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Department of Art

(716) 395-2209

Chairperson and Associate Professor: Jennifer Hecker, MFA, University of Minnesota. Assistant Professors: J. S. Xiaobird, MFA, University of Massachusetts; Lori Mills, MFA, Rochester Institute of Technology; Debra Fisher, MFA, Ohio State University. Visual Studies Workshop staff and adjunct faculty include: Rich Della Costa, BA, Niagara University; William Johnson, MLS, University of Michigan; Joan Lyons, MFA, SUNY Buffalo; Roger Rowley, MFA in Visual Studies, SUNY Brockport.

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 for almost 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 and traveling 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 computer arts.

The advantage of this unique program to students is the challenging environment that it generates for them. Candidates in the MFA program have access to and gain training in the following program areas of the Workshop:

Exhibitions Program

Roger Rowley, Exhibitions Program Coordinator

Broad interpretations of media-based arts are emphasized in the spacious galleries at the Visual Studies Workshop. The galleries and a traveling exhibition service 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 or visit the Collector's Gallery, a unique sales inventory of collectible photography, fine prints, drawings, and rare books.

Afterimage: The Journal of Media Arts and Culture

Karen VanMeenen, Editor

Celebrating its 25th year, 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.

Visual Studies Workshop Press

Joan Lyons, VSW Press Coordinator

Foremost among artists' book publishers, the Press has helped define the field. It has published more than 450 books by artists, photographers and writers, as well as research titles in the visual arts. Classes, access programs, residencies, and internships in book arts, computer design and imaging, and offset printing emphasize the integration of text and image and of
traditional and developing technologies. The Press consults on all aspects of book publishing and production.

**Research Center**
William Johnson, Research Center Coordinator

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 snapshot albums, lantern slides, as well as information files on photographers, printmakers, video artists, and visual arts organizations.

**Media Center**
Rich Della Costa, Media Center Coordinator

The Media Center supports film- and video-making through its low-cost equipment rental to independent producers and members of the community, training workshops and its screening and exhibition programs.

**Evening Classes**
In addition to the MFA program in Visual Studies, the Workshop holds evening classes in photography, film, video, computer design and imaging, and bookmaking/artists’ books, 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. 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 to the MFA program in Visual Studies must present evidence that they have received a bachelor’s degree from a regionally accredited college or university. The program does not require that applicants have a BFA. To be considered for admission to the MFA program, 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, three letters of reference, and a portfolio, slides, or video-tape of his or her most recent and mature work. 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; (716) 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 four areas of emphasis: photography, electronic media, video/film 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.
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, alternative photographic processes, book arts, electronic media, and video/film. Seminars in the history and theory of photography and related media are also required as part of the core program.

Distribution Requirements (60 credits total)

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<th>Credits</th>
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<td>1. Core Courses—Graduate Foundation/Tools (9 credits)</td>
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<tr>
<td>ART 513  Electronic Media I</td>
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<td>ART 532  Interpretive Strategies</td>
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<td>ART 555  Imaging Systems I</td>
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<td>2. Studio Courses in Visual Studies (23 credits)</td>
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<tr>
<td>a. Photography</td>
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<td>ART 535  Expanded Issues in Photographic Exhibition</td>
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<td>ART 635  Advanced Photography II</td>
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<td>ART 636  Advanced Studio Problems in Photography</td>
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<td>ART 591  Summer Institute Workshop (varied)</td>
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<tr>
<td>b. Film, Video and Electronic Media</td>
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<td>ART 515  16 MM Film I</td>
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<td>ART 516  16MM Film II</td>
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<td>ART 514  Electronic Media II</td>
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<td>ART 615  Electronic Media III</td>
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<td>ART 616  Electronic Media IV</td>
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<td>ART 591  Summer Institute Workshop (varied)</td>
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<tr>
<td>c. Imaging Systems and Visual Books</td>
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<td>ART 556  Imaging Systems II</td>
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<td>ART 657  Advanced Studio Problems in Imaging Systems</td>
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<tr>
<td>Seminars in Visual Studies (14 credits)</td>
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<td>1. Core Seminars (12 credits)</td>
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<tr>
<td>a. History of Photography (6 credits)</td>
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<td>ARH 561  History of Photography</td>
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<tr>
<td>ARH 662  Advanced Photographic History</td>
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<td>b. Aesthetics, Theory, and Criticism (6 credits)</td>
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<td>ARH 664  Art Theory and Philosophy (Media Culture)</td>
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<td>ARH 796  Media Criticism Seminar</td>
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<td>2. Additional Seminars (2 credits)</td>
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<tr>
<td>ARH 599  Independent Study in Art History</td>
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<tr>
<td>ART 591  Summer Institute Seminars (varied)</td>
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Academic Electives (6 credits)
Students may select any 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. The six credits of Summer Institute courses may fulfill either studio or seminar distribution requirements.

Internship and Final Project (9 credits)
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.

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ART 797 Graduate Project I—Research Seminar 3
ART 790 Internship 3
ART 798 Graduate Project I—Final Project 3
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Art History/Theory Courses

ARH 510 Contemporary Art Criticism (A). Examines the relationship between the critic, the artist, and the art market. 3 Cr.

ARH 519 19th-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 20th-century Art (A). Covers the history of architecture, sculpture, and painting from late nineteenth century to present. 3 Cr. Every Spring.

ARH 525 Italian Renaissance Art (A). Examines the works of art and architecture from 15th and 16th centuries in Italy. 3 Cr.

ARH 531 American Art. Surveys painting, sculpture, architecture, and furniture from colonial times to present. 3 Cr.

ARH 541 Art Worldwide (A). Field trips overseas focusing on selected topics in art history. Could be repeated for credit. 3 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 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. 3 Cr.

ARH 591 Senior Seminar in Art History (A). Prerequisite: ARH 201 and 202, or instructor’s permission. Examines in detail selected topics in art history with the emphasis on the exploration of research methodologies in fine arts, and writing papers and sharing them in the class. 3 Cr.

ARH 599 Independent Study in Art History. 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.

ARH 662 Advanced Photographic History. (Taught at Visual Studies Workshop.) For advanced students working on independent history projects. Emphasizes extensive research in an area of interest to the student. Entails a final project, which may be an exhibition and catalogue, an extensive article or paper, and/or a series of public lectures. 3 Cr.

ARH 664 Art Theory and Philosophy. (Taught at Visual Studies Workshop.) During the past 25 years, ideas about art have come to play an increasingly dominant role in art production. An artist’s activity is invariably informed by (often implicit) theoretical assumptions. Through their work, encourages students to articulate and clarify some of these assumptions to provide them with a set of analytical tools and definitions to help identify such assumptions in their own practice. 3 Cr.

ARH 699 Independent Study in Art History (A). Special project in art history arranged in consultation with the instructor/sponsor prior to registration. May be repeated for credit. 1–6 Cr.

ARH 791 Seminar in Art History (A). Intended to explore advanced research methods in fine arts, and discuss problems of art historical nature. Focuses each time on a different subject. May be repeated for credit. 3 Cr.
Visual Studies Workshop. Explores how individuals and groups respond to and manipulate images to make sense of their lives. Examines how images work as a language; how images and texts function together; how individuals look at the familiar and the strange; and how media both reaffirm ideas and generate new ones. Also analyzes the practices of mass and alternative media and their impact on audiences. 3 Cr.

Arts Studio Courses

ART 513 Electronic Media I. (Taught at Visual Studies Workshop.) Introduces students to an intersection of photography, video, and sound. 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 Electronic Media II. (Taught at Visual Studies Workshop.) Allows students to continue to investigate the intersection of photography, video, and sound, 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. (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. (Taught at Visual Studies Workshop.) Provides students with advanced aesthetics needed to work with 16mm 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. Expects students in this graduate-level course to create individual or partner-based Discipline Based Art Education (DBAE) Presentations instead of group-based 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 532 Interpretive Strategies. (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.

ART 534 Advanced Photography I. (Taught at Visual Studies Workshop.) Explores what it means to develop a personal system of working and decision making that stresses self-criticism and the ability to become aware of directions in their own work and the work of others. Strengthens concepts of seeing and sequencing, presentation, exhibition formats, and printing standards. 3 Cr.

ART 534 Advanced Problems in Photography. (Taught at Visual Studies Workshop.) Explores various exhibition formats, including site-specific installation and alternative forms of public display such as billboards, signage, mail, and performance. Requires students to develop individual or collaborative projects culminating in a public display. 3 Cr.

ART 535 Expanded Issues in Photographic Exhibition. (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 develop a personal system of working and the work of others. Strengthens concepts of seeing and sequencing, presentation, exhibition formats, and printing standards. 3 Cr.

ART 536 Imaging Systems I. (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 537 Imaging Systems II. (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 554 Advanced Study in Art. 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 565 and 566 Electronic Media III and IV. (Taught at Visual Studies Workshop.) Consists of group discussions, individual meetings with the instructor, and presentations of work to the group for critique. Relates reading and writing to student
work and group discussions will be assigned. Allows students to work independently using skills developed in previous electronic media courses. All production and post-production work will be done outside of class time. 3 Cr.

ART 617 Advanced Studio Problems in Electronic Media. (Taught at Visual Studies Work shop.) 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 or lecture. 3 Cr.

ART 635 Advanced Photography II. (Taught at Visual Studies Workshop.) Explores what it means to develop 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 formats and printing standards. 3 Cr.

ART 636 Advanced Studio Problems in Photography. (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. 3 Cr.

ART 657 Advanced Studio Problems in Imaging Systems. (Taught at Visual Studies Workshop.) An independent study for students with a good working background in imaging systems, visual books, and offset lithography. A suitable independent study project would be the design, printing, and binding of an editioned bookwork or print portfolio, a series of one-of-a-kind books, or an environmental book. 3 Cr.

ART 658 Structure of the Visual Book. (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.

Continuation in the Programs

If students fail to maintain a 3.0 average, they will be informed by a representative of the faculty committee that they have been placed on academic probation. Students will be allowed one semester to return their grade point average to 3.0 or above. The student’s Plan of Study will be reviewed to determine when failed courses will be made up to meet the timeframe for graduation. A minimum grade of “B–” is required on all courses for receipt of credit towards graduation.

If students fail to bring their grade point averages up to the required level the following semester, the faculty committee will make a second review with recommendation for dismissal or extension of academic probation for an additional semester.

Interdisciplinary Arts for Children

(716) 395-2478

Interim Chairperson and Professor: Oh-Kon Cho, PhD, Michigan State University. Associate Professors: Jacqueline Davis, MA, Ohio State University; William Hullfish, Jr., EdD, SUNY at Buffalo; Assistant Professors: Cynthia Gott, MFA, Washington State University; Juanita Suarez, MFA, University of Utah.

An MS in Elementary Education with an Interdisciplinary Arts for Children Specialization is offered by the Department of Education and Human Development in cooperation with arts education specialists in the Departments of Art, Dance, Interdisciplinary Arts, and Theatre. The 33-credit degree requires a nine-credit elementary education core; a 15-credit arts concentration, which includes courses in art, dance, music, and theatre and an interdisciplinary arts for children seminar; six credits of breadth courses; and three credits of electives selected with advisement. Admissions procedures and curriculum are described in the Department of Education and Human Development section of this catalog.
Interdisciplinary Arts for Children Courses

IAC 550 Performance for Young Audiences. Pre-requisite: Instructor’s permission. Explores performance and staging techniques for young audiences; develops skills in improvisation and ensemble playing; prepares shows involving art, dance, music, and theatre; tours and performs for and with young audiences. Requires that students write research papers. 4 Cr.

IAC 580 Workshop in Interdisciplinary Arts for Children. Through lecture, discussion and participation, studies the use of creative arts in the classroom and community agency. Focuses on integration of all the art forms. Requires graduate students to function as group leaders. 3 Cr.

IAC 590 Arts for Children Special Topics Workshop. Prerequisite: Program director’s permission. Provides students opportunities to develop an understanding of one topic which focuses on application of interdisciplinary arts experiences for children, e.g., performances for or by children, subject integration, curriculum development, and research. Deals with current arts and education issues and may be developed in response to programmatic needs identified by the faculty and students. 2–6 Cr.

IAC 591 Interdisciplinary Arts for Children Seminar. Discusses issues and representative theories; and entails program development and evaluation, and development of leadership skills and ability to utilize arts resources. 3 Cr. Spring.

IAC 690 Arts for Children Special Topics. Provides students opportunities to develop an understanding of topics which focus on application of interdisciplinary arts experiences for children, integration of arts into curriculum, and research. Deals with current arts, education, and advocacy issues. May explore other topics in response to programmatic needs identified by the faculty and students. 2–6 Cr.

IAC 691 Arts for Children Senior Seminar. Discusses issues and representative theories; entails program development and evaluation, arts advocacy; and development of leadership skills and ability to utilize arts resources. 3 Cr. Spring.

IAC 699 Independent Study in Arts for Children. Prerequisite: Instructor’s permission. Arranged in consultation with instructor/sponsor prior to registration. 1–3 Cr.

Department of Biological Sciences

(716) 395-2193

Chairman: Larry K. Kline, PhD, SUNY Buffalo. Distinguished Service Professor: Joseph C. Makarewicz, PhD, Cornell University. Professors: Thomas Bonner, PhD, University of Cincinnati; James M. Haynes, PhD, University of Minnesota. Associate Professors: David Brannigan, PhD, University of New Hampshire; Stephen W. Chan, PhD, University of Hull; P. Michael Fox, PhD, University of Illinois-Urbana; Kline, PhD, SUNY Buffalo; Craig Lending, PhD, University of Wisconsin-Madison. Assistant Professors: Patricia Harris, PhD, Duke University; John Hunter, PhD, University of California Davis; Kathleen Moody, PhD, University of Pennsylvania; Christopher Norment, PhD, University of Kansas. Research Associate: Theodore Lewis, MS, SUNY Brockport.

The Master of Science provides students with a solid and comprehensive background in the field of biological sciences. Upon completion of the program, students may continue toward a PhD in some specific field of biology; teach biologically related courses at the high school or community college level; or pursue 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.

At SUNY Brockport, a Master of Science may be obtained under two separate 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 thesis, a refereed publication may be accepted; and
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 18 credits of biology at a regionally accredited institution, preferably with a minimum grade point average of 3.0 (A=4.0). The applicant should have credit for college physics, organic chemistry and calculus. Computer science is recommended. The applicant may be admitted as a candidate with deficiencies in the above areas, but priority must be given to their removal. Courses taken to satisfy a deficiency are not credited toward the master’s degree. Such courses may be taken on a Satisfactory/Unsatisfactory 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 (not to the Department of Biological Sciences) as part of the self-managed application packet:
1. Completed application form for graduate study as a matriculated student, i.e., as a degree candidate;
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. Graduate Record Examination scores are recommended but are not required in General Aptitude and Advanced Biology. 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 line at www.gre.org.

The Major Advisor
The graduate coordinator assigns a temporary advisor to the student to guide in the selection of courses in the first semester. The student must select a faculty member to act as a major advisor on a permanent basis 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 average by the end of the second semester, or when 24 credits are completed, whichever is later.
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.

Biological Sciences Courses
BIO 500 Plant Taxonomy (A). Considers the morphology, evolution, and classification of the vascular plants. Lecture topics include structure and ecological significance, reproductive biology, evolutionary history, and principles of classification. Laboratories survey the diversity of plants and teach the use of technical keys. 4 Cr.

