to participate in the music education program of the school. The student teaching semester is divided into two segments, one at the elementary level (K-6) and the other at the secondary level. These are interchangeable. At some point during these placements the student teacher will have experience with general, vocal/choral, and instrumental music instruction. The student teacher is expected to participate in planning and teaching lessons in all of these areas. The Practicum is a seminar scheduled concurrently with Student Teaching. Led by university faculty, students will discuss a variety of subjects, including but not limited to: teaching strategies, learning theory, classroom and rehearsal management techniques, community resources, and other pre-professional concerns. Must be taken concurrently with MUU 592 Practicum.

Prerequisites: By permission of the department

### **MUU 595: Graduate Seminar in Music Education**

This course provides opportunities for students nearing completion of the requirements for the M.Ed. in Music Education to reflect upon and refine their perspectives regarding the history, theories, goals, research and contemporary practices in the field of music education. Each perspective is investigated by analyzing issues of the learner's professional identity with attention to working with diverse communities. Drawing upon insights and understandings gleaned from their course of study, additional readings, and contributions of seminar participants, seminar participants will develop an integrative product (a thesis or portfolio for national board certification) that documents their professional growth and development to this point in the program and puts forward implications for continued practice.

## **Music Performance**

### **MUP 443: Applied Music: Flute (Pr)**

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music.

This course is repeatable for credit, including in the same semester, up to 99 times.

### **MUP 445: Applied Music: Clarinet (Pr)**

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music.

This course is repeatable for credit, including in the same semester, up to 99 times.

### **MUP 447: Applied Music: Saxophone (Pr)**

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music.

This course is repeatable for credit, including in the same semester, up to 99 times.

### **MUP 461: Applied Music: Piano (Pr)**

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music.

This course is repeatable for credit, including in the same semester, up to 99 times.

### **MUP 462: Applied Music: Organ (Pr)**

Private instruction: One half hour per week in voice, piano, organ and orchestral instruments. There is a special fee for private instruction and a special fee for organ rental. Private instruction requires permission of the instructor and the Chairperson of the Department of Music.

This course is repeatable for credit, including in the same semester, up to 99 times.

## **Philosophy**

### **PHI 470: Selected Topics in Philosophy**

Topics in Philosophy that deal with a specific problem, area or philosopher will be selected for advanced study in depth.

# Physics

## **PHY 465: Advanced Physics Laboratory II**

This is an advanced level laboratory physics course in electricity, magnetism and modern physics. Advanced experiments from the areas of electricity, magnetism, optics and atomic, nuclear and solid state physics are performed. Topics in error and data analysis are included. This course will cover topics at a more in-depth level than PHY 319. A student may not enroll in this course if he/she has successfully completed PHY 319.

Prerequisites: PHY 212 and PHY 316

## **PHY 470: Quantum Mechanics**

This course is an introduction to the subject of quantum physics. Topics include wave-particle duality, state functions and their usefulness, the Schrodinger equation, uncertainty principle, expectation values of observables and applications of quantum physics to one dimensional systems. The hydrogen atom is also considered. This course will cover topics at a more in-depth level than PHY 360. A student may not enroll in this course if he/she has successfully completed PHY 360.

Prerequisites: PHY 312

## **PHY 472: Solid State Physics**

This course is an introduction to the subject of solid state physics. Topics include crystal structure, crystal binding, lattice vibrations, thermal and electrical properties of solids, the Fermi gas, band theory of solids, conductors and semiconductors, superconductivity, magnetic properties, and crystal defects. This course will cover topics at a more in-depth level than PHY 362. A student may not enroll in this course if he/she has successfully completed PHY 362.

Prerequisites: PHY 360 OR PHY 470

## **PHY 474: Nuclear Physics**

This course is an introduction to the subject of nuclear physics. Topics include nuclear structure and models, nuclear transitions and decay, nuclear reactions, radiation detection, natural radioactivity and elementary particles. This course will cover topics at a more in-depth level than PHY 364. A student may not enroll in this course if he/she has successfully completed PHY 364.

Prerequisites: PHY 360 OR PHY 470

# Political Science

## **POL 425: Public Policy Making**

The study of public policy within an analytical framework. Emphasis will be given to: conceptual frameworks and approaches to the study of public policy; the role of the environment in the policy process; the effect of political structures and institutions on public policy; and the citizen in the policy process.

Prerequisites: Undergraduate - POL 010 American Government.

## **POL 441: Managerial Leadership and Ethics**

This course gives graduate public administration students a fundamental and practical understanding of effective administrative leadership. Various leadership approaches are examined, paying particular attention to the public sector. With leadership comes ethical responsibility. How does one attain organizational objectives while accommodating for politics, ethics, and multiple agendas? How does a public administrator balance conflicting interest and the public good? In what way is integrity the means to effective leadership?

## **POL 465: Administrative Law**

An analytic study of the law dealing with the power, procedures, and judicial review of the administrative agencies of government; emphasis will be placed on federal agencies and procedures. Graduate course open to juniors and seniors with 2.90 Q.P.A. and Departmental permission.



**POL 503: Thesis**

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

**POL 509: Approaches and Methods in Political Science**

This course explores the nature and scope of political science, introduces the terminology of the discipline and describes the various approaches used in the sub-fields of the discipline, with special emphasis on quantitative analysis. It describes and analyzes the conflict between the normative and behavioral schools.

**POL 515: Principles and Problems of Public Administration**

The modern techniques of public administration with special emphasis on qualifications of administrators, administrative organization, personnel administration, and training for government service are examined.

**POL 516: Administrative and Organizational Theory**

Administrative and organizational theory within a framework emphasizing conceptual approaches are analyzed. Both public and private organizations are studied.

**POL 517: Public Personnel and Strategic Human Resource Management**

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

**POL 518: Budgeting and Decision Making**

This course examines the comparison and evaluation of budgetary decision making in private and public budgeting, the concept of responsibility in budgeting, and rationality in decision making. Emphasis is placed on processes that link political and economic values basic to decision making and budgeting systems.

Prerequisites: Permission of Instructor

**POL 538: Program and Policy Evaluation**

This course is an introduction to various techniques of evaluating the effectiveness of public programs and policy implementation. Discussion of types of evaluation, the use of evaluations, and the politics of the evaluation process are reviewed. However, focus is on systematic methods of program evaluation such as benefit cost analysis, statistical applications, the structure of evaluation research, and decision analysis.

Prerequisites: POL509 or SWK560 or Permission of the Instructor

**POL 555: Federalism and Intergovernmental Relations**

This course is an examination of distinctive features of intergovernmental relations in the United States. Topics stressed include the historical adaptations of federalism, the emerging role of the administrator, contemporary trends in intergovernmental relations, and the assessment of contemporary trends from federal, state, and local perspectives.

**POL 562: Urban Politics**

This course focuses attention on the role of government in the management of conflict. It analyzes the structural arrangements and political processes to determine how they affect the allocation of influence and policy output of local communities.

**POL 565: Public Administration Internship**

POL 565 involves a 15-week internship that combines a 20-hour per week on-the-job experience with a public or nonprofit agency under the direct supervision of an agency supervisor and the completion of an approved internship report integrating the experience and previous course work. The course provides an opportunity to integrate knowledge and skills developed in other courses within the MPA program. During the semester, students will develop an understanding of effective management techniques, apply skills obtained in an academic setting to administrative problems and issues, and refine their written and oral communication skills to the demands of the workplace.

**POL 570: Selected Topics in Public Administration**

This course will address a variety of current issues and topics in the changing field of public administration. The selected topics course will supplement the program offerings in the Master of Public Administration program. Topics will include but will not be limited to such issues as economic development, urban and rural planning, health care administration, and community development. This course may be taken for credit twice provided that the same topic is not repeated.

**POL 571: Nonprofit Organizational Management**

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

**POL 580: Independent Study in Public Administration**

Independent reading and/or research under the supervision of a member of the graduate faculty in an area of public administration of special interest to the student. A total of 6 semester hours may be earned in independent study, with no more than 3 semester hours taken in any one semester.

**POL 581: Professional Seminar in Public Administration**

This course is intended only for students who are completing their Masters of Public Administration (MPA) degree. It is offered as an alternative to completion of the thesis for MPA students and to integrate learning across the program of study. The course offers each student the opportunity to demonstrate mastery of the theory and practice of public administration by applying the knowledge and skills gained in the MPA program to a project of the student's choice with approval of the instructor. Students also integrate their learning by exploring salient issues of the 21st century administration, their personal leadership and decision-making styles, career planning and development and the knowledge, skills and abilities required for senior leadership roles. The course involves completing a project report reflecting the cumulative knowledge gained from their educational experiences in their program of studies.

Prerequisites: 18 completed credits of graduate level coursework

## Professional Studies

**PRO 410: Accounting, Budgeting, and Financial Reporting for Public Libraries**

This course is designed for students majoring in Library Science and professional librarians wishing to strengthen their knowledge of Pennsylvania Law relating to accounting, financial reporting, and budgeting for public and special libraries in the Commonwealth of Pennsylvania.

# Professional Writing

## **WRI 400: Creative Writing: Theory and Practice**

This graduate-level workshop focuses on the production of original works of fiction, poetry, or drama. Using contemporary writers as models, students will explore various writing styles consistent with the practice of contemporary writing. Students will examine craft and technique used by celebrated authors.

As this is a workshop, students are expected to critique the works of their peers and actively participate in classroom discussions. The course is meant to prepare students technically and creatively for further study in creative writing with the goal of producing publishable works. Emphasis is placed on the writing process itself.

## **WRI 430: Rhetorical Traditions and Contemporary Renditions**

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

# Psychology

## **PSY 429: Behavior Modification**

A survey of procedures used for behavior modification and behavior therapy. Practical application of these procedures to various populations will be stressed.

## **PSY 432: Human Neuropsychology**

This course will consider aspects of the relationship between brain and behavior in the adult and the developing human through the critical examination of evidence derived from (1) the study of the effects of focal lesions of the cerebral cortex, (2) the effect of forebrain commissurotomy and (3) the neuropsychological investigation of subjects without neurological impairment. Relevant experimental literature concerned with animals other than humans will also be considered.

## **PSY 512: Psychological Testing**

The course is designed to study the objectives of testing, procedural methods common to all testing, and the meaning of standardization, validity, reliability, and other terms related to understanding and evaluating tests and use. Familiarity with some of the leading tests in use today is expected.

Prerequisites: CPY 511

## **PSY 520: Advanced Social Psychology**

A scientific study of interpersonal relationships is undertaken. The relationships of persons to other persons as individuals and as members of groups, the mutual interdependence, and reciprocal influences upon attitudes, thoughts, and behavior are studied.

