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DEPARTMENT OF ART

(585) 395-2209

Chairperson and Associate Professor: Debra Fisher, MFA, Ohio State University. *Associate Professors:* Christopher Burnett, Director of Visual Studies Workshop, MFA, University of New Mexico; Jennifer Hecker, MFA, University of Minnesota. *Assistant Professors:* Kitty Hubbard, Visual Resource Coordinator MFA, SUNY Brockport/Visual Studies Workshop; Timothy Massey, Gallery Director, MFA, SUNY Brockport/Visual Studies Workshop; Lori Mills, MFA, Rochester Institute of Technology; Jim Morris, MFA, University of Massachusetts. *Visual Studies Workshop Staff and Adjunct Faculty:* Rich Della Costa, BA, Niagara University; Douglas Holleley, D. Phil., University of Sydney.

MFA in Visual Studies

A Master of Fine Arts (MFA) is offered through a joint program with SUNY Brockport and the Visual Studies Workshop. The Workshop, a media arts center located in two historic buildings in Rochester's Museum and Cultural District, is one of the oldest alternative arts organizations in the country. Begun in 1969, it helped to develop a responsive structure for the emergence of photography and media arts in the '70s and has maintained a central leadership role in the support and exploration of contemporary image making and media literature for more than 30 years. Graduates of VSW's Master of Fine Arts program are making major contributions to the field as teachers, artists, writers, curators, and media specialists; numerous others have benefited by study in its evening and summer institute programming. The Workshop serves artists as well as the public through its programs in exhibitions, publishing, education, and community outreach.

All of the courses for the MFA program are held at the Visual Studies Workshop in Rochester, NY. This two-and-a-half year program incorporates study in the history, theory, criticism, and practice of photography, book arts, independent film, video and new media.

The advantage of this unique program to students is the challenging environment that it generates for them. The educational program is uniquely embedded within an independent non-profit arts organization, and graduate students play an active role in the operations and resources of this internationally recognized artists' space. Candidates in the MFA program have access to and gain training in the following program areas of the Workshop:

Exhibitions Program

Broad interpretations of media-based arts are emphasized in the spacious galleries at the Visual Studies Workshop. The galleries and traveling exhibitions feature and circulate the work of diverse, emerging and renowned artists internationally. Recent exhibitions have incorporated photography, film, video, audio, printmaking, bookmaking, mixed-media, sculpture, installation, performance, digital and computer art. In addition to viewing current exhibitions, visitors can browse through a bookstore featuring artists' books.

Media Center and Press

The Media Center supports film- and video-making for independent producers and members of the community and includes training workshops and screening and exhibition programs. The Press emphasizes the integration of text and image and developing technologies. It has helped define the field of artists' book publishing with more than 450 books by artists, photographers and writers, as well as research titles in the visual arts. The Press consults on all aspects of book publishing and production, including classes, residencies and internships in book arts.

Afterimage: The Journal of Media Arts and Culture

For more than 30 years, *Afterimage* has provided insightful coverage of the latest developments in independent photography, film, video, and visual books. No other journal in the field has published such an interesting and wide-ranging mix of feature articles, reflective essays, exhibition and book reviews, conference reports, and news stories. In recent years, *Afterimage* has brought the same level of informed and accessible analysis to the new computer and telecommunications technologies in media arts.

Research Center

The Research Center maintains a permanent collection of primary- and secondary-source materials on contemporary photography, visual books, video arts and filmmaking. The collection includes an independent press archive of artists' books, an extensive collection of photographic books and illustrated books, prints by contemporary and historic photographers, amateur snapshots, albums, and lantern slides, as well as information files on photographers, printmakers, video artists and visual arts organizations.

Evening Classes

In addition to the MFA program in Visual Studies, the Workshop holds evening classes in photography, film and video, which may be taken for credit through SUNY Brockport.

Summer Institute

The Summer Institute, which offers a wide selection of intensive one-week workshops, is designed to stimulate new ways of working and of thinking about work, as well as providing opportunities to expand technical skills and work with new processes. Additionally, there are media literacy workshops designed for teachers to engage with special topics in educational media and media education. Students may register for graduate or undergraduate credit through SUNY Brockport.

Residency Program

Artists' residencies are ongoing and bring students in contact with the development of contemporary work by artists of regional and international acclaim.

Internships

All program areas accept qualified interns on a three- to six-month basis. Interns participate in ongoing production or special projects. In addition to receiving professional field-related experience, interns have access to VSW facilities. Please direct inquiries to program areas.

Admission Policy

Only full-time students will be admitted to the program. Applicants must present evidence that they have received a bachelor's degree from an accredited college or university (see pg. 23 for further details). The program does not require that applicants have a BFA. To be considered for admission, an applicant must submit a completed application; a statement of interest; a résumé; official transcripts from each institution attended as an undergraduate or graduate student; two letters of reference; a portfolio, slides, videotape, CD/DVD or Web site of his or her most recent and mature work; and a concise statement about the work. The deadline for receipt of completed applications is February 15 for fall admission. For application materials, to discuss questions about the program, or to visit, contact the MFA Program in Visual Studies, Visual Studies Workshop, 31 Prince Street, Rochester, NY 14607; (585) 442-8676; e-mail address: info@vsw.org; Web site at www.vsw.org.

Program Requirements

This is a 60-credit program, requiring five semesters and one summer. The program is designed to introduce students to the field of visual studies in general, as well as to provide specializations in any of three areas of emphasis: 1) photography; 2) digital media, video and film; and, 3) imaging systems and book arts. The summer workshops provide several intense involvements in specialized areas enabling students to work with visiting faculty. During the fourth semester, students will take a research seminar in preparation for the internship and final project.

Distribution Requirements (60 credits total)

Core studio courses—Graduate foundation (Semester 1; 9 credits)

- ART 532 Interpretive Strategies (Advanced Photography I)
- ART 513 Digital Media I
- ART 555 Imaging Systems I

Studio courses in visual studies (Semesters 2-4; 18 credits)

- Photography
 - ART 533 Advanced Photography II
 - ART 636 Advanced Studio Problems in Photography
- Film, Video and Digital Media
 - ART 514 Digital Media II
 - ART 515 16mm Film I
 - ART 516 16mm Film II
 - ART 617 Advanced Studio Problems in Media
- Imaging Systems and Visual Books
 - ART 556 Imaging Systems II
 - ART 657 Advanced Studio Problems in Imaging Systems
 - ART 658 The Structure of the Visual Book
- Additional Studio Courses
 - ART 531 Historical Photographic Processes
 - ART 535 Expanded Issues in Exhibition
 - ART 568 Working with Visual Information
 - ART 735 Arts Organization Practicum

Seminars in Visual Studies (Semesters 1-5; 12 credits)

- ARH 561 History of Photography
- ARH 563 Contemporary Media Survey
- ARH 565 Alternative Views of Art
- ARH 599 Independent Study in Art History
- ARH 664 Media Culture (Art Theory and Philosophy)

Academic Electives (Semesters 2-5; 6 credits)

Summer Institute (Summer 1 or 2; 6 credits)

- ART 591

Internship and Final Project (Semesters 4-5; 9 credits)

- ART 797 Graduate Project I Research Seminar
- ART 790 Internship
- ART 798 Graduate Project II Final Project

Core Program

The core program is required of all students entering the program and includes both studio courses and seminars. In the first semester, a series of workshops is structured to introduce students to the full range of available resources and tools, and to encourage an integrated approach to working with diverse materials and presentational means. These workshops meet intensively on a rotating basis; topics include photography (black-and-white, color, and various formats), studio and installation techniques, book arts, digital media and video/film. Seminars in the history and theory of photography and related media are also required as part of the core program.

Academic Electives (6 credits)

Students may select 500- and 600-level courses offered at SUNY Brockport for which they are eligible. Courses may be from the sciences, humanities (including art history), social sciences, or the professions. Electives may include a maximum of three credits of independent study. Courses from the Department of Art may not be used to satisfy the academic elective requirement.

Summer Institute Workshops (6 credits)

The Summer Institute is a series of 20-30 intensive one-week workshops conducted by visiting faculty. The workshops address a wide variety of concerns in photography and related media. General categories for workshops include: processes and techniques, history and criticism, printing and book arts, and electronic imagery. Additionally, there are focused course offerings designed for teachers to engage with special topics in educational media and media education. The six credits of Summer Institute courses may fulfill either studio or seminar distribution requirements.

During the fourth semester, students will develop project proposals and do preliminary work in preparation for the internship and final project. The internship is designed to benefit students' work by providing experience in the field. The final project is a studio project resulting in an exhibition, videotape or film, or an equivalent. Two faculty members act as advisors to the project and one outside advisor also is selected.

ART STUDIO COURSES

ART 513 Digital Media I (A). *Course fee.* (Taught at Visual Studies Workshop.) Introduces students to an intersection of photography, video, sound and new media. All production and post-production is done outside of class time, and students meet as a group for discussions and screenings of work. *3 Cr.*

ART 514 Digital Media II (A). *Course fee. Prerequisite: ART 513.* (Taught at Visual Studies Workshop.) Allows students to continue to investigate the intersection of photography, video, sound and new media, and work on individual projects, meeting as a group for discussions and screenings of work. Also provides an introduction to the history of independent media arts. *3 Cr.*

ART 515 16mm Film I (B). *Course fee.* (Taught at Visual Studies Workshop.) Introduces the student to independent 16 mm film production. Focuses on individual expression through scriptwriting, production and postproduction. Sessions include the history of film, camera operation, use of light meters, lighting, composition, directing actors, and the principles and techniques of editing. *3 Cr.*

ART 516 16mm Film II (B). *Course fee.* (Taught at Visual Studies Workshop.) Provides students with advanced aesthetics needed to work with 16 mm film. Covers synch soundtrack, advanced editing techniques, working with a film crew and budgeting. Requires students to produce a film project with soundtrack by the end of the semester. *3 Cr.*

ART 519 Practices of Teaching Art on the Elementary Level (A). *Course fee. Prerequisite: ART 417.* Expects students in this graduate-level course to create individual or partner-based Discipline Based Art Education (DBAE). Requires students to make presentations instead of group-based work, do research and write an accelerated and longer length art-therapy paper, develop a more involved Multiple Intelligences Project, and accomplish advanced art assignments. *3 Cr.*

ART 531 Historical Photographic Processes (A). Introduces and applies several historic photographic processes used in the 19th century. Hands-on experience provides historical background in addition to a deep understanding and appreciation for these processes. Discussions include contemporary issues and artists currently using any one or combination of historical techniques. *3 Cr.*

ART 532 Advanced Photography I: Interpretive Strategies (A). *Course fee.* (Taught at Visual Studies Workshop.) Is based on the broadest possible conception of photography as the present technology of visual language. Treats the camera much as one would a pencil, and asks the many questions raised by the mere act of making a picture: What is meant by speaking in visual, as opposed to verbal, terms? What is the impact of social and psychological circumstances on the visual message? What is the effect of visual media on their audiences? How, eventually, will a record of visual artifacts be interpreted? *3 Cr. Fall.*

ART 533 Advanced Photography II (A). *Course fee. Prerequisite: ART 532.* Defines a context for developing a personal system of working and decision making that stresses self-criticism and the ability to become aware of directions in the student's own work and the work of others. Strengthens concepts of seeing and sequencing presentation, exhibition format and printing standards. *3 Cr. Spring.*

ART 535 Expanded Issues in Exhibition (A). Explores various exhibition formats, including site-specific installation and alternative forms of public display such as billboards, signage, mail, networks, and performance. Allows students to develop individual or collaborative projects culminating in a public display. *3 Cr.*

ART 555 Imaging Systems I (A). *Course fee.* (Taught at Visual Studies Workshop.) Provides an introduction to visual books and alternative photographic processes, that, as physical time-based media, stand between photography and electronic imaging. Explores book structures as a means of organizing visual/textual material. Introduces a variety of alternative processes (cyanotype, gum bichromate, etc.) in which photographic images are produced on plain paper and other surfaces using large-scale negatives and contact printing. *3 Cr.*

ART 556 Imaging Systems II (Bookworks) (A). *Course fee. Prerequisite: ART 555.* (Taught at Visual Studies Workshop.) Examines contemporary use of text/image relationships, as well as historical traditions in visual arts and media as the basis for artists' bookworks. Requires students to plan and produce an editioned book. Emphasizes the translation of a series of pages through the use of offset lithography as a printmaking process. *3 Cr.*

ART 568 Working with Visual Information (A). (Taught at the Visual Studies Workshop). Using the substantial visual resources of the Visual Studies Workshop, provides the fundamentals of working with visual information in a special collections context. Introduces basic database concepts, analysis and current archival/museum best practices (name authorities, exhibition and bib-citation). Practical emphasis is on the use of FileMaker database software for its ease of use, low cost and power. Other systems are surveyed including the potential of the internet for expanded access. Teaches how to use visual information more effectively for research and how to craft effective structures of visual data. *3 Cr.*

ART 599 Independent Study in Visual Studies (A). *Prerequisite: Instructor's permission.* Permits students to pursue in greater depth topics studied previously. Designed individually through

consultation between student and instructor to suit the needs of the student and the special competence of the instructor. *1-6 Cr.*

ART 617 Advanced Studio Problems in Electronic Media (A). *Course fee. Prerequisites: ART 513 and ART 514.* (Taught at Visual Studies Workshop.) An independent study course. Investigates the intersection of photography, sound, and the computer. Designed by the student in consultation with the instructor based on a project proposal submitted the prior semester. Requires the student to meet bi-weekly with the instructor and present the project at the end of the semester as an exhibition, screening, or lecture. *1-5 Cr.*

ART 636 Advanced Studio Problems in Photography (A). *Course fee. Prerequisite: ART 532.* (Taught at Visual Studies Workshop.) An independent study class designed by the student in consultation with the instructor, based on a project proposal submitted the prior semester. *1-5 Cr.*

ART 657 Advanced Studio Problems in Imaging Systems (A). *Course fee. Prerequisite: ART 556.* (Taught at Visual Studies Workshop.) An independent study for students with a good working background in imaging systems, visual books, and offset lithography. Requires a suitable independent study project such as the design, printing, and binding of an editioned bookwork or print portfolio, a series of one-of-a-kind books, or an environmental book. *1-5 Cr.*

ART 658 Structure of the Visual Book (A). *Course fee.* (Taught at Visual Studies Workshop.) Requires students to conceive, construct, and bind several books to gain a better understanding of the book format as an art form, rather than a reproduction of pre-existing work. Includes lectures on and discussion of prime examples of current books. *3 Cr.*

ART 735 Arts Organization Practicum (A). As an in-house internship, a practicum that provides the opportunity to gain first-hand experience and working knowledge of one of VSW's program areas: *Afterimage* journal, Research Center, and other public programs. Requires students to work under the direction of director and/or program coordinator and make active contributions to advancing the program's goals. Allows students to gain inside experience of an art organization in learning particular professional skills. *3 Cr.*

ART 790 Internship (A). Designed to benefit students' work by providing experience in the field. Involves the commitment of one semester's time within an active, professional learning situation.

Examples include an apprenticeship with an artist, assisting a curator, setting up and teaching evening courses in a remote area, helping design an innovative method of visual text distribution on the Internet. Culminates in a report including documentation and evaluation letters. *3 Cr.*

ART 797 Graduate Project I - Research Seminar (A). Lays the practical and conceptual groundwork for the final thesis project—a public presentation and contribution to the field of visual studies—in the form of a gallery show, media art project, screening, or publication. Focuses on issues of professional practice in writing artists' statements, public speaking about work, display alternatives, understanding the art market, etc. Culminates in the Graduate Review, which is a requirement for Graduate Project II. *3 Cr.*

ART 798 Graduate Project II - Final Project (A). *Prerequisite: ART 797 and Graduate Review.* Requires a final thesis project that leads to a public presentation and contribution to the field of visual studies in the form of a gallery show, media art project, screening, or publication. Requires that the public project be available to the community for at least one week. Two faculty members and one outside advisor act as advisors to the project. A final presentation and discussion results in vote to recommend the acceptance or resubmission of the thesis project. *3 Cr.*

ART HISTORY/THEORY COURSES

ARH 519 Nineteenth Century Art (A). Covers the art of 19th Century Europe and America, with emphasis on patronage and the artistic movements that dominated the century. *3 Cr.*

ARH 520 Twentieth Century Art (A). Examines the major trends and developments of the 20th-century, primarily in Europe and the United States. Explores how biographical, social, cultural, and political forces influenced various artists. Helps students to understand how art is not a practice in isolation, but an expression of how creators respond to their interior and exterior worlds. *3 Cr. Spring.*

ARH 525 Renaissance Art (A). Examines art and architecture from 15th- and 16th-centuries in Western Europe. *3 Cr.*

ARH 531 American Art (A). Surveys art, architecture, and popular culture from colonial era to the present. *3 Cr.*

ARH 541 Art Abroad (A). *Prerequisite: Instructor's permission.* Field trips overseas focusing on selected topics in art history. Could be repeated for credit. *3-6 Cr.*

ARH 561 History of Photography (A). (Taught at Visual Studies Workshop.) Surveys the development of photographic processes and the movements and artists that have influenced photography. *3 Cr.*

ARH 563 Contemporary Photography and Imaging Survey (A). Surveys the visual and media arts since World War II, with primary emphasis on photography and secondary emphasis on the mass media, the book arts, the time-based arts, installation art, etc. *3 Cr.*

ARH 565 Alternative Views of Art (A). Examines and explores art and culture from radically different points of view. Attempts to expand awareness of the multiplicity of world cultures by including subjects, voices and imagery that are often subordinated by traditional institutions of the West such as museums and mainstream commercial media. Uses strategies and disciplines including anthropology, women's studies, subculture, cyborg theory, political activism and liberation pedagogy to see western art in a different light. Encourages the development of different means of practice in addition to expanded theoretical frameworks for looking at art. *3 Cr.*

ARH 570 Asian Art (A). Studies Indian, Chinese, and Japanese arts from their origins to the 19th Century, with emphasis on Buddhist art, and Chinese influences on the arts of Japan. *3 Cr.*

ARH 590 Topics in Art History (A). Reserved for topics unlisted in this catalog. May be repeated for credit. *1-3 Cr.*

ARH 599 Independent Study in Art History (A). *Prerequisite: Instructor's permission.* Designed individually through consultation between student and instructor to suit the needs and interests of the student, and the special competence of the instructor. Additional requirements may be established by the department. *Variable Credit. 3-6 Cr.*

ARH 664 Media Culture (A). Explores the culture of media through image production and dissemination, sequence and montage and the media environment. Through readings, archival research and direct observations of contemporary life, explores how individuals and groups respond to and manipulate images to make sense of their lives. Examines how images work as a language and how images and words function together. Considers how images construct our environment and social world. Analyzes the practices of mass and alternative media in relation to emerging systems of information. *3 Cr.*

DEPARTMENT OF BIOLOGICAL SCIENCES

(585) 395-2193

Department of Biological Sciences Graduate Faculty: *Chairman and Professor:* Stuart Tsubota, PhD, University of California-Berkley; *Professors:* Thomas Bonner, PhD, University of Cincinnati; Steven W. Chan, PhD, University of Hull; *Vice Provost and Associate Professor:* P. Michael Fox, PhD, University of Illinois-Urbana; *Associate Professor:* David Brannigan, PhD, University of New Hampshire; *Assistant Professors:* Laurie Cook, PhD, University of Rochester; Tracey Householder, PhD, University of Rochester; Adam Rich, PhD, SUNY at Stony Brook; Rey Sia, PhD, Columbia University.

(585) 395-5957

Department of Environmental Science and Biology Graduate Faculty: *Distinguished Service Professor:* Joseph C. Makarewicz, PhD, Cornell University; *Professors:* James M. Haynes, PhD, University of Minnesota; Christopher J. Norment, PhD, University of Kansas; *Assistant Professor:* Mark D. Norris, PhD, University of Minnesota.

The Master of Science in Biological Sciences provides students with a solid and comprehensive background in the field of biological sciences, including molecular biology, ecology, genetics and evolution, environmental sciences, and whole organism and human biology. Upon completion of the program, students are prepared to enter a PhD program; teach biologically related courses at the K-12 grade level (providing the student holds the appropriate New York state teaching certificate) or the community college level; or pursue scientific careers in private industry or government agencies. The graduate program's small classes, and close working relationships with the advisor and advisory committee, are ideal for students seeking a rigorous graduate education in a small-college atmosphere. A limited number of graduate teaching and research assistantships are available.

Students pursuing a MS in Biological Sciences may study under the supervision of professors in either the Department of Biological Sciences or the Department of Environmental Science and Biology. The focus of the biological sciences program is on cell/molecular biology and physiology. The focus of the environmental science and biology program is on plant and animal biology, population, community and ecosystem ecology, and environmental sciences (water quality analysis, limnology, fisheries, wildlife, watershed analysis, toxicology, biogeochemistry, wetlands, etc.), conservation biology, etc.

At SUNY Brockport, a Master of Science in Biological Sciences may be obtained under one of two plans:

Plan I

A traditional program requiring a thesis based on original research. Students considering further graduate study or employment in government or private laboratories are encouraged to enroll in this plan.

Requirements:

- A. A written thesis based on original investigation.
- B. Thirty to 39 credits constituted as follows: at least 15 credits of courses at the 600 level or above, which may include a maximum of six credits for thesis research and a maximum of six credits for independent study; and at least one credit of graduate seminar.
- C. In lieu of a thesis, a refereed publication may be accepted.
- D. Detailed information on requirements, regulations governing comprehensive and thesis exams, etc., in the biological sciences are presented in the *Handbook for Graduate Students*, available from the department secretary, Room 103, Lennon Hall.

Plan II

A non-thesis program designed for, but not restricted to, teachers, medical technologists, lab technicians and other employed persons. This plan permits a more flexible course of study than does a traditional thesis program. It requires an independent research experience, but permits imaginative projects.

Requirements:

- A. A written report or other appropriate product based on independent research.
- B. Thirty-four to 39 credits constituted as follows: at least 17 credits of courses at the 600 level or above, which may include a maximum of six credits for independent research and a maximum of six credits for independent study; at least one credit of graduate seminar.
- C. Detailed information on requirements, regulations governing comprehensive and thesis exams, etc. in the biological sciences are presented in the *Handbook for Graduate Students* available from the department secretary, Room 103, Lennon Hall.

Admission Requirements

The applicant should have completed a baccalaureate degree, including 18 credits of biology, at an accredited institution (see pg. 23 for further details) with a minimum overall grade point average of 3.0 (A=4.0). The student should have a background in the natural and physical sciences appropriate to his or her research interests, both in course work and skills areas such as biostatistics and computer software applications.

An applicant may be admitted as a candidate with a grade point average of less than 3.0. However, this may occur only if a faculty member in the Department of Biological Sciences or the Department of Environmental Sciences and Biology is willing to act as an advocate for the applicant's admission to the program, and to serve as the applicant's graduate advisor. Applicants admitted to the program may be required by their Advisory Committee to take courses at the undergraduate level to remove any deficiencies. These deficiencies must be included in the Plan of Study, but they will not be credited towards the master's degree. Such courses may be taken on a Pass/Fail basis with the consent of the instructor and the candidate's Advisory Committee.

Admission Procedures

Applicants for graduate study must submit the following documents to the Office of Graduate Admissions:

1. Completed application form for graduate study as a matriculated student, i.e., as a degree candidate. The application should contain a word-processed statement of the applicant's objectives for graduate study and main area of interest within the biological sciences.
2. Transcript(s) of records of all undergraduate and graduate studies.
3. Two letters of recommendation from persons who have knowledge of the applicant's training and aptitude for graduate study (letters from academic referees are preferred).
4. A word-processed document of at least three pages illustrating the applicant's technical writing skills.
5. Graduate Record Examination scores on the General Test, the Biology Subject Test *or* the Biochemistry, Cell and Molecular Biology Subject Test are required. Information on the place and time of this examination may be obtained from the Office of Graduate Admissions; from the Educational Testing Service, Box 955, Princeton, NJ 08540; or on the Web at www.gre.org.

The Admission Process and the Major Advisor

Admission to the MS in Biological Sciences program is dependent not only upon the candidate's qualifications, but also on the willingness of a faculty member to act as the major advisor for the candidate. *Therefore, it is important that applicants to the MS in Biological Sciences program contact potential advisors during the application process.* Potential advisors should be faculty members with research or teaching interests similar to the applicant's.

Applicants should list potential major advisors (including those faculty members they already have contacted) in a cover letter accompanying their application materials.

Visit our Web sites at www.brockport.edu/biology/faculty and www.brockport.edu/envsci to find out more about the research interests and background of potential faculty advisors.

The Major Advisor

The graduate coordinator assigns a temporary advisor to the student to guide the selection of courses in the first semester. The student must select a faculty member to act as a permanent major advisor by the middle of the first semester. The candidate and major advisor request the assistance of two faculty members to constitute the candidate's Advisory Committee to guide the student through the degree program. Upon completion of one academic year or its equivalent, the candidate's progress is reviewed by the Advisory Committee.

Candidate's Advisory Committee

It is the responsibility of the candidate's Advisory Committee to:

1. Draw up a Plan of Study in cooperation with the candidate by the end of the first semester of matriculation;
2. Act in an advisory capacity concerning thesis research or the independent research experience;
3. Determine the content of, administer, and evaluate the candidate's oral comprehensive examination by the end of the second semester of matriculation;
4. Evaluate the candidate's written thesis or product of the independent research experience and judge whether it satisfies the requirements for the degree. (Formal credit for thesis is awarded under BIO 704; formal credit for independent research experience is awarded under BIO 702.);
5. Determine the content of, administer, and evaluate the candidate's defense of thesis (Plan I) or defense of report (Plan II); and
6. Terminate the candidate's graduate program at SUNY Brockport if the deadlines above or the required GPA are not met by the student.

Time Limit

Degree requirements should be completed within three years of the date of matriculation. With written approval of the Advisory Committee and the graduate coordinator, extensions of up to two years (i.e., five consecutive calendar years total in the program) may be granted.

Continuation in Program and Graduate Dismissal Policy

"Students who are deemed as not making progress toward the degree, as defined by published departmental policy, may be dismissed from the program." (Faculty Senate Resolution #3, February 1992). *The Handbook for Graduate Studies* available from the Department of Biological Sciences provides criteria for continuing in the biological sciences program. These criteria include:

1. Maintenance of 3.0 cumulative grade point average as specified in the SUNY Brockport graduate probation and dismissal policy.
2. Completion of a Plan of Study by the end of the first semester of matriculation.
3. Successful completion of an oral comprehensive exam by the end of the second semester of matriculation.
4. Successful completion of a thesis and thesis defense.

