



**EEPK 202:  
Dispositions Toward Advocacy, Collaboration, and Cooperation**

<b>Semester:</b>	Fall 2025
<b>College/ Department</b>	College of Education, Elementary Education Department
<b>Type:</b>	Undergraduate/ Required / 3 credits / In-person
<b>Class Location:</b>	In-person class in BK 209
<b>Meeting Days:</b>	Mondays & Wednesdays, 3:00-4:15 PM

**Course Overview**

**Course Description**

This course is designed to provide you with a variety of experiences that support the development of the professional dispositions expected of educators, as outlined by professional, state, and institutional standards. You will gain knowledge and understanding of how and why to create inclusive, equitable classrooms and learning communities that value students’ diverse cultural and linguistic backgrounds, using these as foundations for connecting instruction to their lived experiences. Ultimately, you will learn how to advocate for, collaborate with, and support students and families from diverse backgrounds. A minimum of five hours of fieldwork is required.

## Course Objectives

**By engaging with course readings, contributing to class discussions and activities, and collaborating on group projects, students will be able to:**

- Define and explore the dispositions of effective, culturally responsive teachers by examining personal values and adopting professional practices that promote equity, belonging, and social justice.
- Reflect on and challenge their own personal beliefs and assumptions regarding the diverse social groups by thinking critically about the nuances of culture, identity, and other social markers. They will also be able to examine how these factors impact their dispositions and teaching practices. (PDE CRSE Competency 1)
- Recognize the history of inequities and institutional biases in schools and society, along with their impact on the lives of students and their families, as well as on student achievement. (PDE CRSE Competency 2)
- Develop knowledge and dispositions of cultural and community diversity by promoting asset-based approaches that affirm and respect all students' real-world experiences, identities, and the diverse funds of knowledge that learners and families bring to educational spaces. (PDE CRSE Competency 3,4,5)
- Learn the significance of providing culturally and linguistically responsive instructional and assessment decisions as well as differentiated methods of communications for all children to provide equitable access to educational resources and experiences. (PDE CRSE Competency 3,4,5)
- Value every family as an asset and resource, and examine the role of the teacher in a community context by advocating for, collaborating with, and cooperating with families, caregivers, and community organizations to support student success. (PDE CRSE Competency 6)

## Relevant CS-RE Competencies ([PDE CRSE link](#))

- Competency 1: Reflect on One's Cultural Lens
- Competency 2: Identify, Deepen Understanding of, and Take Steps to Address Bias in the System
- Competency 3: Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces
- Competency 4: Provide all Learners with Equitable and Differentiated Opportunities to Learn and Succeed
- Competency 5: Promote Asset-based Perspectives about Differences
- Competency 6: Collaborate with Families and Communities through Authentic Engagement Practices

## Required Texts

1. Computer/i-pad, or phone, access to the internet, and a supported Web browser (Firefox or Chrome are recommended)
2. No Textbook is required. Selected assigned readings are provided on D2L and hyperlinks included in the [Course Calendar](#). Many of the course readings are from:
  - Gollnick, D., & M. Chinn, P. (2021). *Multicultural Education in a Pluralistic Society*. Pearson Education.
  - Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.
3. Other materials (prepared by the student):
  - Binder
  - Loose leaf paper / Notepad

## Course Calendar

[Link to Course Calendar](#) (Tentative and Subject to Change)

## Instructor Information



SungEun Min, Ph.D.

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Mobile: 706-254-3099

Welcome to EEPK 202! I'm very excited to work with you this semester. You can call me Dr. Min. I was born and raised in South Korea and have been living in the U.S. with pride in my Korean identity. I earned a B.A. in Elementary Education and an M.A. in Curriculum and Instruction from Chinju National University of Education, South Korea. I worked as a tenured elementary school teacher in South Korea for eight years. After relocating to the United States, I completed my Ph.D. in Elementary Education and Teacher Education at the University of Georgia. I am now an assistant professor in the College of Education at Kutztown University, where I teach courses such as *Teaching PreK-8: An Exploration and Investigation*, *Culturally Responsive Teaching for English Learners*, and *Teaching Social Studies for PreK-4*. I also serve as a field supervisor for student teachers. My primary research focuses on ethnographic studies of teaching and learning through multicultural and postcolonial perspectives.