## **PSY 525: Developmental Psychology of Childhood**

In this course the development of heredity, environment, physical, motor, emotional, social, and intellectual patterns are studied. The culturally deprived child and current trends and issues in infant and child care are topics included in the course.

## **PSY 527: Developmental Psychology of Adolescence**

Developmental problems of the adolescent period are studied. This includes the interrelationships that exist between maturational changes and cultural influences, and the effects of the home, the peers, and the social agencies.

**PSY 529: Growth and Development Through Adulthood and Aging**

This course examines physical, social, cognitive, and personality development from early adulthood through late adulthood. The emphasis is on normative behavior, but extremes in behavior are considered.

**PSY 530: Life Span Development**

This course examines human development across the life span from infancy to old age. The emphasis will be on physical, cognitive, social, and personality development. Normal development will be stressed, but aspects of abnormal functioning will also be considered.

**PSY 545: Theories of Personality**

The theoretical structure and functioning of the normal personality and the assessment of and research into the various theories of personality are analyzed.

**PSY 546: Psychopathology**

This course presents an overview of adult and child mental disorders. The causes, characteristics, and, to some extent, treatment of these disorders will be discussed. The focus is on the relationship between the psychological, biological, social, environmental and cultural influences on emotional and mental health. Differential diagnoses will be discussed as well. The current DSM diagnostic manual criteria and other diagnostic schemas will be discussed.

**PSY 565: Theories of Learning**

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

## Science Education

**SCU 521: Biology in the Secondary School**

This course covers in-depth views of secondary school biology, instruction, biological concepts, biological investigations, specialized competencies and responsibilities of biology instructors, the role of biology instruction in the development of responsible citizens, and the interaction of biology study with other divisions of the secondary school curriculum.

**SCU 523: Techniques in Environmental Education**

Techniques for teaching population biology, ecosystem analysis, detection of pollutants, and the development of an environmental ethic are discussed.

**SCU 580: Selected Topics in Science Education**

Topics in science education of a timely nature, highly specialized, in response to new developments in science education, and/or topics requested by special interest groups will be presented.

## Secondary Education

**SEU 410: Science Instructional Methods for Middle & HS**

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

Prerequisites: College of Education majors/minors only

#### **SEU 414: Computer Science Instructional Methods for Middle and High School**

This course is designed to meet the needs of Secondary Education teacher candidates (undergraduate and graduate) seeking certification in Grades 7-12 Computer Science. This course provides teacher candidates in the Secondary Education Computer Science program with the knowledge, skills, and dispositions necessary to effectively teach computer science at the secondary level. This course focuses on the theories, methods, materials, and assessment procedures that align with the standards put forth by the Pennsylvania Department of Education (PDE) and the Computer Science Teachers Association (CSTA). In this course, there will be a strong emphasis on practical aspects of classroom instruction, such as synthesizing content into individual lesson plans, developing instructional units, designing effective assessment, working with state and national standards, and using a wide variety of strategies to relay content. In addition, teacher candidates will teach sample lessons and complete a number of field experiences. As a whole, this course is designed to prepare teacher candidates with opportunities to connect theory, resources, and instructional methods to effectively teach in middle school and high school Computer Science classrooms during their student teaching (clinical) experience and beyond.

As part of the newly developed Secondary Education Computer Science program, this course will provide students with opportunities to further reinforce several PDE program-related competencies. As the number of secondary schools that offer computer science coursework grows, it is imperative that teachers in those classrooms possess the unique knowledge and skills required to effectively engage students in learning computer science content and developing computational thinking. Further, providing secondary students with early exposure to computer science may help to address the huge labor market demand for individuals with computing degrees. This course is taken as the final secondary education teacher candidacy course and before students begin their student teaching (clinical) experience.

#### **SEU 420: Education Theory and Practice**

This course is designed for post-baccalaureate teaching candidates who have already passed the Praxis II in their content area. This course will provide the preservice middle and high school teachers with strategies necessary to promote effective, creative, and scholarly middle and high school instruction. Major emphasis will be placed on providing the necessary background to develop courses, instructional units, and lessons. Instructional activities will be aimed at promoting the subject literacy of their students. Teaching candidates will gain insights into methods of effective communication and interaction with students, utilization of technology for laboratory research and reference, and methods of evaluating student achievement. Process skills as well as content will be strongly emphasized.

#### **SEU 422: World Language Instructional Methods for Middle and High School**

This course is an undergraduate and graduate level instructional methodology course designed to meet the needs of teacher candidates in the undergraduate Secondary Education program and Secondary Education Master's program seeking certification in K-12 Spanish and German. This course focuses on the theories, methods, techniques, strategies, materials, technology, and assessment procedures that align with the standards put forth by the American Council for Teachers of Foreign Languages. Students will learn how to plan effective lessons and thematic units, implementing the national standards for world language instruction for planning, instruction and assessment. The teacher candidates will also adhere to the ACTFL recommendation that lessons are taught in the target language. In addition to completing written assignments, students will teach sample lessons to their peers and perform twenty hours of observation in the field.

**SEU 425: English Instructional Methods for Middle and High School**

This is an undergraduate and graduate instructional methodology course designed to meet the needs of teacher candidates in the undergraduate Secondary Education program and the Secondary Education Masters program seeking certification in Grades 7-12 English. This course focuses on the theories, methods, strategies, materials, and assessment procedures for effective teaching and learning in a secondary English classroom and that align with the standards put forth by the National Council of Teachers of English (NCTE). In this course, student experiences include classroom observation, microteaching, films, lectures, and construction of lesson plans and an instructional unit. Teacher candidates will learn how to plan lessons using the PDE-SAS lesson plan template and develop instructional units, implementing NCTE's standards for effective instruction and assessment. In addition, teacher candidates will teach sample lessons and complete 20 hours of field experiences. This course is designed to prepare teacher candidates with the strategies and instructional tools necessary to teach in middle school and high school English classroom settings during their student teaching (clinical) experience.

Prerequisites: College of Education majors/minors only

**SEU 426: Social Studies Methods for Middle and High School**

Social studies tends to be misinterpreted as fact-based history, rote memorization of state capitols, and balancing budgets. The reality is that social studies can be a valuable tool in encouraging children to become active participants in our society. According to the National Council for the Social Studies (NCSS), the leading national organization for social studies education, "the purpose of social studies is to enable students to understand, participate in, and make informed decisions about their world." With this in mind, this course is an undergraduate and graduate instructional methodology course designed to meet the needs of teacher candidates in undergraduate Secondary Education program and Secondary Education Masters program seeking certification in Grades 7-12 Social Studies. This course explores the theories, methods, strategies, materials, and assessment procedures for effective teaching and learning in a secondary social studies classroom and that align with the standards put forth by the NCSS.

This course is designed to provide preservice teachers in social studies with the knowledge, skills, and dispositions necessary to powerfully teach social studies at the secondary level. While social studies content is embedded in our discussions of classroom instruction, this course is structured to provide students with opportunities to apply theory, resources, and methods to social studies teaching and learning in the middle and high schools through micro-teaching, planning and media analysis tasks. We explore a myriad of topics and issues related to social studies content, pedagogy, and assessment, and offer students specific opportunities to lead these conversations during the semester. Much of our work together highlights the competing goals of social studies education, the relationship among teaching, learning and assessment, and constructing classrooms that reflect democratic ideals. In addition, there will be a strong emphasis on practical aspects of classroom instruction, such as synthesizing content into unit and individual lesson plans, working with state and national standards, and using a wide variety of strategies to relay content.

Prerequisites: College of Education majors/minors only

**SEU 430: Mathematics Instructional Methods For Middle and High School**

This course is an undergraduate and graduate level instructional methodology course designed to meet the needs of teacher candidates in the undergraduate Secondary Education program and Secondary Education Master's program seeking certification in middle level and high school level mathematics. This course focuses on the theories, methods, techniques, strategies, materials, technology, and assessment procedures applicable to the teaching of secondary school mathematics. Students will learn how to plan effective lessons, implement both state and national standards for mathematics, use appropriate technology, and prepare appropriate assessment instruments. In addition to completing written assignments, students will teach sample lessons to their peers and perform twenty hours of observation/service in the field.

Prerequisites: Open to graduate level students in the College of Education only

**SEU 535: Classroom Management for the Inclusive Classroom**

This course will prepare teachers to be educational leaders who effectively manage their classrooms. It will focus on taking a proactive approach to create a positive learning environment for all students. The course will operate from a perspective that it is the teacher's responsibility to bring an enhanced level of professionalism and strong sense of ethical behavior to the classroom. Special attention will be given to the recognition that today's classrooms are inclusive and contain students with a variety of needs and learning styles that need to be accommodated. A successful learning environment requires effective lesson plans and appropriate communication with students, parents, administrative and community resources.

**SEU 540: Reading, Writing, and Critical Thinking in a Standards Aligned System**

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

**SEU 544: Action Research for Teacher Leaders**

This seminar is designed for practicing teachers and others who are involved in instructional activity. The state-of-the-art in instructional theory will be investigated. Consideration will be given to the factors related to effective teaching, teacher credibility, and the planning and implementation of a feedback system.

**SEU 567: Curriculum in a Standards-Aligned System**

Curriculum of the Secondary School in a Standard Aligned System

The course emphasizes critical appraisal of existing curriculum theory and practice in American secondary schools. Identification and evaluation of current trends will be discussed. Students will investigate historical, global, and political influences the secondary education level curriculum of today and the future with particular emphasis on the Standard Aligned System and the Common core Curriculum.

**SEU 590: Practice Teaching Fieldwork I**

Two full-time fieldwork assignments at different levels and in different settings provide a full-semester practice teaching experience. Students will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Student teachers prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for students to synthesize their graduate learning experience. In addition, students will be required to maintain a written reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor. 6 ch. 6 sh. (Each 6 hours will receive a separate grade.)

**SEU 591: Practice Teaching Fieldwork II**

Two full-time fieldwork assignments at different levels and in different settings provide a full-semester practice teaching experience. Students will teach under a mentor in the schools and meet weekly with their university supervisor in a fieldwork seminar. Content includes dealing with classroom issues, developing planning skills, organizing the classroom for instruction, seeking professional employment, developing classroom management skills, and relating previously learned material to the day-to-day teaching experience. Student teachers prepare for making the transition from graduate student to professional teacher. The field experience provides an opportunity for students to synthesize their graduate learning experience. In addition, students will be required to maintain a written reflective journal/portfolio using guidelines created by the individual discipline supervisor. There will also be a research and writing requirement assigned by the professor. 6 ch. 6 sh. (Each 6 hours will receive a separate grade.)