BIOLOGICAL SCIENCES and ENVIRONMENTAL SCIENCE
AND BIOLOGY COURSES

Certain courses with the BIO discipline code are taught by faculty in the Department of Biological Sciences and others are taught by the faculty in the Department of Environmental Science and Biology. Both are included in the list below. Courses designated with the † are taught by the faculty of the Department of Environmental Science and Biology.

BIO 500 Plant Diversity † (A). *Prerequisites:* One general biology and one 400-level ecology course. In-depth study of plant diversity, including plant structure and ecological adaptations, reproductive biology, evolutionary history, and principles of plant classification. Laboratories and field work survey the diversity of plants and teach the use of technical keys. Students critically review current plant systematics literature and write a research paper. 4 Cr. Even fall.

BIO 505 Plant Ecology † (A). *Prerequisites:* One general biology and one 400-level ecology course. In-depth study of plant ecology including population and community dynamics, evolution of life history traits, physiological responses to environmental stresses, plant-animal interactions, and the role of vegetation in ecosystem processes. Field and laboratory studies explore experimental and analytical techniques used in plant ecology. Students analyze and discuss current readings in plant ecology and write a research paper. 4 Cr. Odd fall.

BIO 506 Wildlife Ecology † (A). *Prerequisites:* One general biology and one 400-level ecology course. In-depth study of wildlife ecology including basic principles of wildlife ecology and management as they apply to terrestrial vertebrate game species. Lecture topics include population ecology, nutrition, disease, habitat management, economics, and the human dimension of wildlife management. Laboratory and field work include computer modeling, analysis of case studies, and habitat preference and suitability modeling. Students critically review current literature and evaluate a wildlife management plan. 4 Cr. Even fall.

BIO 513 Topics in Plant Biology † (A). *Prerequisite:* ENV 400 and 405. In-depth discussion of recent scientific literature and experimental data in plant biology, ecology and systematics. Students critically analyze current scientific literature and write a research paper. 3 Cr.

BIO 514 Introduction to Immunology (A). Covers current concepts in immunology, structure and

functions of the immunoglobulins, role of cell-mediated immunity, protective role of the immune system, and disease and injury related to malfunctions of the immune system. 3 Cr. Fall.

BIO 515 Molecular Biology (A). *Prerequisite:* Instructor's permission. Covers the biosynthesis and function of macromolecules, especially nucleic acids. Includes topics in regulation, molecular virology, transposition and transformation, as well as recombinant DNA methods. 3 Cr. Spring.

BIO 519 Principles of Limnology † (A). *Prerequisite:* ENV 303. In-depth study of the physical, chemical, and biological properties of lakes and streams including top-down/bottom-up control of food webs, eutrophication, nutrient cycling, acid precipitation, and paleolimnology. Students critically analyze classical and current limnological literature and write two research papers. Recommended for students interested in oceanography and marine biology. BIO 521 is the complementary laboratory. 3 Cr. Fall.

BIO 521 Limnology Laboratory † (A). *Prerequisite:* ENV 303. In-depth study of laboratory and field methods of limnology including sampling and identification of selected aquatic organisms, chemical analyses of water, and operation of physical, chemical and biological sampling gear. Students conduct field exercises on lakes, using department vessels, and in streams. Each student will choose a lake to study and provide a report on its limnological status using methods learned in class. Recommended for students interested in oceanography and marine biology. BIO 519 is the complementary lecture course. 2 Cr. Fall.

BIO 522 Population Biology † (A). *Prerequisites:* One general biology and one 400-level ecology course. In-depth study of populations including genetics, growth and regulation, life tables, the exclusion principle, predator-prey theory, species equilibrium theory, and human population growth. Students analyze current scientific literature on population biology and write a research paper. 3 Cr.

BIO 523 Biology of Pollution † (A). *Prerequisites:* One general biology and one general chemistry course. In-depth study of the biology and chemistry of pollution including water pollution problems, the effects of pollutants on organisms at the molecular, cellular, physiological and behavioral levels, and their effects on populations, communities, and ecosystems. Emphasizes toxicity testing techniques and data analysis. Students review scientific literature on a pollution topic,

write a research paper, and present their findings to the class. *3 Cr. Odd spring.*

BIO 526 Recombinant DNA (A). Considers theory and techniques in the recombinant DNA field. Includes topics such as cloning vectors, restriction analysis, PCR methods, and expression of cloned genes in both prokaryotes and eukaryotes. Also considers examples and implications of recombinant DNA methodology in plants and agriculture, as well as in medicine, human genetics and disease. *3 Cr. Fall.*

BIO 527 Animal Behavior † (A). *Prerequisites: One general biology course and one 400-level ecology course.* In-depth study of animal behavior, including behavior in relation to adaptation and phylogenetic history, methods of studying behavior, the effects of genes and the environment on behavior, relationships between neural and endocrine function and behavior, foraging strategies, mating strategies and systems, and social systems. Includes a research project and readings in current scientific literature, and emphasizes scientific writing skills. *3 Cr. Fall.*

BIO 528 Microtechniques (A). Examines the theory and techniques of tissue preparation by paraffin and plastic sectioning, with an emphasis on the application of these techniques to a hospital pathology lab. Covers photomicrography, histochemistry and immunocytochemistry. *3 Cr.*

BIO 529 Electron Microscopy (A). Covers the theory of electron optics and skills of electron microscopy, and methods of specimen preparation and skills of ultramicrotomy. Strongly emphasizes lab work and stresses technique. *4 Cr.*

BIO 530 Ornithology † (A). *Prerequisites: One general biology and one 400-level ecology course.* In-depth study of birds explores their form, function, ecology, and evolution. Includes anatomy and physiology, origins and biophysics of flight, migration and annual cycle, mating systems, and population and community ecology of birds. Includes laboratory and field study of anatomy and flight, identification techniques, census methods, and trapping and banding. Students conduct a project with a resident bird species and write a grant application. *4 Cr. Even spring.*

BIO 539 Conservation Biology † (A). *Prerequisites: One general biology and one 400-level ecology course.* In-depth study of conservation biology, including current theories and data from evolutionary biology, ecology and genetics as they relate to the conservation of biological diversity. Includes causes of extinction, habitat loss and fragmentation, design of nature reserves, landscape ecology, application of population biology

principles to species conservation, and population viability analysis. Students analyze current scientific literature and present to the class an analysis of a current issue in conservation biology. *3 Cr. Spring.*

BIO 540 Herpetology † (A). *Prerequisites: One general biology and one 400-level ecology course.* In-depth study of reptile and amphibian biology by exploring their form, function, ecology, and evolution. Includes origins, anatomy and physiology, mating systems, population and community ecology of herpetofauna, and their conservation biology. Includes laboratory and field study of identification, capture techniques, and census methods. Students critically review current scientific literature and prepare a research paper. *4 Cr. Odd spring.*

BIO 543 Biotechniques III - Immunoassays (A). Covers principles of radioimmunoassays (RIA) and enzyme-ligand-sorbent immunoassays (ELISA). Provides hands-on learning of either/both methods and applying them to assay biological samples. Discusses accuracy, precision and variability and limitations of the procedures. Given second four weeks of the semester only, with eight three-hour laboratory sessions. *1 Cr.*

BIO 545 Histology (A). Explores the microanatomy of animal tissues and organs with an emphasis on functional correlations. Includes lab examinations of prepared slides and fresh material, as well as normal and pathological tissues. *4 Cr. Fall.*

BIO 559 Mammalogy † (A). *Prerequisites: One general biology and one 400-level ecology course.* In-depth study of mammalian biology including form, function, ecology, and evolution of mammals. Includes origins, anatomy and physiology, diet and feeding strategies, population and community ecology, and social systems. Laboratory and field activities emphasize mammalian classification, habitat selection, and population biology of small mammals. Students critically review current readings in mammalogy and analyze a long-term data set for a small mammal population. *4 Cr. Odd fall.*

BIO 566 General Endocrinology (A). Covers the relationship between the molecular structure of a hormone and its ability to regulate growth, metabolic and reproductive processes; mechanisms of action at cell and molecular levels; various endocrine diseases. *3 Cr. Spring.*

BIO 567 Biochemistry I (A). Covers proteins, lipids, carbohydrates, nucleic acids and other biomolecules with an emphasis on buffers, structures, experimental methods, main energy

production pathways and biosynthesis. Requires application of concepts and information to experimental data and deduction of structures, functional roles and mechanisms. *3 Cr. Fall.*

BIO 568 Biochemistry II (A). Emphasizes topics such as metabolic pathways, human nutrition, chromosomes and genes, protein biosynthesis, cell walls, immunoglobulins, muscle contraction, cell motility, membrane transport, and excitable membranes and sensory systems. Investigates the experimental evidence for the structure and functions of biomolecules. *3 Cr. Spring.*

BIO 570 Biochemistry Lab (A). *Course fee.* Covers biochemical analyses, including preparation, separations and characterization of products from a variety of biological sources. Provides experiments with enzymes and experiments designed to measure inherent changes in the dynamics of living systems. *1 Cr. Fall.*

ENV 577 Field Biology † (A). *Prerequisites: One general biology and one 400-level ecology course.* Students take an in-depth look at the flora and fauna of various habitats in Western New York. Topics include the structure and function of biotic communities, techniques for species identification, qualitative and quantitative assessment of communities and ecosystems, and general conservation theory and practice. Students design and conduct a field project on the ecology of a local species. *4 Cr. Odd summer.*

BIO 583 Aquatic Invertebrates † (A). *Prerequisites: One general biology and one 400-level ecology course.* In-depth study of aquatic invertebrates and their importance in stream and lake ecosystems, including invertebrate biology and ecology, classification and identification (insects, crustaceans, mites, annelids, mollusks, etc.), use of dichotomous keys and sampling equipment, and preservation techniques. Students learn to predict habitat or water quality conditions based on the invertebrate fauna present, create an aquatic macroinvertebrate collection, and evaluate the validity of biotic indices of aquatic system health. *4 Cr. Odd spring.*

BIO 584 Fish Ecology † (A). *Prerequisites: One general biology and one 400-level ecology course.* In-depth study of fish and fisheries biology including fish anatomy and physiology in relation to fish behavior and ecology, classification to the ordinal level, population dynamics (recruitment, growth, mortality, environment), and fishery management principles and applications. Students research a fisheries topic, write a paper, and present their findings to the class. BIO 590 is the complementary laboratory. *3 Cr. Even spring.*

BIO 588 Environmental Impact Analysis † (A). *Prerequisite: ENV 303.* In-depth study of environmental analysis principles and techniques including preparing an environmental impact statement (EIS) for a local development project. Topics include the National Environmental Policy Act, the New York Environmental Quality Review Act, relevant regulations and permit requirements (federal, state, local), and analysis of environmental impacts and alternatives. Students will demonstrate leadership of teams preparing EISs, and research and present key background information needed by all teams. Depending on the number of credits and session offered, may include field work. *4-6 Cr. Even summer.*

BIO 590 Fishery Techniques and Fish Identification † (A). *Prerequisite: ENV 303.* In-depth study of the theory and practice of laboratory and field techniques used by fisheries scientists. Hands-on activities include collecting fish (electro-fishing, nets), fish anatomy, fish identification, and quantitative analysis of fisheries data. Students write a paper critically evaluating a fishery technique and collect and prepare fish for the College collection. BIO 584 is the complementary lecture course. *2 Cr. Fall.*

BIO 614 Experimental Design † (A). *Prerequisite: ENV 303.* In-depth study of experimental design, hypothesis formulation and testing, data manipulation and analysis, and interpretation of biological data. Topics include descriptive statistics, exploratory data analysis, and parametric and non-parametric two- and multi-sample tests using analysis of variance, regression and other techniques. *3 Cr. Spring.*

BIO 618 Experimental Endocrinology (A). A lab course to accompany the lecture series on general endocrinology. Includes techniques such as surgery, biochemical analyses and physiological experiments to study hormone receptor interactions. Also includes library research of current literature. *3 Cr.*

BIO 621 Water Chemistry † (A). *Prerequisite: Two college chemistry courses.* In-depth study of the theory and operation of analytical environmental chemistry instruments. Hands-on activities include flame and graphite furnace atomic absorption spectrophotometry, enzyme-linked immunosorbent assays (ELISA), gas chromatography by micro-ECD, and autoanalyser techniques for nutrients. Extraction techniques for tissue (soxhletic) and water (C-18 empore filters) analysis are covered. Each student develops a water quality profile for a body of water. *4 Cr. Spring.*

BIO 622 Biology Seminar (A). Through discussion, deals with recent advances in selected areas

of biology based on current literature and guest speakers. May be repeated for up to four credits toward the MS under different subtitles. Approved subtitles include: cellular biology ecology and evolutionary biology; genetics and molecular biology; biotechnology; plant sciences; and aquatic biology. *2 Cr.*

BIO 623 DNA Cloning Laboratory (A). Explores procedures involved in the isolation and cloning of DNA. Utilizes methods such as bacterial and viral growth, quantitation and selection; restriction digestions, gene isolation and cloning, DNA ligase and PCR experiments, as well as site-specific mutagenesis. Also utilizes DNA fingerprinting using non-radioactive detection techniques. *3 Cr. Fall.*

BIO 673 Neurobiology (A). A biophysical approach to understanding neurobiology at the cellular and molecular level. Examines ion channel function and electrical signaling mechanisms, synaptic communication, and neuromodulation. Includes current research and relevant research techniques. *3 Cr.*

BIO 692 Graduate Seminar (A). Required of all graduate students. Provides training in public speaking. Requires each student to present a seminar on some mutually agreeable topic in science

that is critiqued for scientific content, style of presentation, quality of visual aids, impact on the audience, etc. *1 Cr. Every Semester.*

BIO 695 Topics in Biology (A). Current topics to be arranged by instructor in a special field of study. Details reflect student demand, needs and timely topics of interest. *1-3 Cr.*

BIO 699 Independent Study (A). Designed individually through consultation between student and instructor to suit the student's needs and interests and the special competence of the instructor. Additional requirements may be imposed by the department. *1-4 Cr.*

BIO 702 Independent Research Experience (A). Requires an independent research experience, but permits a more flexible course of study than does a traditional thesis program. Designed for Plan II of the MS program with teachers, medical technologists, lab technicians and other employed persons in mind. *1-6 Cr. Every Semester.*

BIO 704 Thesis (A). Provides for an individual investigation of an original problem to be submitted in a format acceptable to satisfy the requirements for the master's thesis as determined by department rules and regulations. *1-6 Cr. Every Semester.*

DEPARTMENT OF COMMUNICATION

(585) 395-2511

Chairperson and Assistant Professor: Joseph L. Chesebro, EdD, West Virginia University; *Associate Professor and Interim Associate Dean, School of Arts and Performance:* Virginia M. Bachelor, MS, Syracuse University; *Professor:* Floyd D. Anderson, PhD, University of Illinois; *Associate Professors:* Carvin Eison, MA, Visual Studies Workshop, SUNY Buffalo; Donna Kowal, PhD, University of Pittsburgh; Katherine Madden, PhD, Pennsylvania State University; *Assistant Professors:* Matthew Althouse, PhD, Louisiana State University; Monica Brasted, PhD, Pennsylvania State University; Michael Cavanagh, MS, Northwestern University; Hsiang-Ann Liao, PhD, SUNY Buffalo; Karen S. Olson, MS, SUNY Geneseo; Kevin L. Sager, PhD, University of Washington.

The Master of Arts program in communication provides a broad survey of several discrete areas within the discipline, as well as an in-depth concentration in a selected area. Upon completion of the program, students will be qualified (1) to take up or continue careers in the communication professions or (2) to enter a doctoral program in communication. It is anticipated that students will enter the program with a broad diversity of backgrounds and with equally broad interests and needs. The program is constructed with the greatest possible flexibility to be responsive to this diversity. Graduate courses are offered in the areas of interpersonal communication, organizational communication, mass communication, and rhetorical theory and criticism. Because many communication graduate students are fully employed part-time students, all required courses in the program are offered as evening classes.

Admission

Matriculation in the Master of Arts in Communication program may be secured by application to the Office of Graduate Admissions. To qualify for admission, an applicant must submit the following as part of the self-managed application:

1. official transcripts of all undergraduate and prior graduate work, and
2. letters of recommendation from three persons in a position to assess the applicant's potential for significant academic achievement.

At least a 3.0 undergraduate grade point average on a 4.0 scale and a "B" average in the undergraduate major and/or in undergraduate communication courses are normally required. At least a 3.0 overall grade point average is strongly recommended.

An undergraduate major in communication is not required. However, applicants without undergraduate background in communication are required to take their full programs of graduate study in communication courses.

Degree Requirements

The Master of Arts in Communication requires the following:

- I. Required Credits of Graduate Study:** A minimum of 36 credits of graduate-level course work beyond the bachelor's degree is required, with at least 24 credits at the 600 level or higher. All students must complete at least nine credits of research methods courses (CMC 600, CMC 601 or CMC 602, and CMC 797). At least 15 additional credits must be taken in seminar courses numbered 690 through 698. (Seminar courses *may not* be completed by directed study, independent study or by transfer credit.) Finally, students must complete 12 additional elective credits selected by advisement.
- II. Required Graduate Courses:** The following eight courses, totaling 24 credits, are required of all matriculated graduate students in communication.

		Credits
A. Research Core Courses (9 credits)		
CMC 600	Introduction to Research Methods in Communication (CMC 600 should be one of the first courses taken and is prerequisite to CMC 601 and 602.)	3
Either:		3
CMC 601	Quantitative Research Methods in Communication: Surveys and Experiments	
	OR	
CMC 602	Qualitative Research Methods in Communication: Textual Analysis and Ethnography	
And:		
CMC 797	Research Project in Communication (The research project is the culmination of the graduate student's academic experience and therefore should be one of the last courses taken. Approval for enrollment requires the completion of a brief research prospectus.)	3
B. Seminar Core Courses (15 credits)		
CMC 692	Seminar in Rhetorical Theory	3
CMC 693	Seminar in Organizational Communication	3
CMC 694	Seminar in Mass Communication	3
CMC 697	Seminar in Interpersonal Communication	3
And one of the following:		3
CMC 690	Seminar in Special Topics in Communication	
CMC 691	Seminar in Topics in Rhetorical Criticism	
CMS 695	Seminar in Periods and Types of Rhetorical Discourse	
CMC 696	Seminar in Media Studies and Criticism	

III. Elective Graduate Courses: In addition to the eight required courses, students must complete at least four additional courses (12 credits). These courses should be selected by advisement from the options listed below.

		Credits
A. Communication electives:		
CMC 510	Speakers, Campaigns and Movements	3
CMC 513	Nonverbal Communication	3
CMC 517	Political Rhetoric in the Information Age	3
CMC 518	Intercultural Communication	3
CMC 519	Freedom of Expression	3
CMC 532	Public Relations Campaigns	3
CMC 563	Media and Society	3
CMC 573	Theories of Communication	3
CMC 577	Organizational Communication	3
CMC 579	Conflict Management Through Communication	3
CMC 583	Communication Training and Development	3
CMC 592	Theories of Rhetoric	3
CMC 690	Seminar in Special Topics in Communication	3
CMC 691	Seminar in Topics in Rhetorical Criticism	3
CMC 695	Seminar in Periods and Types of Rhetorical Discourse	3
CMC 696	Seminar in Media Studies and Criticism	3
B. Independent study (CMC 699 Independent Study in Communication) permits graduate students to study areas or develop projects not available through regular course work. Students are ordinarily permitted to include a maximum of three credits of independent study as part of their Plan of Study. Exceptions to this policy must be approved by the graduate faculty.		
C. Students with strong undergraduate backgrounds in communication, by advisement and with approval by the graduate faculty, may elect to take one or two courses in disciplines other than communication. Students lacking strong undergraduate backgrounds in communication must take their entire Plan of Study in communication courses. Exceptions to this policy must be approved by the graduate faculty.		
D. Students who wish to study film and video production, desktop publishing and related media may do so at the Visual Studies Workshop, located at 31 Prince Street in Rochester. With their advisor's permission, students may take no more than six hours of elective credits there.		

Time Limit

After matriculation, a graduate student has five years in which to complete all degree requirements. With sufficient reason a student can request a leave of absence and/or extension of this time limit.

COMMUNICATION COURSES

CMC 510 Speakers, Campaigns and Movements (A). Surveys significant historical and contemporary speakers, persuasive campaigns and rhetorical movements, with special attention to the introduction of women to the speaking platform and to historical and contemporary spokespersons and movements on behalf of social and gender equality. *3 Cr. Spring.*

CMC 513 Nonverbal Communication (A). Explores multisensory communication codes for human interactions through channels such as paralanguage, space, time, body and artifacts. Takes a functional approach considering purpose and context and to determine the situational characteristics and codes. *3 Cr. Spring.*

CMC 517 Political Rhetoric in the Information Age (A). Critically examines significant 20th-century American political speeches and campaigns. Explores the ways in which individuals and institutions use media to exercise power and influence opinion through the use of verbal and visual symbols. Places special emphasis on representations of gender in political rhetoric. *3 Cr. Fall.*

CMC 518 Intercultural Communication (A). Explores cultural similarities and differences affecting communication and intercultural competencies for interaction between cultural groups and individuals along gender, ethnic and national lines. *3 Cr. Spring.*

CMC 519 Freedom of Expression (A). Critically examines the First Amendment by exploring its historical foundations and significant legal, political and philosophical arguments. Explores a variety of contemporary controversies concerning an individual's right to freedom of verbal and non-verbal expression, including hate speech, incitement to violence and obscenity. Examines controversies in a variety of contexts, including the public speaking platform, print, television and the Internet. *3 Cr. Spring.*

CMC 532 Public Relations Campaigns (A). Focuses on the treatment of an organization's public relations and information efforts, including situation analysis and research, program and campaign planning, development of communications materials and activities, and program management. Provides experience in planning and executing public relations and information campaigns and programs. *3 Cr. Spring.*

CMC 563 Media and Society (A). Covers significant phases, issues and controversies in the historical development of mass communication in the United States. Emphasizes contemporary media relationships with, and impact on, intellectual, sociopolitical, economic and technological aspects of culture and society. Considers daily and other periodical press, radio, television and film. *3 Cr. Spring.*

CMC 573 Theories of Communication (A). Covers classical and contemporary theories of human communication, research and practical applications of theory, relation of theoretical concepts to instances of communication behavior and identification of salient communication theses. *3 Cr.*

CMC 577 Organizational Communication (A). Integrates communication theories with practice of communication in organizations. Emphasizes communication roles and the culture of organiza-

tions as a force in organizational philosophy and world view. Provides practice in diagnosing and improving organizational communication systems. *3 Cr.*

CMC 579 Conflict Management Through Communication (A). Covers interpersonal conflict and its essential characteristics; evolution of the study of social conflict; perspectives from which social conflict is viewed, including psychological, social-psychological, sociological, economic, political and mathematical; the sources, conditions and consequences of social conflict within a given social setting; and skills of conflict management. *3 Cr.*

CMC 583 Communication Training and Development (A). Introduces communication training with emphasis on practice in designing, facilitating and evaluating a workshop presentation in an organizational setting. *3 Cr.*

CMC 592 Theories of Rhetoric (A). Provides an intensive study of classical and contemporary theories of persuasion and social influence. Gives attention to the application of theory to the practice of social influence. *3 Cr. Fall.*

CMC 600 Communication Research Methods (A). Examines different research methodologies and techniques and their application in rhetorical, interpersonal and mass communication research. This course is a prerequisite for all CMC 600- and 700-level courses. *3 Cr. Fall.*

CMC 601 Quantitative Research Methods in Communication: Surveys and Experiments (A). Provides students with the knowledge and skills necessary to design and conduct both experimental and survey research on communication topics. Requires students to design and conduct quantitative research prospectuses. *3 Cr. Spring.*

CMC 602 Qualitative Research Methods in Communication: Textual Analysis and Ethnography (A). Provides students with knowledge and skills necessary to design and conduct qualitative communication research. Focuses on various methods of rhetorical criticism, textual analysis and ethnography. Requires students to design and conduct qualitative research prospectuses. *3 Cr. Spring.*

CMC 690 Seminar in Special Topics in Communication (A). *Prerequisite: CMC 600.* Explores innovative new approaches to the study of communication. Specific topic announced in advance by the instructor. *3 Cr.*

CMC 691 Seminar in Rhetorical Criticism (A). Examines the development of rhetorical criticism

and application of methodologies to particular problems of criticism. *3 Cr.*

CMC 692 Seminar in Rhetorical Theory (A). Examines classical and contemporary theories of rhetoric, with an emphasis on the epistemic functions of rhetoric and on the role of rhetoric in public, social and cultural contexts. *3 Cr. Spring.*

CMC 693 Seminar in Organizational Communication (A). Examines organizational communication. Specific topic announced in advance by the instructor. *3 Cr. Spring.*

CMC 694 Seminar in Mass Communication (A). Covers mass communication theory, research and practice; development in contemporary mass communication theory; and the social and cultural contexts of mass communication. Specific topic announced in advance by the instructor. *3 Cr. Fall.*

CMC 695 Seminar in Periods and Types of Public Address (A). Examines in depth particular periods or movements in the history of rhetorical discourse such as colonial American Speeches, the women's suffrage movement, totalitarian movements, or contemporary political speaking. Specific period or type announced in advance by the instructor. *3 Cr.*

CMC 696 Seminar in Media Studies and Criticism (A). Examines various approaches to media

studies and criticism, including technological determinism, rhetorical criticism, semiotics, social criticism, cultural studies and ideological criticism. *3 Cr.*

CMC 697 Seminar in Interpersonal Communication (A). Examines diadic, relational, family, small group, therapeutic and/or negotiation communication. Specific topics will be selected by the instructor. *3 Cr. Fall.*

CMC 699 Independent Study in Communication (A). Designed individually through consultation between the student and instructor to suit the student's needs and interests, and the special competence of the instructor. Additional requirements may be established by the department. *1-6 Cr.*

CMC 797 Project in Communication (A). Entails a substantial research, creative or utilitarian project that serves to integrate and focus the graduate student's program of study. Acceptable projects can include limited historical, descriptive or experimental research; applied communication activities with a clearly defined end product; or creative work demonstrating an understanding of theoretical communication concepts. An acceptable project is determined through consultation between the student and his/her advisor and other graduate faculty in the department and in the student's cognate area. *3-6 Cr.*

DEPARTMENT OF COMPUTATIONAL SCIENCE

129 Smith Hall
(585) 395-2021

Chair/Professor: Osman Yasar, PhD, University of Wisconsin/Madison; *Associate Professor:* Robert E. Tuzun, PhD, University of Illinois/Urbana-Champaign; *Assistant Professor:* Leigh J. Little, PhD, Arizona State University.