## Course Communication

<b>Student Consultation Hours:</b>	TBD
<b>Office</b>	BK 200 (in front of the EMLT Department office)
<b>The best way to contact the instructor:</b>	Email (Min@kutztown.edu)

I am available to meet with you whenever you or I feel it is necessary. You are welcome to visit during my Student Consultation Hours: TBD. During these times, you may bring any personal or professional concerns related to the course.

Consultations will take place either in my office (Dr. Min, BK 200) or virtually. Please feel free to email me to arrange a time that works best for both of us.

For general questions or concerns about the class, the best and preferred way to contact me is by email at min@kutztown.edu. While I may not be able to respond immediately on weekends due to childcare responsibilities, I will make every effort to reply to your inquiries as promptly as possible

## Course Expectations

*'Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.'*—Chickering and Ehrmann (1996).

## Attendance

Your presence in class is essential. Regular attendance is required and expected, as active participation and in-person engagement are central to your learning in this course. Without your presence, it is not possible to fully benefit from the collaborative and experiential aspects of this class.

That said, it is understood that sometimes “life happens.” If you must miss a class due to unavoidable circumstances, please contact me ahead of time, if at all possible. (See the detailed attendance policy below for more information.)

Punctuality is equally important. As the saying goes, “*Five minutes early is on time; on time is late; late is unacceptable.*” Please arrive on time, prepared, and ready to remain for the entire class session.

## **Active Engagement in Learning**

Be attentive, engaged, and inquisitive. Ask questions, share your insights, and contribute actively to discussions and activities. Your engagement is key to your success and to the success of the class as a whole.

This course relies on your willingness to listen to and learn from people of different backgrounds and perspectives. We are all expected to approach class as open vessels—present, prepared, and ready to grow. I am committed to fostering a classroom that is inclusive, respectful, and equitable for everyone.

## **Assignment Submission**

You are expected to dedicate sufficient time each week to prepare for class and complete assignments. Treat each task as an opportunity to grow and learn. All assignments should be completed thoughtfully and submitted by 11:59 p.m. on the designated due date.

Assignments submitted after the deadline will receive partial credit. If you anticipate a delay due to extenuating circumstances, please contact me in person or via email before the due date to discuss the situation and explore possible accommodations.

## **Class Contribution and Collaboration**

Your voice matters. This course is grounded in the belief that we learn best when we learn with and from one another. Our classroom is a collaborative learning community made up of individuals from diverse backgrounds, cultures, experiences, and beliefs.

To be a responsible and contributing member of this community, you are expected to come to class prepared, open-minded, and ready to engage meaningfully in dialogue and shared learning.

## **Professionalism**

Professional behavior is expected at all times and in all interactions. You are expected to interact respectfully and professionally with all members of our classroom community, including peers and your instructor. Developing professional habits and dispositions is a critical component of your preparation for any career, especially in education.

Please be mindful that off-task behaviors such as texting, multitasking with personal devices, or holding side conversations during class can disrupt your focus and show a lack of respect for others. These behaviors will be addressed in alignment with the class participation and off-task behavior policy.

## Course Tasks and Assessments

Tasks	Percent	Due
Entry Tickets	15 %	Sunday
Cultural Self-Inquiry and Cross-Cultural Dialogue Project	15 %	TBD
Cultural Assets Exploration Project	15 %	TBD
Advocacy for Community Project	15 %	TBD
Quiz (Two times)	10 %	TBD
Attendance and Class Participation	30 %	

### **Entry Ticket (15%)**

It is assumed that all assigned texts, articles, and/or videos will be read or watched **prior to** each class meeting. During or after engaging with the materials, you are expected to complete the entry tickets (using [the template](#)), which generally include the following elements:

- Critical ideas/concepts related to the assigned readings
- Connections to your own life and reflections
- Burning questions you would like to explore further with peers during class discussions

### **Cultural Self-Inquiry and Cross-Cultural Dialogue Project (15%)**

This project invites you to explore your multifaceted identity and examine how culture, privilege, and power shape your lived experiences and perspectives. Through self-inquiry and cross-cultural dialogue, you will deepen your empathy and strengthen your culturally responsive dispositions.

#### **Step 1: Cultural Concept Maps**

Create Cultural Concept Maps to visualize your evolving identity:

Each map should:

- Place a key identity category in the center rectangle (e.g., race/ethnicity, socioeconomic status, gender, sexuality, language, nationality, ability, religion).