## Social Studies Education

### **SSU 523: The Social Studies Curriculum: Prospects and Problems**

Current trends and developments in social studies curriculum and instruction are examined. The course is problem-focused, reflecting ongoing instructional concerns.

### **SSU 524: Teaching Models for Social Studies Instruction**

Application of a variety of instructional models in social studies education is undertaken. Educational goals, pedagogical strategies, and curriculum design, including materials, are discussed.

## Social Work

### **SWK 400: Foundations in Human Behavior in the Social Environment**

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

Prerequisites: Acceptance in the MSW major OR permission of the department.

### **SWK 450: Foundations of Social Work Practice with Individuals**

Students will learn a planned change process that includes relationship building, prevention, planning, interviewing techniques, case recording, termination and evaluation. Attention to the evolution of social work practice from an historical and international perspective will establish the context for this introduction to practice with individuals in the context of the agency setting. Students will be expected to participate in a laboratory experience involving a helping relationship project. Knowledge and skills relevant to engaging diversity in practice and advancing human rights and social justice will be emphasized. Issues of ethical decision-making, evidence based practice and professional identity will be integrated throughout the course. This course is required of all Master's of Social Work students.

Prerequisites: Acceptance in the MSW major OR permission of the department.

### **SWK 455: Foundations of Social Welfare Policies**

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

Prerequisites: Acceptance in the MSW major OR permission of the department.

### **SWK 460: Foundations of Social Work Research Methods**

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

Prerequisites: Acceptance in the MSW major OR permission of the department.



**SWK 465: Foundations of Social Work Practice with Groups and Families**

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

Prerequisites: Acceptance in the MSW major OR permission of the department.

**SWK 480: Foundations of Social Work Practice with Organization**

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

Prerequisites: Acceptance in the MSW major OR permission of the department.

**SWK 481: Foundation Internship I**

This internship is the first of two foundation-level, graduate semesters (total 480 hours) of field instruction in social welfare agency settings which are required under the supervision of a professional social worker. Students apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluation agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning, as is development of professional identity. A grade of "C" or better is required in this course to enter SWK483, Foundation Internship II. Must be taken concurrently with SWK482, Integrated Professional Generalist Social Work Practice Seminar I.

Prerequisites: Acceptance into the MSW program; SWK481 is a co-requisite, and permission of the department is required.

**SWK 482: Integrated Generalist Social Work Practice Seminar**

This seminar, the first of two for foundation-level MSW students, begins an effective bridge to align the liberal arts perspective expected of entering graduate-level students and the advanced level family-in-environment content. The following concepts will be introduced and reinforced: the history and philosophy of the social work profession, social work values and ethics, the Generalist Intervention Model of Social Work, populations at risk, cultural diversity, promotion of social and economic justice, and fields of social work practice. The Seminars complement the Field Instruction and provide a structured learning opportunity where students process their practice experiences and integrate the common base of social work values, skills, and knowledge of generalist social work in a systems theory perspective. The seminars also assist students to expand their knowledge of the human services field beyond the confines of their own placement. Topics and policies of social work and social welfare are discussed, based in large part, on the experiences of students in the field through written logs, client summaries, and classroom discussions of experiences including feelings about their social work practice. Must be taken concurrently with SWK481.

Prerequisites: Acceptance into the MSW program; SWK482 is a co-requisite, and permission of the department is required.

**SWK 483: Foundation Internship II**

This is the second semester of field instruction (a total of 480 hours) in social welfare agency settings which is required under the supervision of a professional social worker. Students apply foundation knowledge, skills, values, and ethics of professional generalist practice. Through supervision, students enhance their awareness of self, develop written and oral communication skills necessary for analysis of professional practice, and apply critical analytic skills for implementing and evaluating agency policies and programs. Students operationalize the unique values, functions and roles of professional social work practice and develop competency in identifying and assessing situations where the relationship of people and their social environment needs to be enhanced or changed. The professional responsibility of advocacy toward change and recognition of the impact of policy and programs on oppressed groups is an integral part of the applied learning. An agency-based research project is required in this semester of fieldwork. Must be taken concurrently with SWK484, Integrated Social Work Practice Seminar II.

Prerequisites: Acceptance into the MSW program, SWK481 and SWK 482, and permission of the department is required. SWK 484 is a co-requisite.

**SWK 484: Integrated Generalist Social Work Practice Seminar**

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

Prerequisites: Acceptance into the MSW program, SWK481 and SWK 482, and permission of the department is required. SWK 483 is a co-requisite.

**SWK 491: Internship for Advanced Standing I**

Offered to advanced-standing MSW students, this internship is the first of two graduate semesters (total 450 hours) of field instruction under the supervision of a professional social worker. While foundation social work practice is based on 10 competencies and their associated practice behaviors, advanced practice augments these competencies with the development of a knowledge concentration specific to advanced generalist practice. The purpose of this internship is to bridge foundation and advanced studies by 1) highlighting those foundation competencies that are most significant to this program's mission, and 2) allowing students to develop the skill of articulating to a variety of constituents the connection between conceptual frameworks and their increasingly complex, multi-level practice behaviors. Through supervision, students enhance and articulate their awareness of self and further the development of a professional identity as social workers. They articulate critical analysis for ethical decision-making and practice implementation and engage in practice-informed research. They articulate methods of assessing and intervening to advance human and civil rights through an understanding of the impact of policy and the strengths and challenges associated with diversity. Responding to the context of practice, students learn the importance of agency function and worker role to multi-level, advanced practice. Must be taken concurrently with SWK 492.

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 492 is a co-requisite.

**SWK 492: Generalist Social Work Practice for Advanced Stand**

This seminar for advanced standing students complements the field instruction by providing a structured learning opportunity. While foundation social work practice is based in 10 competencies with the development of a knowledge concentration specific to advanced generalist practice. The purpose of this internship is to bridge foundation and advanced studies by 1) giving students the opportunity to integrate and articulate those foundation competencies that are the most significant to the programs mission, and 2) allowing students to articulate the connection between conceptual frameworks and their increasingly complex, multi-level practice behaviors. Students articulate verbally and in writing their process of developing a professional use of self and professional identification. They articulate critical analysis for ethical decision making, practice implementation and practice-informed research projects. They articulate methods of assessing and intervention to advance human and civil rights through and understanding of the impact of policy and the strengths and challenges associated with diversity. Responding to the context of practice, students learn the importance of agency function and worker role to multi-level advanced practice. The seminar assists students to expand their knowledge of the human services field beyond the confines of their own placement through their shared experiences as discussed in class. Must be taken concurrently with SWK 491.

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 491 is a co-requisite.

**SWK 493: Internship for Advanced Standing II**

Offered to advanced-standing MSW students, this internship is the second of two graduate semesters (total 450 hours) of field instruction under the supervision of a professional social worker. While foundation social work practice is based on 10 competencies and their associated practice behaviors, advanced practice augments these competencies with the development of a knowledge concentration specific to advanced generalist practice. The purpose of this internship is to bridge foundation and advanced studies by 1) highlighting those foundation competencies that are most significant to this program's mission, and 2) allowing students to develop the skill of articulating to a variety of constituents the connection between conceptual frameworks and their increasingly complex, multi-level practice behaviors. Through increasingly reflective supervision students enhance and articulate their awareness of self and further the development of a professional identity as social workers. They articulate critical analysis for ethical decision-making and practice implementation and complete a practice-informed research project. They articulate methods of assessing and intervening to advance human and civil rights through an understanding of the impact of policy and the strengths and challenges associated with diversity. Responding to the context of practice, students learn the importance of agency function and worker role to multi-level, advanced practice. Must be taken concurrently with SWK 492.

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 491 & 492 are pre-requisites and SWK 494 is a co-requisite.

**SWK 494: Generalist Social Work Practice for Advanced Stand**

This seminar, the second of two incoming MSW students with advanced standing status, continues to provide a structured learning opportunity for students enrolled in field instruction. The course continues to bridge foundation and advanced studies by 1) giving students the opportunity to continue the process of integrating and articulating those foundation competencies that are the most significant to the programs mission, and 2) allowing students to practice the articulation of the integration of conceptual frameworks into their increasingly complex, multi-level practice behaviors. Emphasis is placed on the following: independent, practice-informed program evaluation; autonomous articulation of social work principles and professional identity; engagement of diversity in practice along with advocacy toward human rights and social justice; and professional use of self within the social work role as it exists in agency context. Must be taken concurrently with SWK 493.

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 491 & 492 are pre-requisites and SWK 493 is a co-requisite.

**SWK 500: Families in the Social Environment**

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

Prerequisites: SWK484 or SWK494 or permission of the department.

**SWK 501: Treatment Modalities for Social Work with Families**

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

Prerequisites: SWK 500 or permission of the department

**SWK 502: Social Work Crisis Intervention with Families**

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

Prerequisites: SWK 500 or permission of the department

**SWK 503: Social Work with Family Groups**

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

Prerequisites: SWK 500 or permission of the department

**SWK 504: Short-Term Treatment Models in Social Work with Families**

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

Prerequisites: SWK 500 or permission of the department

**SWK 505: Psychopharmacology for Social Workers**

Students will be presented with an overview of the current therapeutic use of psychotropic drugs as well as pharmacological terminology and reference books. The clinical use of psychotropic drugs such as narcotic analgesics, the sedative hypnotics, stimulants, anxiolytics, neuroleptics, antidepressants and lithium will be examined. Societal and ethical issues of psychopharmacology will be explored.

Prerequisites: SWK 500 or permission of the department

**SWK 507: Differential Assessment Techniques for Social Workers**

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

Prerequisites: SWK 500 or permission of the department

**SWK 508: Maltreatment in the Family: Social Work Practice**

This one-credit elective course is designed to help the advanced-year graduate student in social work who is interested in direct practice with families toward a fuller understanding of the applications of specialized methods of intervention related to abuse in the family context with a broad array of families. It builds on knowledge of families in the social environment as considered in SWK 500 as well as knowledge related to generalist social work practice. Intergenerational patterns of abuse and their implications on child welfare and permanency will be considered. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 516: Social Work in Health Care**

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

Prerequisites: SWK 500 or permission of the department

**SWK 519: Qualitative Research in Social Work**

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

Prerequisites: SWK 500 or permission of the department

**SWK 520: Community Social Needs Assessment**

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

Prerequisites: SWK 500 or permission of the department

**SWK 524: Program Evaluation and Social Work**

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

Prerequisites: SWK 500 or permission of the department

**SWK 525: Information Technology and Social Work Practice I**

This short-term course is the first in a series of information technology courses aimed at developing skills for effective use of computers and information technology in social work practice, research, and the administration of social service programs. Students will become familiar with information processing concepts and develop social work applications using popular microcomputer word processing, spreadsheet, and database management software.