BIO 513 Topics in Plant Biology. Covers current topics in plant biology, including photosynthesis, plant physiology, development, plant cell biology, control of gene regulation, and nitrogen fixation. Reviews current scientific literature as an integral part of this course, and requires recent experimental data. 3 Cr. Fall.

BIO 514 Immunology. 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. 2 Cr. Fall.

BIO 515 Molecular Biology (A). 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. Every Other Spring.

BIO 519 Limnology. Covers the chemical, physical and biological characteristics of streams and lakes. Recommended for students interested in oceanography and marine biology, as well as the study of freshwater streams and lakes. 3 Cr. Fall.

BIO 521 Limnology Lab. Explores the basic methodology of sampling different types of organisms in lakes and streams: chemical analysis of water, the operation of instruments and
BIO 522 Population Biology. Explores the evolution and functioning of populations, including population genetics, growth and regulation, life tables, the exclusion principle, predator-prey theory, species equilibrium theory, and human population growth. 3 Cr.

BIO 523 Pollution Biology. Focuses on water pollution problems and effects of pollution on organism physiology, behavior and ecological relationships. Examines bioassay techniques and procedures; and requires analysis of pollution data. 3 Cr. Every Other Spring.

BIO 526 Recombinant DNA. 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. Every Other Spring.

BIO 527 Animal Behavior. Explores the behavior of animals in relation to adaptation and phylogenetic history. Covers methods of studying behavior, the effects of genes and environment on behavior, relationships between neural and endocrine function and behavior, foraging, mating strategies and systems, and social systems. Includes lectures, discussions, and laboratory and field exercises. 3 Cr. Fall.

BIO 528 Microtechnique. 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, histochecmistry and immunocytochemistry. 3 Cr. Fall.

BIO 529 Electron Microscopy. 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. Fall.

BIO 530 Ornithology. Studies the form, function, ecology, and evolution of birds. Includes topics of anatomy, physiology, origins and biophysics of flight, migration and annual cycle, mating systems, community ecology, and population ecology of birds. Laboratory and field experiences include the study of anatomy and flight, identification techniques, census methods, and trapping and banding. 4 Cr. Fall.

BIO 533 Instrumental Methods III—Radioactivity and Enzyme Assay. Covers principles and experiments involving the use of measurement of radioactive isotopes. Examines liquid scintillation counting, and the measurement of enzyme activity using spectrophotometric and radioisotope techniques. Given third four weeks of semester only. (Eight three-hour lab sessions). 1 Cr. Fall.

BIO 539 Conservation Biology. Examines current theory and data from evolutionary biology, ecology, and genetics as they relate to the conservation of biological diversity. Includes topics such as causes of extinction, habitat loss and fragmentation, design of nature reserves, landscape ecology, application of basic principles of population biology to species conservation, and restoration ecology. 3 Cr. Spring.

BIO 540 Herpetology. Considers the study of the form, function, ecology, and evolution of reptiles and amphibians. Includes topics of anatomy, physiology, mating systems, population and community ecology, and conservation biology of reptiles and amphibians. Includes lab and field experiences on the study of anatomy, identification techniques, and census methods. 4 Cr. Spring.

BIO 543 Biotechniques III—Immunoassays (RIA/ELISA) (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. Spring.

BIO 545 Histology. Explores the microanatomy of animal tissue and organs with an emphasis on functional correlations. Includes lab examinations of prepared slides and fresh materials, as well as normal and pathological tissues. 4 Cr. Spring.

BIO 559 Mammalogy (B). Studies the form, function, ecology, and evolution of mammals. Includes the topics of anatomy, physiology, origins, diet and feeding strategies, population and community ecology, and social systems of mammals. Includes laboratory and field exercises to emphasize habitat selection and population biology of small mammals, anatomy, and classification. 4 Cr. Fall.

BIO 566 General Endocrinology. Covers the morphology of endocrine glands; the relationship between the molecular structure of a hormone and its ability to regulate metabolism; the role of the hormones in growth, metabolic and reproductive processes; and various endocrine diseases. 3 Cr. Fall.

BIO 567 Biochemistry I. 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. 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. Cross-listed as CHM 570. 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 change inherent in the dynamics of living systems. 1 Cr. Fall.

BIO 577 Field Biology. Covers the flora and fauna of local areas in New York state. Studies the structure and function of biotic communities, along with techniques for the qualitative and quantitative assessment of communities and ecosystems, and general conservation practice and theory. 4 Cr. Summer.

BIO 583 Aquatic Invertebrates. Focuses on the importance of aquatic invertebrates in lotic and lentic ecosystems; the taxonomy of aquatic invertebrates, including insects, crustaceans, mites, annelids, and molluscs; and the use of dichotomous keys, sampling equipment and preservation techniques. Prepares students to predict the types of organisms likely to exist in a particular aquatic system and to characterize an unseen body of water by its invertebrate fauna. 4 Cr. Spring.

BIO 584 Fish Ecology. Explores fish ecology from the behavior of individuals through population dynamics and classification of fishes to the ordinal level. Relates anatomical, physiological and behavioral adaptations of fishes to their ecology and how recruitment, growth, mortality, and environmental factors interact to influence fish production. BIO 490 is the complementary lab. 3 Cr. Every Other Spring.

BIO 587 Birds of New York. Covers ecological relationships, avian aesthetics, ethological characteristics; evolutionary relationships among birds and their progenitors; techniques of study; skin preparation and use of museum resources; and the significance of avian studies in photoperiodicity, migration, disease and conservation. Includes field identification and optional skin preparation. Requires a topical paper, skin preparation and a field project. 4 Cr. Summer.

BIO 588 Environmental Impact Analysis. Integrates a traditional field biology course with an environmental impact analysis approach. Presents students with an actual development project (e.g., boat launching site) on or near Lake Ontario. Based on ecological theory, environmental analytical principles, aquatic/terrestrial sampling, and taxonomic skills learned in the course, requires student teams to conduct an environmental assessment of the proposed project and write an environmental impact statement. 4–6 Cr. Summer.

BIO 590 Fishery Techniques and Identification. Corequisite: BIO 584 or instructor's permission. Provides lab and field experience in fish collection, identification, anatomy and fishery techniques, including netting, electrofishing and quantitative fishery techniques. 2 Cr. Fall.

BIO 595 Topics in Biology. To be defined by the instructor in accordance with the specific topic to be covered each semester. Additional information may be obtained from the department office. May be repeated under a different title. 1–3 Cr.

BIO 599 Independent Study. To be defined in consultation with the instructor-sponsor prior to registration. Variable Cr. Every Semester.

BIO 614 Experimental Design. Covers experimental design and investigation in the biological sciences. Includes the topics of descriptive statistics, hypothesis formulation and testing; data interpretation; and exploratory data analysis. 3 Cr. Spring.

BIO 618 Experimental Endocrinology. 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—Instrumentation. Covers the operation of a spectrophotometer, fluorometer, gas chromatograph, atomic absorption spectrophotometer, graphite furnace for heavy metals, autoanlyser, etc. Although the medium for analysis is water, the instrumentation and techniques utilized are applicable to other areas of biology. 4 Cr. Spring.

BIO 622 Biology Seminar. 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. 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. Spring.

BIO 673 Neurobiology. Prerequisites: Undergraduate courses in anatomy and physiology. Studies in detail the structure and functions of nervous tissue and related peripheral elements, including receptors and muscles. Considers the central nervous systems of both vertebrates and invertebrates with a view toward understanding a physiological basis for behavior. 3 Cr.

BIO 692 Graduate Seminar. 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. Current topics to be arranged by instructor in a special field of study. Details reflect student demand, needs and timely topics of interest. 3 Cr.

BIO 699 Independent Study. 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 Research Experience. 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. Provides 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.
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. Those admitted as matriculated graduate students are expected to begin their study in the summer following their acceptance.

**Degree Requirements**

The Master of Arts in Communication requires the following:

1. **Required credits of graduate study:** A minimum of 30 credits (if electing the thesis option) or a minimum of 36 credits (if electing non-thesis option) of study beyond the bachelor’s degree with at least 15 credits at the 600 level or above. At least 12 credits must be earned in seminar courses 691 through 698. Seminar courses may not be taken by directed study, independent study or by transfer credit.

2. **Required courses:** The following courses, totaling 15 credits, are required of all matriculated graduate students:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 600</td>
<td>Communication Research Methods (CMC 600 should be the first course for all matriculated graduate students and is a prerequisite for all CMC 600- and 700-level courses.)</td>
</tr>
<tr>
<td>CMC 691</td>
<td>Seminar in Rhetorical Criticism</td>
</tr>
<tr>
<td>CMC 692</td>
<td>Seminar in Rhetorical Theory</td>
</tr>
<tr>
<td>CMC 694</td>
<td>Seminar in Mass Communication</td>
</tr>
<tr>
<td>CMC 697</td>
<td>Seminar in Interpersonal Communication</td>
</tr>
</tbody>
</table>

3. **Areas of specialization:** In addition to the five required courses, each student will select additional elective courses by advisement. Those who select the thesis option will need additional courses for a minimum total of 30 credits, including six credits for CMC 798: Thesis; non-thesis option students will be required to complete at least seven additional courses for a minimum total of 36 credits.

   a. Communication electives (3–7 courses)
      - CMC 510 Speakers, Campaigns and Movements
      - CMC 511 Rhetorical Criticism
      - CMC 513 Non-verbal Communication
      - CMC 515 Public Communication in Administration, Business and the Professions
      - CMC 517 20th-century Political Rhetoric
      - CMC 518 Cross-cultural Communication
      - CMC 519 Problems in Freedom of Speech
      - CMC 532 Public Relations Campaigns
      - CMC 563 Mass Communication and Society
      - CMC 568 Law of Mass Communication
      - CMC 572 Group Leadership
      - CMC 573 Theories of Communication
      - CMC 577 Organizational Communication
      - CMC 579 Conflict Resolution Through Communication
      - CMC 583 Communication Training and Development
      - CMC 592 Theories of Persuasion
      - CMC 596 Contemporary Broadcast Issues
      - CMC 693 Seminar in Organizational Communication
      - CMC 797 Project in Communication
      - CMC 798 Thesis

   b. Independent-study options are available to study areas or develop projects not available through regular course work. Students are ordinarily permitted to take a total of three hours of independent study (CMC 699 Independent Study in Communication)
as part of their program of graduate study. Exceptions to this policy must be approved by the graduate faculty.

c. Students with strong undergraduate backgrounds in communication may elect to take by advisement one or two courses in disciplines other than communication. Students electing the thesis option may take three credits (out of 30) and students electing the non-thesis option may take six credits (out of 36) in courses in other disciplines. Students without strong undergraduate backgrounds in communication must take their entire program 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. For programmatic purposes, graduate courses taken at VSW are considered equivalent to communication courses and may be taken by all matriculated graduate students, even those without undergraduate backgrounds in communication. Students electing the thesis option may take up to three credits (out of 30) and students electing the non-thesis option may take up to six credits (out of 36) of course work at VSW. Such course work is to be carefully selected in consultation with the student’s academic adviser.

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. 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.

CMC 511 Rhetorical Criticism. Covers the theory and methods of rhetorical criticism; the application of methods to rhetorical discourse; and the recognition of critical methods in critical studies. 3 Cr.

CMC 513 Non-verbal Communication. Develops an awareness of communication through channels in addition to spoken and written communication. Applies research, observations, and practical experience to the understanding and use of body, artifacts, space and time to communicate. Requires an original, experimental project based on research and field tests. 3 Cr.

CMC 515 Public Communication in Administration, Business and the Professions. Examines communication in various business and professional settings; and business and professional community needs. Requires students to read, understand and interpret for audiences various business and professional statements and data. 3 Cr.

CMC 517 20th-century Political Rhetoric. Surveys major 20th-century political speakers, campaigns and movements with an emphasis on contemporary movements for racial and gender equality. 3 Cr.

CMC 518 Cross-cultural Communication. 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.

CMC 519 Problems in Freedom of Speech. Examines the historical development of freedom of expression law, theoretical foundations for freedom of expression, and problems and conflicts dealing with freedom of expression. 3 Cr.

CMC 532 Public Relations Campaigns. 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.

CMC 563 Mass Communication and Society. 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, socio-political, economic and technological aspects of culture and society. Considers daily and other periodical press, radio, television and film. 3 Cr.
CMC 568 Law of Mass Communication. Focuses on legal aspects of mass communication. Emphasizes defamation, libel, privacy, privilege, contempt, copyright, fairness, the courts and other areas as related to mass media practices. Examines governmental regulations and self-regulatory codes. 3 Cr.

CMC 572 Group Leadership. Examines group processes, relationships and leadership in task-oriented groups such as committees, task forces and problem-solving groups. Analyzes group processes, agenda planning, motivating participation, conflict management, group leadership styles, and techniques. 3 Cr.

CMC 573 Theories of Communication. Examines classical and contemporary theories of human communication, and the research and practical applications of theory. Allows students to relate theoretical concepts to instances of communication behavior and identify salient communication theses. 3 Cr.

CMC 577 Organizational Communication. Integrates communication theories with practice of communication in organizations. Emphasizes communication roles and culture of organizations as a force in organizational philosophy and world view. Provides practice in diagnosing and improving organizational communication systems. 3 Cr.

CMC 579 Conflict Resolution Through Communication. Examines interpersonal conflict and its essential characteristics; evolution of the study of social conflict; perspectives from which social conflicts are 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. 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 Persuasion. 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.

CMC 600 Communication Research Methods. 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.

CMC 691 Seminar in Rhetorical Criticism. Prerequisite: CMC 600. Examines the development of rhetorical criticism and application of methodologies to particular problems of criticism. 3 Cr.

CMC 692 Seminar in Rhetorical Theory. Prerequisite: CMC 600. 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.

CMC 693 Seminar in Organizational Communication. Prerequisite: CMC 600. Examines organizational communication. Specific topic announced in advance by the instructor. 3 Cr.

CMC 694 Seminar in Mass Communication. Prerequisite: CMC 600. 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.

CMC 697 Seminar in Interpersonal Communication. Prerequisite: CMC 600. Examines diadic, relational, family, small group, therapeutic, and/or negotiation communication. Specific topics will be selected by the instructor. 3 Cr.

CMC 699 Independent Study in Communication. Prerequisite: CMC 600. 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. 1–3 Cr.

CMC 797 Project in Communication. Prerequisite: CMC 600. 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 under standing 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.

CMC 798 Thesis. Prerequisites: CMC 600 and the completion of 18 credits of course work with a GPA of 3.0 or higher. Allows for the preparation and oral defense of a substantial research and writing project with tutorial guidance from the graduate thesis committee. 1–6 Cr.
Computational science has emerged as a new discipline in the past decade. Rapid increase in the power and use of computers created a revolutionary effect on the way we work and live. We are in the middle of an information and virtual-reality revolution. The volume and variety of information available to us, the availability of multi-media presentation, and the enormous speed at which we can process information have led to an individual's ability to learn and specialize in more than one field.