Along with traditional experimental and theoretical methodologies, advanced work in all areas of science and engineering has come to rely critically on computation. Computer modeling combined with visualization represents a new paradigm for scientific exploration and technological research and development. It permits a new approach to problems that were previously inaccessible. The goal of the Computational Science Program is to enable students to perform computational modeling in problems of technological and societal relevance. To this end, graduate students learn a core set of skills in mathematics, computer programming, visualization and simulation/modeling, and practice these skills on high performance computers located within the department and at nationwide supercomputing facilities. Graduate students supplement these skills with independent study, culminating in a master's thesis.

Nearly all areas of science and engineering now use computers for modeling and problem solving. The aerospace industry uses this approach to design safe and economical aircraft. The automobile industry uses similar techniques to design better engines and safe vehicles. Computational technology is used in the medical and pharmaceutical industries to develop new

drugs, process medical records and assist in medical procedures. Meteorologists use computational techniques to predict the weather and long-term climate changes. Ecologists and biologists use computer models to study the environment, population dynamics and the influence of pollutants on the body, the air and the ocean. The human genetic blueprint is about to be mapped out in its entirety through computer modeling. Economists use computers to predict future behavior of many financial systems, including the stock market. Computer modeling enables the study and performance testing of systems before they are put into production. This approach has saved billions of dollars and years of development time.

The program's flexibility allows students to apply math, computer and computational skills to an area of their choice. Scholarships and graduate assistantships may be available for highly qualified candidates. Graduates are well prepared for future employment in industry, research and academia. The incredible growth in the information-technology sector promises many exciting opportunities for those with computational expertise, including teaching in our public schools. The department has received equipment support from the Intel Corporation, as well as from Silicon Graphics, Inc. The department works closely with local area industry, particularly Xerox Corporation and Eastman Kodak Company. Our recent graduates have found employment at such agencies as Lockheed Martin, Xerox, Paychex, General Electric, Ricoh, the United States Navy, and the Rochester City School District.

Graduate Degree in Computational Science

The Master of Science (MS) in Computational Science requires 30 graduate credits including 18 credits of required courses and 12 credits of electives. The program is appropriate for students with a BS in many fields, including computer science, math, physics, chemistry, biology, earth sciences, engineering, business and visual arts.

(a) Required Courses		Credits
CPS 533	Scientific Visualization	3
CPS 602	Advanced Software Tools	3
CPS 604	Computational Methods in the Physical Sciences	3
CPS 644	Supercomputing and Applications	3
(b) Required Research Experience		
CPS 699*	Independent Study	3
CPS 710	Thesis	3
(c) Elective Courses (chosen through advisement)		
Two 500-level or higher graduate courses		6
Two 600-level or higher graduate courses		6
Total credits (including electives):		30

Recommended Electives:**

CPS 504	Applied and Computational Mathematics	3
CPS 517	Introduction to Computational Chemistry	3
CPS 521	Introduction to Computational Physics	3
CPS 541	Introduction to Computational Finance	3
CPS 555	Introduction to Computational Fluid Dynamics	3
CPS 632	Deterministic Dynamical Systems	3
CPS 633	Stochastic Dynamical Systems	3
CPS 699*	Independent Study	3
CSC 501	Theory of Programming Languages	3
CSC 506	Algorithms and Data Structures	3
CSC 511	Computer Architecture	3
CSC 512	Operating Systems	3
CSC 519	Computer Networks	3

CSC 521	Computer and Network Security	3
CSC 522	Relational Database Design	3
CSC 527	Software Engineering	3
CSC 529	Object-oriented Programming	3
CSC 534	Artificial Intelligence	3
CSC 542	Electronic Commerce Technology	3
CSC 544	Introduction to Parallel Computing	3
CSC 583	Theory of Computation	3
MTH 521	Number Theory	3
MTH 542	Statistical Methods II	3
MTH 546	Probability and Statistics II	3
MTH 551	Advanced Calculus	3
MTH 555	Differential Equations	3
MTH 562	Math Models for Decision Making II	3
MTH 571	Numerical Analysis	3
MTH 581	Discrete Mathematics II	3
MTH 621	Algebra	3
MTH 628	Applications of Algebra	3
MTH 641	Mathematical Statistics	3
MTH 651	Real Analysis	3
MTH 659	Topics in Analysis	3
MTH 669	Topics in Applicable Mathematics and Statistics	3

*3 credits of CPS 699 are required, but up to nine credits total may be taken.

**Please consult with faculty advisor about availability of additional electives.

Graduate Admission

Admission into the MS in Computational Science Program is competitive and is based upon previous academic performance, letters of recommendation and work experience. International students must score at least 550 on the paper-based version of the Test of English as a Foreign Language (TOEFL) or at least 213 on the computerized version. Applicants must have a 3.0 GPA; however, conditional admission may be granted in unusual cases. Application materials are to be submitted to the Office of Graduate Admission as part of the self-managed application and must include a statement of interest, official transcripts, TOEFL score (if applicable) and two letters of recommendation. A Plan of Study, worked out between each student and his or her advisor, must be submitted before the end of the first semester of study.

COMPUTATIONAL SCIENCE COURSES

CPS 504 Applied and Computational Mathematics (A). A survey of scientific computing methods, emphasizing programming methods, interpretation of numerical results, and checks for numerical sensibility and self-consistency. Organized into several modules, including: (1) representation of floating point data, truncation and rounding error, and basic considerations for accurate numerical computation; (2) iterative numerical methods; (3) numerical differentiation and integration; (4) numerical interpolation; (5) random number generation; (6) the Fast Fourier Transform; and (7) numerical solution of ordinary differential equations. Extensive programming required. *3 Cr. Fall.*

CPS 517 Introduction to Computational Chemistry (A). *Cross-listed as CHM 517.* An introduction to classical and quantum simulation methods as applied to chemistry-related problems and computational chemistry software packages. Covers the topics in three parts. Part I: introductory material, potential energy surfaces, vibrational and electronic properties of molecules, and capabilities/limitations of computational chemistry. Part II: classical molecular simulation methods, molecular dynamics, molecular dynamics, Monte Carlo calculations, normal coordinate analysis, computer "measurement" of materials properties. Part III: Schrodinger equation, common electronic structure methods, basis sets, geometric optimization and molecular properties. *3 Cr. Fall.*

CPS 521 Introduction to Computational Physics (A). *Prerequisites:* PHS 202, CPS 304 and MTH 203. An introduction to computational methods commonly used in physics applications, including three of the most famous equations in physics (Wave, Laplace and diffusion), as well as classical mechanics. Includes the classical equations of motion, detailed solution of the two-body $1/r$ problem, planetary and astrophysical simulation methods and analysis of simulation data, wave motion and normal coordinate analysis, electromagnetic field and Laplace's equation, molecular simulation (N-body methods, liquid simulation, liquid structure, specification of initial conditions, constant temperature and pressure simulations, Langevin and Brownian dynamics, and correlation functions), diffusion and percolation. 3 Cr. Fall.

CPS 533 Scientific Visualization (A). *Prerequisites:* MTH 424 and either CSC 203 or CPS 202. Examination of scientific visualization as a critical portion of the analysis and interpretation of numerical simulations, and an introduction to a wide variety of methods used for scientific visualization. Topics include: basic 2 and 3 dimensional graph types, visualization of 3D data, interpretation of simulation results, grid generation and visualization, problem solution via graphical techniques, image processing, rendering and animation. Extensive programming in MATLAB required. 3 Cr. Spring.

CPS 541 Introduction to Computational Finance (A). *Prerequisites:* CPS 201, MTH 201 and ACC 281. Examines computational finance, a rapidly expanding discipline that merges the study and prediction of the behavior of investments in financial markets (such as the options and derivatives markets) with high-performance computing. Explores some of the fundamental principles for prediction in the options and derivatives markets in addition to recent adaptations and modifications to these principles. Topics include: definitions and terminology, portfolio optimization, risk/asset management, the Black-Scholes model, the Cox-Ross-Rubenstein model and the Capital Asset Pricing models 3 Cr. Fall.

CPS 555 Introduction to Computational Fluid Dynamics (A). *Prerequisites:* CPS 101, CSC 120 and MTH 203. A concise introduction to the analytical and computational techniques required for the investigation of fluid flow through computational means. Topics include: derivation of fundamental equations, dimensional analysis and the Pi theorem; stability of numerical methods; the CFL condition; first, second, and higher order numerical methods; shooting methods; wave equations; parabolic equations; boundary layers; cavity flows; and grid generation. 3 Cr. Fall.

CPS 561 Introduction to Computational Biology (A). *Prerequisites:* CPS 202, BIO 111 and CHM 206. An introductory survey of the applications of high performance computer modeling and simulation to biological problems. Includes topics such as molecular simulation for structure determination and dynamical properties of biological molecule, and bioinformatics. Uses computational tools such as Biology Benchmark, MATLAB, and AMBER. 3 Cr. Spring.

CPS 602 Advanced Software Tools (A). *Prerequisites:* CPS 202 and CPS 303. High level tools for parallel computing, mainly the Portable, Extensible Toolkit for Scientific Computing (PETSc). Examples and programming assignments draw heavily from partial differential equations and eigenvalue problems from the applied physical sciences. In addition, employs other high level tools such as finite element simulators. Topics include: numerical solution of partial differential equations and eigenvalue problems, evaluating the parallel performance of tools, iterative methods for the solutions of linear equations, and finite element analysis of problems in the physical sciences. Extensive programming required. 3 Cr. Spring.

CPS 604 Computational Methods in the Physical Sciences (A). *Prerequisite:* CPS 504. A one semester survey of methods for the computer solution of ordinary and partial differential equations (ODE's and PDE's) that commonly arise in scientific applications, and for analyzing results. Part I: numerical linear algebra. Part II: finite difference methods for ODE's and PDE's, including truncation error and consistency; one-stage, multi-stage, and multistep methods, initial value and boundary value problems; and systems of equations. Part III: finite element methods for ODE's and PDE's, including choice of basis and weighting functions (collocation, subdomain and Galerkin methods); general procedures for elementwise integration; treatment of boundary conditions; and finite element methods in two and three dimensions. Requires extensive programming. 3 Cr. Spring.

CPS 632 Deterministic Dynamical Systems (A). *Prerequisites:* either CPS 404 or CPS 504 and MTH 424. A one-semester survey of methods for the modeling and analysis of deterministic dynamical systems found in chemical, biology, fluid dynamics and other applications. Part I: formulations of classical mechanics, conservation laws, and families of solutions in some model systems. Part II: detailed discussion of simulation methods in chemistry, ecology, biology, fluid dynamics and other fields. Requires extensive programming. 3 Cr. Fall.

CPS 633 Stochastic Dynamical Systems (A).

Prerequisites: either CPS 404 or CPS 504 and MTH 424. A one semester survey of methods for computer simulations and other calculations involving some level of random (stochastic) behavior. Covers modeling and analysis of stochastic dynamical systems in science, engineering and business applications. Topics include: generation of and statistical properties of discrete and continuous random number distributions; numerical integration; solution of stochastic differential equations commonly arising in scientific applications; Monte Carlo methods; discrete event simulation, including general principles, queueing and inventory simulations, and the use of simulation software; and analysis of simulation data. Requires extensive programming. *3 Cr. Fall.*

CPS 644 Supercomputing and Applications (A).

Prerequisite: CPS 303. An extensive introduction to parallel computing, mostly in the context of scientific and mathematical applications. Topics include historical background and general capabilities of parallel computing; modern parallel architectures and interconnection networks; the MPI (Message Passing Interface) standard and parallel programming methods; issues in parallel programming such as deadlock, safety and fairness; parallel algorithms from numerical linear algebra, sorting and graph theory applications; porting of codes from serial to parallel architectures, and between different parallel architectures; performance issues and benchmarking; and parallel debuggers. Extensive programming required, using parallel computing environments both on campus and at national supercomputing facilities. *3 Cr. Spring.*

CPS 698 Graduate Seminar (A). Provides a forum for the review and discussion of new discoveries and ideas in computational science. Explores information of topical interest obtained from recent issues of computational science journals. Research carried out by students and/or faculty may also be described and discussed. *1 Cr.*

CPS 699 Independent Study (A). Arranged in consultation with the instructor-sponsor prior to registration. *1-6 Cr.*

CPS 710 Thesis (A). Mentored individual investigation for a substantial research project in computational science, to culminate in a master's thesis and oral defense. *3 Cr.*

NAS 501 Computational Methods for Teachers I (A).

Prerequisite: Instructor's permission. Enables teachers and teacher candidates in mathematical, physical, life and earth sciences to learn computational tools, advanced graphing calculators, laptop computers, CD- and Web-based tools. Involves computational science as a process in solving real-world problems in sciences. Introduces students to technology tools (such as graphing calculators), math modeling tools (such as Excel, STELLA, and Geometer's Sketchpad), agent-based modeling tools (such as AGENT SHEETS), science modeling tools (such as Interactive Physics). Includes a section on New York state K-12 standards in math, science and technology. *3 Cr.*

NAS 601 Computational Methods for Teachers II (A).

Prerequisite: NAS 401 or NAS 501. Teaches advanced computational tools and programming to secondary school teachers and teacher candidates. Science teachers will learn about computational approach as a scientific inquiry method in physical, life, environmental and social sciences. Mathematics and technology teachers will learn about applications of mathematical and computer skills in a variety of subject areas, aligned with the PreK-12 curriculum and textbooks in New York state. Covers training in advanced software tools for teaching and research. Offers further training in tools from NAS 501. Teachers and teacher candidates will develop lesson plans using computational tools and pedagogy learned in this course. *3 Cr.*

NAS 701 Computational Methods for Teachers III (A).

Prerequisite: NAS 601. A continuation of the NAS 501, NAS 601 course sequence. Provides more in-depth training on the use of CMST teaching tools and their effective implementation. Provides experience in the presentation of CMST lesson plans to teachers of varying levels of ability. Requires close interaction with other CMST participants and faculty. *3 Cr.*

DEPARTMENT OF COUNSELOR EDUCATION

(585) 395-2258

Chairperson and Professor: Muhyi Shakoor, PhD, Kent State University; *Associate Professor:* Jeff Cochran, PhD, Virginia Tech; Thomas J. Hernandez, EdD, University of Rochester; Susan R. Seem, PhD, Pennsylvania State University; *Assistant Professors:* Patricia Goodspeed, EdD, University of Rochester; Leslie A. McCulloch, PhD, University of Rochester.

Mission Statement

The mission of the Department of Counselor Education is to educate excellent practitioners of counseling who choose an emphasis for special preparation in the college, community and school setting. The department offers a program that trains counselors for global applications in school, college and community agency settings. In doing so, the department enhances the quality of life in society by promoting the development of professional counselors who advance the counseling profession and promote respect for human dignity and diversity. Counselors are individuals with an advanced degree (MSEd, CAS) who apply mental health, psychological or human development principles that address wellness, personal growth, career development and pathology. The master's-level program with its College, Community and School emphases is approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The department also offers a Certificate of Advanced Study (CAS) leading to permanent New York State School Counselor Certification.

Philosophy and Purposes

This program seeks to prepare excellent counselors who choose an emphasis for special preparation in college, community or school settings. Such counselors possess knowledge of human behavior and social systems, counseling and communication skills, self-awareness, and respect for human dignity and diversity. As a result, they are able to integrate this knowledge, skill and attitude with their personhood. This combined emphasis on skill development, theory and utilization of self produces counselors who function effectively in a variety of mental health settings and who have a positive impact on the individuals, agencies, institutions and/or communities in which they work.

The philosophy of the program emphasizes the personhood of the counselor and utilization of self as the most important instruments in effecting therapeutic and systemic change. Thus, classroom instruction combines experiential (self) and didactic learning to create opportunities for students to acquire and demonstrate theoretical knowledge, practical skills, and understanding and utilization of self necessary to effective counselors. Further, the program exposes students to multiple theoretical orientations. Finally, students are expected to learn how to learn by acquiring the skills necessary to continue personal growth and professional development while in the program and after the completion of their formal education.

Program Objectives

Students realize the above statement of purposes and philosophical beliefs through successful achievement of the following objectives. At the completion of the MS in Education-Counseling programs students will be able to:

1. Understand the relationship between self-awareness and counselor effectiveness, and employ this understanding in the professional practice of counseling.
2. Provide effective individual counseling.
3. Provide effective group counseling.
4. Perform effectively in the general counselor functions identified for the appropriate employment setting.
5. Effectively address issues and concerns related to a diverse society that arise while functioning as a counselor.
6. Apply legal and ethical principles in the practice of counseling.

7. Consult effectively with appropriate personnel and clients.
8. Address issues of career development in the practice of counseling.
9. Effectively apply measurement and evaluation concepts within the counseling process.
10. Apply an understanding of human growth and development from childhood through adulthood to the practice of counseling.
11. Conduct needs assessment and significant research in the development of counseling projects.
12. Understand the counseling community, the roles and functions of the professional counselor in a variety of settings, significant professional organizations, and the importance of professional standards and credentialing.

Objectives are achieved through the Master of Science in Education program with three emphases:

1. Community Counselor Emphasis—prepared to work in community agencies or institutions—48 credits. (CACREP accredited)
2. School Counselor Emphasis—prepared to work in a K–12 setting; eligible for New York State Provisional School Counselor Certification—48 credits. (CACREP accredited)
3. College Counselor Emphasis—prepared to work in a two- and four-year postsecondary setting—48 credits. (CACREP accredited)

Beyond the 48-credit program for School Counselors, the department offers a Certificate of Advanced Study (CAS) that leads to permanent New York State School Counselor Certification, providing the candidate meets the experience requirement. Applicants to this program must possess a New York State School Counselor Provisional Certificate. Students admitted to the CAS program may be given up to 48 credits for courses completed as part of their master's degree, leaving 12 credits to complete in fulfillment of the 60-credit CAS requirement. Students matriculated in a master's degree or a CAS program in the department, who desire provisional or permanent school certification, must contact the Office of Certification at SUNY Brockport, (585) 395-2344.

Admission Requirements and Student Selection

There is no single factor or test score to determine student admission to the Master of Science in Education-Counseling program; however, a bachelor's degree is required. Data used to reach an admissions decision include:

1. a graduate application with the student's objective for entering the program;
2. all undergraduate and graduate transcripts; and
3. three letters of recommendation (from an employer, a professor, and a character reference).

In addition, there is an interview process that involves two steps. First, all applicants who submit a completed application will be invited to an on-campus session at which they will provide written responses to audiotaped client vignettes. Then department faculty review candidates' application materials (numbers 1, 2 and 3 above) and their level of facilitativeness score derived from their responses to the audiotaped client vignettes. Second, selected applicants are invited to a group interview that involves all Counselor Education faculty and approximately eight to 12 applicants. This interview assesses sensitivity, oral /verbal ability, communicative skills (including feedback), self-awareness and interpersonal skills.

After reviewing these data, the Counselor Education faculty discusses all information on each applicant. The decision to accept or reject an applicant lies wholly within the jurisdiction of the department.

Complete applications should be received by September 1 for spring admission and by February 1 for summer or fall admission.

General Program Requirements

A maximum of nine credits will be permitted for transfer to the degree program and only three credits to the CAS. These credits may not be more than five years old.

Credit for courses taken before matriculation may be given if a grade of "B" or better has been

earned and if the courses have been taken during the preceding five years. Such retroactive credit should not exceed more than six credits. It is strongly recommended that a student complete only EDC 501, 502 or 503 before matriculation.

No students shall be permitted to enroll in EDC 707, 708 or 709 unless they have successfully completed all of the prerequisites. Any student with an incomplete grade in any of the prerequisite courses must remove the incomplete grade prior to enrolling in EDC 707, 708 or 709.

All required courses and competencies for required courses must be passed at a "B" level or better.

Students who are deemed as not making reasonable progress toward the degree, as defined by published departmental policy, may be dismissed from the program. Any matriculated student who fails to maintain a 3.0 GPA or better in his/her program has one semester in which to raise his/her GPA to 3.0 or be dismissed from the program.

Endorsement Policy

The department will endorse students for appropriate placement based upon the emphasis which they have completed.

Descriptions of Emphases

Please note that future curriculum changes are under consideration for all three emphases. Students should contact the department for the latest information.

Community Counselor Emphasis

The 48-credit Community Counselor emphasis in the Department of Counselor Education leads to an MS in Education-Counseling. The emphasis is designed to prepare competent professional counselors for a community setting. Students must complete the following program:

Core Courses		Credits
EDC 503	Self in Society: Community Counselor	6
EDC 602	Individual Counseling Concepts*	3
EDC 603	Group Counseling Concepts*	3
EDC 604	Career Development Concepts	3
EDC 605	Measurement and Evaluation Concepts**	3
EDC 612	The Human Experience	3
EDC 614	Contemporary Issues	3
EDI 685	Statistics and Research Design	3
EDC 706	Integration and Application of Basic Concepts	6
Total:		33
Environmental Emphasis		
EDC 613	Psychopathology	3
EDC 709	Implementation I: Community Counselor	6
EDC 711	Implementation II: Community Counselor	3
Total:		12
Elective Area		
	Elective by Advisement	3
Total:		48

*Prerequisite EDC 503 or instructor's permission

**Prerequisite EDI 685

School Counselor Emphasis

School Counselor: MS in Education-Counseling (NYS Provisional School Counseling Certification)

School Counselor: Certificate of Advanced Study (NYS Permanent School Counselor Certification)

The 48-credit School Counselor emphasis leads to an MS in Education-Counseling and New York State Provisional School Counselor Certification. Students must complete the following program:

Core Courses		Credits
EDC 501	Self in Society: School Counselor	6
EDC 602	Individual Counseling Concepts*	3
EDC 603	Group Counseling Concepts*	3
EDC 604	Career Development Concepts	3
EDC 605	Measurement and Evaluation Concepts**	3
EDC 612	The Human Experience	3
EDC 614	Contemporary Issues	3
EDI 685	Statistics and Research Design	3
EDC 706	Integration and Basic Concepts	6
Total:		33
Environmental Emphasis		
EDI 530	Education and Society***	3
EDC 707	Implementation I: School Counselor	6
EDC 710	Implementation II: School Counselor	3
Total:		12
Elective Area	Elective by advisement	3
Total:		48

*Prerequisite EDC 501 or instructor's permission

**Prerequisite EDI 685

***Individuals who have completed a similar course and have teacher certification or experience may substitute another course which must have advisor approval.

School Counselor Emphasis (CAS)		Credits
MSEd Program		48
EDC 883	Counselor as Systems Consultant	3
EDC 884	Group Theory and Supervised Practice	3
EDC 885	Supervision of Counseling	3
Elective Area	Elective by advisement	3
Total:		60

Graduates from SUNY Brockport's Master of Science in Education-School Counseling program, who possess a Certificate of Qualification or a provisional certificate for New York State School Counselor, are eligible for the CAS program. Additionally, applicants who have graduated from other institutions who have a valid New York State School Counselor certificate are encouraged to apply and have their credentials evaluated. Retroactive credit for degrees and/or courses may be given if the degrees and/or courses fit into the current program and if they are similar in content to those courses currently required.

To apply for matriculation into the CAS program, the student must include the following in the self-managed application submitted to the Office of Graduate Admissions:

1. Official transcripts of all undergraduate and graduate college work completed.

2. Three letters of recommendation from individuals competent to comment on the applicant's academic and professionally demonstrated ability.*
3. Copy of NYS School Provisional Certificate or Certificate of Qualification (if appropriate).

*Graduates of the Department of Counselor Education at SUNY Brockport do not need to complete step 2.

College Counselor Emphasis

Students should complete the following program:

Core Courses		Credits
EDC 502	Self in Society: College Counselor	6
EDC 602	Individual Counseling Concepts*	3
EDC 603	Group Counseling Concepts*	3
EDC 604	Career Development Concepts	3
EDC 605	Measurement and Evaluation Concepts**	3
EDC 612	The Human Experience	3
EDC 614	Contemporary Issues	3
EDI 685	Statistics and Research Design	3
EDC 706	Integration and Application of Basic Concepts	6
	Total:	33
Environmental Emphasis		
EDC 626	Organization and Administration of Higher Education	3
EDC 708	Implementation I: College Counselor	6
EDC 712	Implementation II: College Counselor	3
	Total:	12
Elective Area	Elective by Advisement	3
	Total:	48

* Prerequisite EDC 502 or instructor's permission

** Prerequisite EDI 685

COUNSELOR EDUCATION COURSES

EDC 501 Self in Society: School Counselor (B).

Examines the development of self-understanding and the influences of interpersonal relations in school counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of school counseling. Examines aspects of various academic disciplines pertinent to the development of the counselor, providing a broad base for individual speculations regarding issues in school counseling. *6 Cr. Every Semester.*

EDC 502 Self in Society: College Counselor (B).

Examines the development of self-understanding and influences of interpersonal relations in college personnel services, and investigates the

social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of college counseling. Examines various academic disciplines pertinent to the development of the college personnel worker, providing a broad base for individual speculations regarding issues in college personnel work. *6 Cr. Every Semester.*

EDC 503 Self in Society: Community Counselor (B).

Examines the development of self-understanding and influences of interpersonal relations in counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of community counseling. Examines various academic disciplines

pertinent to the development of the community counselor, to provide a broad functional base. *6 Cr. Every Semester.*

EDC 602 Individual Counseling Concepts (B).

Prerequisite: one of EDC 501, EDC 502 or EDC 503. Studies the general categories of counseling theories, including rational, learning, psychoanalytic, perceptual-phenomenological and existential approaches. Covers examples of specific theories, including rational-emotive, behavioral, psychoanalytic, person-centered, feminist, Adlerian, Gestalt, transactional analysis and systemic. Discusses theories in terms of background, development, concepts and research. Explores the dynamics and techniques of therapy. Evaluates each theory in terms of its appropriateness to societal groups (i.e. ethnic, socioeconomic, drug, gender, age, disability, etc.). Allows students to examine the theories in terms of their own philosophical thinking and personal orientation so that they may formulate an effective personal counseling theory. *3 Cr. Every Semester.*

EDC 603 Group Counseling Concepts (B).

Prerequisites: EDC 501, EDC 502 or EDC 503. Studies the evolution, rationale, goals and basic dynamics of the individual in group interactions; facilitative and non-facilitative forces in groups; observation of and participation in the group process; initiation, maintenance and termination of groups; and supervision and analysis of small groups. Integrates self-understanding and the understanding of others into an effective style of group leadership. *3 Cr. Every Semester.*

EDC 604 Career Development Concepts (B).