- Brainstorm and branch out relevant aspects of that identity as it has developed in your life from childhood to the present
- Upload a scanned copy of your Cultural Concept Maps to D2L.

## Step 2: The Wheel of Privilege and Power

Use the Wheel of Privilege and Power to examine where you hold social advantage or experience marginalization.

Instructions:

- Referring to your Cultural Concept Maps, identify and mark your identity categories on the Wheel of Privilege and Power.
- Write a 800-1000 word reflection addressing:
  - Which of your identities align with the wheel's center (privileged) or periphery (marginalized)?
  - How have these positions shaped your access to resources, safety, representation, or opportunities?
  - How does this awareness inform your perspective and responsibilities as a future educator?

## Step 3: Cross-Cultural Dialogue

Engage in two conversations with individuals whose cultural or social identities differ from yours (e.g., race, language, religion, gender identity, immigration status).

Requirements:

- At least one individual must be invited speakers from this semester.
- For each conversation, write an 400–600 word reflection including:
  - Key takeaways from the person's experiences
  - How their story challenged or affirmed your assumptions
  - What you learned about identity, power, and privilege
  - Implications for your future teaching, particularly regarding students and families from diverse backgrounds

## Timeline

- Cultural Concept Maps Due: TBD
- The Wheel of P&P Reflection Due: TBD
- Cross Cultural Dialogue 1 : TBD
- Cross Cultural Dialogue 2 : TBD

## **Cultural Assets Exploration Project (15 %)**

This project is designed to help you deepen your understanding of the cultural wealth, histories, and lived experiences of a specific ethnic or cultural community. The goal is to shift away from a deficit-based perspective and instead explore and affirm the cultural assets that communities bring to schools and society. Through this work, you will engage in research, community fieldwork, and critical reflection to challenge stereotypes and expand your understanding of diversity as a strength in educational spaces.

Group Size: 1–3 people

## **Project Components**

Your final presentation or report should include the following elements:

### 1. Basic Demographic and Contextual Information

- General overview of the ethnic or cultural group
- Global population and U.S. population data
- Student population representation in U.S. public schools (with relevant statistics)
- Languages spoken and regional concentrations (if any)

### 2. Historical Background

- Immigration history and major waves of migration to the U.S.
- Historical struggles and systemic barriers (e.g., exclusion acts, internment, segregation)
- Key moments of resistance, activism, or policy change related to this group
- Ongoing legacies of inequity and discrimination

### 3. Cultural Traditions and Celebrations

- Common cultural practices, values, and beliefs
- Significant holidays, rituals, foods, and customs
- Religious, linguistic, or regional diversity within the group

#### 4. Community Contributions

- Notable figures from the community (past or present) in the arts, education, politics, sports, activism, etc.
- Local or national organizations that support this group

#### 5. Fieldwork / Experiential Component (Minimum 2 Hours)

Choose at least one of the following ways to engage directly with the community you are studying:

- Visit a cultural market, community center, event, or place of worship
- Conduct an interview with a community member, educator, or cultural leader
- Participate in or observe a cultural celebration or educational event

*Note: Be respectful and ethical in your fieldwork. Prepare your questions in advance, seek consent, and avoid tokenism or surface-level representations.*

#### 6. Critical Analysis and Reflection

- What are the cultural assets this group brings to schools and communities?
- How has this group been historically marginalized or misrepresented in curricula or society?
- What should educators understand about the lived realities, values, and resilience of this community?
- How can you, as a future teacher, affirm and integrate the cultural knowledge and identities of students from this background in your classroom?

### **Project Presentation**

You may present your findings through one of the following formats:

- A multimedia presentation (e.g., PowerPoint, Google Slides, or video)
- A creative poster with visuals, data, and quotes
- A written report (Word count: TBD)

### **Timeline**

- Topic Proposal Due: TBD
- Fieldwork Completed By: TBD
- Final Project Due: TBD
- In-Class Presentation: TBD

## **Advocacy for Community Project (15%)**

This project invites you as a future educator to engage deeply with local or regional communities whose voices and experiences are often marginalized or misunderstood in mainstream educational discourse. The goal is to connect course concepts with real-world advocacy by encouraging students to identify an issue impacting a particular community and take meaningful action to support or uplift that group. This assignment emphasizes civic engagement, culturally responsive pedagogy, and the development of teacher advocacy skills.