Virtual reality enables us to study systems before they are put into production, saving billions of dollars. 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 aircrafts. The automobile industry uses similar techniques to design better engines and safe vehicles. Computational science 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 genetic blueprint of human beings is about to be mapped out in its entirety through computer modeling. Cognitive scientists model brain function using the methods of computational science. Economists use computers to predict behavior of many financial systems including the stock market.

Computers are everywhere; not only in industrial labs, workplaces, and home offices, but also our appliances and cars, helping us with almost every aspect of our lives. The next phase of the information revolution will involve smart devices and hand-computers. Wireless technology will connect billions of such devices, making the use of computers as essential as the telephone today. To be part of a growing information technology market, a combined education of computer science and application sciences is the right investment. Students with a wide interest in computers and other sciences will now be able to pursue a rich and diverse education here under one single program.

The program's flexibility allows students to apply computer and computational skills to an area of their choice. 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. The department has received equipment support from the Intel Corporation as well as the Silicon Graphics, Incorporated. The department works very closely with local area industry, particularly Xerox and Kodak.

Graduate Degree in Computational Science
The Master of Science (MS) requires 34 credits of graduate courses. This includes 11 credits of elective courses and 23 credits of required courses. The program is open to students with BS degrees in many fields, including computer science, math, physics, chemistry, biology, earth sciences, engineering, business, and visual arts.

(a) Required Courses (23 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 581</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 506</td>
<td>Advanced Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CPS 533</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
<tr>
<td>CPS 602</td>
<td>Advanced Software Tools</td>
<td>3</td>
</tr>
<tr>
<td>CPS 644</td>
<td>Supercomputing and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CPS 698</td>
<td>Graduate Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CPS 699</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>CPS 700</td>
<td>Project Paper</td>
<td>3</td>
</tr>
</tbody>
</table>
### Elective Courses (11 credits)

- **CPS 504** Applied and Computational Mathematics 3
- **CPS 604** Computational Methods in Physical Sciences 3
- **CPS 632** Deterministic Dynamical Systems 3
- **CPS 633** Stochastic Dynamical Systems 3
- **CSC 529** Object-oriented Programming 3
- **CSC 519** Computer Networks 3
- **CSC 522** Relational Database Design 3
- **CSC 511** Computer Architecture 3
- **CSC 512** Operating Systems 3
- **CSC 583** Theory of Computation 3
- **CSC 601** Programming Languages 3
- **MTH 571** Numerical Analysis 3
- **MTH 555** Differential Equations 3
- **MTH 542** Statistical Methods 3
- **MTH 562** Math Models for Decision Making 3

**TOTAL Credits (including electives)** 34

### Graduate Admission

Admission into the MS program in CPS is competitive and is based upon previous academic performance, letters of recommendation, and work experience. International students must score at least 550 on written TOEFL test. Applicants must have a 3.0 GPA, yet a conditional admission may be granted in unusual cases. Application materials to be submitted to the Office of Graduate Admission as part of the self-managed application include a statement of interest, official transcripts, a summary information form, TOEFL score (if applicable) and two letters of recommendation. The application deadline for summer and fall admission is April 15; for spring admission it is October 15. A Plan of Study needs to be submitted before matriculation in order to determine the content and duration of the study.

### Computational Science Courses

#### CPS 504 Applied and Computational Mathematics
**Prerequisites:** CPS 304, and MTH 243 and 424. Provides mathematical skills for the development of efficient computational methods for several topics including: elementary numerical methods and their computer implementations; linear and nonlinear equations; ordinary differential equations; initial and boundary value problems; modeling of data; statistical distributions; generation of random numbers, discrete-event stimulations; introduction to stochastic processes; Markov decision chains and applications from transportation, inventory control and health care; and discrete Fourier transforms and its application to digital signal processing. 3 Cr. Spring Semester.

#### CPS 533 Scientific Visualization
**Prerequisites:** MTH 524 and CSC 205. Provides concepts and techniques for visualization and its implementation. Specifically emphasizes use of visualization tools in mathematical simulation modeling such as data entry and data integrity, code debugging, and code performance analysis, interpretation and display of final results. Provides hands-on experience with visualization software packages in X-Windows environment. May require students to develop a new visualization software designed to aid in the analysis of a chosen problem. Knowledge of programming in a high-level language is essential. 3 Cr. Fall Semester.

#### CPS 602 Advanced Computational Software Tools
**Prerequisite:** CPS 303 or instructor’s permission. Covers techniques and software tools and mathematical libraries used on parallel supercomputers. Involves combination of lecture and supercomputer lab. Involves a survey of tools developed by the Ptools Consortium ([www.ptools.org](http://www.ptools.org)) and a study of the software repository by the National High Performance Software Exchange Program ([www.nhse.org](http://www.nhse.org)). Use case studies involving installation and utilization of both established and research tools in the context of some applications. Demonstrates advanced computational software tools such as PetSc ([www.mcs.anl.gov/petsc/](http://www.mcs.anl.gov/petsc/)) and Globus ([www.globus.org](http://www.globus.org)) through groundwater modeling applications. Teaches students how to use PetSc and MPI for developing parallel finite element
CPS 604 Computational Methods in the Physical Sciences. Prerequisite: CPS 404/504 or MTH 424. Trains students in the art and science of the computer solution of partial differential equations (PDE) which commonly arise in scientific applications, and in methods for analyzing results. Covers how to formulate the treatment of applications in which PDEs arise, such as chemistry, physics, biology, ecology, and fluid dynamics. Emphasizes the use of numerical methods commonly used in such applications and of already available software libraries. Extensive programming. 3 Cr. Spring Semester.

CPS 632 Deterministic Dynamical Systems: Prerequisite: CPS 404/504 or MTH 424. Covers modeling and analysis of deterministic dynamical systems found in chemical, biological, 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 Semester.

CPS 633 Stochastic Dynamical Systems: Prerequisite: CPS 404 or MTH 424. Covers modeling and analysis of stochastic dynamical systems in science, engineering and business applications. Studies random number generators, Monte Carlo method and other stochastic methods in the context of software engineering and pertinent applications in science. 3 Cr. Fall Semester.

CPS 644 Supercomputing and Applications: Prerequisites: CPS 303 and 304 or instructor’s permission. Covers use of local and remote parallel supercomputers for highly parallel applications such as database operations, weather modeling, engine combustion, groundwater modeling, drug design and human genome problems. Examines efficient parallelization strategies for finite-element and particle based approaches on SMP and distributed memory architectures. Includes parallel programming standard such as MPI and OpenMP. Examines how to address multiple levels of parallelism through MPI, OpenMP, and tools such as Globus on current and emerging parallel environments such as SMP, distributed memory, and heterogeneous meta-computing environments. Involves combination of lecture and lab. Requires extensive programming in Fortran 90, High Performance Fortran, C, or C++. Uses communication libraries such as PVM and MPI. 3 Cr. Spring Semester.

CPS 698 Graduate Seminar. Prerequisite: Instructor’s permission. Provides a forum for the review and discussion of new discoveries and ideas in computational science. Consists of information of topical interest obtained from recent issues of computational science journals. May also include research carried out by students and/or faculty. 1 Cr.

CPS 699 Independent Study. Prerequisite: Instructor’s permission. Arranged in consultation with the instructor-sponsor prior to registration. 1–6 Cr.

CPS 700 Project Paper. Prerequisite: Instructor’s permission. Targets development of skills for independent research or problem solving in the realm of computational science. Entails a computational project mutually agreed upon between the student and instructor with regular meeting for guidance and feedback. Also requires a written report and 20–30 minute presentation. 3 Cr.

Department of Counselor Education

Chairperson and Associate Professor: Susan R. Seem, PhD, Penn State University. Associate Professor: Muhyi Shakoor, PhD, Kent State University; Assistant Professors: Jan Bartlett, PhD, University of Arkansas; Jeff Cochran, PhD, Virginia Tech; Thomas J. Hernandez, EdD, University of Rochester; Leslie McCulloch, PhD, University of Rochester.

The Department of Counselor Education aims to provide high-quality professional training to persons preparing to become professional counselors. The master’s-level programs (School, College and Community) are approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Purposes and Philosophy
To become an effective counselor, trainees are exposed to situations in which they must know and demonstrate performance according to:
1. effective self-utilization;
2. therapeutic skills and processes in interpersonal interactions;
3. specific knowledge appropriate to his/her role and function; and
4. multiculturalism.

In addition, the most effective counselors learn how to learn; that is, they learn the skills necessary to continue personal growth and professional involvement after their formal education has ended.

Throughout the program, students are expected to practice and improve skills related to self-understanding and to introspective and interactive abilities. Self-learning is deemed vital to these tasks, and many courses in the program are devoted primarily, or in part, to such goals. Practical and theoretical understanding of effective helping processes are emphasized. Professional counselors are expected to apply themselves effectively in such processes; several courses are partially or entirely devoted to such objectives.

The knowledge traditionally associated with the professional counselor’s role provides the focus for other courses. Thus, the counselor trainee is expected to acquire a body of specific information deemed important in carrying out the primary functions of the position.

In summary, this program seeks to prepare professional counselors who are both models of effective living and possessors of appropriate knowledge and helping skills. Such counselors will necessarily make a significant positive impact on the individuals, agencies, institutions and/or communities which hire them. Their knowledge of human behavior and communication processes, and their understanding of themselves as the primary delivery systems, will enable them to function adequately within a variety of mental health settings that have vastly different histories and needs.

The Program

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. Cope effectively with issues and concerns related to a culturally diverse society that arise while functioning as a counselor.
2. Perform effectively in the general counselor functions identified for the appropriate setting.
3. Consult effectively with personnel and clients.
4. Analyze the institutional influences in order to enhance the counselor’s role and function.
5. Provide effective individual and group counseling needs.
6. Apply decision-making or problem-solving methods and action-oriented programs that use career development and measurement and evaluation concepts.
7. Understand the relationship between human growth and development and the helping relationship.
8. Initiate, complete and evaluate original projects.
10. Understand the roles and functions of a professional counselor, including significant organizations, ethical and legal 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)

A 60-credit program also is available. This program includes a master’s degree and leads to a Certificate of Advanced Study (CAS) and a permanent New York State School Counselor Certificate, providing the candidate meets the experience requirement.

The 60-credit program is designed to include a Master of Science in Education at the completion of 48 credits in approved courses. A CAS may be awarded when the student has completed 57 credits of prescribed competency-based courses and three credits of electives. 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 and Licensure at SUNY Brockport (716) 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 Counselor Education program; however, a bachelor’s degree is required. Data used to reach an admissions decision include:

1. a graduate application with student’s objective for entering the program;
2. all undergraduate and graduate transcripts;
3. three letters of recommendation (from an employer, a professor, and a character reference);
4. a level-of-facilitativeness score derived from responses to an audiotape (this occurs during the matriculation interview); and
5. a group interview that involves all counselor education faculty and approximately eight to 12 applicants. This interview assesses sensitivity, oral/verbal ability, communication 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 lies wholly within the jurisdiction of the department.

Complete applications should be received by October 15 for spring admission and by March 15 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 Emphasis

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:

<table>
<thead>
<tr>
<th>(Core Courses)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDC 503 Self in Society: Community Counselor</td>
<td>6</td>
</tr>
<tr>
<td>EDC 602 Individual Counseling Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EDC 603 Group Counseling Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EDC 604 Career Development Concepts</td>
<td>3</td>
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<tr>
<td>EDC 605 Measurement and Evaluation Concepts</td>
<td>3</td>
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<tr>
<td>EDC 612 The Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>EDC 614 Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDI 685 Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDC 706 Integration and Application of Basic Concepts</td>
<td>6</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>33</strong></td>
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(Environments Emphasis)

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<tbody>
<tr>
<td>EDC 613 Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDC 709 Implementation I: Community Counselor</td>
<td>6</td>
</tr>
<tr>
<td>EDC 711 Implementation II: Community Counselor</td>
<td>3</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
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(Elective Area)

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<tbody>
<tr>
<td>Elective by Advisement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

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 a MS in Education-Counseling and New York State Provisional School Counselor Certification. Students must complete the following program:

<table>
<thead>
<tr>
<th>(Core Courses)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDC 501 Self in Society: School Counselor</td>
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</tr>
<tr>
<td>EDC 602 Individual Counseling Concepts</td>
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<tr>
<td>EDC 603 Group Counseling Concepts</td>
<td>3</td>
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<tr>
<td>EDC 604 Career Development Concepts</td>
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<td>EDC 605 Measurement and Evaluation Concepts</td>
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<tr>
<td>EDC 612 The Human Experience</td>
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<tr>
<td>EDC 614 Contemporary Issues</td>
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<td>EDI 685 Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDC 706 Integration and Basic Concepts</td>
<td>6</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>33</strong></td>
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</table>

(Environments Emphasis)

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</thead>
<tbody>
<tr>
<td>EDI 530 Foundations of Education*</td>
<td>3</td>
</tr>
<tr>
<td>EDC 707 Implementation I: School Counselor</td>
<td>6</td>
</tr>
<tr>
<td>EDC 710 Implementation II: School Counselor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
(Elective Area)  
Elective by advisement  

Total: 48

*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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSEd Program</td>
<td>48</td>
</tr>
<tr>
<td>EDC 883 Counselor as Systems Consultant</td>
<td>3</td>
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<tr>
<td>EDC 884 Group Theory and Supervised Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDC 885 Supervision of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>(Elective Area) Elective by advisement</td>
<td>3</td>
</tr>
</tbody>
</table>

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).

**College Counselor Emphasis**

Students should complete the following program:

(Core Courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 502 Self in Society: College Counselor</td>
<td>6</td>
</tr>
<tr>
<td>EDC 602 Individual Counseling Concepts</td>
<td>3</td>
</tr>
<tr>
<td>EDC 603 Group Counseling Concepts</td>
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<td>3</td>
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<tr>
<td>EDC 614 Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDI 685 Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDC 706 Integration and Application of Basic Concepts</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 33

(Environmental Emphasis)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 626 Organization and Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDC 708 Implementation I: College Counselor</td>
<td>6</td>
</tr>
<tr>
<td>EDC 712 Implementation II: College Counselor</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 12

(Elective Area)

Elective by Advisement  

Total: 48
Counselor Education Courses

EDC 501 Self in Society: School Counselor. 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. 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 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. 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 518 Conferencing Skills. 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. Prerequisite: EDC 501, or 502, or 503; or instructor's permission. 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. Explores career development theories espoused by authorities such as Hoppock, Roe, 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 counselors develop their own theory of career development and attempt to implement it, and to understand the dynamics of the information and decision-making processes and the counseling process. Prepares counselors to use their skills in a consultative capacity and to influence curriculum development. 3 Cr. Every Semester.

EDC 605 Measurement and Evaluation Concepts. 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. 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. 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
Counselor Education

use of psychopathology for individuals involved in mental health therapy. Familiarizes students with terminology and its use in diagnosis, and the use of diagnostic models. Uses actual case examples during the course. Community Counselor Emphasis students should take prior to EDC 709: Implementation I. 3 Cr.