Prerequisites: SWK 500 or permission of the department

**SWK 526: Information Technology and Social Work Practice II**

This short-term course is the second in a series of information technology courses aimed at developing skills for effective use of computers and information technology in social work practice, research, and the administration of social service programs. Students will develop social work applications using popular microcomputer-based web, database management, statistical, and presentation software. In addition, students will be sensitized to the ethical questions and issues arising from the use of information technology.

Prerequisites: SWK 525 or Permission of the instructor

**SWK 527: Social Entrepreneurship and Social Work**

This course is one of a group of social work elective courses in entrepreneurial social work. This course applies to concepts of social entrepreneurship to social work practice including agency program development and private social work practice. Students will build upon foundation level graduate curriculum in social work where students are exposed to change strategies with agencies and communities. Students will develop an understanding of social entrepreneurship, its application to social work practice, and its difference from social service delivery. It will identify entrepreneurial opportunities that can impact social change and benefit the larger community and society.

Prerequisites: SWK 500 or permission of the department

**SWK 528: Social Work and Nonprofit Leadership**

This course is one of a group of social work elective courses in entrepreneurial social work. This course examines and applies leadership of social entrepreneurial enterprise and its relationship to the social work practice of understanding and addressing social change. Students will build upon foundation level graduate curriculum in social work where students are exposed to change strategies with agencies and communities. Students will utilize this course to develop an understanding of transformational leadership capable of influencing others to bring about change in agencies and communities.

Prerequisites: SWK 500 or permission of the department

**SWK 529: Financial Sustainability of Entrepreneurial Social Work**

This course is one of a group of social work elective courses in entrepreneurial social work. This course introduces financial management of social entrepreneurial enterprise and its relationship to the social work practice of understanding and addressing social change. Students will build upon foundation level graduate curriculum in social work where students are exposed to change strategies with agencies and communities. Students will utilize this course to develop an understanding of multiple sources of financing including grant writing, philanthropy, and fundraising, along with financial management of entrepreneurial opportunities that can impact social change that benefits the larger community and society.

Prerequisites: SWK 500 or permission of the department

**SWK 536: Skills for Working with the New Immigrant and the Family**

With the increase in the U.S. immigration in the recent years, the number of immigrants and their families needing social services has risen dramatically. Assisting the new immigrants and their families to adjust to their new host environment has been a challenge to social work professionals. This course takes an ecosystems perspective on working with the immigrant family, paying special attention to the interactions between and amongst family members and their social environment. (1 s.h., 1 c.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 538: The Organization and Practice of Family Group Decision Making I**

In this course students develop an overview of family group decision making (FGDM) in the field of child welfare. They develop an understanding of the implications of FGDM and family-centered social work practice on foster care, adoption and the goal of child permanence. This will include an understanding of the social, cultural, economic, and political factors affecting the quest for permanence in a setting the child perceives to be his or her own family. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 539: The Organization and Practice of Family Group Decision Making II**

In this course students refine their understanding of the implications of family group decision making (FGDM) and family-centered social work practice on child permanence. They also observe the practice of FGDM and practice the skills necessary to carry it out. Learning includes experience applying the family-in-environment practice perspective in the context of the social, cultural, economic, and political systems affecting the quest for permanence in a setting the child perceives to be his or her own family. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 540: The Organization and Practice of Family Group Decision Making III**

In this course students refine their understanding of the implications of family group decision making and family-centered social work practice on child permanence and its reciprocal influence on social welfare policy. They also practice the policy change skills necessary to make organizations change in order to carry out the ideals of the Family Decision Making Model as it is sanctioned by the communities in which it operates. Learning includes experiential understanding of the family-in-environment perspective and the macro-level change component of advanced generalist social work practice. The social, cultural, economic, and political factors affecting the quest for permanence in a setting the child perceives to be his or her own family form the context for this consideration of macro-level practice. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 541: Assessment Methods for Social Workers: Children and Adolescents**

This one credit hybrid course is intended and designed for graduate level social work students who are interested in learning more about assessment methods for children and adolescents, and especially for those social work students who would like to work in schools. This course will help to introduce and create a general awareness of the types of assessments used in working with the school aged population, the purposes of the assessments, how to interpret results of the assessments, and an understanding in how the results of those assessments are used to make data informed decisions in the special education process. Ethical, legal, and multicultural implications for practitioners during assessment will also be explored. School social workers and social workers that work with the school aged population are often a member of multidisciplinary teams and play a vital role in the special education process. They communicate with parents and teachers and facilitate communication between students, parents, community-based mental health providers, and educational personnel. They help advocate and explain the inclusion of individualized assessment of the student and may assist in identifying students who require additional services, help with identifying measurable goals, specially designed instruction, adaptations, accommodations, supplementary aids and services and supports for school personnel, as well as may coordinate special education services in some schools.

Prerequisites: MSW degree or grad level student

**SWK 545: Child Permanence in the Family-in-Environment**

Students will acquire the multi-level skills necessary for achieving permanency for children in the child welfare system. They will develop a comprehensive conceptualization of the implications of family-centered social work practice on child permanence. This will include an understanding of the social, cultural, economic and political factors affecting the quest for permanence in a setting the child perceives to be his or her own family. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 551: The Fundamentals of Trauma-Informed Care**

This one-credit course is part of a series of three courses that looks at the impact of trauma at the micro, mezzo, and macro level and subsequent interventions to help individual, families, organization, and communities that have been affected by it. This course will look at the impact of trauma on the micro level. This course is designed to help the students who are interested in direct practice with individuals gain a fuller understanding of the application of the Trauma--Informed Care Model and Contemporary Trauma Theory. This course also examines social and behavioral theories and human behavior in the social environment and will look at intervention approaches and skills, to include evidence-based and best practices as they apply to practice with childhood and adult survivors of trauma.

Prerequisites: SWK 500 or permission of the department

**SWK 552: Clinical Approaches to Trauma-informed Practice**

This one-credit elective course is designed to help the students who are interested in practice with groups and families gain a fuller understanding of the application of the Trauma-Informed Care model in social work. This course examines social work practice theories, intervention approaches and skills, to include best practices as they apply to practice with trauma survivors who are a part of families and groups. It is one of three courses that look at trauma and subsequent interventions. This course is designed to address mezzo level practice of trauma--informed care. This course will incorporate the fundamentals of trauma-informed care, trauma theory, families in their social environment, systems theory, human behavior and the social environment as well as knowledge related to generalist social work practice.

Prerequisites: SWK 500 or permission of the department

**SWK 553: Trauma-informed Practice with Systems**

This one-credit elective course is designed to help the students who are interested in working with organizations and communities integrate a trauma-informed lens into their practice. This course is one of three electives that looks at trauma-informed care. This course examines social work practice theories, intervention approaches and skills, to include best practices as they apply trauma-informed care to organizations and communities. This elective looks at trauma-informed care on a macro level. This course will incorporate the fundamentals of trauma-informed care, trauma theory, families in their social environment, systems theory, human behavior and the social environment as well as knowledge related to generalist social work practice.

Prerequisites: SWK 500 or permission of the department

**SWK 555: Applied Family Policy and Family Service Programs**

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

Prerequisites: SWK484 or SWK494 or permission of the department.

**SWK 559: Social Work Intervention with Substance Abusing Populations: A Systems Approach to Chemical Dependency Treatment**

This course provides students with the knowledge necessary to examine intervention strategies with adult populations and family members of persons who abuse substances. Implications for child welfare in the context of the family-in-environment perspective will be considered. The students will explore the overarching frameworks of substance abuse treatment as well as the integration of the strength perspective for advanced generalist practice with substance abusing populations and its application to gender, family and child issues. This is a short term, elective course designed to provide an overview and knowledge of substance abuse treatment. It has been designed to provide the student with knowledge of addiction treatment, application of the strength perspective with gender and child welfare issues associated with substance abuse. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 560: Applied Methods of Social Work Research**

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

Prerequisites: SWK484 or SWK494 or permission of the department.



**SWK 561: Motivational Interviewing Skills: Social Work Strategies in Gender Sensitive Addiction Treatment**

This course provides students with the knowledge necessary to examine motivational interviewing and the stages of change model with adult populations of substance abusers. In addition to integrating the strength perspective students will be introduced to motivational interviewing and its application to gender issues in substance abuse treatment.

Prerequisites: SWK 500 or permission of the department

**SWK 562: Social Work Best Practices in Addiction Treatment**

This course provides students with the knowledge necessary to examine addiction treatment models and specific assessment and intervention strategies with populations of persons who abuse substances. This is a short term, elective course designed to provide an overview and knowledge of empirically-driven practices with emphasis on risk and resiliency.

Prerequisites: SWK 500 or permission of the department

**SWK 570: Selected Topics in Advanced Social Work Practice**

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

**SWK 573: Publishing and Professional Presentations in Social Work**

This course provides students with the tools needed to disseminate social work knowledge and research findings in a variety of forums, including: peer-reviewed journals, book and book chapters, practitioners' periodicals, social media, popular periodicals, juried conferences, and invitational workshops. Ethical considerations specific to disseminating research will be discussed.

Repeatable and repeatable in the same semester up to a total of six credits.

Prerequisites: SWK 500 or permission of the department

**SWK 574: Family Mediation in Advanced Social Work Practice**

This one-credit elective course is designed to help the advanced-year graduate social worker who is interested in direct practice with families acquire an understanding of the application of the unique and focused methods of family mediation as they are practiced in forensic and other settings. It builds on knowledge of families in the social environment as well as knowledge related to generalist social work practice. (1 c.h., 1 s.h.)

Prerequisites: SWK 500 or permission of the department

**SWK 575: Clinical Supervision in Social Work**

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

Prerequisites: SWK 500 or permission of the department

**SWK 579: Independent Study in Advanced Generalist Social Work Practice**

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

**SWK 581: Advanced Internship I**

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

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 582 is a co-requisite.

**SWK 582: Advanced Theory in Family-Centered Generalist Social Work Practice I**

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

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 581 is a co-requisite.

**SWK 583: Advanced Internship II**

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

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 581 & 582 are pre-requisites and SWK 584 is a co-requisite.