### **Project Components:**

1. Community Selection & Background Research:
  - Choose a local or regional community (ethnic, linguistic, religious, immigrant/refugee, LGBTQIA+, etc.).
  - Conduct background research on the community's demographics, history, cultural contributions, and educational challenges.
  
2. Identify an Advocacy Focus:
  - Investigate a specific issue impacting the community (e.g., access to bilingual education, anti-bias curriculum, representation in school materials, housing insecurity, etc.).
  - Use scholarly and community-based sources to understand the root causes of the issue.
  
3. Fieldwork & Community Engagement (Minimum 3 hours):
  - Attend community events, volunteer, or collaborate with local organizations.
  - Gather insights and testimonies from individuals within the community (with appropriate consent).
  
4. Reflective Report (2–3 pages):
  - Explain your rationale for the chosen issue and community.
  - Describe your engagement process and what you learned.
  - Reflect on your role as a future educator-advocate.
  - Connect your experience to course readings and PDE's CRSE Competencies.

## **Quiz (10%)**

You will take two quizzes during the semester—one at midterm and one at the end of the course. These quizzes are designed to assess your understanding of key terms, concepts, and frameworks explored throughout the course. These quizzes are not intended to test rote memorization, but rather to encourage meaningful engagement with course materials. They provide an opportunity to demonstrate how well you are internalizing and applying what you've learned.

### **Quiz Schedule**

- Midterm Quiz: TBD
- Final Quiz: TBD

### **Content Coverage**

Each quiz will focus on:

- Critical vocabulary and concepts introduced in weekly readings
- Key ideas discussed in class, including those from lectures, group activities, and guest speakers (if applicable)
- Connections to themes in multicultural education, such as cultural competence, identity, privilege, power, equity, and culturally responsive teaching

The format may include multiple-choice questions, short answers, matching terms with definitions, and brief written responses that ask you to apply course concepts to real-world scenarios or classroom examples.

## **Attendance & Participation (30 %)**

### **General Policy for Attendance**

Regular and punctual attendance is essential for this course. Being present in class is critical, as the value of this learning experience depends on active participation. This aligns with the attendance expectations across all University courses.

However, fostering an inclusive classroom environment entails acknowledging that unforeseen circumstances, including health issues and personal commitments, can hinder attendance for any of us. To accommodate such scenarios, I establish an attendance guideline that considers these realities.

## **Absence Policy (Aligned with University Regulations)**

In alignment with university regulations, valid grounds for absence comprise personal illness and reasons such as a "death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty (The Key)".

Please notify me of any university-approved personal reasons for absence at least three hours before class, whenever possible, such as death in immediate family, religious events, academic field trips, and so on, so that you can be exempt from the absence. Also, please submit relevant documentation verifying your participation in the event within 7 days of the absence.

## **Sick Day Policy**

You are allowed up to two excused absences for personal illness, which should be used only when truly necessary. Unforeseen illnesses can affect anyone—including experienced educators.

To have your absence classified as **excused**, you must notify me via email **at least one hour before class** stating that you are unable to attend due to illness. Absences not communicated in advance will be marked unexcused.

For the purpose of calculating your final attendance evaluation, **excused absences will be counted as present**.

## **Unexcused Absences**

Any absences beyond the two allowable excused instances for personal illness, or any university-approved absences without prior notice, will be marked as unexcused. Unexcused absences will negatively impact your overall course grade. Students who have no unexcused absences will receive full points. Each unexcused absence results in a deduction of 4 points: 1 unexcused absence results in a 4-point deduction, 2 absences lead to an 8-point deduction, 3 absences result in a 12-point deduction, and 4 absences lead to a 16-point deduction. A fifth unexcused absence results in a 20-point deduction, and a sixth results in a 24-point deduction. Students with 7 or more unexcused absences will receive a failing grade for attendance.

## **Failure Clause**

A failing grade will be assigned if you accumulate more than six unexcused absences. Attending class is essential for meeting course expectations and for meaningful learning.

## Class Participation

To encourage meaningful engagement and foster a collaborative learning environment, we will use a class participation reward system. Your active involvement is a vital part of our shared learning experience, and this system is designed to recognize both positive and negative behaviors that impact the class community.