EDC 614 Contemporary Issues. Provides current social and personal issues for practicing counselors who have a basic understanding of the social sciences. Because effective practitioners must maintain a sense of contemporariness in the daily implementation of their skills, the course 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. 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. Enhances the counselor'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. Prerequisite: EDC 501 or 502 or 503 and 602; or instructor's permission. 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 and Application of Basic Concepts. Prerequisites: EDC 501 or 502 or 503; 602, 603, 604*, 605*, 612*, 614*; environmental emphasis course of EDI 530* or EDC 613* or EDC 626* or and matriculation. 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 practitioners can assimilate and internalize individual counseling, measurement and evaluation, group counseling and career development, and apply them in counseling situations. 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 707 Implementation I: School Counselor. Prerequisite: EDC 706. Provides for implementation of the skills developed in EDC 706 at designated and approved field sites. Students intern at sites that will permit them to engage in all fundamental counseling tasks. Interns work under the supervision of a field supervisor and a Counselor Education faculty. 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. 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. Interns 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. 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. Interns 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 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. 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. 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. 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. Prerequisites: Instructor’s permission and Implementation or equivalent. Focuses 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. Every Semester.

EDC 884 Group Theory and Supervised Practice. Prerequisites: Instructor’s permission, EDC 603, and Implementation or equivalent. 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. Prerequisites: Instructor’s permission, and Implementation or equivalent. 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

(716) 395-2153

Chairperson and Associate Professor: Jacqueline Davis, MA, Ohio State University. Graduate Program Director and Associate Professor: Susannah Newman, BS, Ohio State University. Distinguished University Professor: Garth Fagan, BA, Wayne State University. Professor: Sondra Horton Fraleigh, MA, San Jose State University. Associate Professors: Santo Giglio, MA, University of California Los Angeles; Clyde Morgan, BFA, Cleveland State University; Wally Wolgfruber, MFA, New York University. Assistant Professors: Natalie Goodhartz, PhD, Ohio State University; Khalid Saleem; Juanita Suarez, MFA, University of Utah. Professional Employees: Gregory Ketchum, BS, SUNY Brockport; Christian Tucker, MA, Ball State University.

Dance Department Overview

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

The Department of Dance offers a broadly based program in which graduate students may earn an MFA in Dance, an MA in Dance and an MA in Dance Studies with New York State
K–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 dance theater, four 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 as well as leaders in professional organizations such as CORD, NASD, IGMD, and NYSDA. 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 Japan, Ghana, England, Jamaica and Brazil; 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 K–12, college, and university artist/teachers and researchers; performers and choreographers; allied health professionals; and dance administrators and managers.

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 from among dance aesthetics/criticism, dance science/somatics, movement analysis, dance choreography/performance, dance in Africa, dance in education, computers and music for dance, and design for dance. Students may also develop an interdisciplinary focus in dance/movement studies which might include studies in areas such as anthropology, exercise physiology, philosophy, journalism, theatre, fine art and visual studies, psychology, sociology, health/wellness, and Afro-American/women's studies.

The 36 credits are distributed as follows:
1) A core of nine credits including courses in dance research, dance modernism 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 which support the emphasis; and
3) Six culminating credits of thesis.

THE MASTER OF FINE ARTS (MFA) IN DANCE is a 60-CREDIT PROGRAM in performance and choreography with opportunities to emphasize other interests within this orientation such as dance history, dance science/somatics or dance in Africa. 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 the 545–550 series and 554 styles courses;
3) Twenty-four credits in choreography, performance, dance science/somatics, dance education, dance history and music for dance; and
4) Twelve culminating credits of creative project/apprenticeship with its accompanying professional paper and graduate seminar.

Master of Arts in Dance Studies with Provisional/Permanent Teacher Certification, K–12

This is an emphasis leading 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.

Advisement

An academic advisor is assigned to each graduate student during the first semester; as the student’s thesis/creative project/apprenticeship orientation becomes clear, a mentor and project committee is selected.
Admission Requirements for the MA, MFA and MA with Teacher Certification

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

2. Three letters of recommendation, at least two from persons acquainted with the candidate’s dance background;

3. Completion of the College and departmental application forms, including submission of official transcripts of undergraduate study, graduate study and application for audition;

4. Participation in an audition-interview process which is scheduled three times yearly. This audition consists of:
   a. being observed in technique class (intermediate-level skill is expected);
   b. solving an improvisation problem;
   c. presenting a three-minute study of original choreography;
   d. participation in an interview, including candidate’s articulation of areas of interest in dance. Entrance into MFA program is through permission; and
   e. completion of a writing assessment assignment. Original research, essays or articles may also be presented, but are not required.

5. A maximum of 12 credits may be earned at other colleges and universities with the approval of the department. Six credits may be earned, upon approval, at units outside the State University of New York system. Twelve credits may be transferred from within the SUNY system, or from the Laban/Bartenieff Institute of Movement Studies.

6. Established dance professionals may be eligible for up to 12 credits by examination and/or portfolio.

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
Brockport, NY 14420
Telephone: 395-2153

Application forms may be obtained from:
Office of Graduate Admissions
SUNY College at Brockport
Brockport, NY 14420
Telephone: (716) 395-5465

Completed applications should be submitted to the Office of Graduate Admissions by May 1 for fall admission and December 1 for spring admission.

Graduate Dance Courses

Core Courses

DNS 602 Dance Research. 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. Completion of a research proposal includes theoretical consideration of dance as a discipline and an art. 3 Cr.

DNS 606 Field Work Practicum I. 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. 3 Cr.

DNS 608 Dance Modernism. Covers the origin and evolution of dance modernism. Considers important artists and aesthetics in 20th-century dance, as well as the changing concepts of beauty in dance, and issues and problems in contemporary aesthetics and criticism. 3 Cr.
Performance

DNS 524 Dance Repertory and Literature I. 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 dances. 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 and Literature II. Prerequisite: Advanced technical level. 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. Covers techniques of performing, discussion and aesthetics of the performance using films, reviews, dance repertory and training exercises. Requires presentation of research regarding analysis of performance. 3 Cr.

DNS 537 Modern Jazz II. 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. Provides for work with guest artists and may include dance technique, composition, repertory or other special topics. See summer bulletin for complete description. Requires a graduate project. 2–6 Cr.

DNS 554 Studies in Major Dance Styles. Prerequisite: DNS 205 or 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. 2 Cr.

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

DNS 545–550 Dance Technique and Theory, Intermediate and Advanced. 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 557 Danscore II: Brockport Touring Company. Provides an interdisciplinary workshop in the preparation of choreography, lights, sound, and costumes for efficient touring. The first week consists of studio rehearsal and preparation; the second week includes travel to a variety of theatre settings for technical rehearsal and performance. 2 Cr.

DNS 559 Danscore III: Brockport Touring Company. Provides an interdisciplinary workshop involving the preparation of choreographic works, rehearsals, lighting, sound and costumes for effective touring. Entails travel for rehearsals and performances to a variety of theatre settings. 2 Cr.

DNS 603 Graduate Dance Technique I. Refines student’s technical and performance skills at an intermediate/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. 3 Cr.

DNS 605 Graduate Dance Technique II. Refines students’ technical and performance skills at an intermediate/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.

African Dance

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

DNS 621 Dance in African Life. Explores dance in African life as an art form, an avenue for community, a vehicle for preserving social identity, as communication, and as religious and ritualistic expression. 3 Cr.

DNS 622 Sankofa: Afro-Brazilian Dance Performance Lab. Prerequisite: DNS 332. Prepares students interested in performing and teaching the dances. Covers performance techniques and the cultural backgrounds of the dances. 3 Cr.
Choreography

DNS 530 Intermediate Dance Composition. 
*Prerequisites: DNS 205, 301, 302 and 306.* Further develops skills learned in Beginning Composition. Emphasizes developing skills in choreographing for duet and small groups. 3 Cr.

DNS 641 Advanced Dance Composition. Requires the choreographing of a full-length dance composition for a large group, with an emphasis not only on the choreography, but on the logistics of this longer form of composition as opposed to shorter works choreographed on beginning and intermediate levels. 3 Cr.

DNS 642 Image-Dance-Music: Collaborations Workshop. Focuses on the collaborative process of art making, involving dance, music, film/video/animation, fine art, theater, text, etc. 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 will instruct student artists from the three institutions in the compositional, technical, and aesthetic issues of critical importance to innovative collaborations. Successful final projects will be produced and performed at selected area theaters towards the end of the academic year. 3 Cr.

Dance Science and Somatics

DNS 505 Advanced Topics in Kinesiology for Dance. *Prerequisite: DNS 305.* Covers selected topics in kinesiology for dance. Includes problems in movement analysis and requires research assignments. 3 Cr.

DNS 552 Somatics: Body/Mind Integrity. 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 580 Dance Science: Injury Prevention. Examines various dance training techniques and current information on injury prevention. Develops an understanding of the special demands of the dance discipline on the body and health. Studies include topics such as weight and resistance training, motor imaging, proprioception, nutrition, and pilates-based conditioning. 3 Cr.

DNS 615 Movement Theories: Alexander, Bartenieff, Sweigard. *Prerequisite: BIO 221.* Provides lecture/discussion and studio experience based on the work of F.M. Alexander, Irmgard Bartenieff, and Lulu Sweigard. Covers comparative theoretical study with practical applications made to the training of dancers and to performance of other specialized and everyday activities. Requires completion of weekly assignments and a final project. 3 Cr.

DNS 653 Physiological Basis of Conditioning for Dance. Provides for the assessment of functional and structural changes needed to prepare the dancer’s body for the anatomical and biomechanical elements of performance. Evaluates specific techniques appropriate for dance conditioning. Also includes environmental stress, clothing materials, body type, and nutrition. 3 Cr.

Notation and Movement Analysis

DNS 575 Intermediate Laban Movement Analysis. 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 665 Laban Movement Analysis Certification Program I. The Laban Movement Analysis Certification Program is offered through the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City. Transfer credit from other institutions with programs recognized by LIMS may be accepted. Presents LMA Theory and Bartenieff Fundamentals in Part I. 3 Cr.

DNS 666 Laban Movement Analysis Certification Program II. The Laban Movement Analysis Certification Program is offered through the Laban/Bartenieff Institute of Movement Studies (LIMS) in New York City. Transfer credit from other institutions with credit recognized by LIMS may be accepted. Presents observation skills and LMA seminar in Part II. 3 Cr.

DNS 667 Laban Movement Analysis Certification Program III. A continuation of DNS 666. 3 Cr.

DNS 668 Laban Movement Analysis Certification Program IV. A continuation of DNS 667. 3 Cr.

Dance Education

DNS 581 Dance in Secondary Schools I. 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. 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. 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. 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 585 Dance Education Practicum. Prerequisites: DNS 581, 582, 583, and 584. Requires K–12 school observations. A one-semester student teaching assignment which prepares the dance artist/educator for a specialist teaching position in kindergarten through 12th-grade school settings. Expects, under college and master teacher school supervision, full participation as a member of the school's professional team, including teacher/parent communication and extracurricular activities. Focuses on planning, preparing, presenting, and assessing dance in the curriculum. 9 Cr. By Special Arrangement.

DNS 683 Studies in Dance Education. Compares and contrasts various points of view, and studies the educational philosophy underlying dance education. Surveys the literature on dance in education. Requires a research project. 3 Cr.

History

DNS 516 History and Development of Dance. 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 517 Historical Dance Reconstruction. Covers the historical reconstruction of dance forms from primary sources, including dance manuals, literature, notation systems, costume treatises. Covers the relationship and evolution of social and theatrical forms. Requires facility with library techniques. Knowledge of one foreign language is recommended. 3 Cr.

Music

DNS 551 Accompaniment for Dance: Research Project. Focuses on the relationship of music for dance, the rhythmic problems involved, and/or historical relationship of music and various forms of dance: folk, modern, ballet and jazz. 3 Cr.

DNS 555 Music Resources for Dance. 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.

Study Abroad

DNS 560 Foreign Studies in Dance. Helps develop broader perspectives of dance through studies in its uses and forms in another culture. May include institutions in London, Ghana, Jamaica or other recommended areas. A full semester of study. 15 Cr.

Production

DNS 563 Advanced Production and Design. Prerequisite: DNS 207. 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.

Thesis, Projects, Student Teaching, and Independent Study

DNS 599 Independent Study in Dance. 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.

DNS 692 Graduate Seminar in Dance. 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. Provides experience in teaching dance in a classroom setting: planning, testing, classroom management, interaction with
professional staff. Includes meetings with other student teachers and student teaching supervisor. Requires reflection upon teaching experience and future goals in the profession. Integrates practice and theory. *9 Cr.*

**DNS 696 Creative Project or Apprenticeship.**
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. *9 Cr.*

**DNS 697 Field Work Practicum II.**
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.**
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 approval. *6 Cr.*

**DNS 699 Independent Study in Dance.**
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. *1–6 Cr.*

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**Department of Education and Human Development**

*Chairperson and Professor:* Morris I. Beers. *Distinguished Service Professor:* Betsy Ann Balzano, PhD, Florida State University. *Professors:* Morris I. Beers, PhD, George Peabody College for Teachers (Vanderbilt University). *Associate Professors:* Gerald Lee Begy, PhD, University of Minnesota; Christine E. Murray, PhD, Syracuse University; Arthur E. Smith, PhD, Syracuse University. *Assistant Professors:* Mary Corey, PhD, University of Rochester; Dana Hathcock, PhD, University of New Mexico; Susan Novinger, PhD, University of Missouri-Columbia; Scott Robinson, PhD, Florida State University; Lynne Sakshaug, PhD, North Carolina State University; Robin Umber, PhD, University of Wisconsin; Conrad Van Voorst of EdD, Vanderbilt University; Peter Veronesi, PhD, University of Iowa. *Lecturer:* Karen Slonski-Fowler, MS, Nova University; William R. Veenis, MS, University of Pittsburgh. *Director of Field Experience:* Diane Maurer, MSED, SUNY Buffalo. *Coordinator of Elementary and Secondary Certification:* Nancy DiPasquale, BA, University of Lowell.

**Department Programs—Overview**
The Department of Education and Human Development offers MS in Education options for those who are either provisionally certified and seeking permanent certification or have no certification and are seeking initial certification. These options can lead to certification in elementary education or in any of several secondary areas. Please see below for the specific program listing and other necessary information.

The 33-credit MS in Education has been formulated for those possessing provisional certification or a certificate of qualification (CQ) in the area in which the degree is being sought. (Although it is possible in some cases to seek a degree out of the certification area possessed by the applicant, this usually will entail the need for extra courses and/or a specific course of study.) To meet the regulations put forth by the New York State Department of Education, the department is presently revising its 45-credit Alternate Programs that lead to initial certification at the graduate level. Each of these alternative programs also leads to an MS in Education. These programs are specifically designed for those who do not possess any certification and who have little or no professional education background. In reviewing applicants for these
alternate programs, additional requirements concerning major or area of academic concentration, foreign language credits, etc., will be considered. It is possible that successful applicants may have to take content or other courses in addition to the number of hours of required program credits.

Important Notice
National Council for Accreditation of Teacher Education (NCATE) standards and revised NY State Board of Regents policies may lead to changes in education programs and certification requirements during the term of this catalog. Check with the department for the most current information.