**SWK 584: Advanced Theory in Family-Centered Generalist Social Work Practice II**

This is a concentration course, for specialized knowledge-building. It is the second in a series of two theoretical seminars for advanced-level MSW students. Course content is concentrated on the family as a universal social institution and may be classified into three areas: 1) the development of the values, knowledge and skills of the autonomous social work practitioner for work with and on behalf of families; 2) research on the advancement of knowledge about family functioning; and 3) the effective, efficient, and humane organization of social service delivery networks serving families. The course also offers students opportunities to interact and integrate knowledge related to their varied practica in order to expand their knowledge of the human services field beyond the confines of their own placement. Must be taken concurrently with SWK583.

Prerequisites: Acceptance into the MSW program and permission of the department is required. SWK 581 & 582 are pre-requisites and SWK 583 is a co-requisite.

**SWK 586: Internship in School Social Work**

This internship is a specialized internship in school social work. It is intended for MSW students who want to acquire knowledge and skill in this area and use this as a qualification for certification as school social workers. It is also intended for holders of the MSW degree who participate in the School Social Work Certificate program at Kutztown University. During this one hundred twenty-five hour internship in a school setting, students will gain a social work practice perspective based on an individualized learning contract that includes areas of advanced and multilevel practice in a school environment. More specifically, the course will include focus on practice processes and skills related to cognitive development of children, addressing needs of children with exceptionalities, assisting teachers and school administrators with social and behavioral interventions, participating in multidisciplinary and interdisciplinary teams, analyzing student performance, and assisting with interpretation of student, community, and school-related data. Students will benefit from this course in that it prepares them to complete the competencies necessary for school social work certification in the State or Pennsylvania. The content of the Individualized Learning Contract of this course will be the base for specialized learning in school social work for those students in the KU MSW program who take SWK 583 Advanced Internship II, are enrolled in the school certificate program, and are performing this internship at an approved school setting.

Prerequisites: MSW degree or grad level MSW student

**SWK 590: Social Work Practice in Schools**

This course is designed to provide an overview of social work practice in an educational setting. The course focuses on the history of school social work, the theoretical foundations of school social work, relevant educational laws, social problems that impact students and their academic performance and effective interventions for micro, mezzo and macro levels of school social work practice. Students will examine the roles of the social worker within an educational setting and will gain an understanding of the importance of collaborating with parents, teachers, staff, administrators and community agencies. School social workers require specialized knowledge in educational law, the effects of social and emotional issues on school performance and evidence-based interventions that can be utilized in schools. This course is designed to fulfill some of the educational requirements for the school social work certification.

Prerequisites: Graduate Student or School Social Work Certificate Program Student

**SWK 591: Meeting the Diverse Needs of Students with Exceptionalities**

This course provides an in-depth examination of the diverse characteristics and needs of exceptional individuals across the lifespan. Students will study the different types of disabilities and their social and behavioral aspects and will learn evidence-based interventions that can be utilized to meet the needs of students who have a disability. Students will study the philosophy, policy, logistics and legalities of special education as well as the school social worker's role as part of the interdisciplinary special education team. School social workers provide services to students of various levels of functioning. This course enables social work students to learn about the characteristics and needs of students who have exceptionalities. In addition to learning about the social and behavioral characteristics and needs of exceptional students, this course enables social work students to understand the diverse learning styles of students who have exceptionalities in order to develop appropriate interventions to effectively meet their needs. This course is required for the School Social Work Certificate.

Prerequisites: MSW degree or grad level MSW student

**SWK 595: Capstone Experience: Social Work and the Family-In-Environment**

This advanced-level course for graduate students in social work represents the culmination of students' educational experience. This course is designed to draw on all previous courses and to engage students in integrating and applying all previous course and field practica content.

Prerequisites: SWK 582

**SWK 700: Social Work Leadership I**

This is the first of a sequence of two courses on advanced leadership and management for Doctor of Social Work students. Students will glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect the values of the social work profession and their application to social service systems, structures, and processes. Also explored will be theories of organizational change, organizational challenges, and organizational effectiveness. Within the context of social service organizations, leadership approaches and theories are also examined.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SWK 701: Social Work Leadership II**

This is the second course in the advanced leadership and management sequence. The focus of this course is on development of knowledge and skills for social work managers within the public and private social service sector. Additional attention will be given to leading in times of fiscal constraint, political changes, and workforce challenges.

Prerequisites: SWK 700 or permission of department chairperson

**SWK 704: The Social Work Teacher-Scholar I**

This is the first of a sequence of two courses on social work teaching and scholarship for Doctor of Social Work students. The course will enable the students to critically examine seminal and contemporary works in pedagogy. The connection of these theories to social work teaching and learning will be a central component of this course, including particular emphasis on the historical evolution of social work education. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate contemporary theories of teaching and learning in social work. It is required preparation for the second course in the sequence in which students develop a unique and personal conceptual framework for their own teaching.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SWK 705: The Social Work Teacher-Scholar II**

This is the second in a sequence of two courses about social work teaching and scholarship for Doctor of Social Work students. The course provides students with an opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work. Students will craft a conceptual framework to guide their own career as instructors in a variety of social work settings, including undergraduate and graduate professional social work education. They will practice course planning and delivery along with program development and student/course/program assessment with attention to accreditation requirements. In addition, they will develop understanding of the roles of the social work teacher-scholar in academe and other settings.

Prerequisites: SWK 704 or permission of department chairperson

**SWK 710: Research Methodology**

This course provides a connection between social science theory building and research. It explores in depth the logic of research and the stages of the scientific process. Central to this course are also the major methods, designs, techniques, and strategies in the practice of social research. The role of research in social work practice as well as the strengths and limitations of various approaches, designs, methods, and techniques will be examined. Data gathering, information processing systems, and analytical techniques will form a major focus in this course. Of particular importance will be the students' development of skill for designing proposals for evidence-based ethical research.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SWK 715: Multivariate Statistical Analysis**

This is a required course in the research methods sequence for KUIMU doctoral students. At the end of this course, students will be able to apply appropriate statistical analysis techniques with emphasis on skill development for multivariate statistics. More specifically, the course will cover applied multivariate techniques such as Analysis of Variance and Covariance, Correlations, Simple Linear Regression, Discriminant Analysis, Factor Analysis, and other multiple regression techniques including the use of Path Analysis for model and theory building. The focus of the course will be on the analysis and interpretation of data sets relevant to social work theory and practice. The students will be trained in the use appropriate statistical analysis software and effective communication of findings.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SWK 720: Leadership/Teaching Praxis I**

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis.

A Pass/Fail grading model will be used for this course.

Prerequisites: SWK/SOW 705 or permission of the department.

**SWK 721: Leadership/Teaching Praxis II**

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis.

A Pass/fail grading model will be used for this course.

Prerequisites: SWK/SOW 720 or permission of the department.

**SWK 725: Intervention Research**

This advanced research course will introduce students to the five steps of intervention development, testing, and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting, and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

Prerequisites: Acceptance into the DSW program or permission of the department chairperson.

**SWK 730: Qualitative Analysis**

This course prepares students to understand the core process of qualitative study including the steps, data analysis techniques, and ethics. The students will study the four strategies of qualitative research that include Case Study, Ethnography, Narrative Analysis, and Grounded Theory. The course design provides opportunities to learn the tools to enhance and critically evaluate rigor of a qualitative study, write research proposal and report for a qualitative study, and identify how knowledge of social work practice, policy, and education can be advanced through qualitative research.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SWK 774: Comprehensive Seminar**

Students will engage in a collaborative learning experience in which they assess whether as doctoral students they have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing both theoretical and empirical knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research. The Comprehensive Paper should demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to best practices in social work as related to leadership, teaching, or both. Students will provide an oral defense of their comprehensive paper. The defense will include an overview of the phenomenon as well as a summary of the research question that could be employed should students continue with the same topic for their dissertation. A Pass/Fail grading model will be used for this course.

**SWK 775: Dissertation Seminar**

Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators.

A Pass/Fail grading model will be used for this course.

Prerequisites: SWK/SOW721

**SWK 776: Doctoral Dissertation I**

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain Institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues.

A Pass/Fail grading model will be used for this course.

Prerequisites: SWK 775

**SWK 777: Doctoral Dissertation II**

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues.

A Pass/Fail grading model will be used for this course.

Prerequisites: SWK 776

**SWK 779: Independent Study in Doctoral Social Work**

This is an independent course of study in the Doctor of Social Work program. The area of study may be used to expand upon specialized knowledge or in support of completion of the doctoral research and dissertation. The student and faculty member will write a joint course proposal with a complete description of the course or research to be conducted, a plan of study with topics covered, assessment mechanisms, and concrete deliverables or learning outcomes with a clear connection to the program's focus on leadership and education as well as its competencies and outcomes.

# Social Work Doctorate

## **SOW 700: Social Work Leadership I**

This is the first of a sequence of two courses on advanced leadership and management for Doctor of Social Work students. Students will glean a theoretical orientation to the study of organizations and leadership within organizations. This examination of theories will reflect the values of the social work profession and their application to social service systems, structures, and processes. Also explored will be theories of organizational change, organizational challenges, and organizational effectiveness. Within the context of social service organizations, leadership approaches and theories are also examined.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

## **SOW 701: Social Work Leadership II**

This is the second course in the advanced leadership and management sequence. The focus of this course is on development of knowledge and skills for social work managers within the public and private social service sector. Additional attention will be given to leading in times of fiscal constraint, political changes, and workforce challenges.

Prerequisites: SWK 700 or permission of department chairperson

## **SOW 704: The Social Work Teacher-Scholar I**

This is the first of a sequence of two courses on social work teaching and scholarship for Doctor of Social Work students. The course will enable the students to critically examine seminal and contemporary works in pedagogy. The connection of these theories to social work teaching and learning will be a central component of this course, including particular emphasis on the historical evolution of social work education. The course provides students with an opportunity to explore seminal works from a historical perspective and critically evaluate contemporary theories of teaching and learning in social work. It is required preparation for the second course in the sequence in which students develop a unique and personal conceptual framework for their own teaching.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

## **SOW 705: The Social Work Teacher-Scholar II**

This is the second in a sequence of two courses about social work teaching and scholarship for Doctor of Social Work students. The course provides students with an opportunity to critically evaluate theories of teaching and learning, particularly in contemporary settings in social work. Students will craft a conceptual framework to guide their own career as instructors in a variety of social work settings, including undergraduate and graduate professional social work education. They will practice course planning and delivery along with program development and student/course/program assessment with attention to accreditation requirements. In addition, they will develop understanding of the roles of the social work teacher-scholar in academe and other settings.