### ✔ Green Points (Positive Participation Points)

You will earn green points when you:

- Actively participate in class discussions and group activities
- Demonstrate thoughtful contributions that move the conversation forward
- Engage respectfully with peers, listen attentively, and build on others' ideas
- Come to class prepared and ready to contribute meaningfully
- Show initiative in taking leadership roles or supporting group work

### ✘ Red Points (Negative Participation Points)

You may receive red points when you:

- Demonstrate a lack of engagement or minimal participation during class activities
- Frequently show off-task behaviors, such as texting, web surfing, or working on unrelated assignments during class
- Arrive late or leave early without a valid reason, disrupting the flow of the session
- Disrespect class norms or create distractions that interfere with the learning environment

Both green and red points will be recorded throughout the semester and may influence your overall participation grade. Consistent, respectful, and active engagement is key to your success in this course.

## Grading Scale

A	93-100 %	A-	90-92 %	B+	87-89%	B	83-86 %
B-	80-82 %	C+	77-79 %	C	73-76 %	C-	70-72 %
D	60-69%	F	0-59 %				

## **Building a Community of Learners**

### **1. Basic Needs, Emotional and Mental Health**

If you have difficulty securing food, housing, or other basic needs, and you think they may affect your performance in this course, please communicate with me in whatever way is most comfortable for you. I will then be able to connect you with any resources that might be of assistance to you.

### **2. Academic Honesty Policy**

Don't allow the fear of making mistakes or being incorrect to prevent you from submitting work that truly reflects your own efforts. Embrace your unique, imperfect, and wonderful self in all your assignments – this is how we learn and grow. Avoid plagiarizing the work of others, whether they are individuals or artificial intelligence. If you resort to this, I will request that you start over, or, depending on the situation, your assignment might not meet the required standards. One objective of this course is to guide you in becoming an ethical researcher. This entails representing others, their writings, and their ideas fairly and accurately in your own work. It also involves properly acknowledging and referencing the contributions of others and incorporating the perspectives of key stakeholders in your assignments.

### **KU Academic Honesty**

If you are believed to have cheated, plagiarized or committed other acts of academic dishonesty, I will complete the Academic Dishonesty Form found at the following link:

<https://www.kutztown.edu/about-ku/administrative-offices/registrar/forms.html>.

An informal resolution process is initiated by the faculty member, who may impose sanctions up to and including failure of the course with a grade of “F.” A formal process through the Registrar’s Office exists for any egregious or multiple violations where university suspension or dismissal is a potential outcome. In all cases, faculty members are advised to consult their department chair and dean.

### **Acceptable and Unacceptable Use of AI**

The use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;

- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities;

- Impersonating you in classroom contexts; such as by using the tool to compose discussion board prompts
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query. Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. See these resources for APA guidance and for other citation formats. When in doubt about permitted usage, please ask for clarification.

## **2. Linguistic Diversity Statement**

In our classroom, I deeply value and honor the rich linguistic diversity that each of you contributes to our community. Language is closely connected to who we are—our identities, cultures, and personal histories—and I encourage you to express yourself in ways that feel true to you. Every dialect, accent, and language variety is respected here, not only as a tool for communication but as a vital resource that strengthens our collective learning. I strive to model inclusive and accessible language in my teaching and daily interactions, and I invite you to do the same. By nurturing a space where all voices are heard, respected, and celebrated, we build a classroom culture where everyone is encouraged to engage fully and authentically. Together, we'll foster a learning environment rooted in respect, empathy, and a shared understanding that linguistic diversity is not just welcomed—it's a meaningful and powerful part of our educational journey.

## **3. Accessibility Statement for Students with Disabilities**

If you experience barriers in this course, it is encouraged to contact me as early in the semester as possible. Also, please consult with the Disability Service Office (DSO) that's available to facilitate the removal of barriers and to ensure reasonable accommodation. For more information about DSO, please visit the Disability Services Office in the Stratton Administration Building to discuss the specific situation as soon as possible. You may also call 610-683-4108 or email [dso@kutztown.edu](mailto:dso@kutztown.edu). If, for instance, you have an injury sustained during military service including PTSD or TBI, you are also eligible for accommodations under the ADA and should contact the Disability Services Office.