Explores career development theories espoused by authorities such as Holland, Krumboltz, Ginzberg, Super, Tiedeman and others. Undertakes some philosophical issues related to career development as they apply to counseling on an individual or group basis. Helps students to develop their own theory of career development and to understand the dynamics of the information and decision-making processes and the counseling process. Prepares students to use their skills in a consultative capacity and to influence curriculum development. *3 Cr. Every Semester.*

EDC 605 Measurement and Evaluation Concepts in Counseling (B).

Prerequisite: EDI 685. Provides students with the necessary measurement and evaluation concepts needed by the counselor. Covers elementary statistics, followed by an in-depth study of validity, reliability norms and scores. Explores the study and evaluation of tests of intelligence, achievement, aptitude, interest and personality, and the purposes, administration, selection, evaluation and interpretation of tests and

testing programs. Discusses minorities and standardized testing, and the limitations and strengths of intelligence testing. *3 Cr. Every Semester.*

EDC 612 The Human Experience (B).

Provides a broad understanding of the nature and needs of individuals at all development levels, including: major theories of personality, physiological development, psychological adjustment, and sociological influences. Incorporates all significant aspects of growth that make up the human experience. *3 Cr. Every Semester.*

EDC 613 Psychopathology (B).

Studies the development of the concept of psychopathology, the evolution of diagnostic terminology, varying applications of diagnosis in the development of treatment plans, and differing perspectives of the use of psychopathology for individuals involved in mental health counseling. Familiarizes students with terminology and its use in diagnosis, and the use of diagnostic models. Uses actual case examples during the course. *3 Cr.*

EDC 614 Contemporary Issues (B).

Provides current social and personal issues for students who have a basic understanding of the social sciences. Because effective counselors must maintain a sense of contemporariness in the daily implementation of their skills, explores current issues such as human liberation movements, aging, sexuality, drugs, accountability, etc. Entails lectures, class discussions, field trips, guest speakers in class and extra-class projects so that students can combine knowledge from many disciplines with self-understanding and perceptive abilities when focusing on a particular issue. Enables students to operate more effectively when dealing with new and changing social issues based on the application of understandings and methods of analysis used in the course. *3 Cr. Every Semester.*

EDC 626 Organization and Administration of Higher Education (B).

Examines the organization and administration of higher education. Includes history, growth and functions of higher education; articulation and coordination between secondary education and higher education; and organizational theory. *3 Cr.*

EDC 690 Marriage and Family Counseling (B).

Enhances the student's knowledge and skills in marriage and family counseling. Provides an opportunity for exposure to summary theories in marriage and family therapy and for supervised experiences. *3 Cr. Spring.*

EDC 695 Child-Centered Play Therapy in School and Agency Settings (B).

Covers the history and theoretical background of play therapy, and focuses on the use of Child-Centered Play

Therapy (CCPT) as a powerful, effective method for helping children overcome a wide range of behavioral and emotional problems. Employs lecture, discussion, videotapes, and participant role-plays of mock play sessions to help students gain skills necessary to build strong therapeutic relationships with children. *3 Cr.*

EDC 706 Integration of Counseling Concepts (B). *Prerequisites:* EDC 602, EDC 603, 604*, 605*, 612*, 614*, *environmental emphasis course of EDI 530* or EDC 613* or EDC 626*;* and *matriculation and documentation of six individual counseling sessions. Prerequisites must be completed with a grade of "B" or better. No student with an "I" for any previous course in this core will be admitted to 706. *Any one or two of these courses may be taken concurrently with EDC 706.* Emphasizes integrating the concepts learned in the preceding courses. Examines the extent to which students can assimilate and internalize individual counseling, measurement and evaluation, group counseling and career development, and apply them in counseling situations. Expects students to demonstrate competence in integrating both the cognitive and affective processes that have been acquired and developed thus far. EDC 706 must be successfully completed before students may take EDC 707, 708 or 709. *6 Cr. Every Semester.*

EDC 707 Implementation I: School Counselor (B). *Prerequisite:* EDC 706. Provides for implementation of the skills developed in EDC 706 at designated and approved field sites. Requires students to intern at sites that will permit them to engage in all fundamental counseling tasks; and to work under the supervision of a field supervisor and a counselor education faculty member. Emphasizes practice and evaluation of a personal counseling style, implementing the concepts gained regarding the dynamics of the individual counseling process, self-evaluation techniques and the dynamics of the group counseling process. Requires 20 hours per week throughout an entire semester at an approved school site. Also requires an on-campus seminar. *6 Cr. Every Semester.*

EDC 708 Implementation I: College Counselor (B). *Prerequisite:* EDC 706. Provides for implementation of the skills developed in EDC 706 at designated and approved field sites. Permits students to engage in all fundamental counseling tasks as interns on site. Requires interns to work under the supervision of a field supervisor and a counselor education faculty member. Emphasizes practice and evaluation of a personal counseling style, implementing the concepts gained regarding the dynamics of the individual counseling process, self-evaluation techniques and the dynamics

of the group counseling process. Requires 20 hours per week throughout an entire semester at an approved higher education site. Also requires an on-campus seminar. *6 Cr. Every Semester.*

EDC 709 Implementation I: Community Counselor (B). *Prerequisite:* EDC 706. Provides for implementation of the skills developed in EDC 706 at designated and approved field sites. Permits students to engage in all fundamental counseling tasks as interns on site. Requires interns to work under the supervision of field supervisor and a counselor education faculty member. Emphasizes practice and evaluation of a personal counseling style, implementing the concepts gained regarding the dynamics of the group counseling process. Requires 20 hours per week throughout an entire semester at an approved community site. Also requires an on-campus seminar. *6 Cr. Every Semester.*

EDC 710 Implementation II: School Counselor (B). *Prerequisite:* EDC 707. Constitutes the second of the supervised internships required for the school counselor emphasis and is a continuation of EDC 707. Requires expansion of skills and knowledge related to school counseling. Also requires 20 hours per week in the same internship placement served for EDC 707. Focuses on enhancement of individual and group counseling skills, consultation skills, and the role and function of the school counselor. *3 Cr. Every Semester.*

EDC 711 Implementation II: Community Counselor (B). *Prerequisite:* EDC 709. Constitutes the second of the supervised internships required for the community counselor emphasis and is a continuation of EDC 709. Requires expansion of skills and knowledge related to community counseling. Also requires 20 hours per week in the same internship placement served for EDC 709. Focuses on enhancement of individual and group counseling skills, role and function of the community counselor. *3 Cr. Every Semester.*

EDC 712 Implementation II: College Counselor (B). *Prerequisite:* EDC 708. Constitutes the second of the supervised internships required for the college counselor emphasis and is a continuation of EDC 708. Requires expansion of skills and knowledge related to college counseling. Also requires 20 hours per week in the same internship placement served for EDC 708. Focuses on enhancement of individual and group counseling skills, consultation skills, role and function of the college counselor. *3 Cr. Every Semester.*

EDC 883 Counselor as Systems Consultant (B). *Prerequisites:* EDC 707, EDC 708 or EDC 709; EDC 501, EDC 502 or EDC 503; EDC 710, EDC 711 or EDC 712; and *permission of instructor.* Fo-

cuses on developing students' awareness of the system in which they function and strategies that may help them facilitate changes, permitting them to function effectively in their roles. Provides a basic understanding of social systems theories, and the theoretical nature and practice of the consulting role of the counseling professional. *3 Cr. Summer.*

EDC 884 Group Theories and Supervised Practice (B). *Prerequisites: EDC 501, EDC 502 or EDC 503; EDC 707, EDC 708, or EDC 709; EDC 710, EDC 711 or EDC 712; and permission of instructor.* Explores selected theories of personal and institutional change via small-group interaction, and simultaneous discussion of practical problems arising in groups. Expects students to form and lead their own groups, and to participate in intensive

individual and group supervision. Provides for further development and explication of one's own personal style of group leadership. *3 Cr. Fall.*

EDC 885 Supervision of Counseling (B). *Prerequisites: EDC 501, EDC 502 or EDC 503; EDC 707, EDC 708, or EDC 709; EDC 710, EDC 711 or EDC 712; and permission of instructor.* Focuses on the acquisition of knowledge and the practice of counseling supervision. Includes study of various models of supervision within a multicultural context. Requires students to supervise students enrolled in EDC 706 Integration and Basic Concepts, and to demonstrate effective supervision. Requires students to complete a paper that demonstrates an understanding of the theory and practice of counseling supervision. *3 Cr.*

DEPARTMENT OF DANCE

(585) 395-2153

Chairperson and Graduate Program Director and Professor: Darwin Prioleau, ED.D., University of Massachusetts at Amherst; *Graduate Program Advisor and Associate Professor:* Juanita Suarez, PhD, Texas Woman's University; *Professor:* Jacqueline Davis, MA, Ohio State University; *Associate Professors:* Diane McGhee, Arts for Children Director, MS, James Madison University; Clyde W. Morgan, BFA, Cleveland State University; Wallie Wolfgruber, MFA, New York University; *Assistant Professors:* James Hansen, MFA, University of Illinois at Urbana-Champaign; *Visiting Professor (Guest Artist):* Bill Evans, MFA, University of Utah; *Professional Employees:* Sandra Cain, MA, State University of Iowa; Gregory Ketchum, BS, SUNY Brockport; Khalid Saleem; Christian Tucker, MA, Ball State University.

Dance Department Overview

SUNY Brockport is an accredited institutional member of the National Association of Schools of Dance.

The Department of Dance offers a program in which graduate students may earn an MFA in Dance, an MA in Dance or an MA in Dance with New York State PreK-12 dance teacher certification, or other emphases. The department has some of the best dance facilities in the country, including its own professionally equipped 300-seat proscenium dance theater, a 270-seat large-space studio theater, five studios, a body-conditioning lab, health pool, and computerized music and design studios. Faculty and professional staff are nationally and internationally recognized in their areas of expertise and are leaders in professional organizations such as CORD, NASD, IGMD, NYSDA, and NDEO.

While at SUNY Brockport, graduate students may perform in faculty and guest artist work, choreograph their own work or assist in directing one of the two departmental touring companies. They may travel to regional/national conferences and festivals; to countries with departmental foreign study programs such as Ghana, England and Jamaica; or to New York and other locations for approved and credited apprenticeships or dance study.

Upon completion of their degrees, SUNY Brockport graduate students go on to become PreK-12, college, and university artist/teachers and researchers; performers and choreographers; and dance administrators and private studio directors.

Graduate Dance Degrees

The 36-credit Master of Arts in Dance is a graduate program which offers students an opportunity to study a selected area of emphasis such as dance aesthetics/culture, dance science/somatics, movement analysis, dance choreography/performance, dance in Africa, and dance in education. Students may also develop an interdisciplinary focus in dance/movement studies, which might include studies in areas such as exercise physiology, philosophy, journalism, theatre, fine art and visual studies, health/wellness, and Afro-American or women's studies.

The 36 credits are distributed as follows:

1. A core of nine credits, including courses in dance research, dance history/aesthetics/ culture and field work/teaching practicum;
2. Twenty-one additional credits taken in the selected area of emphasis within dance (including graduate technique when appropriate) or within allied disciplines that support the emphasis; and
3. Six culminating credits of thesis.

The 60-credit Master of Fine Arts (MFA) in Dance in performance and choreography provides opportunities to work with national and internationally recognized dance makers; teachers and professionals.

The 60 credits are distributed as follows:

1. The same nine-credit core as the MA;
2. Fifteen required credits in dance technique, including DNS 603 and 605, and courses from among 545, 553 and 554 technique and styles courses;
3. Twenty-four credits in choreography, performance, dance history and related arts;
4. Twelve culminating credits of creative project/apprenticeship with its accompanying professional paper and graduate seminar.

Master of Arts in Dance with Initial PreK-12 Dance Teacher Certification

This is an option that can lead to New York State Dance Teacher Certification. The 45-credit program includes the nine-credit MA core courses, 18 credits of professional courses, nine credits of student teaching, a three-credit seminar, and a six-credit thesis project. Requirements include:

1. One year of college-level study of a language other than English or its equivalent (American Sign Language is applicable toward meeting this requirement);
2. An elective addressing education issues of children with disabilities;
3. A passing score on the LAST exam as a prerequisite for student teaching and the ATS-W (elementary or secondary) exam before receiving certification. An additional exam is required to teach in Buffalo, NY;
4. 100 hours of field observation that target grades PreK-12;
5. HLS 210 First Aid and Community CPR for Athletics and HSL 301 Health Behaviors and Wellness as student teaching prerequisites; and
6. Finger printing by an approved provider.

Note: Permanent certification requires three years of full-time, PreK-12 teaching.

Grades of "C" or better are required in all courses.

Note: Students cannot receive graduate credit for a course already completed at the undergraduate level, ("swing courses").

Admission Requirements for the MA, MFA and MA with Teacher Certification (BA/BS major for MA applicants, BFA major for MFA and MA PreK-12 applicants)

1. An undergraduate degree with a major in dance, with a "B" or better average in dance and dance-related subjects; an undergraduate degree in another major with evidence of a strong

- background of studies in dance; or an undergraduate degree in another major and evidence of continual serious studies and/or significant professional experience in dance.
2. Established dance professionals may be eligible for up to 12 credits by examination and/or portfolio.
 3. Three letters of recommendation, at least two from persons acquainted with the candidate's dance background;
 4. Completion of the application form, including submission of official transcripts of undergraduate study, graduate study and application for audition;
 5. Participation in an audition-interview process, which is scheduled three times yearly. This audition consists of:
 - a. being observed in modern technique class (intermediate-level skill is required);
 - b. solving an improvisation problem;
 - c. presenting a three-minute solo of one's own original choreography;
 - d. participating in a formal interview, including candidate's articulation of areas of interest in dance; and
 - e. completing a writing assessment assignment. Original research, essays or articles may also be presented, but are not required.
 6. A maximum of 12 transfer credits may be earned at other colleges and universities with the approval of the department. Six transfer credits may be earned, upon approval, at units outside the State University of New York system. Twelve credits may be transferred, with approval, from within the SUNY system, or from the Laban/Bartenieff Institute of Movement Studies.

Any student whose GPA falls below 3.0 is subject to review for retention in the program.

Application

Address inquiries about the graduate program to:

Graduate Dance Program Director
 Department of Dance
 SUNY College at Brockport
 350 New Campus Drive
 Brockport, NY 14420
 Telephone: (585) 395-2153

Application forms may be obtained from:

Office of Graduate Admissions
 SUNY College at Brockport
 350 New Campus Drive
 Brockport, NY 14420
 Telephone: (585) 395-5465

Completed applications should be submitted to the Office of Graduate Admissions by March 15 for fall admission and November 1 for spring admission.

GRADUATE DANCE COURSES

DNS 500 Special Topics (B). Addresses in depth a selected study topic not covered in other courses. Is repeatable with different topic title. Additional information may be obtained from the department. *1-4 Cr.*

DNS 505 Selected Problems in Dance Kinesiology (A). *Prerequisite: Instructor's permission.* Covers selected topics in kinesiology for dance. Includes problems in movement analysis and requires research assignments. *1-3 Cr.*

DNS 516 History and Development of Dance (A). Covers the major historical trends in dance, including prehistoric and ancient cultures, the Middle Ages, Renaissance, Baroque and Romantic eras in Western Europe, the German and American backgrounds, and current trends in contemporary dance. Requires a research paper. *3 Cr.*

DNS 523 African Dance III (A). Prepares students at advanced levels who are interested in teaching and performing African dance. *3 Cr.*

DNS 524 Dance Repertory I (A). *Prerequisite: Instructor's permission.* Explores choreographic works from resources of the notated or filmed repertory of resident or visiting artists, including research of the historical and aesthetic backgrounds of the topical dancers. In some cases, the performance or research project may be an original work drawing upon modern or historical styles. *3 Cr.*

DNS 525 Dance Repertory II (A). *Prerequisite: Instructor's permission.* Requires directing or performing a repertory work, and research into the background of the work and documentation of the performance or directing experience. *3 Cr.*

DNS 527 Dance Performance Techniques (A). Covers performing techniques in a variety of contemporary dance styles. Analyzes and discusses dance artistry and explores improvisational exercises towards the development of personal approaches both to performance and to coaching. Entails experience in, and the study of, elements of dance performance through specific exercises and the learning of excerpts from selected dance works to emphasize a range in styles, phrasing, tone color and production problems. *3 Cr.*

DNS 530 Intermediate Dance Composition (A). Further develops skills learned in Beginning Composition. Emphasizes developing skills in choreographing for duet and small groups. *3 Cr.*

DNS 537 Modern Jazz II (B). An intermediate-level studio course in jazz techniques. Reviews the historical development of jazz music and jazz

dance. Requires applications of music style to movement style in jazz; development of jazz improvisation skills and a personal movement vocabulary; and solving improvisation and composition problems. Also requires a research project focusing on a selected era in jazz music, culminating in a written paper and a jazz dance solo composition or improvisation. *3 Cr.*

DNS 540 Summer Dance Workshop (A). Provides for work with guest dance artists and may include dance technique, composition, repertory or other special topics. See SummerSession bulletin for complete description. Requires a graduate project. *1-6 Cr.*

DNS 545 Graduate Dance Technique II (A). Trains the dancer's body to respond to a broad range of movement demands, including modern dance technique. Places students in a particular section determined by previous training and skill rather than academic standing. *3 Cr.*

DNS 552 Somatics: Body/Mind Integrity (A). Covers movement re-education for reducing stress and pain, improving posture, balance, mobility and self image, as well as somatic processes derived from Feldenkrais "awareness through movement lessons" (ATM)[®], yoga, body/mind centering, and simple dance/movement improvisations. Includes reading, research and explorations of healing principles: therapeutic touch, bodily spontaneity, affirmations of nature and body/mind integrity. Includes application to dance processes. *3 Cr.*

DNS 553 Graduate Ballet (B). *Prerequisite: Instructor's permission.* A ballet course designed for the intermediate to advanced graduate student. Consists of a complete ballet technique class incorporating barre and center floor work, adagio, petite allegro and grande allegro. Requires student to develop and perform the skills and style at the designated level. *1-4 Cr.*

DNS 554 Studies in Major Dance Styles (B). *Prerequisite: Instructor's permission.* Provides for a concentrated study on the graduate level in a specific dance style (i.e., Martha Graham, Doris Humphrey, Merce Cunningham, Garth Fagan etc.). Requires studio work and independent, self-directed practice, research and performance. May be repeated if topics are different. *1-4 Cr.*

DNS 555 Music Resources for Dance (B). Explores music materials and resources for use in choreography; technique of taping and tape collages for productions; concerns of original percussion scores; and advanced analysis of musical forms of rhythmic structure. *3 Cr.*

DNS 557 DANCSCORE (A). *Prerequisite: Instructor's permission.* Through a modern dance performance ensemble, provides an opportunity for study and performance to advanced modern dance students. *1-4 Cr.*

DNS 563 Advanced Production and Design (B). Concentrates on the theatrical elements of dance production and design. Requires students to research, render, and, in some cases, execute studio design of scenery, costumes, properties and make-up salient to dance. Requires a graduate project. *3 Cr.*

DNS 567 Field Observation, Grades PreK-4 (B). Involves student participation as active observers in selected school settings for a minimum of 35 hours in grades PreK-4. Requires that students document school visits, submitting the documentation for review and inclusion in the professional teaching portfolio. Requires mandatory meetings before and during each semester. *1 Cr.*

DNS 568 Field Observation, Grades 5-8 (B). Involves student participation as active observers in selected school settings for a minimum of 35 hours in grades 5-8. Requires that students document school visits, submitting the documentation for review and inclusion in the professional teaching portfolio. Requires mandatory meetings before and during each semester. *1 Cr.*

DNS 569 Field Observation, Grades 9-12 (B). Involves student participation as active observers in selected school settings for a minimum of 35 hours in grades 9-12. Requires that students document school visits, submitting the documentation for review and inclusion in the professional teaching portfolio. Requires mandatory meetings before and during each semester. *1 Cr.*

DNS 570 Dance/Movement Therapy I - Foundations and Principles (A). Compares and contrasts approaches to dance therapy; examines their relationships to dance, other expressive therapies, counseling and psychology; and studies clinical applications for selected populations. Designed to meet the requirements of the American Dance Therapy Association's education and training requirements for the DTR level credentialing. *3 Cr.*

DNS 571 Dance/Movement Therapy II - Theory and Practice (A). *Prerequisite: DNS 570.* Compares and contrasts concepts of authentic movement, related cultural factors and psychological theories to dance/movement therapy; studies the impact of nonverbal communication on human interaction; discusses creativity as therapeutic process; and examines individual and group dance therapy for selected populations. Designed to meet the requirements of the American Dance

Therapy Association's education and training requirements for the DTR level credentialing. *3 Cr.*

DNS 572 Dance/Movement Therapy III - Special Problems (A). *Prerequisite: DNS 571.* Focuses on theoretical issues such as the identification of one's conceptual framework, the role of the dance therapist, assessment, treatment planning, the relationship between verbal and nonverbal communication, somatic counter transference, creativity as therapeutic process, and clinical applications for selected populations including couples, the eating disordered and borderline personalities. Designed to meet the requirements of the American Dance Therapy Association's education and training requirements for the DTR level credentialing. *3 Cr.*

DNS 575 Beginning Laban Movement Analysis (A). Relates the history, theory and applications of Laban Movement Analysis (effort/shape) to dance and other movement activities. Through lecture/discussion and lab experience, explores LMA as a descriptive tool for use in education, choreography, therapy, research, criticism and other fields. Develops both observation and movement skills. *3 Cr.*

DNS 580 Dance Science: Conditioning and Injury Prevention (A). *Prerequisite: Instructor's permission.* Examines the various dance conditioning training techniques, along with current information on injury prevention, giving both the dancer and the trainer/kineseologist/exercise physiologist an opportunity to understand the special demands of the dance discipline on the body and its health. Studies weight and resistance training, motor imaging, proprioception, ROM, nutrition, plyometrics, along with the conducting of assessment tests for entering and exiting dance majors. *3 Cr.*

DNS 581 Dance in Secondary Schools I (B). *Prerequisite: Instructor's permission.* Explores teaching modern dance technique on the high school and college level. Requires reading and preparation of materials for structuring technique classes, seminar discussions of theory, a research project, and practicum teaching under supervision. *3 Cr.*

DNS 582 Dance in Secondary Schools II (B). *Prerequisite: DNS 581 and instructor's permission.* Covers developing course outlines, unit plans and lesson plans for teaching dance on the secondary level. Requires practice teaching in basic dance technique, improvisational technique, presenting and evaluation of compositional problems, and lecturing in an academic area of dance. *3 Cr.*

DNS 583 Children's Dance I (B). *Prerequisite: Instructor's permission.* Provides for teaching dance

in elementary schools. Covers the history and philosophy of dance education, curricular development, evaluation procedures and the implementation of dance programs in education. Requires a research project. *3 Cr.*

DNS 584 Children's Dance II (B). *Prerequisite: DNS 583 and instructor's permission.* Covers theories and practices of teaching dance on the elementary school level. Requires an evaluation practicum with an emphasis on creative teaching, concurrent studies in a teaching children's dance course, and completing an independent research project. *3 Cr.*

DNS 599 Independent Study in Dance (B). Designed individually through consultation between the student and instructor to suit the student's needs and interests and the special competence of the instructor, in accordance with college policy. Additional requirements may be established by the department. *1-6 Cr.*

DNS 602 Dance Research (A). *Prerequisite: Instructor's permission.* Acquaints students with the various fields of dance research and methodologies. Requires students to consider thesis topics and the building of a bibliography for a selected topic. Requires completion of a research proposal. Includes theoretical consideration of dance as a discipline and an art. *3 Cr.*

DNS 603 Graduate Dance Technique III (B). Refines students' technical and performance skills at an advanced level. Requires applications of selected theories of contemporary dance technique and analysis of movement in terms of space, time, shape and energy. Covers selected problems in developing technique phrases, style, performance ability, theory and analysis of dance movement. Includes additional meeting time to address dance technique pedagogy. *3 Cr.*

DNS 605 Graduate Dance Technique IV (B). Refines students' technical and performance skills at an advanced level. Requires applications of selected theories of contemporary dance technique and analysis of movement in terms of space, time and energy. Covers selected problems in developing technique phrases, style in dance, performance ability, theory and analysis of dance movement. Requires a culminating project selected from above problems and a journal documenting the problem-solving process. *3 Cr.*

DNS 606 Field Work (B). Provides for the application of dance knowledge and skills in practice through teaching or assisting in a class relevant to the graduate emphasis area or a secondary area. *1-3 Cr.*

DNS 608 Dance History, Aesthetics and Culture (A). Studies theoretical writings based on dance history, aesthetics and culture. Covers the depth and range of contemporary scholarship with considerations for dance as process, as body, as art and as culture. Explores ritual, choreographic, performance, critical and educational processes in dance, and how these intersect with conceptual concerns — historical, social and political. Explores global cycling of dance forms and forms of study and analyzing dance — critical, cultural, aesthetic and descriptive. *3 Cr.*

DNS 615 Movement Theory: Alexander Technique/Bartenieff Fundamentals (A). Provides lecture, discussion and studio experience based on the work of F. M. Alexander and Irmgard Bartenieff. Covers comparative theoretical study with practical applications made to the training of dancers and to performance of other specialized and everyday activities. *3 Cr.*

DNS 622 Sankofa Performance Lab (A). *Prerequisite: Instructor's permission.* Prepares students interested in performing and teaching African based dances. Covers performance techniques and the cultural backgrounds of the dances. *3 Cr.*

DNS 641 Advanced Dance Composition (A). *Prerequisite: DNS 530.* Requires the choreographing of a substantial dance composition for a large group, with an emphasis not only on the choreography, but on the logistics of this longer form of composition. *3 Cr.*

DNS 642 Image-Dance-Music: Collaboration Workshop (B). *Prerequisite: DNS 530.* Focuses on the collaborative process of art making, involving dance, music, film/video/animation, fine art, theater, text, etc. Allows faculty artists from SUNY Brockport's Department of Dance, the Eastman School of Music Composition Department and the Rochester Institute of Technology Film/Video/Animation Department to instruct student artists from the three institutions in the compositional, technical and aesthetic issues of critical importance to innovative collaborations. Requires successful final projects to be produced and performed. *3 Cr.*

DNS 665 Laban Movement Analysis Certification Program I (B). The Laban Movement Analysis Certification Program is offered through the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City. *3 Cr.*