Prerequisites: SWK 704 or permission of department chairperson

## **SOW 710: Research Methodology**

This course provides a connection between social science theory building and research. It explores in depth the logic of research and the stages of the scientific process. Central to this course are also the major methods, designs, techniques, and strategies in the practice of social research. The role of research in social work practice as well as the strengths and limitations of various approaches, designs, methods, and techniques will be examined. Data gathering, information processing systems, and analytical techniques will form a major focus in this course. Of particular importance will be the students' development of skill for designing proposals for evidence-based ethical research.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SOW 715: Multivariate Statistical Analysis**

This is a required course in the research methods sequence for KUIMU doctoral students. At the end of this course, students will be able to apply appropriate statistical analysis techniques with emphasis on skill development for multivariate statistics. More specifically, the course will cover applied multivariate techniques such as Analysis of Variance and Covariance, Correlations, Simple Linear Regression, Discriminant Analysis, Factor Analysis, and other multiple regression techniques including the use of Path Analysis for model and theory building. The focus of the course will be on the analysis and interpretation of data sets relevant to social work theory and practice. The students will be trained in the use appropriate statistical analysis software and effective communication of findings.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson

**SOW 720: Leadership/Teaching Praxis I**

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis.

A Pass/Fail grading model will be used for this course.

Prerequisites: SWK/SOW 705 or permission of the department.

**SOW 721: Leadership/Teaching Praxis II**

This experiential two semester course sequence is designed to provide students with an opportunity to demonstrate mastery of the course content from the program's first year's courses. Students will participate in supervisory leadership and/or teaching activities that provide experiential learning and application and integration of theory and skills acquired in earlier coursework. Weekly meetings are a required component of this course and the meetings will be facilitated by the faculty mentor to instruct, guide, and assess students' progress related to the leadership and/or teaching praxis.

A Pass/fail grading model will be used for this course.

Prerequisites: SWK/SOW 720 or permission of the department.

**SOW 725: Intervention Research**

This advanced research course will introduce students to the five steps of intervention development, testing, and dissemination. Students will be given the opportunity to practice elements of these stages to master the strategies of implementing, documenting, and evaluating interventions that respond to social problems affecting systems of all sizes (e.g., individual, family, group, community).

Prerequisites: Acceptance into the DSW program or permission of the department chairperson.

**SOW 730: Qualitative Analysis**

This course prepares students to understand the core process of qualitative study including the steps, data analysis techniques, and ethics. The students will study the four strategies of qualitative research that include Case Study, Ethnography, Narrative Analysis, and Grounded Theory. The course design provides opportunities to learn the tools to enhance and critically evaluate rigor of a qualitative study, write research proposal and report for a qualitative study, and identify how knowledge of social work practice, policy, and education can be advanced through qualitative research.

Prerequisites: Acceptance into the DSW major or permission of the department chairperson



**SOW 774: Comprehensive Seminar**

Students will engage in a collaborative learning experience in which they assess whether as doctoral students they have acquired the knowledge and skills necessary for proceeding with the development of a Doctoral Dissertation. Utilizing a phenomenon of interest, students will demonstrate their ability to conceptualize a clear and compelling research topic by organizing, presenting, and critiquing both theoretical and empirical knowledge related to the phenomenon. Further, students will identify areas needing further exploration as well as possible research methods to conduct the proposed research. The Comprehensive Paper should demonstrate that the student has acquired a sufficiently broad understanding of the phenomenon of interest, and indicate that the student is prepared to add to knowledge in the field through an in-depth study of a topic relevant to best practices in social work as related to leadership, teaching, or both. Students will provide an oral defense of their comprehensive paper. The defense will include an overview of the phenomenon as well as a summary of the research question that could be employed should students continue with the same topic for their dissertation. A Pass/Fail grading model will be used for this course.

**SOW 775: Dissertation Seminar**

Students will engage in a collaborative learning experience in which they explore different ways of knowing in social sciences. They will become familiar with a variety of theoretical perspectives (based upon the interests of the group) and will practice integrating those theories with their professional social work practice as they work toward formulating a research question and identifying a relevant theoretical perspective from which to examine it in the upcoming dissertation. Ethical considerations in research will be examined, and students will become familiar with their institution's IRB process. Dissertation process will be considered, including the development of the dissertation committee. In addition, students will consider deeply the relationship between their education and their future roles as leaders and educators. A Pass/Fail grading model will be used for this course.

**SOW 776: Doctoral Dissertation I**

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain Institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession: as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A Pass/Fail grading model will be used for this course.

**SOW 777: Doctoral Dissertation II**

Over two semesters, students will work in close consultation with a faculty member to build upon the research question crafted in the Dissertation Seminar. They will gain institutional approval to conduct their independent research and will conduct the research under the supervision of the faculty member. A focus will be placed on the completion of a traditional dissertation in the context of the development of applied knowledge that will be relevant to the social work profession; as such, the student will develop components of the dissertation that may be published or presented in refereed venues. A Pass/Fail grading model will be used for this course.

**SOW 779: Independent Study in Doctoral Social Work**

This is an independent course of study in the Doctor of Social Work program. The area of study may be used to expand upon specialized knowledge or in support of completion of the doctoral research and dissertation. The student and faculty member will write a joint course proposal with a complete description of the course or research to be conducted, a plan of study with topics covered, assessment mechanisms, and concrete deliverables or learning outcomes with a clear connection to the program's focus on leadership and education as well as its competencies and outcomes.

## Sociology

### **SOC 450: The Sociology of Education: School and Modern Society**

The educational system in the United States is viewed from a sociological perspective, focusing upon the social forces that shape the schools and the internal social structure and processes which influence its mission in society.

### **SOC 510: Deviant Behavior**

This course is a review of major sociological theories of social deviance and an examination of selected areas of social deviance within a sociological framework.

### **SOC 545: Ethnic Minorities and Group Conflict**

This course analyzes the factors producing tensions among racial, ethnic, and religious groups, the nature and causes of prejudice and discrimination, and the types of social action programs used in the control and reduction of inter-group tensions. Various theoretical models based on sociological perspectives are used for comparative analysis.

## Spanish

### **SPA 413: Major Spanish American Novelists of the New Narrative Period**

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

### **SPA 414: Major Spanish American Short Story Writers of the New Narrative Period**

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

### **SPA 415: Mexican Literature: Voices of a Nation**

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

### **SPA 425: Advanced Spanish Grammar and Composition**

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

**SPA 431: Modern Spain through Literature and Film**

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

**SPA 435: Modern Latin American Drama**

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

**SPA 447: Mexican Culture and Civilization**

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

**SPA 460: Hispanic Literature in the USA**

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

**SPA 470: Selected Topics in Spanish**

This course offers an intensive study of literary topics, cultural phenomena, styles, trends, criticisms, and writers not included or not covered in depth in other Spanish courses.

**SPA 495: Independent Study in Spanish**

This course, which shall be taught in Spanish, is for students who wish to study and explore, in depth, aspects of Spanish and Latin American literatures, cultures and societies or a special topic in Spanish language. It is open to both graduate and undergraduate students. Students may register for this course more than once, up to a maximum of six semester hours of credit, so long as they do not repeat the same topic. The student must confer and reach agreement with the faculty member who will guide the independent study. The student and the faculty member must agree upon a topic, course content, evaluation procedures, reading list, and amount of credit prior to registration for the course. This material (course content, evaluation procedures, reading list, etc.) must be filed with and receive approval of the majority of Spanish professors and of the departmental chairperson.

## Special Education

**SPU 433: Characteristics and Etiology of Autism Spectrum Disorders**

This course covers the characteristics of autism and other related disorders, commonly referred to as Autism Spectrum Disorders (ASD) including; communications deficits, social skills, stereotypical behaviors, and typical responses to stimuli. Additionally, theoretical and scientific etiologies are discussed with various diagnostic instruments and procedures. Cultural perspectives of autism and related disorders with their relationships to educational services are also addressed.

Prerequisites: Permission of Instructor

**SPU 434: Applied Behavior Analysis**

This course introduces principles of applied behavior analysis (ABA) and how it can serve individuals with autism, with special attention given to classroom settings. ABA coverage includes; reinforcement, punishment, thinning, stimulus control, prompting, fading, generalization, maintenance, and data collection with analysis. Specific empirical-based ABA methods such as discrete training, direct instruction, and verbal behavior will be discussed.

Prerequisites: Permission of Instructor

**SPU 435: Assessment and Instructional Intervention for Individuals with Autism Spectrum Disorders**

This course examines instructional strategies that have been shown to be effective in promoting the development of communication and social skills by students with ASD. Augmentative and alternative communications systems (AAC) and approaches for teaching social skills in home, school, and community environments along with coordination of services and advocating for students with Autism Spectrum Disorders will be discussed.

Prerequisites: Permission of Instructor

**SPU 436: Practicum with Students with ASD: Collaboration with Families, Agencies, and the Community**

An opportunity is provided for observation and for student teaching of students with autism spectrum disorders (ASD). Discussion periods are provided for classification of techniques, methods, and approaches.

Prerequisites: Permission of Instructor

**SPU 500: Special Education in a Standards Aligned System**

This course, designed for general education teachers in graduate programs, surveys the development and provision of special education services to individuals with disabilities in an inclusive environment. Additionally, the identification and characteristics of different types of disabilities will be discussed along with effective collaboration procedures and current classroom management procedures for pre-kindergarten to eighth grade students.

**SPU 501: Basic Orientation and Mobility for Students with Visual Impairments including Deafblindness**

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

**SPU 502: Reading, Writing, and Teaching Unified English Braille**

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

**SPU 503: Anatomy of the Eye and Visual Assessments**

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

**SPU 504: Reading, Writing and Teaching Adv Unified English Braille, Nemeth Mathematics, & Other Braille Codes**

This course provides knowledge and skills in mastery of the Unified English Braille Code, Nemeth Code, and use of the abacus. Students will demonstrate competence in braille mathematics in both Unified English Braille and Nemeth code. This course includes the use of slate and stylus in preparing drills, assignments, and in taking notes. The course requires the student to read and produce braille materials accurately. Braille music and foreign language are introduced. Advanced methods of teaching braille are emphasized throughout the course.

Prerequisites: SPU 502

**SPU 505: Early Intervention for Students with Visual Impairment**

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

**SPU 506: Adapting Materials and Methods of Instruction including Visual Assessments**

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

Prerequisites: SPU 501, 502, 503, 504, and 505.

**SPU 507: Internship in Visual Impairment**

This course provides opportunities for observation and participation in the performance of the duties of a teacher of students with visual impairments, including those with multiple disabilities in an itinerant, residential, or day school setting. Practicum sessions provide for an opportunity to discuss problems, trends and issues, multicultural needs, interviewing techniques, scheduling, lifelong learner model for teachers and students, and organizational skills unique to the field.