Departmental Programs—Specific Offerings
The following are 33-credit programs currently offered by the department. These programs fulfill the MS requirement for permanent certification in New York state for students already holding provisional certification in these areas. Note that teaching time and testing requirements exist for New York state permanent certification. (Please contact the Office of Teacher Certification at the College, your local BOCES or the New York State Department of Education for additional certification information.) These programs include:

- elementary education curriculum (leads to permanent PreK–6 certification);
- elementary education/interdisciplinary arts for children (leads to permanent certification in area of provisional certificate);
- reading teacher (leads to K–12 reading teacher certification);
- secondary English (leads to permanent English 7–12 certification);
- secondary mathematics (leads to permanent mathematics 7–12 certification);
- secondary science (leads to permanent certification in 7–12 biology, chemistry, earth science and/or physics);
- secondary social studies (leads to permanent social studies 7–12 certification); and
- bilingual education (extends current certificate to include bilingual extension in Spanish).

Admissions Procedure for Program/Degree Matriculation
- Application packets may be secured from the Office of Graduate Admissions in Morgan Hall. Students should be certain to indicate the program for which they are applying.
- Materials that must be submitted as part of the self-managed application include:
  1. Official transcripts of all graduate and undergraduate work completed,
  2. Three recommendations, preferably from those who know of the applicant’s aptitude for teaching and ability to relate to children, and
  3. An essay on the applicant’s reasons and fitness for teaching and further graduate education.
- Deadlines for submission of all required information are September 15 and February 15. These lead to matriculation for the spring semester and the summer/fall semester respectively.
- Soon after the deadlines stated above, the faculty reviews the applications and makes its recommendation for acceptance or non-acceptance.
- Applicants are notified of this recommendation.
- Candidates who are recommended for admission must attend an orientation session, then meet with a designated advisor to fill out a Plan of Study. Only after the Plan of Study has been accepted will the recommendation for admission be forwarded to the Office of Graduate Admissions.

Additional Admissions Requirements
Admission to degree programs is highly competitive and all qualified persons may not be accepted. All applicants must have a baccalaureate degree from a regionally accredited institution. Normally, an undergraduate GPA of 3.0 or higher is required. Applicants with a GPA under 3.0 need to address that issue upon application.
Students selecting a 33-credit program should be aware that most such programs require possession of initial certification in the area for which the application is being made.

**Previous Course Credit**
Credit for courses taken before matriculation may be given if a grade of “B” or better has been earned and if the course(s) are appropriate for the Plan of Study pursued. Such retroactive credit normally will not exceed nine credits. Usually, courses older than five years will not be considered. Please note that any courses taken prior to matriculation will not automatically be accepted as part of the graduate program regardless of where or when the course was taken. Thus, it is in the applicant’s best interest to seek admission prior to taking courses.

**Additional Graduation Requirements**
- All courses taken must be approved either by inclusion in the original Plan of Study or by approved substitution.
- All students in a degree program must successfully complete a culminating experience—an approved thesis or project. This culminating experience is usually planned in consultation with the student’s advisor and is completed at or close to the end of the program.

**Requirements for Retention in Program**
Students must make satisfactory progress toward meeting degree requirements in order to maintain their status. The following requirements must be satisfied:

a. Students must follow the Plan of Study arranged with their program advisors or have approved substitutions. The planned program must ensure that all degree requirements be completed within the allocated time limit.

b. As a 3.0 GPA is required for issuance of the degree, students are expected to maintain a 3.0 GPA during all semesters. The department's graduate director will monitor grade point averages annually. Students whose GPA falls below 3.0 will be referred to the department's Graduate Committee to determine if continued enrollment is warranted.

**Graduate Assistants**
A matriculated student seeking an appointment as a graduate assistant may obtain an application and information from the secretary of the Department of Education and Human Development.

**Elementary Education (33 credits)**
Two areas of concentration are available in the elementary education degree program: elementary curriculum and interdisciplinary arts for children. The student's advisor must approve the specific courses in the Plan of Study. Applicants should indicate their area of interest on the application. **All of these programs will undergo revision during the period of this catalog to meet new State Standards. Check with the department for current information.**

### Elementary Curriculum Specialization

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 602 Elementary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603 Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 703 Elementary Education Project or Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Concentration</th>
<th>12–15</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one course in each of the following areas: (selected with advisement)</td>
<td></td>
</tr>
<tr>
<td>a) science or teaching of science</td>
<td>3</td>
</tr>
<tr>
<td>b) mathematics or teaching of mathematics</td>
<td>3</td>
</tr>
<tr>
<td>c) language arts or teaching of language arts</td>
<td>3</td>
</tr>
<tr>
<td>d) social studies or teaching of social studies</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breadth Courses (selected with advisement)</th>
<th>6–9</th>
</tr>
</thead>
</table>

| Elective                                   | 3       |

**Minimum Total:** 33

NOTE: Two courses in the program must carry liberal arts (A) designation.
**Interdisciplinary Arts for Children Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 602</td>
<td>Elementary Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 703</td>
<td>Elementary Education Project/Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **General Program Concentration**

At least one course in each of the disciplines: art, dance, music, theatre (selected with advisement)

- ART 517 Art Education for Children 3
- ART 590 Advanced Studio Problems 3
- DNS 583 Children’s Dance I 3
- DNS 584 Children’s Dance II 3
- DNS 683 Studies in Dance Education 3
- MUS 513 American Music 3
- MUS 585 American Folk Music 3
- THE 530 Children’s Theatre Mini-tour 3
- THE 583 Creative Drama Practicum 3
- THE 590 Special Topics in Academic Theatre 3
- IAC 580 Workshop in Interdisciplinary Arts for Children 3
- IAC 590 Arts for Children Special Topics Workshop 2–6

*And the following:*

- IAC 591 Interdisciplinary Arts for Children Seminar 3

3. **Breadth Courses (selected with advisement)**

4. **Elective**

Minimum Total: 33

NOTE: Course descriptions are included in the respective departmental listings in this catalog.

**MS in Education: Bilingual**

Total credit requirements: 33 credits. A culminating project or thesis is required. The bilingual program meets the academic requirements for the extension certificate in bilingual education except for those certified in a foreign language. In addition to the course requirements listed below, the candidate must pass the language proficiency examinations in Spanish and English prior to matriculation in the program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCE 520</td>
<td>Multiculturalism in the U.S.A.</td>
<td>3</td>
</tr>
<tr>
<td>FCE 526</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>SPN 560</td>
<td>Spanish Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SPN 561</td>
<td>Advanced Spanish Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENL 551</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL 555</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **Professional Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 628</td>
<td>TESOL: Materials and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EDI 521</td>
<td>Teaching the Bilingual Child</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDI 685</td>
<td>Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDI 634</td>
<td>Teaching Reading to the Child with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDI 722</td>
<td>Seminar Bilingual Ed (Project/Thesis)</td>
<td>3</td>
</tr>
</tbody>
</table>

3. **Elective (by advisement)**

Minimum Total: 33
**Prerequisite:** Completion of a college-supervised student teaching experience in bilingual education or **corequisite:** EDI 524 Practicum in Bilingual Education—6 credits. Completion of this experience will increase program length to 39 credits.

**MS in Education: Reading Teacher**

This program is presently being revised to meet the new Department of Education standards. Please contact the department for the latest information.

**Secondary Education**

Total credit requirement: 33 credits, including courses in each of two areas: liberal arts and sciences and professional education. The faculty advisor must approve the specific courses included in the program. In some specialties, academic departments participate in the advisement process. Curricular specialties are available in secondary mathematics, secondary English, secondary social studies and the secondary sciences (biology, chemistry, earth science and physics). **All of these programs will undergo revision during the period of this catalog to meet new state standards. Check with the department for current information.**

**Secondary English**

Total credit requirement: 33 credits, including a culminating project or thesis. The program 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 permanent certification, students are required to take courses in the following areas: Teaching the English Language, Teaching Literature, Teaching Writing and Teaching Reading. The faculty advisor must approve all courses in the program. The following distribution of courses is illustrative of what a student’s graduate program might include:

1. **English Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 543</td>
<td>Contemporary American Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENL 572</td>
<td>Critical Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENL 581</td>
<td>English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENL 584</td>
<td>Young Adult Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

2. **English Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 603</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 645</td>
<td>Reading and Responding to Literature, K–12</td>
<td>3</td>
</tr>
<tr>
<td>EDI 648</td>
<td>Teaching of Written Composition K–12</td>
<td>3</td>
</tr>
<tr>
<td>EDI 791</td>
<td>Seminar in Secondary School English Education</td>
<td>3</td>
</tr>
</tbody>
</table>

   *(During the seminar, students normally complete the culminating project or thesis).*

3. **Elective**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Minimum Total:** 33

**Secondary Mathematics**

Total credit requirement: 33 credits, including a culminating project or thesis. The program of study must include courses in each of two areas: liberal arts (mathematics) and professional education. The faculty advisor must approve the specific courses included in the program.

1. **Liberal Arts**

   Selection of appropriate mathematics courses by advisement.

2. **Professional Education**

   The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 622</td>
<td>Advanced Secondary School Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDI 686</td>
<td>Problems in Secondary School Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 792</td>
<td>Seminar in Secondary School Mathematics Education</td>
<td>3</td>
</tr>
</tbody>
</table>

   An additional 3–9 credits selected with advisement, depending on the student’s individual programmatic needs.
3. Elective 3

Minimum Total: 33

Secondary Science*
Total credit requirement: 33 credits, including a culminating project or thesis. The program of study must include courses in each of two areas: liberal arts (science area in which candidate holds Provisional Certification) and professional education. The faculty advisor must approve the specific courses included in the program.

1. Liberal Arts 12–18
Selection of appropriate science courses by advisement.

2. Professional Education 12–18
EDI 617 Advanced Methods in Teaching Secondary School Science 3
EDI 623 Reading Research in Secondary Science Education 3
EDI 685 Statistics and Research Design 3
EDI 793 Seminar in Secondary School Science Education 3
An additional 3–9 credits may be selected with advisement, depending on the student’s individual programmatic needs.

3. Elective 3

Minimum Total: 33

*Specific area of Provisional Certification, i.e., biology, chemistry, earth science or physics.

Secondary Social Studies
Total credit requirement: 33 credits, including a culminating project or thesis. The program of study must include courses in each of two areas: liberal arts (social sciences) and professional education. The faculty advisor must approve the specific courses included in the program.

1. Liberal Arts 12–18
Selection of appropriate (social science) courses by advisement.

2. Professional Education 12–18
The following courses are required:
EDI 670 Innovation in Secondary Social Studies Education 3
EDI 624 Advanced Secondary School Curriculum: Social Studies 3
EDI 794 Seminar: Secondary School Social Studies Education 3
An additional 3–9 credits selected with advisement, depending on the student’s individual programmatic needs.

3. Elective 3

Minimum Total: 33

ALTERNATE MS IN EDUCATION PROGRAMS
The Alternate MS in Education programs developed for persons who hold a baccalaureate degree but who do not hold a provisional teaching certificate—are outlined below. All students must have completed the equivalent of one year of college-level study in a language other than English.

All Alternate Programs are currently under revision. Programs being developed will continue to provide provisional/initial certification in secondary areas for people who already have earned a bachelor’s degree in an appropriate undergraduate arts and sciences major or equivalent. The new programs will have different courses and numbers of semester credits in order to meet the new State Education Department Regulations. Check with the Department of Education and Human Development for current status of these programs.
The last possible date for admission into the Secondary programs listed here is spring 2002 to begin the program in fall 2002.

ALTERNATE MS IN EDUCATION: SECONDARY ENGLISH 7–12
This program is designed for students who are without provisional certification and have a baccalaureate degree and a major in English. The last possible date for admission into this program is spring 2002 to begin the program in fall 2002 and complete all certification requirements before February 1, 2004.

I. Prerequisites
Candidates must have a baccalaureate degree with a major in English. Some students may be required to complete prerequisite courses before they are allowed to matriculate in this program. Matriculation is required and must be completed prior to taking EDI 530. EDI 530 and 545 are prerequisites for EDI 565; EDI 565 is a prerequisite for EDI 575/576. All programs require one year of college-level study or its equivalent in a language other than English.

II. Required Courses

1. Initial Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSH 584</td>
<td>Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDI 530</td>
<td>Foundations of Education</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 545</td>
<td>Introduction to Teaching Secondary English</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 565</td>
<td>Methods of Teaching Secondary English*</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 575</td>
<td>Practicum in Secondary Education</td>
<td>9</td>
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<tr>
<td>EDI 576</td>
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2. Advanced Secondary English Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDI 603</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 645</td>
<td>Reading and Responding to Literature, K–12</td>
<td>3</td>
</tr>
<tr>
<td>EDI 648</td>
<td>Teaching Written Composition, K–12</td>
<td>3</td>
</tr>
<tr>
<td>EDI 791</td>
<td>Seminar in English Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(during the Seminar students normally complete the culminating project or thesis)</td>
<td></td>
</tr>
</tbody>
</table>

3. Arts and Sciences Electives

In the area of certification, with advisement.

4. Education Electives

Selected with advisement.

Total: 45

*School-based observation and participation beyond class time are required.

ALTERNATE MS IN EDUCATION SECONDARY MATHEMATICS 7–12
This program is designed for students without provisional certification who have a baccalaureate degree and a major in mathematics. The last possible date for admission into this program is spring 2002 to begin the program in fall 2002 and complete all certification requirements before February 1, 2004.

I. Prerequisites
Candidates must have a baccalaureate degree with a major in mathematics. Some students may be required to complete prerequisite courses before they are allowed to matriculate in this program. Matriculation is required and must be completed prior to taking EDI 530. EDI 530 and EDI 546 are prerequisites for EDI 566; EDI 566 is a prerequisite for EDI 575/576. All programs require one year of college-level study or its equivalent and a language other than English.
II. Required Courses

1. Initial Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSH 584</td>
<td>Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDI 530</td>
<td>Foundations of Education</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 546</td>
<td>Intro to Teaching Secondary Mathematics</td>
<td>3*</td>
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<tr>
<td>EDI 566</td>
<td>Methods of Teaching Secondary Math*</td>
<td>3*</td>
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<td>EDI 575</td>
<td>Practicum in Secondary Education</td>
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<td>EDI 576</td>
<td>Seminar in Secondary Education</td>
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*(during the Seminar students normally complete the culminating project or thesis)*

2. Advanced Secondary Mathematics Education

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 603</td>
<td>Educational Measurement and Evaluation</td>
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</tr>
<tr>
<td>EDI 622</td>
<td>Advanced Secondary School Curriculum: Mathematics</td>
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</tr>
<tr>
<td>EDI 686</td>
<td>Problems: Secondary School Mathematics Education</td>
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<tr>
<td>EDI 792</td>
<td>Seminar in School Mathematics Education</td>
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*(during the Seminar students normally complete the culminating project or thesis)*

3. Arts and Sciences Electives

<table>
<thead>
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<th>Credits</th>
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In the area of certification, with advisement.

4. Education Electives

<table>
<thead>
<tr>
<th>Credits</th>
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<tr>
<td>3</td>
</tr>
</tbody>
</table>

Selected with advisement.

Total: 45

*School-based observation and participation beyond class time are required.

ALTERNATE MS IN EDUCATION: SECONDARY SOCIAL STUDIES 7–12

This program is designed for students without provisional certification who have a baccalaureate degree and a major in a social science. The last possible date for admission into this program is spring 2002 to begin the program in fall 2002 and complete all certification requirements before February 1, 2004.

I. Prerequisites

Candidates must have a baccalaureate degree with a social science major and a concentration in history. Some students may be required to complete prerequisite courses before they are allowed to matriculate in this program. Matriculation is required and must be completed prior to taking EDI 530; EDI 530 and EDI 548 are prerequisites for EDI 568. EDI 568 is a prerequisite for EDI 575/576. All programs require one year of college-level study or its equivalent in a language other than English.