DNS 666 Laban Movement Analysis Certification II (B). The Laban Movement Analysis Certification Program is offered through the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City. *3 Cr.*

DNS 667 Laban Movement Analysis Certification III (B). A continuation of DNS 666. *3 Cr.*

DNS 668 Laban Movement Analysis Certification IV (B). A continuation of DNS 667. *3 Cr.*

DNS 673 Solo Dance Repertory (A). *Prerequisite: DNS 527.* Provides for the study, rehearsal and performance of selected solo master works from the modern dance repertory. *3 Cr.*

DNS 683 Studies in Dance Education (A). *Prerequisite: Instructor's permission.* Compares and contrasts various points of view, and studies the educational philosophy underlying dance in education. Surveys the literature on dance in education. Requires a research project. *3 Cr.*

DNS 692 Graduate Seminar in Dance (A). Provides an opportunity to define career goals, and to network in preparation for an application to next career and/or educational effort. Allows students to meet for group discussion/thesis sharing on current issues and career trends in dance. Includes practical experience in professional portfolio creation, résumé and statement of philosophy writing, and interview practice, along with appropriate development of networking, grant writing and auditioning skills. *3 Cr.*

DNS 693 Student Teaching (B). *Prerequisites: DNS 581, DNS 582, DNS 583, DNS 584 and required PreK-12 school observations.* A one-semester student teaching assignment. Prepares the dance artist/educator for a specialist teaching position in kindergarten through 12th grade school settings. Under college and master teacher school supervision, expects full participation as a member of the school's professional team, including teacher parent communication and co-curricular activities. Focuses on planning preparing, presenting and assessing dance in the curriculum. *9 Cr. By special arrangement.*

DNS 696 Creative Project or Apprenticeship (B). Culminating project for the MFA degree. Entails a creative project or apprenticeship involving students with their own creative endeavor. Emphasizes development of performance skills and choreographic experience, supported by written documentation. Requires students to present original choreography in a concert, or to show the results of their creative research in some other form of performance if students choose a creative project and professional paper. May also involve research into topics of interest such as related arts, movement theory, history, dance science and somatics, or production design. Requires professional paper based on the theme of the choreography or creative research. The apprenticeship option involves an apprenticeship with a recognized dance company and presentation of a performance or lecture-demonstration from the apprenticeship experience as well as a final written report. *1-9 Cr.*

DNS 697 Field Work II (B). Requires the application of dance knowledge and skills in practice through teaching or assisting in a class relevant to the MA emphasis area or a secondary area. Must be in a secondary non-emphasis area. *3 Cr.*

DNS 698 Thesis (A). The culminating course in the MA dance program. Involves the writing of a thesis under supervision of the candidate's MA committee chairperson. Thesis topic and final acceptance are by committee review. *6 Cr.*

DNS 699 Independent Study in Dance (B). Designed individually through consultation between the student and instructor to suit student's needs and interests and the special competence of the instructor; and in accordance with College policy. Additional requirements may be established by the department. *1-6 Cr.*

DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

(585) 395-2205

Chairperson: Vacant at time of publication; *Distinguished Service Professors:* Betsy Ann Balzano, PhD, Florida State University; Morris I. Beers, PhD, George Peabody College for Teachers (Vanderbilt University); *Dean of Professions and Professor:* Christine E. Murray, PhD, Syracuse University; *Professor:* Thomas R. Giblin, EdD, University of Florida; *Associate Professors:* Moira Fallon, PhD, University of New Mexico; Sue Novinger, PhD, University of Missouri-Columbia; Scott Robinson, PhD, Florida State University; Lynae Sakshaug, PhD, North Carolina State University; Conrad Van Voorst, EdD, Vanderbilt University; Peter Veronesi, PhD, University of Iowa; *Assistant Professors:* Amy Barnhill, PhD, University of Missouri-Kansas City; Mary Corey, PhD, University of Rochester; Donald Halquist, PhD, University of New Mexico; Karen Hurlbutt, PhD, University of North Dakota; *Lecturers:* Annette Hauenstein, CAS, MSED, SUNY College at Brockport; Linda Kramer-Schlosser, PhD, State University of Florida; *Director of Field Experience and Certification:* Diane Maurer, MSED, SUNY College at Buffalo; *Assistant Coordinator of Field Experience:* Candace Tyler-Herrenkohl, MSED, Nazareth College; *Coordinator for Certification and Graduate Advisement:* Sandra E. Selden, MS, Roberts Wesleyan College; *Coordinator for Undergraduate Certification Programs:* Nancy Di Pasquale, MS, SUNY College at Buffalo.

Background

In New York state, the field of teacher education has recently undergone an era of unprecedented change. Effective February 2, 2004, both the educational requirements for teaching certificates and the certificate titles themselves changed.

First level certificates issued prior to February 2, 2004 were called *provisional* certificates. Current holders of a provisional certificate must complete the requirements for a *permanent* certificate. As of February 2, 2004, the State Education Department issues *initial* certificates as the first level certificate. Individuals holding an *initial* certificate must complete the requirements for the *professional* certificate.

Both the old and new certificate titles are used at various places in this catalog since graduate programs are available at SUNY Brockport for students to whom the pre-February 2004 regulations apply, as well for those bound by the post-February 2004 regulations.

Department Programs – Overview

The Department of Education and Human Development currently offers MS in Education options for three groups of students:

- those who hold a valid provisional or initial certificate, and seek permanent or professional certification in the same title area;
- those who hold a valid provisional or initial certificate, and seek an additional initial certification area or extension as well as the permanent or professional certification; and
- those who have no certification, and seek the initial and/or professional certifications.

MS in Education Programs (30-36 credits)

The department's 30-, 33- and 36-credit programs are designed for those students who already possess provisional or initial certification, usually in the area in which the degree is being sought (see section on Admission Requirements for exceptions). These programs provide the master's degree that is required in New York state for permanent or professional certification. Please note that there are additional New York state requirements for permanent and professional certification, including teaching experience and testing requirements (permanent only).

The Department of Education and Human Development currently offers the following 30-, 33- and 36-credit programs:

- Adolescence English
- Adolescence Mathematics
- Adolescence Science
- Adolescence Social Studies
- Bilingual Education
- Childhood Curriculum Specialist
- Childhood Literacy
- Childhood Special Education

Collaborative Internship Master's Program (CIMP)

This program is a variation on the Childhood Curriculum Specialist program and offers teachers with provisional or initial certification the opportunity to learn the philosophy, curriculum, and instructional practices of a school district while simultaneously engaging in teaching AND full-time graduate study. Interns are selected from recommended program applicants in cooperation with the participating school district(s). The program is an academic yearlong program in which interns have a 15 clock-hour per week teaching responsibility. (However, interns do not displace faculty members.) The remaining time is devoted to formal graduate study that culminates in the master's degree. Selected interns receive tuition support, which is dependent on grant funding. Notification of CIMP acceptance is usually given in late spring.

Applications for the CIMP program may be requested either from the Office of Graduate Admissions, (585) 395-5465, at the time a College application for graduate study is requested, or from the department's graduate secretary at (585) 395-5060.

Alternate MS in Education (54 credits)

The 54-credit alternate programs lead to an MS in Education and are specifically designed for those who do not possess any certification and who have little or no professional education background. These programs lead to initial certification and also provide the master's degree that is required in New York state for professional certification. Please note that there are additional New York state requirements for professional certification, including teaching experience. (Please contact the Office of Teacher Certification at SUNY Brockport, your local BOCES, or the New York State Department of Education for additional certification information.)

The Department of Education and Human Development currently offers the following 54-credit alternate programs. All are in the area of adolescence education (grades 7-12) and each includes an extension to middle childhood education (grades 5-6) certification:

- Adolescence English
- Adolescence Mathematics
- Adolescence Science (biology, chemistry, earth science, or physics)
- Adolescence Social Studies

Please note that SUNY Brockport does not currently offer a graduate program leading to initial Childhood Education Grades 1-6 certification.

APPLICATION GUIDELINES

Application packets may be obtained from the Office of Graduate Admissions in Morgan Hall. Applicants should be certain to indicate the program for which they are applying.

As part of the self-managed application process, applicants must submit:

- official transcripts of all graduate and undergraduate work completed;
- three professional (not personal) recommendations from those who know of the applicant's aptitude for teaching, ability to relate to children, and ability to successfully do graduate level work;
- a 40-hour field experience supervisor recommendation form (for 54-credit program applicants only);

- an essay on the applicant's reasons and fitness for teaching and for pursuing graduate education; and
- a copy of the applicant's NYS teaching certificate or a letter from the applicant's college certification officer or BOCES Regional Certification Officer attesting to his/her eligibility for the certificate (30-36 credit program applicants only).

In addition to the materials submitted as part of the self-managed application, all programs in the Department of Education and Human Development may require an interview. However, for the Childhood Literacy and Childhood Special Education Programs, the interview process is a mandatory part of the application. If selected for an interview, applicants will be contacted within a few weeks after the application deadline to schedule the interview. Applicants selected for an interview who do not participate in the interview process, will not be considered for program admission.

The deadlines for submission of the application, with all required information, are September 15 (for spring matriculation) and February 15 (for summer/fall matriculation). Please note that the Childhood Literacy and Childhood Special Education Programs have only one deadline per calendar year — February 15.

Normally, within 3-4 weeks of the deadlines stated above, the faculty reviews the applications and makes admission recommendations. By the end of the month following the application deadline, applicants are notified by letter whether or not they have been recommended for admission.

Applicants who are recommended for admission must then attend an orientation session and meet with a designated advisor to complete a Plan of Study (POS). Only after the Plan of Study has been accepted will the admission recommendation be forwarded to the Office of Graduate Admissions. Only a letter from the Office of Graduate Admissions constitutes an official offer of admission. Applicants are not officially admitted until they return the *Reply Form* that accompanies the offer of admission. Once applicants accept the offer of admission and the *Reply Form* is received, they may register as matriculated students.

ADMISSION REQUIREMENTS

Admission to degree programs in Education and Human Development is highly competitive. There is not space to accommodate all qualified applicants in most programs; therefore, all qualified persons may not be accepted.

All applicants must have a baccalaureate degree from an accredited institution (see pg. 23 for further details). Normally, an undergraduate GPA of 3.0 or higher is required. Applicants with a GPA below 3.0 must thoroughly address that issue upon application.

30-36 Credit Programs

With four exceptions, students applying for a 30-, 33- or 36-credit program must hold provisional or initial certification in the area for which the application is being made. The exceptions are:

- The Bilingual Program will consider applicants with certification in subject areas other than foreign languages, who wish to obtain the Bilingual Extension Certificate. (See list of appropriate certifications under the section entitled “Bilingual Program”)
- The Childhood Special Education Program requires provisional certification in PreK-6 or initial certification in Childhood Education Grades 1-6.
- The Childhood Literacy Program requires provisional certification in PreK-6 or initial certification in either Early Childhood Education Birth-Grade 2 or Childhood Education Grades 1-6.
- The Childhood Education Curriculum Specialist Program will consider applicants holding the initial Early Childhood Birth-Grade 2 certificate for the purpose of attaining the NYS Professional Early Childhood Birth-Grade 2 certificate by direct state application.

54-Credit Programs

Students applying for a 54-credit Alternate Adolescence Education Program should be aware that previous successful experience with children is considered in the admission decision. For each program, a major **or** 30 credits in the content area is also required for program acceptance.

Acceptable majors for state certification and SUNY Brockport programs include:

- English,
- mathematics,
- sciences (biology, chemistry, earth science and physics), and
- social studies (history, or see section below).

Below are listed the academic requirements for non-majors to qualify for each of the Alternate Adolescence Education Programs offered by the Department of Education and Human Development.

English

Courses offered by an English department as core requirements for a degree are acceptable. For example, courses in composition, English literature, poetry, playwriting, grammar and English linguistics are acceptable. A maximum of six credits for study in related areas such as speech, drama, theater, and journalism may be allowed toward the 30-credit requirement for study in English.

Mathematics*

Courses offered by a mathematics department that are considered core requirements toward a degree in mathematics are typically acceptable. For example, courses in mathematical reasoning, quantitative methods, number theory and concepts, algebra, analytic geometry, calculus, geometry, trigonometry, data analysis, probability, statistics and discrete mathematics are acceptable. Statistics courses that are offered by another department are also acceptable. Only those computer courses that involve using computers to solve mathematical problems are acceptable. Courses in computer science, accounting, finance and courses in which mathematics is applied to solving problems other than those that are purely mathematical are *not* acceptable.

Science*

Biology - Courses in scientific methods, cell biology, biochemistry, anatomy and physiology, comparative anatomy, genetics and evolution, biological diversity, human biology and human ecology are acceptable. Courses in nutrition are acceptable only if they are in cell nutrition.

Chemistry - Courses in scientific methods, matter and atomic structure, energy, chemical bonds and molecular structure, chemical reactions and quantitative relations are acceptable. Courses in geochemistry are generally applied science courses and, therefore, *not* acceptable.

Earth science - Courses in scientific methods, space systems, atmospheric systems, geological systems and water systems are acceptable. Courses in engineering and geophysics are generally applied science courses and, therefore, *not* acceptable.

Physics - Courses in scientific methods, mechanics and heat, electricity and magnetism, waves, sound and light, and quantum theory and the atom are acceptable. Courses in engineering and geophysics are generally applied science courses and, therefore, *not* acceptable. Astronomy courses are acceptable only if the primary focus is on the mathematics of gravitational attraction between astral bodies.

SUNY College at Brockport, following state regulations, requires a total of 18 credits in at least two additional science areas to recommend students for the General Science Extension certificate.

Social Studies

Courses in US and world history and geography, economics, government, political science, anthropology and sociology are acceptable. SUNY Brockport, following state regulations, requires a minimum of 21 credits in history and 3 credits in government, economics and geography for program acceptance.

* Individuals applying to the 54-credit Alternate Adolescence Education Programs in Mathematics or Science, who possess an engineering or similarly technical degree, must provide a State Education Department (SED) or Board of Cooperative Educational Services (BOCES) written evaluation of the academic content area as part of the application process.

Please note that applicants with foreign credentials must obtain a review of credentials/transcripts from the New York State Education Department prior to application. This is necessary to determine if minimum content area requirements have been met.

DEGREE AND RELATED POLICIES

All courses taken must be part of the approved Plan of Study. At least 15 credits must be taken at the 600 or higher course level. A grade of “**B-**” or better is required in all program courses used to meet initial state certification requirements. A minimum 3.0 cumulative GPA is required for graduation.

All students in a degree program offered by the Department of Education and Human Development must successfully complete a culminating experience—an approved thesis, project, analytical review of the literature or seminar portfolio. The culminating experience is planned in consultation with a faculty member(s) and is included as one of the final courses leading to the MSED degree.

Previous Course Credit

Credit for courses taken before matriculation may be approved if a grade of “B” or better has been earned and if the courses are appropriate for the course of study pursued. Such retroactive credit will not exceed 12 credits, with no more than nine allowed from course work completed at SUNY Brockport in non-degree status prior to matriculation. Normally, courses older than five years will not be considered. A maximum of only six credits will be accepted from any other graduate level program leading to provisional or initial certification.

Please note that courses taken prior to matriculation will not automatically be accepted as part of the graduate program regardless of where or when the courses were taken. Thus, it is in the applicant’s best interest to seek admission prior to taking courses.

Requirements for Retention in Program

Students must make satisfactory progress toward meeting degree requirements in order to maintain their matriculated status. The following requirements must be satisfied:

- Students must follow the approved Plan of Study. The planned program must reflect a schedule that allows completion of all degree requirements within five years from the date of matriculation.
- Since a minimum 3.0 GPA is required for graduation, students are expected to maintain a 3.0 GPA during all semesters. Grade point averages will be monitored after the completion of nine or more graduate credits. Matriculated graduate students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will receive written notification of their probationary status from the Office of Graduate Studies.
- Continuous progress in a program means that a minimum of one course must be taken each calendar year. College policy provides that students who do not maintain such continuous enrollment will be dematriculated.

Graduate Assistants

A matriculated student seeking an appointment as a graduate assistant may obtain an assistantship application and information from the graduate secretary of the Department of Education and Human Development, (585) 395-5060.

CHILDHOOD EDUCATION PROGRAMS (33-36 credits)**MS in Education: Childhood Education Curriculum Specialist**

The Childhood Education Curriculum Specialist Program meets the degree requirements for NYS Professional Childhood Education Grades 1-6, Early Childhood Birth-Grade 2*, or NYS Permanent PreK-6 certification.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further information) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial Childhood Education Grades 1-6, initial Early Childhood Birth-Grade 2*, or provisional PreK-6 certification.

II. Required Courses

	Credits
1. Core Courses	9
EDI 600 Understanding Educational Research	3
EDI 602 Seminar in Childhood Curriculum	3
EDI 703 Seminar in Childhood Education	3
2. Curriculum Concentration**	12-15
At least one course in each of the following areas (selected with advisement):	
a) science or teaching of science	3
b) mathematics or teaching of mathematics	3
c) language arts or teaching of language arts	3
d) social science or teaching of social studies	3
3. Breadth Courses (selected with advisement)	6-9
4. Elective	3

Minimum Total: 33

NOTE: Two courses in the program must carry liberal arts (A) designation.

* Please note that completion of this program does not lead to an extension or additional certification in Childhood Education Grades 1-6 for those holding the initial Early Childhood Birth-Grade 2 Certification upon program entrance.

** Students holding certification in Early Childhood are strongly encouraged to complete pedagogy course work.

MS in Education: Childhood Literacy

The Childhood Literacy Program requires approximately a 14-month commitment to full-time study. Students are admitted during the spring application period, begin the program in the summer, engage in full-time study the following fall and spring semesters, and complete the last two courses during the second summer. The degree leads to New York State (NYS) certification as a Literacy Birth-Grade 6 teacher. It will also meet the state's permanent/professional certification education requirement for teachers with provisional/initial certification.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale. (Please note: Applicants must complete all requirements for the baccalaureate degree by the May com-

mencement at their college or university to be eligible for summer matriculation at SUNY Brockport. Applicants who are accepted and fail to graduate from the undergraduate program in May are not eligible to begin the program. Such applicants may request to begin the program the following summer. Applicants expecting to complete their baccalaureate degree in the summer or fall semesters should apply for matriculation in the following summer.)

2. Valid NYS provisional PreK-6 certification or initial certification in Childhood Education Grades 1-6 or Early Childhood Education Birth-Grade 2. This should include six credits in literacy (reading) education. (Please note: Applicants must complete all requirements for the NYS teaching certificate prior to matriculation and provide proof of certification or eligibility for certificate.)

II. Required Courses	Credits
1. First Summer	
* Elective	3
EDI 730 Literacy Assessment	3
2. Fall Semester	
EDI 731 Advanced Developmental Literacy Instruction	3
EDI 734 Literacy Seminar I	3
EDI 739 Language Arts in Literacy Instruction	3
EDI 735 Emergent Language and Literacy	3
3. Spring Semester	
EDI 736 Literacy Seminar II	3
EDI 738 Reading and Writing in the Content Areas	3
EDI 634 Teaching Reading to the Child with Special Needs	3
EDI 732 Clinical Diagnosis	3
4. Second Summer	
EDI 733 Literacy Practicum	3
* Elective	3
Minimum Total:	36

* One elective must be taken in education.

MS in Education: Childhood Special Education

The Childhood Special Education Program requires a yearlong commitment to full-time study. Students are admitted during the spring application period, begin the program in the summer, and engage in full-time study the following fall and spring semesters. The degree leads to New York State (NYS) Students with Disabilities Grades 1-6 initial certification. It also meets the state’s permanent/professional certification education requirement for teachers with provisional/initial certification.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale. (Please note: Applicants must complete all requirements for the baccalaureate degree by the May commencement at their college or university to be eligible for summer matriculation at SUNY Brockport. Applicants who are accepted and fail to graduate from their undergraduate program in May are not eligible to begin the program. Such applicants may request to begin the program the following summer. Applicants expecting to complete their baccalaureate degree in the summer or fall semesters should apply for matriculation in the following summer.)
2. Valid NYS provisional PreK-6 certification or initial certification in Childhood Education Grades 1-6. (Please note: Applicants must complete all requirements for the NYS teaching certificate prior to matriculation and provide proof of certification or eligibility for certificate.)

II. Required Courses	Credits
1. Summer*	
EDI 615 Creating Learning Environments	3
EDI 652 Learning Strategies for Exceptional Learners	3
EDI 653 Teaching Diverse Populations: Part I	3
2. Fall Semester	
EDI 613 Inclusion and Collaboration	3
EDI 614 Assessment, Evaluation and Intervention	3
EDI 658 Teaching Diverse Populations: Part II	3
EDI 693 Internship I in Exceptional Education	3
3. Spring Semester	
EDI 608 Foundations of Special Education	3
EDI 694 Internship II in Exceptional Education	3
EDI 705 Principles of Educational Research	3
Elective	3
<hr/>	
Minimum Total:	33

* Requires participation in Camp Abilities

BILINGUAL EDUCATION PROGRAM (30-credit program)

MS in Education: Bilingual (Spanish)

The Bilingual Program meets the academic requirements for the extension certificate in bilingual education **except** for those certified in a foreign language. This master's degree program will meet the professional or permanent certification education requirement for those eligible for program participation.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS certification in one of the following areas:
 - initial Early Childhood Birth-Grade 2
 - initial Childhood Education Grades 1-6
 - initial adolescence, any content area 7-12 (other than foreign language)
 - provisional PreK-6, or
 - provisional secondary, any content area 7-12 (other than foreign language)
3. Demonstrated proficiency in Spanish at the advanced level. An oral proficiency interview may be required of some applicants. If required, the Department of Foreign Languages and Literatures, (585) 395-2269, will contact the applicant to schedule the interview.

II. Program Courses	Credits
1. Liberal Arts	12
FCE 520 Multiculturalism in the US	3
FCE 526 Foundations of Bilingual Education	3
SPN 560 Spanish Phonology	3
OR	
SPN 561 Advanced Spanish Grammar	
SPN 563 Linguistics and SLA	3
OR	
ENL 551 Linguistics	
OR	

	ENL 555 Sociolinguistics	
2.	Professional Education	15
	EDI 603 Educational Measurement and Evaluation	3
	OR	
	EDI 685 Statistics and Research Design	
	EDI 628 TESOL: Materials and Techniques	3
	EDI 521 Methods for Teaching the Bilingual Child	3
	EDI 612 Bilingual Methods of Teaching Content	3
	EDI 722 Seminar Bilingual Ed (Project/Thesis)	3
3.	Elective (by advisement)	3

Minimum Total: 30

ADOLESCENCE EDUCATION PROGRAMS (33 credits)

MS in Education: Adolescence English

This program meets the professional or permanent certification education requirement for adolescence or secondary English education. The Plan of Study must include at least four courses in each of two areas: liberal arts (English) and professional education (English education). To meet the requirements for professional or permanent certification, students are required to take courses in the following areas: teaching the English language, teaching literature, teaching writing and teaching reading. The seminar contains the culminating activity.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum 3.0 GPA on a 4.0 scale.
2. Valid NYS initial or provisional certification in English 7-12.

II. Program Courses

		Credits
1.	Liberal Arts, for example:	12-18
	ENL 525 Contemporary British Writers	3
	ENL 543 Contemporary American Poetry	3
	ENL 581 English Grammar	3
	ENL 584 Young Adult Literature	3
2.	Professional Education	12-18
	EDI 603 Educational Measurement and Evaluation	3
	EDI 645 Reading and Responding to Lit, K-12	3
	EDI 648 Teaching of Written Composition K-12	3
	EDI 678 Issues in English Education	3
	EDI 791 Seminar in English Education	3
3.	Elective	3

Minimum Total: 33

MS in Education: Adolescence Mathematics

This program meets the professional or permanent certification education requirement for adolescence or secondary mathematics education. The Plan of Study must include courses in each of two areas: liberal arts (mathematics) and professional education (mathematics education). The seminar contains the culminating activity.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial or provisional certification in Mathematics 7-12.

II. Program Courses	Credits
1. Liberal Arts, for example:	12-18
MTH 512 History of Mathematics	3
MTH 551 Applied Calculus	3
MTH 555 Differential Equations	3
MTH 557 Real Analysis	3
2. Professional Education	12-18
EDI 622 Advanced Adol. Curr: Mathematics	3
EDI 686 Problems in Mathematics Education	3
EDI 792 Seminar in Mathematics Education	3
An additional 3-9 credits selected by advisement, based on the student's individual programmatic needs.	3-9
3. Elective	3
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Minimum Total:	33

MS in Education: Adolescence Science

This program meets the professional or permanent certification degree requirements for 7-12 biology, chemistry, earth science or physics. The Plan of Study must include courses in each of two areas: professional education and liberal arts, specifically the science area(s) in which candidate holds initial or provisional certification(s). The seminar contains the culminating activity.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial or provisional certification in Biology 7-12, Chemistry 7-12, Earth Science 7-12, or Physics 7-12.

II. Program Courses	Credits
1. Liberal Arts	12-18
Selection of appropriate science courses by advisement	
2. Professional Education	12-18
EDI 617 Adv. Methods Teaching Science	3
EDI 623 Reading Research in Science Education	3
EDI 685 Statistics and Research Design	3
EDI 793 Seminar in Science Education	3
An additional 3-9 credits selected by advisement, based on the student's individual programmatic needs.	3-9
3. Elective	3
<hr/>	
Minimum Total:	33

MS in Education: Adolescence Social Studies

This program meets the professional or permanent certification education requirement for adolescence or secondary social studies education. The Plan of Study must include courses in each of two areas: liberal arts (social sciences) and professional education. The seminar contains the culminating activity.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial or provisional certification in Social Studies 7-12.

II. Program Courses		Credits
1. Liberal Arts		12-18
	Selection of appropriate social science courses by advisement.	
2. Professional Education		
	EDI 624 Advanced Adol. Curriculum: Social Studies	3
	EDI 670 Issues in Social Studies Education	3
	EDI 674 Applied History Seminar	3
	EDI 794 Seminar in Social Studies Education	3
	An additional 3-9 credits selected by advisement, based on the student's individual programmatic needs.	3-9
3. Elective		3
Minimum Total:		33

ALTERNATE MS IN EDUCATION PROGRAMS: ADOLESCENCE EDUCATION (54 credits)

Purpose and Academic Eligibility

These programs were developed for persons with a baccalaureate degree who do not hold initial certification and wish to obtain NYS initial and professional certifications in an adolescence (grades 7-12) and middle childhood (grades 5-6) education area.