Prerequisites: SPU 501, SPU 502, SPU 503, SPU 504, SPU505 and SPU 506.

**SPU 513: Assessment and Instructional Design for Students with Disabilities in a Standards Aligned System**

This course is an intensive implementation survey and specific level assessment of learning and instructional design for meeting the challenges of students with special needs. Students will acquire skills in educational evaluation of student learning during the prereferral and special education process and universally designed instructional planning, accommodations, and modifications across a variety of content areas.

Prerequisites: SPU 500 or permission of the instructor.

**SPU 514: Standards-Aligned Instruction for Students with Disabilities in Inclusive Classrooms**

This graduate course addresses the knowledge base and skills necessary for general educators to provide standards-aligned curriculum, assessment, and instruction and intervention for students with disabilities into their classrooms. Emphasis is placed on structuring inclusive classrooms and designing appropriate accommodations for elementary and secondary students with disabilities.

**SPU 516: Literacy Development & Instruction in Core & Intervention Areas Standards Aligned System**

An in-depth study in the assessment, curricular, and instructional needs of students who exhibit significant reading difficulties. Students will examine effective practices through the Response-to-Intervention and Instruction model which supports student success in the general education setting. Course topics include: essential literacy skills, universal screening and progress monitoring, scientifically research-based curriculum and instruction, as well as strategic and intensive interventions, including both problem-solving approaches and standard treatment protocols.

Prerequisites: SPU 500 or permission of the instructor.

**SPU 520: Special Education Processes and IEP Development in a Standards Aligned System**

This course addresses aligning IEPs for students with disabilities with the general education academic standards. Using the Pennsylvania Department of Education Standards Aligned System (SAS), teacher candidates learn to develop IEPs for students with disabilities that provide access to the general education curriculum and education with nondisabled students. Emphasis will be on the special education process, SAS conceptual framework (Understanding by Design), specially designed instruction, multifactor and nonbiased assessment, and backward design instructional planning.

Prerequisites: SPU 500 or permission of the instructor.

**SPU 522: Teaching Students with High Incidence Disabilities**

This course is designed to present solid theoretical material and recent research in the education of students with high incidence disabilities (i.e. specific learning disabilities, mild intellectual disabilities, and mild emotional disturbance). Students will gain an understanding and meeting the needs of learners with mild and high incidence disabilities using research- and evidence- based instructional methods and strategies. Since most students with mild and high incidence disabilities are taught in the general education classroom, students will focus on universally designed instruction to address the needs of ALL learners as well as methods specific to particular learning challenges.

Prerequisites: SPU 500 or permission of the instructor.

**SPU 527: Transition, Self-Determination, and Self- Advocacy for Adolescents and Adults with Disabilities**

This course introduces preservice and in-service professionals to the specific educational, daily living, and employment needs of adolescents and adults with disabilities. Course participants examine the historical and legal basis for providing people with disabilities with opportunities to lead independent lives and realize educational, vocational, and personal goals. Course content includes employment, and residential issues, post-secondary education, self-determination and choice-making, and adult life issues.

Prerequisites: SPU 500 or permission of the instructor.

**SPU 530: Teaching Students with Low Incidence Disabilities and Complex Instructional Needs**

The course will address medical, physical, psychological and educational aspects of students with low incidence disabilities and complex instructional needs. The major focus of this course will be teaching students with significant intellectual disabilities, autism, multiple disabilities, significant orthopedic impairments, other health impairment, and traumatic brain injury. Included will be an examination of evidenced- and research-based strategies relevant to the education of students with low incidence disabilities and complex instructional needs.

Prerequisites: SPU 500 or permission of the instructor.

**SPU 540: Philosophical Underpinnings**

This course introduces the goals and dimensions of behavior analysis as a science through description, prediction, and control. Philosophical assumptions of behavior analysis are covered in addition to perspectives of radical behaviorism. Distinctions are covered among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice by the science of behavior analysis.

**SPU 541: Concepts and Principles of Behavior Analysis**

This course introduces principles of applied behavior analysis (ABA) and how it can serve individuals with autism, with special attention given to classroom settings. ABA coverage includes; reinforcement, punishment, thinning, stimulus control, prompting, fading, generalization, maintenance, and data collection with analyses.

**SPU 542: Behavior Assessment**

This course prepares to candidates to identify behaviors for intervention and conduct assessments of variables affecting behavior. Assessment procedures include organizing, analyzing, and interpreting observed data, planning for possible effects of implemented consequences, and management of behavior analytic services.

Prerequisites: SPU540 & SPU541 or permission of instructor

**SPU 543: Measurement & Experimental Design**

This course introduces and explores various experimental designs of single-case study research. Incorporating the empirical literature, students will additionally be required to evaluate different methods of measurement and analyze presented data.

Prerequisites: SPU540 & SPU541 or permission of instructor

**SPU 544: Behavior Change Procedures**

This course discusses fundamental elements of behavior change and specific behavior change procedures. Additionally, considerations for selecting and implementing interventions are covered. Candidates are required to research and create a behavior intervention plan using methods covered in this course.

Prerequisites: SPU 540, SPU 541, SPU 542 or Permission of Instructor

**SPU 545: Personnel Supervision & Interventions**

This course discusses various domains in providing behavior analytic supervision through training, performance feedback, and evaluation of the effects of supervision. Additionally, the selection of interventions based on supporting environments, social validity with an emphasis on data-based decisions is also covered.

Prerequisites: SPU 540, SPU 541, SPU 542, SPU 543 or Permission of Instructor

**SPU 546: Ethics of Behavior Analysis**

This course discusses the ethics in providing behavior analytic services. Through reviews of case studies, professional literature, and other related mediums, candidates will be required to identify the related Professional and Ethical Compliance Code standards of the Behavior Analysis Certification Board® (BACB) and recommend appropriate action.

**SPU 560: Master's Capstone Project: Action Research**

This course allows the student to investigate a research topic in special education. Students will implement quantitative or qualitative research methods in a public or privately run educational or rehabilitation services agency, educational settings, school-based and community-based programs, and/or other related educational and human service programs. Students will select a research topic and develop it in consultation with their instructor. The research project should be designed for completion within a 15-week schedule. The thesis should provide evidence of the student's ability to present the results in a clear and systematic form and to conduct independent investigations. If the research involves human participants, the student investigator is required to undergo Kutztown University Institutional Review Board (IRB) training and receive its approval prior to commencing. Repeatable up to 6 credits.

Prerequisites: SPU 544

## **SPU 570: Selected Topics in Special Education**

### **SPU 592: Clinical Experience in Special Education I**

A professional experience designed to provide the graduate-level student the opportunity to participate, under supervision and with guidance, in the work and duties expected of a special education teacher. Emphasis is placed on the application of evidence-based practices in special education and demonstration of the knowledge, skills, and dispositions necessary to positively impact learning for children and youth with disabilities. Discussion periods are provided for classification of techniques, methods, and approaches. 100 hours of field experience are required.

### **SPU 593: Clinical Experience in Special Education II**

A professional experience designed to provide the graduate-level student the opportunity to participate, under supervision and with guidance, in the work and duties expected of a special education teacher. Emphasis is placed on the application of evidence-based practices in special education and demonstration of the knowledge, skills, and dispositions necessary to positively impact learning for children and youth with disabilities. Discussion periods are provided for classification of techniques, methods, and approaches. 100 hours of field experience are required.

## **Student Affairs**

### **STA 516: Introduction to Student Affairs and Higher Education**

This course familiarizes the student with the origin, development, purpose, and challenges of student affairs and its role in higher education; and presents an overview of the philosophy, mission, operational activities, and professional requirements of each of its major functional areas. Opportunities for interaction with specialists representing specific areas and on-site visits will be provided.

Prerequisites: Open to graduate level students in the College of Education only

### **STA 517: Professional Orientation and Ethics in Student Affairs and Higher Education**

This course focuses on professional practice in student affairs and higher education. Students are introduced to the standards for professional practice in higher education put forth by the Council for the Advancement of Standards in Higher Education (CAS). Students are also introduced to the Ethical Principles and

Standards of the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA). Students will receive preparation in what it means to develop a professional identity as a student affairs professional and educator, and the salient issues and concerns relevant to professional practice will be discussed. The Professional Competency Areas for Student Affairs Educators will be presented.

Prerequisites: Open to Student Affairs students, or permission of the department.

### **STA 530: Helping Interventions in Student Affairs and Higher Education**

This course focuses on basic individual and group helping, communication, and supporting intervention theories, skills, and techniques appropriate for use when working with college students. Skills of advocacy, conflict resolution and crisis management are also introduced.

### **STA 570: Contemporary College Students**

This course examines the characteristics, issues, concerns, values, attitudes, needs and expectations of contemporary undergraduate students. It examines the impact of college on students and students on the college, as well as the influence of societal factors. Special attention will be devoted to diverse undergraduate student subpopulations (e.g. residents and nonresidents, undeclared majors, transfers, Greeks, students of color, etc).

Prerequisites: Open to graduate level students in the College of Education only



**STA 571: Theory and Application of Student Development Principles**

This course provides the student with a knowledge of human development principles as applied to undergraduates. It examines major theories relevant to the student development process. It attempts to relate theories to practice in current student affairs settings by demonstrating how undergraduates can identify their needs, promote growth, and measure progress. Appropriate evaluation and assessment measures are described. The work of major theorists will be included.

Prerequisites: Open to graduate level students in the College of Education only

**STA 572: Seminar in Leadership in Student Affairs and Higher Education**

This seminar will provide students with opportunities to learn about leadership and to acquire and enhance personal leadership skills in a student affairs setting. It will focus both upon leadership as a field of study and upon personal leadership development of each enrolled student. It introduces students to the several styles, characteristics, and practices of leadership, and examines dimensions of leadership in different settings. Opportunities will be provided for the improvement of personal skills in preparation for leadership, advisement, and mentoring responsibilities in student affairs settings. Students will serve as advisors or co-advisors of campus organizations.

Prerequisites: Graduate level students in the College of Education with COU 516

**STA 573: Social and Legal Issues in Student Affairs and Higher Education**

This course addresses the vast array of social and legal issues that practitioners working in the realm of student affairs and higher education need to be aware of. It will also address the impact of these issues upon the roles of practitioners, and discuss skills that practitioners need to act within the parameters of the law and to effectively and competently execute these roles.