II. Required Courses

1. Initial Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSH 584</td>
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</tr>
<tr>
<td>EDI 530</td>
<td>Foundations of Education</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 548</td>
<td>Introduction to Teaching Secondary Social Studies</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 568</td>
<td>Methods of Teaching Secondary Social Studies*</td>
<td>3*</td>
</tr>
<tr>
<td>EDI 575</td>
<td>Practicum in Secondary Education</td>
<td>9</td>
</tr>
<tr>
<td>EDI 576</td>
<td>Seminar in Secondary Education</td>
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2. Advanced Secondary Social Studies Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 670</td>
<td>Innovation in Secondary Social Studies</td>
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<tr>
<td>EDI 624</td>
<td>Advanced Secondary School Curriculum: Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDI 794</td>
<td>Seminar: Secondary School Social Studies Education</td>
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</table>

*(during the Seminar students normally complete the culminating project or thesis)*

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDI 6XX</td>
<td>Social Studies Education Elective</td>
<td>3</td>
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</tbody>
</table>
3. Arts and Sciences Electives  
4. Education Electives  

Selected with advisement.  

Total:  

*School-based observation and participation beyond class time are required for this course.

**ALTERNATE MS IN EDUCATION: SECONDARY SCIENCE 7–12**

This program is designed for students without provisional certification who have a baccalaureate degree and a major in their area of certification (biology, chemistry, earth science, or physics). *The last possible date for admission into this program is spring 2002 to begin the program in fall 2002 and complete all certification requirements before February 1, 2004.*

I. Prerequisites

Candidates must have a baccalaureate degree with a major in their area of certification (biology, chemistry, earth science, or physics), as well as a minor or its equivalent in a second science area. Some students may be required to complete prerequisite courses before they are allowed to matriculate in this program. Matriculation is required and must be completed prior to taking EDI 530. EDI 530 and 547 are prerequisites for EDI 567. EDI 567 is a prerequisite for EDI 575/576. All programs require one year of college-level study or its equivalent in a language other than English.

II. Required Courses  

<table>
<thead>
<tr>
<th>Credits</th>
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<td>Foundations of Education</td>
<td>3*</td>
</tr>
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<td>EDI 547</td>
<td>Introduction to Teaching Secondary Science</td>
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<td>EDI 576</td>
<td>Seminar in Secondary Education</td>
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2. Advanced Science Education  

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 685</td>
<td>Statistics and Research Design</td>
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<tr>
<td>EDI 617</td>
<td>Advanced Methods in Teaching Secondary: School Science</td>
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<tr>
<td>EDI 623</td>
<td>Current Secondary Science Education Research</td>
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</tr>
<tr>
<td>EDI 793</td>
<td>Secondary Science Education: Project or Thesis</td>
<td>3</td>
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</tbody>
</table>

3. Arts and Sciences Electives  

In the area of certification, with advisement.  

4. Education Electives  

Selected with advisement.  

Total:  

*School-based observation and participation beyond class time are required for this course.
Education and Human Development

Note: Course titles and descriptions will change during the period of this catalog. Please contact the Department of Education and Human Development for current titles and status.

EDI 505 Literacy I. Prerequisite: EDI 530; for alternate MS elementary students only. Explores both atomistic and holistic approaches to literacy development. Provides a foundation in the cognitive, language, and physiological bases of reading and allows students to develop their own philosophies of reading and related language arts. Includes outside assignments to provide reflective, hands-on experiences. 3 Cr. Every Semester.

EDI 506 Dimensions of Teaching with Lab (B). Prerequisite: EDI 530; for MS elementary alternative program students only. Focuses on tools and methodologies for elementary school teaching. Includes elements of effective instruction classroom management, cooperative learning, motivation, assessment, learning theories, and team building. Uses in-school experiences, peer teaching and videos of classroom scenarios to reinforce the theoretical content. Develops the realization that teaching is a profession with a distinct body of knowledge. Requires school-based observation and participation beyond class time are required. 6 Cr. Every Semester.

EDI 515 Literacy II (B). Prerequisites: EDI 505 and 506; for MS elementary alternate program students only. An extension of Literacy I. Includes topics such as class assessment, diagnosis, and alternative approaches to developing literacy. Allows students to work with an individual child, culminating in a case report. 3 Cr. Every Semester.

EDI 516 Applications of Teaching with Lab (B). Prerequisites: EDI 505 and 506; for MS elementary alternate program students only. Focuses on the processes of learning and their application to the specific elementary school content areas of science, social studies, and math. Stresses the integration of writing and reading in all subjects. Features assignments on the development of the affective, psychomotor, and linguistic development; elements of instruction as applied to teaching a language to elementary children; and development of materials. 3 Cr. Summer.

EDI 521 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 student's areas of teacher certification. Presents materials, teaching and assessment techniques used in the development of a coordinate bilingual lesson plan. Provides a study of general curriculum theory and application in a bilingual program. 3 Cr. Spring.

EDI 524 Practicum in Bilingual Education (B). Provides practical experience in planning, instructing, testing, developing materials, and positive interaction with students and school personnel, classroom management in a bilingual classroom setting for teachers seeking bilingual extension certification at the graduate level. Registration by special permission of instructor. 6 Cr. Every Semester.

EDI 526 Effective Elements of Instruction (B). Following Hunter's model, combines both theory and actual classroom application of the principles of teaching to an objective, task analysis, monitoring and adjusting to student needs, rate and degree, retention and motivation. 3 Cr. Summer.

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 participants 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. Summer.

EDI 528 The Middle School (B). Introduces new and practicing teachers to the middle school philosophy. Focuses on the developmental characteristics for effective instructional strategies. Examines the rationale for middle school organization, current practices in middle schools, controversial issues in middle grades education, and current research efforts involving middle schools and the students they serve. 3 Cr. Every Semester.

EDI 530 Foundations of Education (A). Introduces students to field of education as a profession. Focuses on social, cultural, historical and philosophical foundations of education, changing roles of teachers within contexts of contemporary schools and clarification of one's own goals.
in the pursuit of a teaching career. 3 Cr. Every Semester.

EDI 539 Reading and Study Skills in Content Areas (B). Many content-area teachers find that some of their students have trouble reading textbooks. Even some good readers do not get what they should from their reading. Examines ways to help students get the most from their textbooks. Also considers alternatives to textbooks in teaching content-area classes. 3 Cr. On Demand.

EDI 545 Introduction to Secondary English Teaching (B). Prerequisites: EDI 530, PSH 584 and matriculation in program. Provides an introduction to teaching English in secondary schools. Includes topics such as designing instructional objectives, essential elements of instruction, cooperative learning, the whole language approach to literacy, and process writing. 3 Cr. Every Semester.

EDI 546 Introduction to Secondary Mathematics Teaching (B). Prerequisites: EDI 530, PSH 584 and matriculation in program. Requires participants to demonstrate knowledge of Elements of Instruction in preparing a lesson plan, delivering a lesson plan to a peer group, and evaluating a lesson plan. Also requires participants to become familiar with the different learning/teaching styles, demonstrate good questioning techniques (Bloom's), and become familiar with course, unit, and daily planning techniques. 3 Cr. Every Semester.

EDI 547 Introduction to Secondary Science Teaching (B). Prerequisites: EDI 530, PSH 584 and matriculation in program. Covers selected learning theories appropriate to science; lesson and unit plans, appropriate science curriculum; use of computers and technology as applied to science teaching; evaluation of textbooks; and mandated safety requirements in science. 3 Cr. Every Semester.

EDI 548 Introduction to Secondary Social Studies Teaching (B). Prerequisites: EDI 530, PSH 584 and matriculation in program. Focuses on application and knowledge objectives of EDI 530 for teaching social studies in secondary schools. Includes strategies and materials used in teaching social studies emphasizing the fundamental elements of instruction including writing objectives, designing anticipatory sets, active participation strategies, cooperative learning, and closure activities. Teaches questioning strategies that undergird these elements. 3 Cr. Every Semester.

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.

EDI 552 Practicum in Elementary Education (B). Prerequisites: EDI 530, 505, 506, 515, and 516, and PSH 584. Provides teaching experiences in elementary classrooms; e.g., planning, evaluating, instructing, managing children and routines. Requires students to demonstrate various instructional skills and exhibit traits such as responsibility, reliability, punctuality and empathy, basic communication skills and a positive attitude towards children and colleagues. 9 Cr. Every Semester.

EDI 553 Practicum in Early Childhood Education (B). Prerequisites: EDI 530, 505, 506, 515, and 516, and PSH 584. Provides teaching experiences in early childhood classroom; e.g., planning, evaluating, instructing, managing children and routines. Requires students to demonstrate various instructional skills and exhibit traits such as responsibility, reliability, punctuality and empathy, basic communication skills and a positive attitude towards children and colleagues. 9 Cr. Every Semester.

EDI 554 Practicum in Secondary Social Studies Teaching (B). Prerequisite: EDI 545. Includes topics such as the elements of objective and subjective criticism and the personal response to literature; teaching reading and responding to literature (short and long fiction, poetry, short and long drama); assessing literature and student responses; English grammar; and reading and writing. 3 Cr. Every Semester.

EDI 555 Methods of Teaching Secondary English (B). Prerequisite: EDI 545. Includes topics such as the elements of objective and subjective criticism and the personal response to literature; teaching reading and responding to literature (short and long fiction, poetry, short and long drama); assessing literature and student responses; English grammar; and reading and writing. 3 Cr. Every Semester.

EDI 556 Methods of Teaching Secondary Mathematics (B). Prerequisite: EDI 546. Helps
participants become familiar with evaluation techniques (quiz, test construction), classroom management techniques (attendance, cooperative learning, discipline grading techniques), and the mathematics curricula in grades 7–12. Allows students to participate in pre-teaching observation and practice problem-solving techniques. Requires school-based observation and participation beyond class time. 3 Cr. Every Semester.

EDI 567 Methods of Teaching Secondary Science (B). Prerequisite: EDI 547. Entails a school-based course in which students work with a classroom teacher in preparing science lab and demonstration materials, assist students in the lab, and evaluate the effectiveness of the materials. Requires a minimum of three hours per week in the schools. Also requires school-based observation and participation beyond class time. 3 Cr. Every Semester.

EDI 568 Methods of Teaching Secondary Social Studies (B). Prerequisite: EDI 548. Focuses on techniques and strategies of teaching specific social science disciplines in secondary schools. Emphasizes developing an understanding of how content shapes teaching strategies and how the disciplines are used in reaching the objectives of the New York State Social Studies Curriculum. Entails the adaptation of methodology from EDI 548 to teaching social studies. Requires school-based observation and participation beyond class time. 3 Cr. Every Semester.

EDI 569 Seminar in Elementary Curriculum Design (B). Provides an understanding of the processes and programs of the elementary school curriculum. Requires students to engage in reading and discussion of curriculum and current topics related to curriculum design and implementation. 3 Cr. Every Semester, Summer.

EDI 570 Teaching in the K–8 Classroom (B). Designed for K–12 teachers. Allows teachers to study geographic concepts and effective ways to teach them. Emphasizes on hands-on activities and the development of lessons that will actively involve their students. 3 Cr. On Demand.

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 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 classroom participation. 3 Cr. On Demand.

EDI 572 Values Education (A). 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. On Demand.

EDI 573 Practicum in Secondary Education (B). Prerequisites: PSH 584, EDI 530, and appropriate methods courses. Provides a student teaching assignment involving professional teaching responsibility in appropriate secondary school subject matter field for one semester. 9 Cr. Every Semester.

EDI 576 Secondary Student Teaching Seminar (B). Corequisite: EDI 575. Provides study and discussion of selected problems of secondary schools in New York state. Includes topics such as educational and historical background, aims and purposes, administration and organization, curriculum designs, guidance, evaluation, negotiations, and legal and other aspects of secondary education. Offered in conjunction with EDI 575. 3 Cr. Every Semester.

EDI 581 Microcomputers in the Classroom (B). Introduces teachers to the use of microcomputers in the classroom. Provides hands-on experience using prepared software such as simulation games, drill and practice, tutorials and teacher utilities. Covers evaluation and selection of software, introduction to the World Wide Web, graphics and presentation software and tools that can make the teacher more effective. 3 Cr. Every Semester, Summer.

EDI 584 Operation Physics (A). Introduces elementary teachers to physical science concepts for use in the elementary classroom. Is based on experiments with many hands-on activities. Allows teachers to gain a greater understanding of physical science and learn activities that can be used in the K–8 classroom. 3 Cr. Spring.

EDI 585 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. 3 Cr. On Demand.

EDI 594 Introduction to Geography Skills (B). Designed for K–12 teachers. Allows teachers to study geographic concepts and effective ways to teach them. Emphasizes on hands-on activities and the development of lessons that will actively involve their students. 3 Cr. On Demand.

EDI 602 Seminar in Elementary Curriculum (B). Provides an understanding of the processes and programs of the elementary school curriculum. Requires students to engage in reading and discussion of curriculum and current topics related to curriculum design and implementation. 3 Cr. Every Semester, Summer.

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. Every Semester, Summer.
EDI 604 Secondary School Curriculum (B).  Provides a study of secondary school curriculum problems, effective practices, and governance issues. Covers patterns of curriculum organization to serve as basis for individual research papers.  3 Cr. Summer.

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. Fall, Summer.

EDI 606 Secondary Students with Mild Disabilities (A).  Examines the historical, legal and instructional issues related to educating secondary 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. Provides students with research, observation, and presentation opportunities to increase understanding of the relationship between special and regular education at the secondary level.  3 Cr. Summer.

EDI 607 Brain-based Teaching (A).  Examines the research surrounding the brain and how individuals learn. Provides a theoretical background for teaching strategies used in today’s classroom and presently under development.  3 Cr. Summer.

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. Fall.

EDI 610 Children with Emotional and Behavioral Needs (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. Spring.

EDI 611 The Teaching of Elementary School Science (B).  Explores methods and techniques for teaching elementary 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. Summer.

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

EDI 621 Advanced Secondary School Curriculum: Mathematics (B).  Provides a study of mathematics curriculum with emphasis on development, content and implementation of new programs. Requires students to have some experience in teaching mathematics.  3 Cr. Spring.

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

EDI 624 Advanced Secondary School Curriculum: Social Studies (B).  Emphasizes the development of junior high and senior high 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. Fall.

EDI 627 Educational Change (A).  Introduces students to theoretical frameworks about complex organizations and the dynamics of education change at the school level. Designed to test the applicability of the frameworks based on their own experiences.  3 Cr. Spring.

EDI 628 TESOL: 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. Fall.

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. Fall.
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. Spring, Summer.

EDI 633 Teaching Reading in the Secondary School (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. On Demand.

EDI 634 Teaching Reading to the Child with Special Needs (B). Prerequisites: Two reading courses equivalent to Literacy II or instructor's permission. 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. On Demand.

EDI 635 Reading for the Linguistically Different Child (B). Provides teachers with theory and practical strategies for teaching reading to speakers of languages other than English. Includes a thorough look at linguistic and developmental differences. 3 Cr. On Demand.