To be considered for admission, applicants must possess the necessary academic credentials. An academic major or the equivalent (30 credits in the certification content area) is required for entry into the program. See the section on Admissions Requirements for a list of acceptable majors for the various certification areas, special content requirements for the science and social studies programs, and all other admissions requirements.

Additional Certification Requirements

Below are listed NYS initial certification requirements not included in the alternate master's program:

- one college level course in a language other than English (American Sign Language is acceptable) with a minimum grade of "C" or the equivalent (determined by a placement examination);
- successful completion of the state's teacher certification examinations (including the LAST, ATS-W and appropriate Content Specialty Test);
- state mandated fingerprinting; and
- HLS 301, Principles of Healthful Living (or the equivalent). This course includes content that satisfies state requirements, including violence prevention and child abuse reporting.

Alternate MS Degree and Professional Certification

As mentioned earlier, completion of the MS in Education satisfies the academic requirement for a NYS professional certificate, the final certificate in the certification process. Students still may have teaching and testing requirements to fulfill. Currently students also receive a notation on their transcript upon MS program completion that allows them to participate in the reciprocity agreement between NYS and other states that have signed the agreement. This occurs **only upon completion** of the MS in Education program.

Prerequisites for Alternate Adolescence Programs

1. A baccalaureate degree from an accredited four-year college or university (see pg. 23 for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. An academic major in the program discipline or equivalent (30 credits in the discipline) as previously described.
3. Verifiable experience with students in schools or other approved situations in an educational capacity. Forty (40) clock hours of such interaction are normally required prior to taking Phase II of the program. Such experiences may include volunteer or paid tutoring, work as an aide or substitute teacher, recreational or coaching or scouting responsibilities, etc. A mixture of middle level and secondary level experiences are preferred.

Alternate Adolescence English Education (Grades 7-12) with Middle Childhood Extension (Grades 5-6)

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.

Required Courses

1.	Initial Sequence		42
	Liberal Arts* courses (by advisement)		6
	Phase I		
	PSH 584	Adolescence	3
	Phase II		
	EDI 545	Frameworks for Teaching English	3
	EDI 528**	Middle Childhood Curriculum	3
	EDI 531	Language Skills in Content Area I	3
	Phase III		
	EDI 530	Education and Society	3
	EDI 565**	Teaching English Inclusively	3
	EDI 509	Adolescence Students with Special Needs	3
	EDI 532	Language Skills in Content Area II	3
	Phase IV		
	EDI 575	Practicum (Student Teaching with Seminar)	9
	EDI 578	Creating Positive Learning Environments	3
2.	Post-Initial Sequence		12
	Liberal Arts* courses, by advisement		6
	EDI 678***	Issues in English Education	3
	EDI 791***	Seminar in English Education	3

Minimum Total: 54

* Nine liberal arts credits must be taken at the 600 or higher level

** Courses incorporating major experiential requirements

*** Must be taken after practicum

Alternate Adolescence Mathematics Education (Grades 7-12) with Middle Childhood Extension (Grades 5-6)

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.

Required Courses

1.	Initial Sequence		42
	Liberal Arts* courses, by advisement		6
	Phase I		
	PSH 584	Adolescence	3
	Phase II		
	EDI 546	Frameworks for Teaching Mathematics	3
	EDI 528**	Middle Childhood Curriculum	3
	EDI 531	Language Skills in Content Area I	3
	Phase III		
	EDI 530	Education and Society	3
	EDI 566**	Teaching Mathematics Inclusively	3
	EDI 509	Adolescence Students with Special Needs	3
	EDI 532	Language Skills in Content Area II	3
	Phase IV		
	EDI 575	Practicum (Student Teaching with Seminar)	9
	EDI 578	Creating Positive Learning Environments	3
2.	Post-Initial Sequence		
	Liberal Arts* courses, by advisement		6
	EDI 622***	Advanced Adolescence Curriculum: Mathematics	3
	EDI 792***	Seminar in Mathematics Education	3

Minimum Total: 54

* Nine liberal arts credits must be taken at the 600 or higher level

** Courses incorporating major experiential requirements

*** Must be taken after practicum

Alternate Adolescence Science Education (Grades 7-12) with Middle Childhood Extension (Grades 5-6); Science Certification in Biology, Chemistry, Earth Science, or Physics - with option for General Science Extension

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.

Required Courses

			Credits
1.	Initial Sequence		42
	Liberal Arts* courses, by advisement		6
	Phase I		
	PSH 584	Adolescence	3
	Phase II		
	EDI 547	Frameworks for Teaching Science	3
	EDI 528**	Middle Childhood Curriculum	3
	EDI 531	Language Skills in Content Area I	3
	Phase III		
	EDI 530	Education and Society	3

	EDI 567**	Teaching Science Inclusively	3
	EDI 509	Teaching Students with Special Needs	3
	EDI 532	Language Skills in Content Area II	3
	Phase IV		
	EDI 575	Practicum (Student Teaching with Seminar)	9
	EDI 578	Creating Positive Learning Environments	3
2.	Post-Initial Sequence		
	Liberal Arts* courses, by advisement		6
	EDI 623***	Reading Research in Science Education	3
	EDI 793***	Seminar in Science Education	3
Minimum Total:			54

* Nine liberal arts credits must be taken at the 600 or higher level

** Courses incorporating major experiential requirements

*** Must be taken after practicum

Alternate Adolescence Social Studies Education (Grades 7-12) with Middle Childhood Extension (Grades 5-6)

Please refer to the section on Admission Requirements and all introductory program information at the beginning of this section.

Required Courses			Credits
1.	Initial Sequence		42
	Liberal Arts* courses, by advisement		6
	Phase I		
	PSH 584	Adolescence	3
	Phase II		
	EDI 548	Frameworks for Teaching Social Studies	3
	EDI 528**	Middle Childhood Curriculum	3
	EDI 531	Language Skills in Content Area I	3
	Phase III		
	EDI 530	Education and Society	3
	EDI 568**	Teaching Social Studies Inclusively	3
	EDI 509	Adolescence Students with Special Needs	3
	EDI 532	Language Skills in Content Area II	3
	Phase IV		
	EDI 575	Practicum (Student Teaching with Seminar)	9
	EDI 578	Creating Positive Learning Environments	3
2.	Post-Initial Sequence		12
	EDI 624***	Advanced Adolescence Curriculum: Social Studies	3
	EDI 670***	Issues in Social Studies Education	3
	EDI 674***	Applied History Seminar	3
	EDI 794***	Seminar in Social Studies Education	3
Minimum Total:			54

* Nine liberal arts credits must be taken at the 600 or higher level

** Courses incorporating major experiential requirements

*** Must be taken after practicum

Program Notes Applicable to the Alternate MS in Education Programs

- Students must be matriculated in an appropriate program prior to registering for program courses.
- The Initial Sequence must be completed in the order given.
- Please note that Phase I and Phase II courses and experiential requirements may be combined with advisor approval.
- Students must take six credits of liberal arts courses prior to Phase IV.
- All requirements of Phases I-III must be completed prior to the practicum semester.
- A total of 110 clock hours of documented experience with middle childhood and adolescent students is required in these programs. Phase I requires 40 hours, Phase II requires 30 hours, and Phase III requires 40-hours. Please note that the College will secure experiences for Phase II and III requirements. Students are responsible for securing their own Phase I experiences.

EDUCATION AND HUMAN DEVELOPMENT
COURSES

EDI 509 Adolescence Students with Special Needs (B). Examines the social, educational and personal implications of human exceptionality. Explores issues and concerns related to the identification and evaluation of exceptional individuals as well as ways to modify curriculum and instruction to meet the needs of a range of students, including inclusive and gifted and talented. Emphasizes the historical, legal and instructional issues related to educating students who learn differently. *3 Cr.*

EDI 521 Methods for Teaching the Bilingual Child (B). Explores social, emotional and cognitive implications of the child who must function as a bilingual student in a classroom. Requires students to complete special bilingual modules specific to students' areas of teacher certification. Presents materials, teaching and assessment techniques used in the development of a coordinated bilingual lesson plan. Provides a study of general curriculum theory and application in a bilingual program. *3 Cr.*

EDI 527 Cooperative Learning (B). Explores learning as a classroom structure that enables learners to work together to accomplish a task. Addresses how teachers can frame cooperative lessons that maximize student learning. Allows a participant to learn the attributes of cooperative learning, study documentation on cooperative learning, and plan for a classroom environment that reflects cooperation. Highly interactive and participatory in nature. *3 Cr.*

EDI 528 Middle School Curriculum and Instruction (B). *For alternate program students only.* Introduces teachers and teacher candidates to middle school philosophy and organization, including the rationale for and function of: inter-

disciplinary teams, teachers-based guidance programs, flexible grouping and program scheduling. Focuses on the developmental characteristics for effective instructional strategies. Provides opportunities for the development of interdisciplinary curriculum and examines current practices and controversial issues in middle grade schools. Includes 30 clock hours of field experience in a middle-level school, grades 5-9. *3 Cr.*

EDI 530 Education and Society (B). *For alternate program students only.* Introduces students to the historical, sociological and philosophic foundations of education including the role of education in America and in the teaching profession. *3 Cr.*

EDI 531 Language Skills in Middle and High School Content Areas I (B). *For alternate program students only.* Focuses on the premise that reading and listening for meaning are critical to thinking about and learning content knowledge in all disciplines of study in the middle and high schools. Stresses the development of these language skills in early and later adolescence and the examination, the individual differences among learners, and multiple approaches and strategies that may be used to improve student thinking and learning. *3 Cr.*

EDI 532 Language Skills in Middle and High School Content Areas II (B). *For alternate program students only.* Builds on students' study in EDI 531. Explores the idea that writing and speaking are fundamental to thinking about and learning content knowledge in all disciplines of study. Requires students to achieve an understanding of not only their own speaking and writing processes, but also of the kinds of experiences that help students write and speak with an authentic voice, de-

velop a high degree of fluency, and produce writing and verbal presentations of consequences. *3 Cr.*

EDI 539 Reading in Content Areas (B). Examines ways to help students get the most from their textbooks. Considers alternatives to textbooks in teaching content-area classes. *3 Cr.*

EDI 545 Frameworks for Teaching English (B). *Prerequisites or corequisites: EDI 530 and PSH 584.* Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including English. Begins the exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching portfolios. Requires students to practice teaching lessons they've designed and to be reflective about their own and others' lessons. Focuses on the students' ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career, and requires the construction of a personal statement of educational philosophy. *3 Cr.*

EDI 546 Frameworks for Teaching Mathematics (B). *Prerequisites or corequisites: EDI 530 and PSH 584.* Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including mathematics. Begins the exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching portfolios. Requires students to practice teaching lessons they've designed and to be reflective about their own and others' lessons. Focuses on the students' ability to work collaboratively as members of teams. Provides opportunities are provided for students to clarify their goals in pursuit of a teaching career. Requires constructing a personal statement of educational philosophy. *3 Cr.*

EDI 547 Frameworks for Teaching Science (B). *Prerequisites or corequisites: EDI 530 and PSH 584.* Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including science. Begins the exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching portfolios. Requires students to practice teaching lessons they've designed and to be reflective about their own and others' lessons. Focuses on the students' ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career. Requires constructing a personal statement of educational philosophy. *3 Cr.*

EDI 548 Frameworks for Teaching Social Studies (B). *Prerequisites or corequisites: EDI 530 and PSH 584.* Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including social studies. Begins the exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching portfolios. Requires students to practice teaching lessons they've designed and to be reflective about their own and others' lessons. Focuses on the student's ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career, and requires construction of a personal statement of educational philosophy. *3 Cr.*

EDI 551 Overseas Studies in British Education (B). Enables a small group of students to visit selected urban and suburban English schools and educational agencies over a two-week period. Provides background seminars at SUNY Brockport in the months preceding the trip. Conducted under direct supervision of a Brockport professor. Interested students should contact the Department of Education and Human Development for further information. *3 Cr.*

EDI 553 Teaching Children's Literature (B). Covers both traditional and current literature for young children critically appraised in terms of behavioral objectives. Analyzes nursery rhymes, nursery tales, songs, finger play and the many current books for preschool and primary school children in terms of their contributions to social growth, language development, reading, math, science and social studies. *3 Cr.*

EDI 565 Teaching Adolescence English Inclusively (B). *Prerequisite: EDI 545.* Focuses on inclusive teaching strategies in the content areas, including lesson planning, instruction and assessment. Emphasizes adolescence curriculum content and the New York State Education Learning Standards as well as technological applications that apply to teaching and learning. Requires the student to take an active role in becoming a reflective practitioner, working on personal portfolios and reading research articles. *3 Cr.*

EDI 566 Teaching Adolescence Mathematics Inclusively (B). *Prerequisite: EDI 546.* Focuses on inclusive teaching strategies in the content areas, including lesson planning, instruction and assessment. Emphasizes adolescence curriculum content and the New York State Education Learning Standards as well as technological applications that apply to teaching and learning. Requires students to take an active role in becoming a reflective practitioner, working on personal portfolios and reading research articles. *3 Cr.*

EDI 567 Teaching Adolescence Science Inclusively (B). *Prerequisite: EDI 547.* Focuses on inclusive teaching strategies in the content areas, including lesson planning, instruction and assessment. Emphasizes adolescence curriculum content and the New York State Education Learning Standards as well as technological applications that apply to teaching and learning. Requires students to take an active role in becoming a reflective practitioner, working on personal portfolios and reading research articles. *3 Cr.*

EDI 568 Teaching Adolescence Social Studies Inclusively (B). *Prerequisite: EDI 548.* Focuses on inclusive teaching strategies in the content areas, including lesson planning, instruction and assessment. Emphasizes adolescence curriculum content and the New York State Education Learning Standards as well as technological applications that apply to teaching and learning. Requires students to take an active role in becoming a reflective practitioner, working on personal portfolios and reading research articles. *3 Cr.*

EDI 571 Conflict Resolution (A). Covers conflict resolution as an attempt to fulfill personal and professional goals regarding constructive ways of managing and resolving conflict. Discusses personal, public and professional conflicts. Covers methods of conflict resolution, including exploration of pertinent communication and group dynamics and mediation skills along with the use of dilemmas, games and other activities. Discusses the teaching of the skills of conflict resolution to students at the elementary and secondary levels. Requires a final project and extensive class participation. *3 Cr.*

EDI 572 Values Education (B). Examines the objectives and theory of moral and values education, explores productive approaches to values education that can be used in the classroom, and instructs students how to make plans for the incorporation of values education into the existing curricula for their grade and subject areas. *3 Cr.*

EDI 575 Practicum in Adolescence Education (B). *Prerequisites: Completion of Phase III courses and corequisites. For alternate program students only.* Provides a student teaching assignment involving professional teaching responsibility in an appropriate secondary and/or middle school subject matter field for one semester. *9 Cr.*

EDI 578 Creating Positive Learning Environments. (B). *Prerequisites: Completion of Phase III courses and corequisites.* Specifically examines strategies to establish and maintain positive classroom learning environments and emphasizes reflection on best teaching practices, effective use of class

time, understanding group dynamics and interpreting student actions in classroom situations. *3 Cr.*

EDI 581 Technology in the Classroom (B). Designed for the computer novice. Introduces teachers (and prospective teachers) to a wide variety of uses for technology in education. Includes topics such as effective use of the Internet in education; integrating “tool” software (word processor, database, spreadsheet) into the classroom; creating standards-based, technology-rich lesson plans; classroom uses of digital cameras and scanners; constructing classroom multimedia presentations; developing school Web pages; graphics and desktop publishing; demonstrations of software and Web sites for classroom use; discussions of pertinent technology topics (such as viruses, copyright law, plagiarism), and the social and ethical implications of using educational technologies. *3 Cr.*

EDI 585 Operation Physics (A). Increases the knowledge and conceptual understanding of fundamental physical principles directed toward teachers of grades 4-8. Provides many hands-on activities for use and adaptation by teachers. *3 Cr.*

EDI 590 Topics of Instruction (B). Meets the needs of intact groups of clients. Transcript title, content, bibliography and assessment procedures vary in accordance with the predetermined needs and interests of the group of clients served. *1-6 Cr.*

EDI 594 Integrating Geography Skills K-12 (B). Examines the five themes of geography—place, location, movement, regions, human environment interactions, as well as the development of map and globe skills with an emphasis on the integration of these topics within the social studies curriculum and within the other subject areas. *3 Cr.*

EDI 600 Understanding Educational Research (B). Explores qualitative and quantitative methods of research. Examines action research that pertains to teaching and research interests. Involves action research related to a discipline. Requires students to formulate an action research question for possible use with the project/thesis and develop a literature review for the question, including an evaluation of the research. *3 Cr.*

EDI 602 Seminar in Childhood Curriculum (B). Provides an understanding of the processes and programs of the childhood curriculum. Requires students to engage in reading and discussion of curriculum and current topics related to curriculum design and implementation. *3 Cr.*

EDI 603 Educational Measurement and Evaluation (B). Provides a survey of practices in educational measurement and evaluation; test and non-test measurement; basic statistical procedures; diagnostic procedures; test interpretation; score conversion; data analysis; and decision making. *3 Cr.*

EDI 604 Seminar in Adolescence Curriculum (B). Provides a study of adolescence curriculum problems, effective practices and governance issues. Covers patterns of curriculum organization to serve as basis for individual research papers. *3 Cr.*

EDI 605 Inclusion (A). Examines the historical, legal and instructional issues related to educating students with disabilities in settings with their typical, non-disabled peers. Explores theoretical, professional and programmatic implications of practices such as mainstreaming, blended classes and especially inclusion. Emphasizes the interdependency among students, families and educators. Provides students with research, observation and presentation opportunities to increase understanding of the relationship between special and regular education. Students who have received academic credit for DBD 311 or DBD 601 may not receive credit for this course. *3 Cr.*

EDI 606 Teaching Adolescence Students with Mild Disabilities (A). Allows students to develop an understanding of the factors which have led to special education services to adolescence students with mild disabilities; increase awareness of how students with mild disabilities affect learning and school performance; evaluate the strengths, weaknesses and efficacy of alternatives to traditional classroom teaching in content area; identify, examine and practice specific methods of assessing, reporting and managing classroom behaviors to provide useful evaluative data for decision making; and summarize the significant issues and special considerations in reading, written expression and math instruction for students with mild disabilities in inclusive adolescence classrooms. *3 Cr.*

EDI 607 Brain-based Teaching (B). Allows students to understand how the brain learns; studies multiple intelligences theory; and allows for practice with the tools and procedure for designing effective learning environments for students of different grade levels. *3 Cr.*

EDI 608 Foundations of Special Education (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Helps educators and prospective teachers examine the historical, philosophical, sociological and cultural foundations of the field of special education. Provides a greater understanding of legislation, past and present, and so-

cioeconomic considerations that impact the efficacy and equity of special education services and models. Provides an overview of special education assessment, diagnostic and evaluation tools and discusses the implications for practice based on assessment outcomes. *3 Cr.*

EDI 609 Performance Assessment (B). Addresses the growing national concern for more effective assessment practices that involve students in authentic learning tasks, measure learning outcomes, and how they are linked with curriculum. Surveys and studies various methods of assessing student performance, including new assessment practices as indicators of student learning, such as portfolios. Analyzes the link between effective assessment and effective curriculum through implementation and reflective practices with classrooms. *3 Cr. Summer.*

EDI 610 Behavior-problem Children (A). Provides a comprehensive study of the etiology and treatment of children and adolescents whose deviant behaviors necessitate special treatment and/or management in schools or residential settings. Studies the role of various disciplines involved in the treatment plan. *3 Cr.*

EDI 611 Teaching Childhood Science (B). Explores methods and techniques for teaching childhood school science through a hands-on approach. Emphasizes the goals of the New York State Science Syllabus: problem solving, skills of inquiry, science attitudes and science content. *3 Cr.*

EDI 612 Bilingual Methods of Teaching Content (B). Provides practical experience in planning, developing materials and instructing in the childhood or adolescence content area of the student's certificate. Examines the relationship between language acquisition and learning content areas. A 50-hour field experience provides positive interaction with student and school personnel, as well as classroom management in a bilingual classroom setting. *3 Cr.*

EDI 613 Inclusion and Collaboration for Educators of Exceptional Learners (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Helps educators and prospective teachers examine effective strategies for integrating and supporting special needs students into classes and programs with non-disabled peers. *3 Cr.*

EDI 614 Assessment, Evaluation and Intervention (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Concentrates on formal and informal testing procedures for exceptional learners and on the prescription of the appropriate teaching methods based on the data. Examines standardized tests, administration of

achievement tests, observational skills, anecdotal writing, report writing, learning strengths and weaknesses, multiple intelligences, learning styles, application to content and IEP writing. *3 Cr.*

EDI 615 Creating a Learning Environment for Students with Exceptionalities (B). *Childhood Special Education students only.* Targets the safe learning environment for students with special needs. Emphasizes behavior management, learner centered constructivism, dimensions of learning, classroom organization, intervention strategies, community building and social skills. *3 Cr.*

EDI 617 Advanced Methods in Teaching Adolescence Science (B). Explores the methods, materials and techniques for the teaching of adolescence science. Includes topics such as the psychological aspects of teaching and learning, systematic classroom management and effective instruction. *3 Cr.*

EDI 622 Advanced Adolescence Curriculum: Mathematics (B). Provides a study of mathematics curriculum with emphasis on development, content and implementation of new programs. Provides students with a deeper understanding of the math they teach and barriers to learning. Expects students to formulate their own action research question for possible use with their project/thesis and develop a literature review for the question, including an evaluation of the research they are reading. *3 Cr.*

EDI 623 Reading Research in Adolescence Science (B). *Prerequisite: EDI 617.* Examines current research and experimentation in adolescence science education. Analyzes methods, procedures, implications and applications for the teaching of science in the secondary school. *3 Cr.*

EDI 624 Advanced Adolescence Curriculum: Social Studies (B). Emphasizes the development of middle childhood and adolescence curriculum, based on student-involving experiences and a multimedia approach. Requires students to design curriculum and materials for use in their classrooms after an examination of a number of curricula and teaching materials in the social studies area. *3 Cr.*

EDI 626 Urban Education (A). Examines the critical issues relative to urban education. Topics include teacher-student expectations, culturally relevant curriculum, perceptions and voices of minority and low-income students, the racial achievement gap and urban pedagogy. *3 Cr.*

EDI 627 Education Change and Organizational Theory (A). Introduces students to theoretical frameworks about complex organizations and the

dynamics of educational change at the school level. Asks students to test applicability of these frameworks based on their own experience in schools. *3 Cr.*

EDI 628 TESOL: Methods, Materials and Techniques (B). Trains teachers in a bilingual-multicultural program and others who wish to achieve pedagogical competency in the teaching of English as a second language. *3 Cr.*

EDI 630 Problems in Teaching Reading (B). Takes a seminar approach to problems selected by individuals who wish to pursue specific aspects of reading instruction at an advanced level. Since the interests and needs of course clientele vary from semester to semester, does not identify specific areas of reading. *3 Cr.*

EDI 631 Foundations of Whole Language (B). Examines the theoretical background and practical application of whole language instruction as a means to developing literacy at the elementary school level. Does not require prior experience in this area. *3 Cr.*

EDI 633 Teaching Adolescence Reading (B). Examines the identification and appraisal of reading needs of secondary students. Provides a survey of methods, materials and organizational procedures for developmental and remedial reading instruction. Requires the analysis of reading skills and abilities in the content areas. *3 Cr.*

EDI 634 Teaching Reading to Children with Special Needs (B). *Prerequisites: Two reading courses equivalent to Literacy II, instructor's permission or EDI 730. Childhood Literacy students only in Spring. Open to others in Fall.* Explores reading as an extension of the language process, focusing on children with special needs (e.g., the learning disabled, the gifted, the linguistically different, the emotionally disturbed, the mentally retarded, etc.). Emphasizes the learning environment. *3 Cr.*

EDI 645 Reading and Responding to Literature, K-12 (B). Provides a survey of the major theories of literary interpretation and methods of applying them to various kinds of standard works of literature in school grades, K-12. *3 Cr.*

EDI 648 Teaching of Written Composition, K-12 (B). A workshop for school teachers who wish to improve their own writing skills and their teaching of written composition. Requires students to produce varied pieces of writing, discuss their writing in class, read materials and texts dealing with teaching writing, and survey techniques for teaching writing and producing a term paper. *3 Cr.*

EDI 651 Teaching the Gifted and Talented (B). Examines the problems and issues related to teaching gifted and talented students. Includes topics such as characteristics, identification, programs and methods. Explores special issues, such as handicapped gifted and minority gifted. *3 Cr.*

EDI 652 Learning Strategies for Exceptional Learners (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Acquaints the program interns with overall strategies of working with children with mild to moderate disabilities. Allows interns to demonstrate the ability to think and act like a special education teacher and begin to apply the various strategies to the classroom setting. Focuses on using authentic assessment and portfolios, planning for individual learning, implementing differentiated instruction, making modifications, teaching to the various multiple intelligences and learning styles, and teaching social skills. *3 Cr.*

EDI 653 Teaching Diverse Populations: Part I (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Provides advanced knowledge of and strategies for working with individuals who have learning disabilities (LD), attention deficit hyperactivity disorder (ADHD), and emotional and behavioral disabilities (EBD). Emphasizes causes, characteristics, developmental implications, teaching strategies, social implications and post school needs. *3 Cr.*

EDI 657 Teaching Childhood Writing (B). For childhood school teachers who wish to improve their own writing skills and teaching of written composition in the elementary grades. Requires students to produce expressive, expository and persuasive writing; discuss their writing in class; summarize recent research in elementary school writing; review effective techniques for teaching children's writing; and create lessons for classroom use. *3 Cr.*

EDI 658 Teaching Diverse Populations Part II (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Helps educators and prospective teachers examine the instructional, curricular and social-emotional aspects of mental retardation (MR) and developmental disabilities (DD). Emphasizes etiologies, characteristics, developmental implications, teaching strategies, social implications, collaborative teaching and collaboration with families and community resources. Provides a greater understanding of MR/DD from early childhood perspective through adulthood (post-school). Examines assessment, diagnostic and evaluation tools and the educational and social-emotional implications for practice, based on ongoing formal and informal assessment outcomes. *3 Cr.*

EDI 664 Learning Disabilities/Strategies (B). Designed for teachers and other human service professionals who seek to understand differences in learning ability. Gives special attention to special strategies for students with learning difficulties. Includes topics such as strategies for thinking, problem-solving, studying, memorizing and planning. *3 Cr.*