Prerequisites: STA 517

**STA 579: Practicum in Student Affairs and Higher Education**

This course gives students in the student affairs in higher education program a more in-depth understanding of the role and function of student affairs practitioners. Students are engaged in a professional experience that allows them to exercise and apply student affairs professional competencies to professional practice in a specified student affairs/student services functional area, while working under the supervision of an on-site supervisor. Students also participate in an in-class experience that provides an opportunity to review, discuss, and explore topics of relevance to applying theory to professional practice in student affairs in higher education. Group and individual supervision is provided in this venue by the university faculty supervisor.

Prerequisites: Permission of Instructor

**STA 588: Assessment and Evaluation in Student Affairs and Higher Education**

This course will be a review of the student affairs and higher education literature on evaluation and outcomes assessment, and will address the knowledge, skills, and dispositions necessary to effectively conduct outcome assessment and program evaluation in student affairs and higher education, and utilize the information yielded to inform instruction, programs, and services.

**STA 589: Research Methods in Student Affairs and Higher Education**

This course is designed to be an introduction to the foundations and concepts necessary for understanding and conducting research in the realm of student affairs and higher education. The course will focus upon the basics of research design including problem identification, literature review, method selection, data collection and analysis, application, and writing.

Prerequisites: STA 588

**STA 590: Contemporary Issues in Higher Education Finance**

This course is an introductory examination of financial and budgetary issues within higher education. Students will learn the role of federal and state governments in relation to institutional budgets, analyze financial statements from institutions of different sectors to understand revenue streams and expenditure patterns, and relate budgetary issues to institutional operations. In addition, due to the strong nexus between finances and governance, the course will include an overview of common institutional governance structures, organizational structure and decision-making patterns in various institutions.

**STA 592: Internship in Student Affairs and Higher Education 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.

Prerequisites: Graduate level students in the College of Education with COU 580

**STA 593: Internship in Student Affairs and Higher Education 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.

## Women's and Gender Studies

**WGS 515: Womens Issues in Arts**

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

## **General Information**

### **Council of Trustees**

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Mr. Guido Pichini  
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### **President's Cabinet**

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President

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Provost and Vice President for Academic Affairs

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Mr. Jesus Peña  
Vice President for Equity, Compliance, and Liaison for Legal Affairs

Mr. Matt Santos  
Vice President for University Relations and Athletics

Mr. Alex Ogeka  
Executive Director, Kutztown University Foundation and Alumni Relations

### **Graduate Dean**

Dr. Michelle Kiec  
Interim Vice Provost and Dean of Graduate Studies

## **Graduate Program Chairpersons and Coordinators**

### **COLLEGE OF BUSINESS**

Dr. Anne Carroll, Dean

**Master of Business Administration Degree** (Dr. Gary Chao, Chairperson; Ms. Kim O'Neill, Program Coordinator)

### **COLLEGE OF EDUCATION**

Dr. John Ward, Dean

**Ed.D. in Transformational Teaching and Learning** (Dr. Mark Wolfmeyer, Chairperson; Dr. Patricia Walsh Coates, Program Coordinator)

**Master of Arts Degree in Clinical Mental Health Counseling** (Dr. Helen Hamlet, Chairperson; Dr. Deborah Duenyas, Clinical Co-Coordinator; Dr. Scott Tracy, Clinical Co-Coordinator)

**Master of Arts Degree in Counseling Concentration in Addiction Counseling** (Dr. Helen Hamlet, Chairperson; Dr. Ryan Bowers, Clinical Coordinator)

**Master of Arts Degree in Marriage, Couple, and Family Counseling** (Dr. Helen Hamlet, Chairperson; Dr. Joanne Cohen, Clinical Coordinator)

**Master of Education Degree in Elementary Education** (Dr. Tracy Keyes, Chairperson; Dr. Patricia Lutz, Program Coordinator)

**Master of Education Degree in Elementary Education with Initial Certification PreK-4** (Dr. Tracy Keyes, Chairperson; Dr. Terre Sychterz, Co-Program Coordinator; Dr. Michele White, Co-Program Coordinator)

**Master of Education Degree in Elementary Education with Initial Certification 4-8** (Dr. Tracy Keyes, Chairperson; Dr. Terre Sychterz, Co-Program Coordinator; Dr. Michele White, Co-Program Coordinator)

**Master of Education Degree in Instructional Technology/Digital Classroom Technology** (Dr. Tracy Keyes, Chairperson; Professor William Jefferson, Program Coordinator)

**Master of Education Degree in Multicultural Education (Concentrations in Equity in Education, Special Education, and English as a Second Language)** (Dr. Anne Brawand, Chairperson; Dr. Kathleen Stanfa, Program Coordinator)

**Master of Education Degree in Reading** (Dr. Tracy Keyes, Chairperson; Dr. Catherine McGeehan, Program Coordinator)

**Master of Education Degree in Secondary Education with a Specialization (Biology, English, Mathematics, Social Studies, or Middle Level)** (Dr. Mark Wolfmeyer, Chairperson; Dr. Patricia Walsh Coates, Program Coordinator)

**Master of Education Degree in Secondary Education – Curriculum and Instruction** (Dr. Mark Wolfmeyer, Chairperson; Dr. Patricia Walsh Coates, Program Coordinator)

**Master of Education Degree in Secondary Education – Teaching with Initial Certification** (Dr. Mark Wolfmeyer, Chairperson; Dr. Amber Pabon, Program Coordinator)

**Master of Education Degree in Student Affairs in Higher Education – Administration** (Dr. Helen Hamlet, Chairperson; Dr. Diane Elliott, Program Coordinator)

**Master of Library Science Degree** (Dr. Tracy Keyes, Chairperson; Professor Roseanne Perkins, Program Coordinator)

**Master of Library Science Degree with Initial Certification or Extension of Certification** (Dr. Tracy Keyes, Chairperson; Professor Roseanne Perkins, Program Coordinator)

**Master of Science Degree in School Counseling – Certification/Licensure** (Dr. Helen Hamlet, Chairperson and Clinical Co-Coordinator; Dr. Lauren Moss, Clinical Co-Coordinator)

**Certification Programs:**

**English as a Second Language (ESL) Program Specialist Certification** (Dr. Mark Wolfmeyer, Chairperson; Dr. Brenda Muzeta, Program Coordinator)

**Instructional Certification: Special Education (PreK-8 and 7-12)** (Dr. Anne Brawand, Chairperson and Program Coordinator)

**Instructional Certification: Special Education (PreK-12)** (Dr. Anne Brawand, Chairperson and Program Coordinator)

**Instructional Certification: Special Education – Visual Impairment (B-21)** (Dr. Anne Brawand, Chairperson; Dr. Nicole Johnson, Program Coordinator)

**Instructional Technology Specialist Certification** (Dr. Tracy Keyes, Chairperson; Professor William Jefferson, Program Coordinator) (Note: for students with existing Pennsylvania certification)

**Principal: PreK-12 Certification** (Dr. Mark Wolfmeyer, Chairperson; Dr. Patricia Walsh Coates, Program Coordinator)

**Reading Specialist Certification** (Dr. Tracy Keyes, Chairperson; Dr. Catherine McGeehan, Program Coordinator)

**Supervisory Certification: Curriculum and Instruction** (Dr. Mark Wolfmeyer, Chairperson; Dr. Patricia Walsh Coates, Program Coordinator)

**Visual Impairment Certification** (Post Baccalaureate Certification) (Dr. Anne Brawand, Chairperson; Dr. Nicole Johnson, Program Coordinator)

**PDE Endorsement Certifications:**

**Autism Spectrum Disorders**  
**Instructional Coach**  
**Integrative STEM Education**  
**Online Instruction**

**COLLEGE OF LIBERAL ARTS AND SCIENCES**

Dr. David Beougher, Dean

**Doctor of Social Work in Leadership and Education** (Dr. John Vafeas, Chairperson; Dr. Sharon Lyter, Program Coordinator)

**Master of Arts Degree in English** (Dr. Tony Bleach, Chairperson; Dr. Curt Herr, Program Coordinator)

**Master of Public Administration Degree** (Dr. Steve Lem, Chairperson; Dr. Paula Holoviak, Program Coordinator)

**Master of Science Degree in Computer Science, Information Technology Track** (Dr. Lisa Frye, Chairperson; Dr. Daniel Spiegel, Program Coordinator)

**Master of Science Degree in Computer Science, Software Development Track** (Dr. Lisa Frye, Chairperson; Dr. Daniel Spiegel, Program Coordinator)

**Master of Social Work Degree** (Dr. John Vafeas, Chairperson)

**Post-Baccalaureate Certificate:**

**Data Analytics** (Dr. Lisa Frye, Chairperson; Dr. Dale Parson, Program Coordinator)

## **COLLEGE OF VISUAL AND PERFORMING ARTS**

Dr. Bradley Shope, Interim Dean

**Master of Arts Degree in Arts Administration** (Dr. Amy Pfeiler-Wunder, Chairperson; Dr. Nicole Romanski, Program Coordinator)

**Master of Education Degree in Art Education** (Dr. Amy Pfeiler-Wunder, Chairperson)

**Master of Education Degree in Music Education** (Dr. Frank Kumor, Chairperson; Dr. Valerie Trollinger, Program Coordinator)

**Master of Fine Arts in Communication Design** (Professor Denise Bosler, Chairperson)

### **Certification Programs:**

**Instructional Certification: Art Education** (Dr. Amy Pfeiler-Wunder, Chairperson; Dr. Peg Speirs, Program Coordinator)

**Post-Baccalaureate Certification: Music Education** (Dr. Frank Kumor, Chairperson; Dr. Valerie Trollinger, Program Coordinator)

## **Graduate Faculty**

### **Anthropology and Sociology**

**William Donner**

B.A. Haverford College; Ph.D. University of Pennsylvania

**Timothy O'Boyle**

B.S. Kutztown University; M.A. Rutgers, State University of New Jersey; Ph.D. Rutgers, State University of New Jersey

**David Webb**

B.A. Cornell University; Ph.D. University of Chicago

### **Art**

**Michael T. Covello**

B.F.A. University of South Florida; M.F.A. University of South Florida

**Rose F. Galjanic DeSiano**

B.F.A. New York University; M.F.A. Art Center College of Design

**Daniel L. Haxall**

B.A. Villanova University; M.A. Pennsylvania State University; Ph.D. Pennsylvania State University

**Leigh C. Kane**

B.F.A. Philadelphia College of Art; M.F.A. Rutgers, State University of New Jersey

**Gwendolyn Yoppolo**

B.A. Haverford College; M.A. Columbia University; M.F.A. Pennsylvania State University

### **Art Education**

**Janna Gregonis**

B.F.A. Kutztown University; M.F.A. East Carolina University

**Julia L. Hovanec**

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