EDI 636 Reading Recovery I (B). The first course in a two-course sequence leading to a certificate in Reading Recovery. Teaches participants to administer and interpret six assessment procedures and use the results in their teaching. Discusses Reading Recovery procedures and their uses. 3 Cr. Fall.

EDI 637 Reading Recovery II (B). The second course in a two-course sequence leading to a certificate in Reading Recovery. Allows participants to continue the learning begun in the first semester and learn to analyze their own teaching in terms of the theoretical base of Reading Recovery. Emphasizes teaching effectiveness. 3 Cr. Spring.

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. Spring, Summer.

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. Fall, Summer.

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. Fall.

EDI 657 Teaching Writing in Elementary Schools (B). For elementary 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. On Demand.

EDI 664 Learning Disabilities/Strategies (A). 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. On Demand.

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. Every Semester, Summer.

EDI 670 Innovations in Secondary Social Studies Education (B). Covers advanced methods, including current innovative theories, research and practices on the teaching of social studies skills, discussion techniques, questioning techniques, use of primary sources, use of newspapers and other supplementary materials, and application of research on cognitive development and learning styles to social studies education. 3 Cr. Spring, Summer.

EDI 671 Teaching Elementary School Social Studies (B). Provides a comprehensive study of the curriculum and methods of guiding learning in elementary school social studies. Examines current trends and issues in social studies instruction. Also provides opportunities for individual in-depth study of selected topics. 3 Cr. Fall.
EDI 676 Multicultural Perspectives in Education (B). Looks at cultural differences in the classroom and how to develop strategies to integrate them into daily lessons. Uses literature from other cultures. Approaches work from a theoretical framework for multicultural education, but emphasis is on hands-on practical experiences. 3 Cr. Summer.

EDI 680 Advanced Placement Computer Science for Teachers (A). Provides detailed study of the curriculum for Advanced Placement Computer Science classes. Covers topics important to teaching an effective Advanced Placement course. Participants do not need to be Computer Science majors, but knowledge of some structured higher level programming language is necessary. 4 Cr. Fall.

EDI 681 Teaching of Elementary School Mathematics (B). Explores past and present trends in teaching school mathematics. Considers problems concerning content, grade placement of topics and techniques of evaluating achievement in this subject matter field. Evaluates important research in area of elementary school mathematics. 3 Cr. Every Semester.

EDI 685 Statistics and Research Design (A). 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. Every Semester.

EDI 686 Problems in Secondary School Mathematics Education (B). Examines innovative practices, materials, media and instructional techniques with an emphasis on use in the classroom as a possible solution to current problems. Also considers specific problems as determined by the class. 3 Cr. Fall.

EDI 690 Topics of Instruction (B). For specifically identified groups who wish to have specifically denoted educational needs met through a specially designed learning experience. Course details (intended clientele objectives, outline, anticipated sequence and bibliography) vary. Groups with special needs should make those needs known to a faculty member. May be repeated with instructor’s permission. 1–3 Cr. On Demand.

EDI 691 Internship I (B). Specifically for master’s-level students who have been selected to participate as intern-teachers in the Rochester, Greece, or Hilton CIMP programs. Is designed to compliment the student’s internship, enabling students to reflect upon their daily teaching experiences with other interns and the instructor. Also presents an opportunity to review and analyze current research topics. 3 Cr. Fall.

EDI 692 Internship II (B). The second-semester continuation of EDI 691, which is a prerequisite for this course. Further investigates current research and the development of an action research project by each participant. 3 Cr. Spring.

EDI 699 Independent Study (B). Designed individually through consultation between student and instructor to suit the student’s needs and interests and the special competence of the instructor. The department may establish additional requirements. 1–3 Cr. On Demand.

EDI 703 Elementary Education Project or Thesis (B). Assists graduate students in Elementary Education in completing the required thesis or project as part of the MS in Education requirements. 3 Cr. Every Semester, Summer.

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

EDI 731 Current Reading Research (B). Prerequisite: Matriculation in MS in Reading program. Examines current research in reading, related psychological aspects, linguistic applications and interrelatedness of language arts. Analyzes the methods, materials and innovative procedures on the basis of pertinent research findings. 3 Cr. Fall.

EDI 732 Reading: Clinical Diagnosis (B). Prerequisite: EDI 731. Covers the diagnosis of severe reading difficulties. Requires students to gather intake information, analyze data, formulate hypotheses, write a report, and conduct a case conference. 3 Cr. Spring.

EDI 733 Reading Practicum (B). Prerequisites: EDI 732 and instructor’s permission. Lab course utilizing clinical procedure in diagnosis and remediation of reading difficulties. Allows for the planning, implementation and evaluation of remedial programs for individual and small groups executed under direct supervision. Enrollment restricted to students matriculated in MS in Education (reading) program. 3 Cr. Summer.

EDI 791 Seminar in Secondary School English Education (B). Studies current problems and research in English education. Investigates research studies, innovative curricula and experimental English projects. Requires students to explore an area of individual interest and to prepare a substantial final project such as a creative
production or thesis using an empirical research design. 3 Cr. Summer.

EDI 792 Seminar in Secondary School Mathematics Education (B). Final professional education course for secondary mathematics education students. Studies an area of individual interest in depth. Requires a substantial research paper, creative production, or research project. Through small group sessions, provides opportunities for sharing ideas, experiences and results of student projects. 3 Cr. Summer.

EDI 793 Seminar in Secondary Science Education (B). Prerequisites: EDI 617 and 623. Final professional education course for secondary science education students. Explores an area of individual interest in depth and requires the preparation of a substantial analytic study of a selected topic related to the teaching of secondary science or a research thesis. 3 Cr. Summer.

EDI 794 Seminar in Secondary School Social Studies Education (B). Prerequisite: Instructor’s permission. Requires approval of graduate advisor. Projects for the class decided in consultation with the matriculated student’s advisor and may consist of curriculum guides, multimedia kits or curriculum materials peculiar to the social studies, but are not limited to those mentioned. 3 Cr. Summer.

EDI 798 Advanced Seminar in Reading Instruction (B). For advanced students to consider improvement of reading instruction. Explores areas of individual interest in depth and requires the preparation of research thesis. 6 Cr. Every Semester.

Department of Educational Administration

(716) 395-2661


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

1. A 30-credit program leading to a Master of Science in Education, with a specialty area in Educational Administration.

2. A 60-credit program leading to a Certificate of Advanced Study (CAS) in Educational Administration (Building Principal) and to New York State School Administrator and Supervisor Certification (SAS), 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. This program also qualifies graduates for the New York State School District Administrator certification (SDA), for which graduates can apply directly to the New York State Education Department.

3. A 66-credit program leading to a Certificate of Advanced Study (CAS) in School Business Administration (SBA) and to a New York State School Business Administrator Certificate (SBA), providing the candidate meets any other requirements, such as examinations or portfolios, which the New York State Education Department may require in the future. The CAS programs may be designed to include a Master of Science at the completion of 30 credits in approved courses. Persons already holding a master’s degree may complete the Certificate of Advanced Study with an additional 36–42 credits.

The School Administrator and Supervisor Certificate (SAS) is required in New York state for any person serving more than 25 percent of his/her time in administrative or supervisory positions. Illustrative titles requiring this certificate are principal, supervisor, director, coordinator, or assistant or vice principal. The School District Administrator (SDA) certificate is required for central office positions such as superintendent of schools, district superintendent, deputy superintendent, associate superintendent, and any other person having...
responsibilities involving general district-wide administration. Candidates desiring SAS or SDA certification must have completed three years of teaching or pupil personnel services activities in an elementary or secondary school prior to obtaining administrative certification.

The School Business Administrator (SBA) certificate 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 SBA certification.

Matriculation

Students interested in matriculation should apply as soon as possible. Matriculation is a prerequisite for EDA 885 Practicum in Educational Leadership. 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 (Building Principal and Central Office) and credit for only one other EDA course taken prior to EDA 600 is ordinarily accepted into the program. 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 chairperson, 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 a letter 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. Meet with an assigned faculty advisor to develop the formal Plan of Study;

c. Have the Plan of Study approved 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 letter of support. To qualify for matriculation the applicant must meet the following entrance requirements:

For the Educational Administration Program (SAS certification):

1. A bachelor’s degree from a regionally accredited institution is a minimum requirement for all applicants.

2. One year of satisfactory teaching or 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 pupil personnel services experience;

   b. The applicant is an outstanding teacher or pupil personnel services worker;

   c. The applicant has leadership potential; and

   d. 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. Three years of successful teaching or pupil personnel services experience upon completion of the program is required if the applicant wishes to obtain New York state certification as a school administrator/supervisor (SAS) or school district administrator (SDA).

5. A master's degree
   OR
   A cumulative undergraduate grade point average of 3.0.

**For the School Business Administration Program (SBA certification):**

1. A bachelor's degree from a regionally accredited institution 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**

Between 18 and 24 credits from an earned master's degree are applied toward a Certificate of Advanced Study for non-EDA courses as follows: 24 credits are applied toward the CAS in the SAS program and the SBA program. There is no limit on the age of these transfer courses. For students without an earned master's degree, courses transferred in as part of an uncompleted degree may be used for non-EDA 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-EDA course credit if, in the opinion of the advisor, the course material is still valid.

Courses in educational administration (not to exceed 6 credit hours) transferred in from another institution prior to enrolling in EDA 600 can be substituted for required or elective EDA courses only after consultation with and approval from a SUNY Brockport professor in that content area. There is a five-year age limit on these transfer courses.

At least 30 credits of work toward the CAS should be completed at SUNY Brockport.

**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; however, these courses may be accepted for non-EDA elective credit if, in the opinion of the advisor, the course material is still valid.

**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 without a master’s degree have five years from the date of matriculation to complete the MS and an additional five years from the date of the master’s degree to complete the CAS. Students seeking a CAS only, who already possess a master’s degree, have five years from the date of matriculation 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; and
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 the next monthly department faculty meeting.

4. The department's decision will be final; 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 Rating Sheet: Mastery of Educational Administration Competencies by the end of the internship (EDA 888) to qualify for graduation with the CAS in Educational Administration degree. The rating sheet is available from the department upon matriculation.

CAS IN EDUCATIONAL ADMINISTRATION (SAS OPTION)

<table>
<thead>
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<th>Competency-based Learning Experiences</th>
<th>Master's Degree Credits</th>
<th>CAS Credits</th>
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<tr>
<td>EDA 600 Foundations of Educational Leadership</td>
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<td>EDA 653 Site Management</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EDA 678 Clinical Supervision</td>
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<td>EDA 694 Resource Management</td>
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<td>EDA 871 Legal Basis of Education</td>
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<td>EDI 602 or EDI 604 Curriculum Course</td>
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<tr>
<td>EDI 603 or EDI 685 Research Requirement</td>
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<tr>
<td>Electives Outside Education</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>EDA 885 Practicum in Educational Leadership</td>
<td>3</td>
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<tr>
<td>Three electives from list below (others may become available):</td>
<td>9</td>
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<tr>
<td>EDA 610 Institute in Educational Administration</td>
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<tr>
<td>EDA 675 Microcomputers for School Administrators</td>
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<td>EDA 699 Independent Study</td>
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<td>EDA 715 Managing the Middle School</td>
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<td>EDA 820 Staff Development</td>
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<tr>
<td>EDA 830 Program Management and Instructional Leadership</td>
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<tr>
<td>EDA 860 Special Education Administration and Law I</td>
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<tr>
<td>EDA 861 Special Educational Administration and Law II</td>
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<td>EDA 873 Readings in Educational Administration</td>
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<tr>
<td>EDA 879 Advanced Clinical Supervision</td>
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<tr>
<td>EDA 888 Internship</td>
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<tr>
<td>Free Electives</td>
<td>12</td>
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</tbody>
</table>

Total Graduate Credits: 30 60

CAS IN SCHOOL BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Competency-based Learning Experiences</th>
<th>Master's Degree Credits</th>
<th>CAS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 656 Personnel Administration</td>
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<td>3</td>
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<tr>
<td>EDA 691 Principles and Practices of Budgeting</td>
<td>3</td>
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<tr>
<td>EDA 692 Design and Use of Microcomputer Systems for School Business Administration</td>
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<td>3</td>
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<tr>
<td>EDA 693 Administration of Support Services</td>
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</table>
EDU 890 Issues in Site Management for School Business Administrators 3
EDU 891 Facilities Planning and Management 3
EDU 892 Legal Issues for School Business Administrators 3
EDU 893 School Finance and Revenue Management 3
EDU 894 Public School Accounting 6
EDU 897 Practicum in School Business Administration 6
EDU 898 Internship in School Business Administration 6

Approved research or measurement course 3 3
Approved curriculum course 3 3
Electives outside education 6 6
Free electives 6 12

Total Graduate Credits: 30 66

Educational Administration Courses

EDA 600 Foundations of Educational Leadership. Prerequisite: Two years of satisfactory teaching or pupil personnel 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 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. Fall, Spring.

EDA 610 Institute in Educational Administration and Supervision. Seminar for practicing administrators and students matriculated in the Department of Educational Administration. Covers current issues and practices in the field of educational administration and supervision. Topics are researched and discussed in small seminar sessions by participants. May be repeated. 3–6 Cr.

EDA 675 Microcomputer Applications for School Administrators. Familiarizes students with technical concepts, vocabulary, and operation of microcomputer systems, with specific emphasis on DOS. Enables students to understand, design, and manage database, spreadsheet, graphing, and desktop publishing applications of Lotus 1-2-3 and design files and procedures to use these applications to analyze administrative needs and problems and to perform tasks to maximize efficiency and effectiveness. 3 Cr.

EDA 678 Clinical Supervision. For those preparing for principal, supervisor, team leader, coordinator or head of department in public or private schools. 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. 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 and Use of Microcomputer Systems for School Business Administrators. Focuses on the use of in-house computer systems and BOCES computing services for school business management applications. Presents a model for planning and implementing micro- and mini computer systems in school districts. Requires hands-on practice with DOS and spreadsheet, database management, and graphics applications through the use of IBM-compatible hardware and Lotus 1-2-3 software. Assumes no prior knowledge of or skill with microcomputers. 3 Cr.

EDA 693 Administration of Support Services. 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. 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. 3 Cr. Every Semester.

EDA 699 Independent Study in Educational Administration. 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 715 Managing the Middle School. Recognizes that middle-level education has become the focal point of major reform in promoting student identity, drop-out prevention, and career decisions. Explores organizational and instructional strategies uniquely adapted for the middle school. 3 Cr.

EDA 716 Strategic Planning. Recognizes mission statements and long-term goals as critical attributes of successful schools. Considers schools as open systems, which must effectively interact with a variety of environmental inputs to create viable long-term goals. Examines three major strategic planning guides and prepares students to serve as strategic planning facilitators in their own districts. 3 Cr.

EDA 720 Principals as Mentors. Matches practicing administrators with EDA students toward the goal of creating a beneficial relationship between someone who is older, wiser, and more experienced with younger or less experienced individuals in a complementary relationship within the professional context of educational administration, building upon both the student and mentor’s needs. 3 Cr.

EDA 820 Staff Development. Focuses on creating a climate for professional growth and change, assessing staff needs, and analyzing instructional deficiencies. Develops skills in defining objectives for adult learners, preparing learning activities, and evaluating the degree to which change has occurred. Introduces experiences in developing a rationale for change, securing board support, and identifying sources of innovation. 3 Cr.