EDI 665 Classroom Management (B). Provides participants with an understanding and application of some of the most recent theoretical models employed in the practice of classroom management. Emphasizes problem-solving techniques. Allows participants to explore the role of the teacher as the manager of the classroom environment, the students and the curriculum. Emphasizes the design of a comprehensive classroom management plan. *3 Cr.*

EDI 670 Issues in Social Studies Education (A). Analyzes current scholarship in history, anthropology and other social science disciplines in order to analyze a variety of perspectives on historical topics. Gives special attention to the first phase of the research and writing that will become the basis for the master's thesis and is an important component of the class. Requires the completion of a review of the literature in the student's chosen area. *3 Cr.*

EDI 671 Teaching Childhood Social Studies (B). Provides a comprehensive study of the curriculum and methods of guiding learning in childhood social studies. Examines current trends and issues in social studies instruction. Also provides opportunities for individual in-depth study of selected topics. *3 Cr.*

EDI 674 Applied History Seminar (A). Involves students in an eclectic variety of readings and field experiences designed to maximize personal and collegial engagement with history. Uses field experiences, workshops with authorities in their fields, and classroom discussion. Designed to coordinate with Phase II of thesis research. Supports original, individual research in keeping with the types of experiences, readings and workshops conducted during the class. *3 Cr.*

EDI 678 Issues in English Education (B). Examines contemporary instructional, curricular and assessment issues. Combines theory and practice in a manner designed to lead students toward formulating their culminating master's projects or theses. *3 Cr.*

EDI 681 Teaching Childhood Mathematics (B). Explores past and present trends in teaching childhood mathematics. Considers problems concerning content, grade placement of topics and techniques of evaluating achievement in this sub-

ject matter field. Evaluates important research in the area of childhood mathematics. *3 Cr.*

EDI 685 Statistics and Research Design (B). Prepares graduate students for interpreting and applying basic statistical tests including correlation, regression, chi-square and t-ratio. Studies these statistical procedures in the context of various research designs. *3 Cr.*

EDI 686 Issues in Adolescence Mathematics Education (B). Masters candidates will discuss issues and trends in math, science, and technology education and its impact on classroom practice. They will apply research-based math education methods and curricular topics and implement an extensive action research project. *3 Cr.*

EDI 689 Inquiry Teaching in Science, Math and Technology (A). Emphasizes the teaching of science, math and technology as involving the process skills of learning to gather information; to observe, study, and classify; to speculate, hypothesize, and generate theories; to test ideas and reject previously held assumptions in the face of new contradictory evidence; to design investigations and experiments; and to interpret data intelligently. Provides participants with the opportunity to clarify their own evolving definition of inquiry teaching and to explore activities that allow children to examine decisions requiring scientific judgments and make decisions about matters in science, math and technology with intelligence, sensitivity and growing wisdom. *6 Cr.*

EDI 690 Topics of Instruction (A). Topic varies. May be repeated with instructor's permission. *1-3 Cr.*

EDI 693 Special Education Internship I. *Prerequisite: EDI 615. Childhood Special Education students only.* Provides special education teaching experiences in childhood settings, including inclusive classrooms and self-contained classrooms, as well as pullout and push-in special education formats. *3 Cr.*

EDI 694 Special Education Internship II (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Continues experiences in childhood settings adding further internship responsibilities and experiences to existing ones. Involves experiences at both the early childhood (birth-grade 2) and childhood (grades 1-6) level as part of the internship. *3 Cr.*

EDI 699 Independent Study in Education (B). Designed individually through consultation between student and instructor to suit the student's needs and interests and the special competence of

the instructor. Additional requirements may be established by the department. *1-3 Cr.*

EDI 703 Seminar in Childhood Education (B). Assists graduate students in childhood education in completing the required thesis or project as part of the MS in Education requirements. *3 Cr.*

EDI 705 Principles of Educational Research (B). *Prerequisite: EDI 615. Childhood Special Education students only.* Guides students through the research process using a step-by-step approach, from defining a research question through the working of results. Explores both quantitative and qualitative research methodologies. Allows students to participate in collaborative and collegial assistance research methods. *3 Cr.*

EDI 722 Seminar in Bilingual Education (B). Requires students to analyze the history and basic bibliography of bilingual education in the United States; to identify trends and practices in current bilingual programs; and to understand the principles of socio- and psycholinguistic analysis as applied to the target population. *3 Cr.*

EDI 730 Literacy Assessment (B). *Childhood Literacy students only.* Informed by current research and standards in the field of literacy, engages teachers in close examination and implementation of a variety of assessment methods. Explores current issues involving different types of literacy assessments, including standardized testing, and the impact of socio-cultural background on assessment results. Provides opportunities to conduct a variety of classroom assessments and analyze those assessments to construct appropriate instructional plans. *3 Cr.*

EDI 731 Advanced Developmental Reading Instruction (B). *Prerequisite: EDI 730. Childhood Literacy students only.* Assumes the prior successful completion of six credits in the teaching of reading at the undergraduate level. Revisits familiar areas, bringing the graduate student to a higher level of understanding while using a format that emphasizes workshops and hard copy products. Covers areas such as the psycholinguistic basis of literacy and instruction in the areas of word identification, word analysis, comprehension and responding to text. *3 Cr.*

EDI 732 Clinical Diagnosis of Reading/Writing Difficulties (B). *Prerequisite: EDI 730. Childhood Literacy students only.* Seminars I and II are the anchor courses of the program. In addition to specific focuses such as research and professionalism, serves as a forum for integrating learning from other courses and field experiences. *3 Cr.*

EDI 733 Literacy Practicum (B). *Prerequisite: EDI 730. Childhood Literacy students only.* A lab course utilizing clinical procedures in assessing the literacy of school-aged children. Requires that students create and carry out instructional plans for individuals and small groups to best serve the needs of the individual student. 3 Cr.

EDI 734 Literacy Seminar I. *Prerequisite: EDI 730.* Continuation of Seminar I, serving as a forum for integrating learning from other courses and from field experiences. Includes communication and program development. 3 Cr.

EDI 735 Emergent Language and Literacy (B). *Prerequisite: EDI 730. Childhood Literacy students only.* Examines the development of children's oral and written language from a socio-psycholinguistic perspective. Provides opportunities to explore the cognitive, social and cultural bases for language development and use, including dialect variation and second-language learning. 3 Cr.

EDI 736 Literacy Seminar II (B). *Prerequisite: EDI 730. Childhood Literacy students only.* Continuation of Seminar I, serving as a forum for integrating learning from other courses and from field experiences. Focuses on communication and program development. 3 Cr.

EDI 738 Reading and Writing in the Content Areas (B). *Prerequisite: EDI 730. Childhood Literacy students only.* A lab course utilizing clinical procedures in assessing the literacy of school-aged children. Requires that students create and carry out instructional plans for individuals and small groups to best serve the needs of the individual student. 3 Cr.

EDI 739 Language Arts in Literacy Instruction (B). *Prerequisite: EDI 730. Childhood Literacy students only.* Examines six different areas within the area of literacy: history of reading education, the writing process, spelling development, the affective domain, the conventions of written English, and technology. 3 Cr.

EDI 791 Seminar in English Education (B). Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Offers three options for meeting the requirements of this course: a curriculum project, an analytic review of professional literature or a professional teaching portfolio. 3 Cr.

EDI 792 Seminar in Mathematics Education (B). Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Offers three options for meeting the requirements of this course: a curriculum project, an analytic review of professional literature or a professional teaching portfolio. 3 Cr.

EDI 793 Seminar in Science Education (B). Designed to be a culminating experience. Expects creative, innovative and extensive individual work at the highest level of proficiency. Three options are available for meeting the requirements of this course: a curriculum project, an analytical review of professional literature or a professional teaching portfolio. 3 Cr.

EDI 794 Seminar in Social Studies Education (B). Designed to coordinate with the third and final phase of the master's thesis research. A culminating experience that will lead to the completion of the master's degree. 3 Cr.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

(585) 395-2661

Chair and Professor: Sandra L. Graczyk, EdD, SUNY Buffalo; *Assistant Professor:* Joseph Hoff, EdD, SUNY Buffalo; Gene M. Spanneut, EdD, SUNY Buffalo; *Visiting Assistant Professor:* Carol T. Godsava, CAS, SUNY Brockport.

The objective of the program is to develop administrative leaders for the schools of New York state. The department offers the following programs in educational administration:

1. A 60-credit program leading to a Certificate of Advanced Study (CAS) in Educational Administration (EDA), to initial/professional New York State Certification as a School Building Leader (SBL certification), and/or to professional New York State Certification as a School District Leader (SDL certification), providing the candidate meets the experience requirements and any other requirements, such as examinations or portfolios, which the New York State Education Department may require in the future. Persons already holding a master's degree can complete the Certificate of Advanced Study with an additional 36 credits.
2. A 66-credit program leading to a Certificate of Advanced Study (CAS) in School Business Administration (SBA) and to professional New York State Certification as a School District Business Leader (SDBL certification), providing the candidate meets any other requirements, such as examinations or portfolios, which the New York State Education Department may require in the future. Students can also earn a 30-credit Master of Science in Education as part of this program.

The School Building Leader (SBL) certification is required in New York state for any person serving more than 10 periods per week of the assignment in administrative or supervisory positions. Illustrative titles requiring this certification are principal, supervisor, director, coordinator, or assistant or vice principal. The School District Leader (SDL) certification is required for central office positions such as superintendent of schools, deputy superintendent, associate superintendent, and any other person having responsibilities involving general district-wide administration. Candidates desiring SBL and/or SDL certifications must have completed three years of teaching or certificated pupil personnel services experience in an elementary or secondary school prior to obtaining administrative certification.

The School District Business Leader (SDBL) certification is required for positions of deputy superintendent for business, associate superintendent for business, assistant superintendent for business, and school business administrator. The three-year teaching requirement is not required for SDBL certification.

Matriculation

Students interested in matriculation should apply as soon as possible. Courses taken before matriculation are not automatically accepted as part of the graduate program. EDA 600 Foundations of Educational Leadership is the prerequisite, entry-level course for the CAS in Educational Administration. Students should seek advisement before taking graduate courses to ensure maximum course acceptance. Advisors are assigned upon departmental recommendation for matriculation and serve as the student's general consultant throughout the program. The advisor and the student, with the approval of the chair, develop the student's Plan of Study, make any necessary changes in the approved plan, and assure fulfillment of all requirements for graduation.

To be recommended for matriculation in the department, the student must:

- a. Send a completed *Application for Admission* to the Office of Graduate Admissions. Among the documents that must be included as part of the self-managed application are letters of support from a school district, the appropriate fees and official college transcripts of all undergraduate and graduate work (with the exception of any work completed at SUNY Brockport);

- b. Attend a program meeting at which a faculty advisor is assigned and a formal Plan of Study is developed; and
- c. Have the Plan of Study approved by the department chair and filed in the department.

Admission Requirements

Prior to being considered for matriculation, an applicant must submit the completed application, including official transcripts showing all college work completed and the school district letters of support. To qualify for matriculation, the applicant must meet the following entrance requirements:

For the Educational Administration Program:

1. A bachelor's degree from an accredited institution (see pg. 23 for further details) is a minimum requirement for all applicants.
2. One year of satisfactory teaching or certificated pupil personnel services experience is a minimum requirement for all applicants. This is defined as a full-time, probationary position or long term substitute experience; per diem subbing does not qualify.
3. Support of a school district. As part of the application packet, the applicant must submit a letter on school district stationery from a principal, assistant superintendent, or superintendent so verifying #2 and #3 by confirming that:
 - a. The applicant has at least one year of satisfactory teaching or certificated pupil personnel services experience;
 - b. The applicant is an outstanding teacher or pupil personnel services worker;
 - c. The applicant has excellent oral and written communication skills;
 - d. The applicant has leadership potential; and
 - e. The district will provide the applicant with opportunities for increased responsibilities in leadership roles (e.g., chairing a committee, planning activities or events, making formal oral presentations).
4. Support of a mentor. As part of the application packet, the applicant must submit a letter on school district stationery from a principal, assistant superintendent, or superintendent stating that he/she agrees to act as the applicant's mentor. (This can be the same administrator as #3 above and can be contained in the above [#3] letter, or it can be a different administrator and a separate letter.)
5. Three years of successful teaching or certificated pupil personnel services experience upon completion of the program is required if the applicant wishes to obtain New York state certification as a school building leader (SBL) and/or school district leader (SDL).
6. A master's degree.

For the School Business Administration Program:

1. A bachelor's degree from an accredited institution (see pg. 23 for further details) is a minimum requirement for all applicants.
2. Prior to being considered for admission, an applicant must submit a completed application, including transcripts showing all college work completed.
3. A cumulative undergraduate grade point average of at least 2.75 or higher during the last two years of study
OR
A graduate grade point average of 3.0 or higher with at least nine graduate credits.

Transfer Courses

Twenty-four credits from an earned master's degree are applied toward a Certificate of Advanced Study for non-EDA courses. There is no limit on the age of these transfer courses.

For students without an earned master's degree in the SBA Program, courses transferred in as part of an uncompleted degree may be used for non-SBA courses as follows: a maximum of 12 credits can be applied toward the master's degree and a maximum of 12 credits can be applied

toward the CAS degree. No course may be transferred in which a grade of less than “B” was received. There is normally a five-year age limit on these transfer courses; however, individual courses older than five years may be accepted for non-SBA course credit if, in the opinion of the advisor, the course material is still valid.

Age of EDA Courses

EDA courses older than five years taken at SUNY Brockport prior to matriculation in the department or re-matriculation, if the original period of matriculation has expired, cannot normally be accepted for required or elective EDA courses.

Independent Studies

Independent study allows students to explore unique areas of interest not addressed by currently offered EDA courses or to explore in greater depth a topic covered in an existing course. Students undertaking independent studies should have a rigorous and well-defined research agenda to maximize learning opportunities. Therefore, the Department of Educational Administration has adopted the following policy.

1. The sponsor of the independent study must be a full-time faculty member.
2. A student is limited to one (1) independent study.
3. The independent study proposal must include:
 - a. A completed *Independent and Directed Study Application* (available from the department office);
 - b. A completed *Independent Study Outline* (available from the department office) which must include (the student will need to attach additional pages):
 - i. Title of the study;
 - ii. Abstract of the study (summarizes the work);
 - iii. Purpose of the study (why the student wants to do this);
 - iv. Methodology of the study (what the student will do and how it will be done). The student must be very specific, outlining a plan of action and/or steps that will be followed;
 - v. Resources for the study (what the student will use to complete the work). This must include books and journal articles;
 - vi. The role of the faculty sponsor, including number and length of meetings between the student and the professor;
 - vii. Intended outcomes or products of the study (what the study will produce);
 - viii. Deadline for submission of outcomes or products; and
 - ix. If a field-based project, the signature of an administrator at the level of principal or above.
4. The student must obtain approval of the above by the faculty sponsor and the department chair by:
 - a. April 15 for summer session independent studies;
 - b. August 1 for fall semester independent studies; and
 - c. December 15 for spring semester independent studies.
5. Letter grades (“A,” “B,” “C,” and “E”) will be used for all independent studies; a grade of “S” (Satisfactory) or “U” (Unsatisfactory) cannot be awarded.
6. A student must be fully matriculated to undertake an Independent Study course.
7. Directed studies (home pursuit of an existing course) are eliminated.

Graduate Dismissal Policy

Students with a GPA below 3.0 will have one semester to bring the GPA to 3.0. Failure to bring the GPA to 3.0 will result in the student’s dismissal from the program. Students with a GPA below 3.0 may not enroll in the practicum or the internship. Additional EDA course

work may be required of those who have completed core courses and/or electives and maintain a GPA below 3.0.

Time Limit

Students in the EDA Program have five years from the date of matriculation to complete the CAS. Students in the SBA Program without a master's degree have five years from the date of matriculation to complete the MSED and an additional five years from the date of the master's degree to complete the CAS.

Student Requests for Exceptions

Department policies regarding student and curriculum issues are essential for program quality and integrity, but occasionally circumstances appear that warrant an exception or waiver for a particular student. However, wholesale granting of exceptions and waivers minimizes the impact of department policies and can lead to dilution of intended program outcomes. A mechanism of full department review, using the collective wisdom of the faculty, helps ensure that only the most urgent waivers and exceptions are granted. Therefore, the Department of Educational Administration has adopted the following policy:

1. The department as a whole will review and approve or disapprove all student requests for exceptions to or waivers from department policies.
2. To request an exception to or waiver from a department policy, the student must:
 - a. Be fully matriculated in the department;
 - b. Consult with his/her advisor for support of the request and guidance through the process;
 - c. Put the request in writing, addressed to the department chair, explaining in detail the exception or waiver sought and the rationale.
3. The department will consider the request at its next monthly meeting.
4. The decision made at this meeting will be final at the departmental level; however, the student may appeal the decision to the Dean of the School of Professions.

Program Requirements

Candidates for a degree are expected to demonstrate mastery of all competencies contained in the *Field Experience Rating Document* by the end of the internship (EDA 888) and successfully complete all courses listed on the Plan of Study to qualify for graduation with the CAS in Educational Administration degree. The rating document is available from the department upon matriculation.

CAS IN EDUCATIONAL ADMINISTRATION

The Certificate of Advanced Study in Educational Administration is a 60-credit graduate degree program. Matriculated students receive 24 transfer credits for the earned master's, leaving 36 credits of work to complete the degree. Students have the option of completing the School Building Leader (SBL) Plan of Study, the School District Leader (SDL) Plan of Study, or the combined SBL and SDL Plan of Study. The Plan of Study for each is listed below:

School Building Leader (SBL)

		SBL Credits
EDA 600	Foundations of Educational Leadership	6
EDA 653	Site Management	3
EDA 678	Models of Effective Supervision	3
EDA 694	Resource Management	3
EDA 830	Program Management and Instructional Leadership	3
EDA 871	Legal Basis of Education	3
EDA 885	Practicum in Educational Leadership	3
EDA 888	Administrative Internship	6
EDA electives		6

Total: 36

School District Leader (SDL)

		SDL Credits
EDA 600	Foundations of Educational Leadership	6
EDA 678	Models of Effective Supervision	3
EDA 694	Resource Management	3
EDA 830	Program Management and Instructional Leadership	3
EDA 871	Legal Basis of Education	3
EDA 885	Practicum in Educational Leadership	3
EDA 888	Administrative Internship	6
EDA 896	Central Office Administration	6
EDA elective		3
Total:		36

School Building Leader and School District Leader (SBL and SDL)

		SBL/SDL Credits
EDA 600	Foundations of Educational Leadership	6
EDA 653	Site Management	3
EDA 678	Models of Effective Supervision	3
EDA 694	Resource Management	3
EDA 830	Program Management and Instructional Leadership	3
EDA 871	Legal Basis of Education	3
EDA 885	Practicum in Educational Leadership	3
EDA 888	Administrative Internship	6
EDA 896	Central Office Administration	6
Total:		36

Please Note: The prerequisite course—EDA 600 Foundations of Educational Leadership—requires two years of full-time teaching or certificated pupil personnel services experience as previously defined under “Admission Requirements.”

CAS IN SCHOOL BUSINESS ADMINISTRATION

The Certificate of Advanced Studies in School Business Administration is a 66-credit graduate degree program. Students entering the School Business Administration Program without an earned master’s degree may complete the master’s degree as part of this program.

Students who matriculate into the program with an earned master’s degree receive 24 transfer credits for the master’s, leaving 42 credits to complete the degree. There are 30 credits of course work, a six-credit practicum, and a six-credit administrative internship. The course of study is listed below:

		Credits
EDA 656	Personnel Administration	3
EDA 691	Principles and Practices of Budgeting	3
EDA 692	Design and Use of Microcomputers for School Business Administrators	3
EDA 693	Administration of Support Services	3
EDA 890	Issues in Site Management for School Business Administration	3
EDA 891	Facilities Planning and Management	3
EDA 892	Legal Issues for School Business Administrators	3
EDA 893	School Finance and Revenue Management	3
EDA 894	Public School Accounting	6
EDA 897	Practicum in School Business Administration	6
EDA 898	Internship in School Business Administration	6
Total:		42

Students who matriculate into the program without an earned master's would complete the entire 66 credits of course work for the program, 30 of which would be the master's degree. The Plan of Study is listed below:

	Credits
EDA 656 Personnel Administration	3
EDA 691 Principles and Practices of Budgeting	3
EDA 692 Design and Use of Microcomputers for School Business Administrators	3
EDA 693 Administration of Support Services	3
Approved research or measurement course	3
Approved curriculum course	3
Electives outside education	6
Free electives	6
Total:	30

The above 30 credits would comprise the course work required for the master's degree. Upon completion of the master's degree, the students then complete the CAS portion of the program. The additional course work required for the CAS is listed below:

	Credits
EDA 890 Issues in Site Management for School Business Administrators	3
EDA 891 Facilities Planning and Management	3
EDA 892 Legal Issues for School Business Administrators	3
EDA 893 School Finance and Revenue Management	3
EDA 894 Public School Accounting	6
EDA 897 Practicum in School Business Administration	6
EDA 898 Internship in School Business Administration	6
Free electives	6
Total:	36

EDUCATIONAL ADMINISTRATION COURSES

EDA 600 Foundations Of Educational Leadership (B). *Prerequisite:* Two years of satisfactory teaching or pupil personnel services experience. This is defined as a full-time probationary position or long-term substitute experience; per diem substitute teaching does not qualify. The student must so verify by submitting a letter on school district stationery from the superintendent of schools or the director of personnel/human resources. Provides an introduction to school administration, including organizational dynamics and the managerial skills of communication, decision making, leadership, planning and small group dynamics. 6 Cr. Every Semester.

EDA 653 Site Management (B). *Prerequisite:* EDA 600. Defines site as a discrete unit with varying amounts of autonomy, accountability and responsibility, e.g., building or department. Focuses on management of personnel, students, resources, programs and facilities within the unit, including policy imple-

mentation, assessment and long-term planning. 3 Cr. Every Semester.

EDA 656 Personnel Administration and Policy Development (B). Covers personnel administration at the business office level, including the identification and determination of school policies; collective negotiations; recruitment, selection and appointment of personnel; affirmative action; the formulation and administration of salary schedules and general working conditions; and the separation of personnel from service. 3 Cr.

EDA 678 Models of Effective Supervision (B). *Prerequisite:* EDA 600. Provides for school supervision, including observation and conferencing skills, induction and professional growth of personnel, and performance appraisal. 3 Cr. Every Semester.

EDA 691 Principles and Practices of Budgeting (B). Covers budgeting theories and practices used

by the school business official, including estimating expenditures, personnel costs and revenues. Provides an in-depth explanation of budget administration and function/object coding. Examines board, community and staff support, including determining local needs and constraints, educating the public, conducting annual referenda, and contingent budgets. *3 Cr.*

EDA 692 Design/Use of Microcomputer Systems for School Business Administrators (B). Helps students develop skills in using technology for school business administration. Concentrates on the use of the Microsoft Office suite of programs for performing business office functions. Gives attention to the use of the Internet and technology planning. *3 Cr.*

EDA 693 Administration of Support Services (B). Covers services that support the instructional operations of the district: food service, transportation, school store, supply management, purchasing and bidding, insurance and records management. Also explores the question of in-house vs. contracted services. *3 Cr.*

EDA 694 Resource Management (B). *Prerequisite: EDA 600.* Provides students with concepts that aid understanding of the school district budget, practices that aid participation in the development and management of a building's budget, and tools that aid recruitment and selection of teachers and building support staff. Also covers labor-management relations and grievance response practices. *3 Cr. Every Semester.*

EDA 699 Independent Study in Educational Administration (B). Designed individually through consultation between student and instructor to suit the student's needs and interests and the special competence of the instructor. Additional requirements may be established by the department. *3 Cr.*

EDA 830 Program Management and Instructional Leadership (B). *Prerequisite: EDA 600.* Designed for principals, vice principals, department leaders, lead teachers and central office managers who have responsibility for instructional program evaluation and development. Provides for experience in program design, implementation and management with an emphasis on evaluation. *3 Cr. Every Semester.*

EDA 871 Legal Basis of Education (B). *Prerequisite: EDA 600.* Covers laws, judicial decisions and constitutional provisions relating to education; the legal responsibilities of teachers and school officials; and the role of the state as it relates to practical problems of public school administration. *3 Cr. Every Semester.*

EDA 885 Practicum in Educational Leadership (B). *Prerequisites: EDA 600 and successful completion of two of the following courses: EDA 653, EDA 678, EDA 694, EDA 830, or EDA 871.* A field experience that allows students to demonstrate leadership, communication and planning proficiency in a realistic school setting, under the supervision of a department member. Requires students to attend seminars and conferences. Also requires students to submit evidence of successful completion of practicum requirements. Successful completion is a prerequisite to internship application. *3 Cr. Every Semester.*

EDA 888 Administrative Internship I (B). *Prerequisites: Successful completion of and a grade of "B" or better in each of the following courses: EDA 600, EDA 653, EDA 678, EDA 694, EDA 830, EDA 871 and EDA 885.* A field experience that further develops administrative competencies. Supervised by a department member in cooperation with an appropriate administrator. Requires students to attend seminars, conferences, and have personal conferences with their supervisors. Also requires students to submit evidence of successful completion of the internship requirements. *6 Cr. Every Semester.*

EDA 890 Issues in Site Management for School Business Administrators (B). Teaches SBA students behaviors to be effective leaders in their districts by giving them skills and techniques to identify organizational culture, to lead a group, to understand diversity, to resolve conflicts and human relations problems, to be a good communicator and listener, to make good decisions, and to plan for change. Provides a better understanding of the educational mission of the district and their role in accomplishing that mission. *3 Cr.*

EDA 891 Facilities Planning and Management (B). Covers the administration and use of existing district buildings and grounds, new construction, and renovation, including capital fund management. Also covers health and safety issues that affect students, staff and community. *3 Cr.*

EDA 892 Legal Issues for School Business Administrators (B). Presents sections of law affecting school business operations. Includes sources of law such as: education law, general municipal law, local finance law, public officers law, court cases, and commissioner's decisions and regulations. Also discusses records management and ethics. *3 Cr.*

EDA 893 School Finance and Revenue Management (B). Covers school district revenue sources, including taxation concepts and practices, theoretical models in state funding, state aid in New York, federal aid and special education, and public support for non-public schools. Also discusses revenue manage-

ment in terms of forecasting and long-term financial planning, maximizing revenues, and cash management. *3 Cr.*

EDA 894 Public School Accounting (B). *Prerequisite: EDA 691.* Examines in depth fund accounting in New York state for the general and other funds. Also covers the duties of the district treasurer and other accounting operations of the district in the areas of district census and pupil attendance and extracurricular fund management. Studies payroll development, administration, and reporting for both salaries and fringe benefits. *6 Cr.*

EDA 896 Central Office Administration (B). *Prerequisites: Successful completion of all required EDA courses listed in the Plan of Study, and successful completion of EDA 885. Completion of EDA 888 is not a prerequisite for EDA 896. EDA 888 may be taken before or after EDA 896 but not concurrently.* A six-credit course combining direct instruction and field experiences in central office responsibilities. Designed to complete the preparation of a candidate for serving as a central office administrator, such as the positions of superintendent, assistant superintendent of instruction, and director of special education. Builds heavily upon the competencies acquired during school building leadership preparation and provides a grounding in the more global role of district-wide

responsibilities. Includes five Saturdays (9 am - 4:30 pm) distributed throughout the semester and requires a set of field experiences (125 clock hours) under the guidance of a College professor and a mentor. The mentor must hold SDA certification and have served in a central office administrative position full-time for at least two years. *6 Cr.*

EDA 897 Practicum in School Business Administration (B). *Prerequisites: Successful completion of at least two required SBA courses. EDA 897 must be successfully completed prior to the start of the sixth course in the SBA program.* A shadowing experience for the student to engage in a limited number of school business tasks at a school business office. Augmented by 37.5 class hours covering the role and function of the school business administrator and legal and procedural issues for the district clerk. *6 Cr.*

EDA 898 Internship in School Business Administration (B). *Prerequisites: An earned master's degree and successful completion of all 10 required SBA courses, including the SBA Practicum.* A field experience enabling the student to gain direct experience in the role of school business administrator under the supervision of a practitioner. A department professor, in cooperation with the field administrator, supervises the student during this experience. *6 Cr.*

DEPARTMENT OF ENGLISH

(585) 395-2503

Chairperson and Professor: Janie Hinds, PhD, University of Tulsa; *Professors:* Robert J. Gemmett, PhD, Syracuse University; *Dean of International Programs and Associate Professor:* John J. Perry, PhD, University of Pennsylvania; *Graduate Coordinator and Associate Professor:* Miriam E. Burstein, PhD, University of Chicago; *Associate Professors:* T. Gregory Garvey, PhD, University of Wisconsin-Madison; J. Roger Kurtz, PhD, University of Iowa; *Assistant Professors:* Sharon Allen, PhD, Princeton University; Ralph W. Black, PhD, New York University; Stephen Fellner, PhD, University of Utah; Jennifer Haytock, PhD, University of North Carolina; Stefan Jurasinski, PhD, Indiana University; Megan Norcia, PhD, University of Florida; Joseph Ortiz, PhD, Princeton University; *Lecturers:* Jeanne Grinnan, MEd, SUNY Brockport; Louis Hillman, PhD, University of Rochester; Teresa Lehr, MA, SUNY Brockport; Sidney Rosenzweig, PhD, University of Rochester.