If you have already disclosed a disability to the Disability Services Office and are seeking accommodation, please send me a copy of your Accommodation Letter as early in the semester as possible to ensure that accommodations are in place when needed. After sending me a copy of your Accommodation Letter, please make a plan to talk with me further about your approved academic accommodations so we can discuss any questions or concerns about how your accommodations may be implemented within my class. If you are not currently registered with the DSO, but believe you are eligible to receive academic accommodations under the ADA, then you are encouraged to contact the Disability Services Office (DSO) to request information regarding the Accommodation Request Process. The DSO can be reached via email at [DSO@kutztown.edu](mailto:DSO@kutztown.edu), or you can stop by their office, located in the Stratton Administration Building, Room 215. Please Note: Students in need of temporary academic accommodations due to an injury are encouraged to register with the DSO to request temporary academic accommodations.

#### 4. Starfish



Starfish is a communication tool for students, staff, and faculty. Professors can provide feedback about course progress. Throughout the term, you may receive progress emails regarding academic performance. The emails are designed to be helpful and increase your course success. Be sure to open any emails you receive and follow the recommendations. Utilize the "I Need Help" feature to connect with campus resources. To access Starfish, [login online](#) or on the MyKU app. If you need assistance, email [starfish@kutztown.edu](mailto:starfish@kutztown.edu)

### 5. Center for Student Success and Academic Excellence



The Center for Student Success & Academic Excellence helps students be successful in their classes. Meet with a member of the team to receive personalized support to address your academic needs. Assistance is available to set goals, transition to college learning environment, textbook reading, time management, test and note taking, and learning style assessment. For more information, contact [success@kutztown.edu](mailto:success@kutztown.edu) or use the "I Need Help" feature in Starfish.

### 6. Gender- Based Crime Statement (Title IX)

Under Title IX of the Education Amendments of 1972, harassment based on sex, including non-consensual sexual contact, talking, sexual exploitation, domestic and dating violence, and harassment because of pregnancy or related conditions is prohibited. In order to comply with Title IX of the Education Amendments of 1972 and university policy, Kutztown University’s faculty and staff must report incidents of sexual violence, sexual harassment, dating violence, domestic violence, and stalking, including relevant details, such as the names of those involved in the incident, to the Department of Public Safety and Police Services and to Jesus Peña, Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation are when the previously listed offenses are communicated by a student during a classroom discussion, in an assignment for class or as part of a university-approved research project, unless the student is a minor or was a minor when the incident allegedly occurred, in which case, such incidents must still be reported to Public Safety and the Title IX Coordinator, and an external report must be made to ChildLine.



## 7. Technology Use Support

Given our fully remote modality, you may find yourself needing additional technology support this semester.

If so, please contact the IT Helpdesk for assistance:

Phone: 610-683-1511

Email: [helpcenter@kutztown.edu](mailto:helpcenter@kutztown.edu)

In-Person Support: 201 Stratton Administration Building or 204 Academic Forum

## D2L HELP

Contact D2L Help: 610-683-1511

Email: [d2ladmin@kutztown.edu](mailto:d2ladmin@kutztown.edu)

After Hours/Weekend: 866-838-9495

[24/7 Online Help](#)

## 8. Tutoring Services

Tutoring Services provides free peer tutoring for students. Tutoring Services, located in Rohrbach Library 26, offers peer tutors, student course assistants, academic peer mentors (APM) and drop-in labs for Business, CRJ, CSC/IT, Math, POL-PHI and STEM courses. Tutoring and APM requests can be submitted through Starfish using the "Schedule Appointment" link next to a student's course. For more information, [visit the tutoring website](#) or contact [tutor@kutztown.edu](mailto:tutor@kutztown.edu) or (610) 683-4207.



## 9. The Kutztown University Writing Center

All KU students can visit the in-person (RL 100c) or online Writing Center for one-on-one help/ guidance with their papers for any class across campus. Please call 610-683-4733, email [wrcenter@kutztown.edu](mailto:wrcenter@kutztown.edu), or stop in to set up an in-person appointment. To begin using the Writing Center online website and schedule an online session, please go to <https://kutztown.mywconline.com> . Please see our website for additional helpful instructions and screenshots at <https://kutztownwritingcenter.wordpress.com/>. Direct any questions to: [wrcenter@kutztown.edu](mailto:wrcenter@kutztown.edu) or [pytleski@kutztown.edu](mailto:pytleski@kutztown.edu).