Admission

Applicants for matriculation in the Master of Arts in English program must submit a completed application that includes the following as part of the self-managed packet:

1. Official transcripts of all undergraduate and prior graduate work; and
2. Three letters of recommendation from persons in a position to assess the potential for significant academic achievement.
3. Applicants for the Creative Writing track must submit a sample of their poetry, fiction or creative nonfiction of no more than 20 pages in length. Applicants for the Literature track must submit a nonfiction writing sample of no more than eight-10 pages in length.

Normally, an undergraduate major in English with a 3.0 “B” grade point average is required. The Graduate Record Examination is not required but is strongly recommended, especially from applicants with nontraditional preparation. For further information, contact Miriam Burstein, the Graduate Coordinator, at (585) 395-5827 or e-mail meburstein@aol.com.

Advisement

Upon acceptance into the Master of Arts in English, each student is appointed an advisor from the faculty of the department. Before this appointment, the graduate coordinator counsels students informally and provides materials relating to the degree.

Financial Aid

For accepted students exhibiting superior promise, the department has a limited number of assistantships available that provide a stipend and a tuition waiver of up to nine credits per semester. They are awarded on a competitive basis with an April 1 application deadline. Further information on assistantships may be obtained from the Office of Graduate Studies, (585)395-2525.

General Degree Requirements

Students choose one of two tracks for the Master of Arts in English: Literature or Creative Writing. The Rhetoric and Composition track is currently suspended for review.

Each is a 36-credit program with distribution of some literature courses.

The following standards govern the awarding of degrees:

1. Minimum graduate credits: A minimum grade point average of 3.0, and at least 15 credits must be at the 600 level. A maximum of 12 credits may be earned at other colleges and universities with the approval of the department. Four quarter-hours transfer as three credits. No course may be transferred in which a grade of less than “B” was received. Degree requirements must be completed within five years of the date of matriculation in the degree program.
2. Thesis: All candidates must submit an individual thesis project demonstrating mastery of an important segment of their preparation. The thesis must be approved by a board of readers appointed by the Graduate Committee of the department. The thesis proposal must be approved in advance by the thesis director and two other members of the department. The thesis must be written under the guidance of a thesis director and be recommended to the Graduate Committee. From one to six credits may be granted for thesis research and writing. The thesis should be submitted at least four weeks before commencement to the Graduate Coordinator for departmental approval.

Specific Requirements

Literature Track

The following courses are required:

	Credits
ENL 601 Bibliography and Methods of Research	3
One course in grammar, linguistics, sociolinguistics, history of language, or English literature before 1500.*	3
Course in British literature before 1800	3
Course in British literature after 1800	3
Course in American Literature before 1870	3
Course in American Literature after 1870	3
ENL 698 Thesis	1–6

The remaining credits in a candidate’s Plan of Study are electives in the Department of English and/or other appropriate departments according to advisement. Up to six credits may be taken outside the Department of English with approval of the department.

Creative Writing Track

The following courses are required:

ENL 572 Critical Approaches to Literature	3
or	or
ENL 601 Bibliography and Methods of Research (Note: ENL 502 Poetry: Theory and Practice may be substituted for the above with permission of the department.)	3
One course in linguistics, sociolinguistics, grammar, or English literature before 1500*	3
Creative Writing Workshops	9–12
Course in British literature before 1800	3
Course in American literature before 1870	3
Thesis (creative)	1–6
Literature electives	9

Rhetoric/Composition Track (currently suspended)

The following courses are required:

ENL 601 Bibliography and Methods of Research	3
ENL 603 History and Theory of Rhetoric and Composition	3
ENL 605 Teaching College Composition (Prerequisite to ENL 606)	3
ENL 606 College Composition Practicum	3
Two courses in linguistics, sociolinguistics, history of language, grammar or English literature before 1500*	6
Course in British literature before 1800	3
Course in American literature to 1870	3
Electives	6–12
Thesis	1–6

*An MA candidate may not use a single English Literature before 1500 course to satisfy more than one requirement.

Normally, students with a GPA below 3.0 will not be permitted to register for ENL 698 Thesis. Many course offerings in the Department of English also may be applied to the area of liberal arts and sciences requirement in the MS in Education programs, or may be used as electives in those and other programs as determined through the advisement process.

Students may take graduate courses in English without being matriculated. A maximum of nine credits of such courses may, if appropriate, be applied later toward the MA in English.

ENGLISH COURSES

ENL 502 Poetry: Theory and Practice (A). Explores issues in contemporary poetic theory, study of selected poets, close readings of texts. Intended for creative writers and serious readers. *1-3 Cr.*

ENL 503 The Writer's Craft (A). Requires students to meet with the directors of the Writers Forum and guest artists and critics to discuss contemporary literature and the creative process. Contact the department for the names of guests to appear in the semester and for other details. May be repeated once for credit. *1-3 Cr. Every Semester.*

ENL 505 Creative Writing for Teachers (A). Explores how to stimulate writing and creative response to literature. Examines contemporary literature for models and requires students to develop writing exercises and to produce and discuss individual work. Reviews and analyzes current material on the teaching of creative writing. *3 Cr.*

ENL 511 Chaucer and His Contemporaries (A). Examines a variety of works by Chaucer. Emphasizes *The Canterbury Tales*. *3 Cr.*

ENL 512 Medieval British Literature (A). Studies medieval British literature in its principal forms; lyric, drama, allegory and romance; its anteced-

ents in Old English literature; its influence on 15th-century writers; its connections to European and Middle Eastern literatures. *3 Cr.*

ENL 516 The British Renaissance (A). Studies selected poetry, fiction, criticism, drama and philosophy by British writers from More to Milton. *3 Cr.*

ENL 517 The Age of Dryden, Pope, and Johnson (A). Requires students to read selected works from British literature written between 1660 and 1800, including samples from Dryden, Congreve, Pope, Swift, Defoe and Johnson, and to describe some of the ways these writers resolve the tensions created by the competing demands of reason, tradition and the imagination during this period. *3 Cr.*

ENL 518 Significant Themes in British Literature (A). Studies the relation of British literature to Empire-building and Imperialism, with special focus on texts relating to the "high imperialism" of the late-19th century. *3 Cr.*

ENL 519 English Romantic Writers (A). Covers major authors of the Romantic period (from Blake through Keats); examines significant figures in Romantic literature (such as Byronic heroes and Wordsworth's wanderers); and assesses Romanticism as a cultural phenomenon. *3 Cr.*

ENL 520 Victorians and Others (A). Examines contributions of the era, such as the writing of Tennyson, Browning, Dickens and others from 1832 to World War I, to the development of British literary thought and artistry. *3 Cr.*

ENL 521 Seminar in British Writers (A). Studies significant authors treated singly or in coherent combinations. Content varies with appropriate subtitles provided for the individual course. May be repeated for credit with significant change in focus. *3 Cr.*

ENL 524 Modern British Literature (A). Studies major British dramatists, poets and novelists of the early 20th century. Usually includes Shaw, Woolf, Lawrence and Auden. *3 Cr.*

ENL 525 Contemporary British Literature (A). Studies major British writers in the later 20th and 21st centuries. Usually includes Amis, Osborne, Lessing, Pinter, Golding, Shaffer and Ishiguro. *3 Cr.*

ENL 526 Irish Writers (A). Covers major contributions of Anglo-Irish authors to literature in English, including selected works of Beckett, Joyce, Shaw, Synge and Yeats. *3 Cr.*

ENL 527 Women in the Novel (A). Examines in depth select novels, and on occasion novels from

other countries, to consider their thematic forms and functions, their literary significance, and especially what they reveal about the roles of women and attitudes toward patriarchy. *3 Cr.*

ENL 529 Roots of American Literature (A). Entails an intensive study of texts dealing with America between European contact and 1800. May include European fantasy writing, exploration and captivity narratives, Puritanism, texts of the American Revolution, and the origins of the American novel. Representative authors may be John Smith, Bradstreet, Rowlandson, Occum, Winthrop, Franklin, Otis Warren and Brockden Brown. *3 Cr.*

ENL 530 American Literature: The Romantic Era (A). Entails an intensive study of the blossoming of American literature in the decades prior to the Civil War. Studies the growth of individualism and its impact on various groups of people by studying Transcendentalism, slave narratives and women's novels. Features major authors such as Cooper, Dickinson, Melville and Stowe. *3 Cr.*

ENL 531 Transcendental Movement (A). Entails an intensive study of the influential Transcendentalist cultural and intellectual movement and its theories of aesthetics, spirituality, politics and culture. May include readings from Emerson, Thoreau, Fuller, Parker, Very, as well as important peripheral figures who were influenced by the movement such as Noyes, Garrison, Dickinson and Whitman. *3 Cr.*

ENL 532 American Realism (A). Examines American realism which, with its emphasis on the representation of everyday events and lives, chronicles the social fabric of late 19th- and early 20th-century America by tackling issues such as industrialization, race relations, women's rights, immigration and class struggle. May include James, Chesnut, Harper, Far, Dreiser, DuBois and Perkins Gilman. *3 Cr.*

ENL 533 The Jazz Age to World War II (A). Study of selected American novelists and poets who deal with the cultural explosion of the period. May include Anderson, Hemingway, Fitzgerald, Faulkner, Steinbeck, Lewis, Eliot, Frost and others. *3 Cr.*

ENL 534 American Literature of the Cold War Era (A). Examines the major literary movements in post-World War II America, paying special attention to the relationship between political, economic and cultural changes both inside and outside the United States, and American writing. May include Hersey, Okada, Friedan, Sontag, Mailer and Ginsberg. *3 Cr.*

ENL 535 Modern American Poetry (A). An investigation into the formative period 1910 - 1945 of 20th-century American verse, emphasizing significant figures from Robinson, Lowell and Frost to Cummings, Stein and Eliot. *3 Cr.*

ENL 536 Postmodern American Poetry (A). Investigates American verse written after the mid-20th century, emphasizing figures such as Berryman and Lowell as well as their contemporaries Plath and Sexton and significant poets from more recent times. *3 Cr.*

ENL 537 American Gothic (A). Starting with Poe, Brockden Brown and Hawthorn, traces the evolution of the Gothic to the present day. Considers other writers who've struggled to portray "the power of darkness": Bierce, Gilman, Lovecraft, Faulkner, O'Connor, Oates and Kojka. *3 Cr.*

ENL 538 American Poetry: Bradstreet to Whitman (A). Surveys American verse from its beginnings to the late 19th century, emphasizing representative poets such as Bradstreet and Whitman. *3 Cr.*

ENL 539 Asian American Literature (A). Explores Asian-American literature and culture both historically and thematically with an emphasis on the development of Asian-American literary voices and identities from the mid-19th century to the present. Texts include major works of fiction, poetry, drama, prose, film and critical and theoretical essays to facilitate discussion. *3 Cr.*

ENL 540 Literature of the American Family (A). Focuses on the family, family interaction, and family problems in modern American literature. Uses primary and secondary readings in sociology and history to provide a critical perspective on this topic. *3 Cr.*

ENL 541 American Literature: 19th Century Women's Novel (A). *Cross-listed as WMS 541.* Entails an intensive study of the novel as a form of women's self-representation and cultural criticism. May include novels about family life, anti-slavery and temperance, slave narratives, historical novels, and representations of urban and industrial experience. *3 Cr.*

ENL 542 Topics in Women's Literature (A). *Cross-listed as WMS 542.* Provides an advanced study of women in literature and women's literature, focusing, for example, on some aspect of female lives, such as adolescence; on one or more female authors writing in a shared tradition, genre, or period; or on women writing on a common topic or from perspectives held in common. *3 Cr.*

ENL 545 American Modernism (A). Focuses upon writers of the first half of the 20th century who defined American modernism by consciously breaking away from artistic conventions of the 19th century through experimentation in language, form, style and a heightened awareness of writing itself. May include Pound, Stein, Hemingway, Neale Hurston, Hughes and Faulkner. *3 Cr.*

ENL 546 American Writers and Travel, 1870-1930 (A). Studies significant authors treated singly or in coherent combinations. Content varies with appropriate subtitles provided. May be repeated for credit with significant change in focus. *3 Cr.*

ENL 550 Standard English and Its Varieties (A). Examines the development of Standard English and other varieties from a sociolinguistic, historical perspective. Provides a study of language acquisition, regional and social dialects, and the distinction between grammar and usage. Includes practice in and testing of contemporary usage. *3 Cr.*

ENL 551 Linguistics (A). Studies phonology, morphology, syntax, semantics, sociolinguistics. *3 Cr.*

ENL 555 Sociolinguistics (A). Studies language in social context. Analyzes problems in social dialects and communications, jargons, slang, bilingualism and language of social conflict. *3 Cr.*

ENL 557 Women and Film (A). *Cross-listed as WMS 557.* Focuses on films by women. Considers the following questions: Have women filmmakers depicted the world differently from "dominant" cinema? What possibilities exist for forms of "feminine" film discourse that are truly different from dominant film discourse? What has been the history of women filmmakers? How many of these women have indeed tried to speak a different "language"? *3 Cr.*

ENL 558 Great American Film Actors: Selected Topics (A). Closely studies great actors of American film who have lent their unique talents to film tradition and analyzes artistic, social, personal, cultural aspects of these actors and their careers. Focus and actors selected may vary, but may not be repeated for credit. *3 Cr.*

ENL 560 Great American Film Directors (A). Using various critical perspectives, studies in depth the selected American film directors— Hitchcock, Capra, Welles. Specific focus indicated by subtitle. May be repeated for credit with significant change in focus. *3 Cr.*

ENL 562 Selected Topics in Film (A). Explores significant themes and/or eras in film, for example: films of the 1950s, romantic couples, musicals, detective and western films, and film noir in cultural context. Specific topics shown by subtitle. May be repeated for credit with significant change in topic. *3 Cr.*

ENL 563 Great International Film Directors (A). Using a variety of critical perspectives, studies in depth the major films of selected international film directors. Normally focuses on two or three directors such as Fellini, Ingmar Bergman, Truffaut, Renoir, Eisenstein, Sagawa and others. Specific focus indicated by subtitle; may be repeated for credit with significant change in focus. *3 Cr.*

ENL 564 The Film Star (A). Focuses on the contribution of the actor to the film, differences between acting for silent and for sound films, and differences in acting on stage and in film. Includes film screenings and discussions. *3 Cr.*

ENL 565 American Film Comedy (A). Surveys the development of American comic style in film from the silent era to today. Includes screenings of films from Sennett's "Keystone" slapstick to Allen's cerebral comedy; the function of comedy; the theory of laughter; comic visions of America; and personal style vs. genre in comedy. *3 Cr.*

ENL 566 Studies in Literary Modes (A). Studies an important literary mode through reading, analysis and creation of selected works within selected mode. *3 Cr.*

ENL 567 Tragedy as a Genre (A). Investigates tragedy as both a literary genre and a way of interpreting the world. Considers both personal and cosmic aspects of tragedy in literary works from differing eras and cultures. *3 Cr.*

ENL 570 Women's Popular Culture (A). Explores women's popular culture to engender a cultural analysis. Considers such questions as how women's popular culture responds to women's psychosocial needs and how it functions within the dominant culture. Examines samples of the fiction and films that represent 20th-century American women's popular culture. *3 Cr.*

ENL 572 Critical Approaches to Literature (A). Analyzes literary texts in terms of form and content. Requires students to write papers of analysis from at least three literary perspectives, classify and describe perspectives of various critics, and define critical terms. *3 Cr. Every Semester.*

ENL 574 Caribbean Literature (A). Surveys 20th-century literature from the Caribbean, including drama, poetry and narrative. Includes Anglophone

writers as well as non-English works in translation. Examines literature in the context of historical and cultural issues such as the nature of Caribbean identity, the role of language and the reconstruction of history. *3 Cr.*

ENL 575 Postcolonial Literature (A). Surveys some of the most lively literature being produced these days from those areas of the world that were formerly European colonies: in particular, the Caribbean, Africa and South Asia. Introduces what is sometimes called the "postcolonial condition," exploring what it is and how writers have responded to it. *3 Cr.*

ENL 576 Magical Realism (A). Introduces the important 20th-century literary movement known as magical realism. Examines its roots in Latin America as well as its adoption in other areas, with particular attention to the historical context in each case. *3 Cr.*

ENL 577 Issues in Science Fiction (A). Explores significant developments in the history of speculative and science fiction, and studies major themes such as sex, science and prejudice. Includes representative authors such as Wells, Asimov, Heinlein and Le Guin. *3 Cr.*

ENL 578 Seminar in World Literature (A). Provides a study of significant authors or topics in world literature (i.e., other than British/American). Content varies, with appropriate subtitles for each individual course. May be repeated for credit with significant change in topic and content. *3 Cr.*

ENL 581 English Grammar (A). Studies a variety of options writers have when they generate sentences by applying transformational rules; examines definitions of parts of speech and an explanation of their use in sentences; and analyzes passages of prose and poetry in terms of options made available by the workings of grammar. *3 Cr.*

ENL 582 Children's Literature (A). Covers conventions of children's literature, development of genres of children's literature, and bibliographical and critical resources in the field. *3 Cr.*

ENL 584 Young Adult Literature (A). Examines the needs of the young adult reader and surveys genre literature as well as literature in content areas. *3 Cr. Every Semester.*

ENL 591 Advanced Fiction Writers Workshop (A). *Prerequisite: Instructor's permission.* An advanced seminar specializing in the writing of fiction and in the applied criticism of fiction. Requires students to bring manuscript to a polished state of form, style and content. May be repeated for credit. *3 Cr.*

ENL 592 Advanced Poetry Writers Seminar (A). *Prerequisite: Instructor's permission.* A seminar specializing in the writing of poetry. Requires intensive critical discussion and revision, and some consideration of work by selected contemporaries. May be repeated for credit. *3 Cr.*

ENL 593 The Creative Essay (A). *Prerequisite: Instructor's permission.* Primarily a writing course in which students "workshop" essays. Explores the historical evolution of the essay and new forms it is taking. Requires students to read a variety of essays and create their own. May be repeated for credit. *3 Cr.*

ENL 595 Literature of the Holocaust (A). *Prerequisite: Instructor's permission.* Entails readings (both fiction and non-fiction) and discussion concerning Hitler's attempted destruction of the European Jews; and includes the work of survivors and victims, and incorporates esthetic, moral and political perspectives, with special emphasis on relevance for our time. *3 Cr.*

ENL 596 Sex and Censorship (A). Considers the expression of sexual themes—and censorship of them—in contemporary literature, film and media. Includes topics such as the erotic in art, definitions of pornography and obscenity, evolution of censorship standards and practices, the Hollywood Code, the US Commission on Obscenity and Pornography (1970) and its critics, and recent feminist perspectives. *3 Cr.*

ENL 599 Independent Study in English (B). Arranged in consultation with the professor-sponsor prior to registration. *1-6 Cr.*

ENL 601 Bibliography and Methods of Research (A). Explores various approaches to the study of literature; training in bibliography; locating and evaluating literary evidence; and the nature and process of scholarly writing. Required early in the program for MA candidates. *3 Cr. Fall.*

ENL 602 Topics in Creative Writing (A). *Prerequisite: Instructor's permission.* A creative writing workshop that focuses on fiction, non-fiction or poetry writing. Genre varies according to instructor. *3 Cr.*

ENL 603 Theories of Rhetoric and Composition (A). Surveys important movements (from classical to contemporary times) and recent trends concerning the nature of writing. Explores major ideas in rhetorical theory as a conceptual backdrop for ongoing work in writing studies, research, education and related fields. Provides a forum for exchanging and testing those ideas. *3 Cr.*

ENL 605 Teaching College Composition (A). Provides a systematic study of teaching college writing. Designed for prospective composition instructors, content is guided by: instruction in classroom practices informed by pedagogical and rhetorical theories; and preparation for teaching in a college composition program. *3 Cr.*

ENL 606 Practicum in Teaching College Composition (A). *Prerequisite: ENL 605.* Provides experience in teaching or tutoring composition and pedagogical support for it under the guidance of a writing specialist. Requires students to apply to actual classroom or tutorial settings the principles of contemporary writing studies. Enables students to gain practical experience in planning, developing materials, instructing and evaluating student progress. Includes teaching a section of ENL 112 or equivalent course at another college, or tutoring composition 12 hours per week at the Student Learning Center. Assignment to practicum experience is based on the instructor's recommendation and student preference. *3 Cr.*

ENL 610 Studies in Early and Middle English (A). Covers literature of the early- and middle-English periods, with particular emphasis on literary, historical, social and political background of the period. *3 Cr.*

ENL 616 Studies in the English Renaissance (A). Covers selected writings of important authors between 1550 and 1642, such as Shakespeare, Marlowe, Donne, Jonson and Webster. *3 Cr.*

ENL 621 Eighteenth Century Literature (A). Emphasizes two or more significant British authors in the period 1660 - 1800. *3 Cr.*

ENL 624 British Romantic Literature (A). Covers the British Romantic period, with an emphasis on the works of two or more of the major writers (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats). *3 Cr.*

ENL 627 Studies in the Victorians (A). Covers the major poets, essayists and novelists from 1832 to 1901 (Tennyson, Browning, Arnold, Newman, Dickens, Eliot and Hardy). *3 Cr.*

ENL 630 Studies in Modern British Literature (A). Studies two or three major English authors of the 20th century. Typically includes Joyce, Woolf, Lawrence, Synge, Shaw, Auden, Eliot and Green. Specific focus indicated by subtitle. *3 Cr.*

ENL 631 Studies in Contemporary British Writers (A). Studies two or three major contemporary English authors. Typically includes Pinter, Lessing, Fowles, Golding, Stoppard and Lodge. Specific focus indicated by subtitle. *3 Cr.*

ENL 632 Studies in American Literature Before 1870 (A). Covers selected major authors before 1870. Includes authors such as Puritan writers, Cooper, Hawthorne, Melville and other important writers. Specific focus indicated by subtitle. May be repeated for credit with significant change in focus. *3 Cr.*

ENL 636 Studies in American Literature 1870-1920 (A). Studies two or three major authors from 1870 to 1920 such as Twain, Crane, Dreiser, Norris, Dickinson and Whitman. Specific focus indicated by subtitle. *3 Cr.*

ENL 640 Studies in American Literature 1920-1945 (A). Studies two or three major authors from 1920 to 1945 such as Frost, Cummings, Faulkner, Hemingway, O'Neill and Fitzgerald. Specific focus indicated by subtitle. *3 Cr.*

ENL 641 Studies in Contemporary American Literature (A). Studies two or three major authors since World War II such as Dickey, MacLeish, Albee, Roethke, Plath, Rich, Heller and Bellow. Specific focus indicated by subtitle. *3 Cr.*

ENL 642 Postmodern American Fiction (A). Examines developments in American fiction since the 1960s. Explores the conditions and characteristics of postmodernism in the works of writers such as Barth, Barthelme, Coover, Doctorow, Morrison, Pynchon and Vonnegut. *3 Cr.*

ENL 672 Contemporary Literary Theory and Practice (A). Studies contemporary literary theory and criticism. Among areas of literary theory, may consider one or more major paradigms: rhetorical, structuralist, poststructuralist, psychological, historical and gender-based theories. *3 Cr.*

ENL 675 Seminar in Literary Figures (A). Provides an intensive study of selected literary figures and movements that may cross geographic and chronological boundaries such as the metaphysical writers Donne, Dickinson and Eliot. Specific focus indicated by subtitle. *3 Cr.*

ENL 698 Thesis (A). Arranged with the thesis director. While thesis may be taken for one to six credits, normally students enroll for either three or six credits. *1-6 Cr. Every Semester.*

ENL 699 Independent Study in English (A). Designed individually through consultation between student and instructor to suit the student's needs and interests and the special competence of the instructor. Additional requirements may be imposed by the department. *1-6 Cr. Every Semester.*