EDA 830 Program Management and Instructional Leadership. 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.

EDA 840 Systems Theory and Management. Prerequisites: EDA 600 and 653. Emphasizes the gestalt of school district administration to facilitate the articulation and communication of system visions. Covers General Systems Theory, the role of politics and marketing, and change theories and practices. Includes the development of policy/regulations and implementation. 3 Cr.

EDA 841 Fiscal Management. Prerequisite: EDA 694. Provides future central office administrators with an understanding of the financing of school districts, school district financial planning, and the work of the business office. 3 Cr.

EDA 842 Advanced Legal Issues. Prerequisite: EDA 871. Covers legal issues that confront the superintendent in administration of schools, including the use of the school attorney, ethical issues, Family Leave Act, Americans with Disabilities Act, school board procedures, elections, and open meetings law. 3 Cr.

EDA 843 Advanced Personnel Management. Provides future central office administrators with concepts and models to participate appropriately in contract negotiations and administration, to handle complex personnel problems, and to foster good relations between the central office and the school buildings. 3 Cr.

EDA 844 Instructional Management. Prerequisites: EDA 600, 653, 678, and 840. Prepares the student to analyze the instructional program from a district-wide perspective and to make sound decisions regarding curriculum development and implementation. 3 Cr.

EDA 860 Special Education Administration and Law I. Focuses on the administrative integration of services for educationally implementing the governing regulations. Includes lectures, guest speakers, group discussions, Committee on Special Education simulations, and field trips. 3 Cr.

EDA 861 Special Education Administration and Law II. Focuses on the due process rights of handicapped students. Emphasizes understanding and applying relevant regulations, statutes, Commissioner of Education decisions, and case law. Includes lectures, guest speakers, group discussions, impartial hearing simulations, and field trips. 3 Cr.

EDA 871 Legal Basis of Education. Covers laws, judicial decisions, and constitutional provisions relating to education; the legal responsibilities of teachers and school officials; and the role of the
EDA 873 Readings in Educational Administration. Under guidance of a staff member, requires students to outline a program of reading on some administrative topic or problem, to confer with the instructor periodically, and to prepare a comprehensive critical report of findings. 3 Cr.

EDA 876 Seminar in Career Development. Prerequisite: EDA 885. Emphasizes career development. Covers skills acquisition assessment; targeted resume preparation; job search portfolio; advanced interview preparation and practice; networking; development of a career plan with emphasis on skills assessment and acquisition beyond formal preparation/certification. 3 Cr.

EDA 879 Advanced Clinical Supervision. Continuation of EDA 678. Emphasizes the conduct of instructional conferences that have both reinforcement and instructional objectives. For those preparing for principal, supervisor, team leader, coordinator, or head of department in public or private schools. 3 Cr.

EDA 885 Practicum in Educational Leadership. Prerequisites: EDA 600, 653, 678, 694, and 871 and matriculation. 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. Prerequisite: Restricted to students matriculated in the CAS program who have completed all of the course work listed on their official program of study. 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. Helps the student gain a macroscopic perspective of the role of the business office in the total instructional mission of the school. Introduces building issues such as clinical supervision, staff development, curriculum development, communication concepts and practices, and special education. 3 Cr.

EDA 891 Facilities Planning and Management. 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. 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. Covers school district revenues 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 management in terms of forecasting and long-term financial planning, maximizing revenues, and cash management. 3 Cr.

EDA 894 Public School Accounting. Prerequisite: EDA 691 or instructor’s permission. 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 897 Practicum in School Business Administration. Prerequisites: Successful completion of at least two required courses in the SBA program; EDA 897 must be 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. Prerequisites: Matriculation in the SBA program by the closing date for applications, an earned master’s degree, and 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

(716) 395-2503

Chairperson and Distinguished Teaching Professor: Earl G. Ingersoll, PhD, University of Wisconsin-Madison. Distinguished University Professor: Philip L. Gerber, PhD, University of Iowa. Distinguished Teaching Professor: John R. Maier, PhD, Duquesne University. Distinguished Service Professor: Vincent L. Toller, PhD, University of Colorado. Professors: Robert J. Gemmett, PhD, Syracuse University; David G. Hale, PhD, Duke University; Evelyn S. Newlyn, PhD, Syracuse University; Stanley S. Rubin, PhD, Harvard University. Associate Professors: Mark A. Anderson, PhD, University of Wisconsin-Madison; J. Roger Kurtz, PhD, University of Iowa; John J. Perry, PhD, University of Pennsylvania. Assistant Professors: Miriam L. Burstein, PhD, University of Chicago; T. Gregory Garvey, PhD, University of Wisconsin-Madison; Yuko Matsukawa, PhD, Brown University; Greta Ai-Yu Niu, PhD, Duke University; Anne Panning, PhD, University of Hawaii. Lecturers: Louis Hillman, PhD, University of Rochester; Judith Kitchen, MFA, Warren Wilson College.

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 also submit a sample of their creative writing. 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 the Graduate Coordinator.

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. They 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 financial aid may be obtained from the Financial Aid Office.

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 end of the semester 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 course is required:  
ENL 601 Bibliography and Methods of Research 3  
Also required is 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 0–6  
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**  
One of these is required:  
ENL 572 Critical Approaches to Literature 3  
or  
ENL 601 Bibliography and Methods of Research 3  
Note: ENL 502 Poetry: Theory and Practice may be substituted for the above with permission of the department.

Also required is 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) 0–6  
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 0–6  

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

A student who has completed 24 credits with a GPA below 2.5 will be dematriculated from the program. 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 500 Writers Forum Summer Seminar: Fiction.** Part of the Writers Forum Summer Workshops, one-week intensive study. Includes three-hour sessions devoted to study of students' work, finished or in progress, and of contemporary fiction criticism. Entails one-on-one meetings. May be repeated for credit. 2 Cr.

**ENL 502 Poetry: Theory and Practice.** 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 Writer's Craft.** Requires students to meet with the director 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. Spring.

**ENL 504 Writers Forum Summer Seminar: Journals and Autobiography.** Part of the Writers Forum Summer Workshops, one-week intensive study. For students and teachers at all levels, and others interested in techniques and uses of journal writing, methods of stimulating writing, and the uses of autobiographical material. Requires in-class writing exercises and group sharing. May be repeated for credit. 2 Cr.

**ENL 505 Creative Writing for Teachers.** For teachers interested in the creative process—how to stimulate writing and creative response to literature. Examines contemporary literature for models; and requires students to develop writing exercises, and produce and discuss individual work. Reviews and analyzes current material on the teaching of creative writing. 3 Cr.

**ENL 507 Writers Forum Summer Seminar: Science Fiction.** Part of the Writers Forum Summer Workshops, one-week intensive study. Includes three-hour sessions to help those aiming at eventual publication in fantasy and science fiction. Gives mornings to seminars, afternoons to writing and individual attention. May be repeated for credit. 2 Cr.

**ENL 508 Writers Forum Summer Seminar: Poetry.** Part of the Writers Forum Summer Workshops, one-week intensive study. Includes three-hour morning sessions devoted partly to study of contemporary poetry/poetics, but mainly to discussion of work finished or in progress. Entails one-on-one meetings. May be repeated for credit. 2 Cr.

**ENL 509 Writers Forum Summer Seminar: Freelance Writing.** Part of the Writers Forum Summer Workshops, one-week intensive study. Covers the basics of freelance and feature article writing; finding and developing topics; methods of revision; survey of markets; preparation and submission of manuscript; and the author's rights and responsibilities. May be repeated for credit. 2 Cr.

**ENL 511 Chaucer.** Examines a variety of works by Chaucer. Emphasizes *The Canterbury Tales*. 3 Cr.

**ENL 512 Medieval British Literature: Old English to the Late Middle Ages.** Studies medieval British literature in its principal genres, including lyric, drama, allegory, and romance; its antecedents in Old English literature; its influence on 15th-century writers; and, as time permits, its connections to European and Middle Eastern literature. Complements ENL 511, which focuses on Chaucer. 3 Cr.

**ENL 515 British Renaissance Literature.** Studies selected poetry, fiction, criticism, drama, and philosophy by British writers from Thomas More to John Milton. 3 Cr.

**ENL 516 The Age of Dryden, Pope and Johnson.** Requires students to read selected works from British literature written between 1660–1800, 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 519 English Romantic Writers.** Covers major authors of the Romantic period (from Blake through Keats) and significant figures in Romantic literature (like Byronic heroes and Wordsworth's wanderers). Assesses Romanticism as a cultural phenomenon. 3 Cr. Fall.

**ENL 520 The Victorians and Others.** Examines contributions of the era, such as the writing of Tennyson, Browning, Dickens and others from 1832 to World War 1, to the development of British literary thought and artistry. 3 Cr. Spring.

**ENL 521 Seminar in British Writers.** Studies significant authors treated singly or in coherent combinations. Content varies with appropriate
ENL 522 The British Novel Before 1800. Provides an historical survey of the British novel from the early 18th century to the beginning of the 19th century with readings from a number of significant novelists such as Defoe and Austen. 3 Cr.

ENL 523 The British Novel After 1800. Provides an historical survey of the British novel from early 19th century to the end of WWI, with readings from significant novelists such as Dickens, Hardy, and Forster. 3 Cr. Every other year.

ENL 524 Modern British Literature. 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 Writers. Studies major British writers in the later 20th century. Usually includes Amis, Osborne, Lessing, Pinter, Golding, Shaffer, and Ishiguro. 3 Cr.

ENL 526 Modern Irish Writers. 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 English Novel. Cross-listed as WMS 527. Examines in depth some of the great English novels, with some touching upon 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. 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, Anne Bradstreet, Mary Rowlandson, Samson Occum, John Winthrop, Benjamin Franklin, Mercy Otis Warren, and Charles Brockden Brown. 3 Cr.

ENL 530 American Literature: The Romantic Era. 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 James Fenimore Cooper, Emily Dickinson, Herman Melville, and Harriet Beecher Stowe. 3 Cr.

ENL 531 American Literature: The Transcendental Movement. 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, Margaret Fuller, Theodore Parker, Jones Very, as well as important peripheral figures who were influenced by the movement such as John Humphrey Noyes, William Lloyd Garrison, Emily Dickinson, and Walt Whitman. 3 Cr.

ENL 532 American Realism. 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 Henry James, Charles Chesnutt, Frances Harper, Sui Sin Far, Theodore Dreiser, W.E.B. DuBois, and Charlotte Perkins Gilman. 3 Cr.

ENL 534 American Literature of the Cold-War Era. 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 John Hersey, John Okada, Betty Friedan, Susan Sontag, Norman Mailer, and Allen Ginsberg. 3 Cr.

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

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

ENL 538 American Poetry. Surveys important American verse from its beginnings to the 20th century, emphasizing representative poets such as Anne Bradstreet and Walt Whitman. 3 Cr.

ENL 539 Asian American Literature. 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 541 American Literature: 19th-century Women's Novel. 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. 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 543 Contemporary American Poetry. Explores the unique character of poetry after World War II: aesthetic theory, significant themes, and prominent contributors. Improves critical-analytical skills via written assignments of varying character. 3 Cr.

ENL 545 American Modernism. 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 Ezra Pound, Gertrude Stein, Ernest Hemingway, Zora Neale Hurston, Langston Hughes, and William Faulkner. 3 Cr.

ENL 546 Seminar in American Writers. 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 551 Linguistics. Studies phonology, morphology, syntax, semantics, sociolinguistics. 3 Cr. Spring.

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

ENL 557 Women and Film. 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. 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. Using various critical perspectives, studies in depth the major films of selected American film directors, e.g. Hitchcock, Capra, Welles. Specific focus indicated by subtitle; may be repeated for credit with significant change in focus. 3 Cr.

ENL 562 Significant Themes in Film. Explores significant themes and/or era in film. Examples might be: films of the 1950s, romantic couples, musicals, detective and western films, film noir. Specific topics indicated by subtitle; may be repeated for credit with significant change in focus. 3 Cr.

ENL 563 Great International Film Directors. 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. 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. Surveys the development of American comic style in film from the silent era to today. Includes screenings of films from Mack Sennett’s “Keystone” slapstick to Woody Allen’s cerebral comedy; the function(s) of comedy; the theory of laughter; comic visions of America; and personal style vs. genre in comedy. 3 Cr.

ENL 566 Fantasy and Romance. Studies an important literary mode through reading, analysis, and creation of selected works of fantasy and romance. Includes readings such as Arthurian tales, Utopia, The Lord of the Rings. 3 Cr.

ENL 567 Tragedy as a Genre. 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. Explores women's popular culture to engender a cultural analysis. Considers such questions as how women's popular culture responds to women's psycho-social 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. 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 575 Postcolonial Literature.** Surveys some of the most lively literature being produced these days from those areas of the world that were formerly European colonies: the Caribbean, Africa, and South Asia in particular. 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.** 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.** 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 581 English Grammar.** 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. Every Semester.

**ENL 582 Children’s Literature.** Covers conventions of children’s literature, development of genres of children’s literature, and biographical, bibliographical and critical resources in the field. 3 Cr. Fall.

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

**ENL 591 Advanced Fiction Writers Workshop.** 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. Fall.

**ENL 592 Advanced Poetry Writers Seminar.** 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. Spring.

**ENL 593 The Creative Essay.** 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.** 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.** Cross-listed as WMS 596. Considers the expression of sexual themes—and their censorship 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 U.S. Commission on Obscenity and Pornography (1970) and its critics; and recent feminist perspectives. 3 Cr.

**ENL 601 Bibliography and Methods of Research.** 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 Writer’s Workshop.** Provides an advanced study of creative writing; discussion of manuscripts; and oral and written critical appraisals by other student writers. Involves group and individual conferences. 3 Cr.

**ENL 603 Theories of Rhetoric and Composition.** 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.** 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. Spring.

**ENL 606 Practicum in Teaching College Composition.** Prerequisites: ENL 605 and departmental permission. 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/week at the Center for Academic Improvement. Assignment to practicum experience is based on the instructor’s recommendation and student preference. 3 Cr. Fall.

ENL 610 Studies in Early and Middle English. 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. Covers selected writings of important authors between 1550 and 1642, such as Shakespeare, Marlowe, Donne, Jonson, and Webster. 3 Cr.

ENL 621 18th-Century Literature. Emphasizes two or more significant British authors in the period 1660–1800. 3 Cr.

ENL 624 British Romantic Literature. 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. 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. 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 Literature. 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. 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. 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. Fall.

ENL 640 Studies in American Literature 1920–1945. 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. 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. Examines developments in American fiction since the 1970s. 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. 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 681 Seminar in Literary Figures. 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. 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. 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.
Department of Foreign Languages and Literatures

Chairperson and Associate Professor: Elaine K. Miller, PhD, University of California, Los Angeles. Professors: Patricia J. Siegel, PhD, Yale University; Joseph Siracusa, PhD, University of Illinois-Urbana. Associate Professors: Andrea Parada, PhD, University of Michigan; Victor J. Rojas, PhD, Indiana University at Bloomington. Assistant Professor: Donna Wilkerson, PhD, University of North Carolina at Chapel Hill.

The Department of Foreign Languages and Literatures, in cooperation with the Department of Education and Human Development, offers an MS in Bilingual-Multicultural Education. Details on this program are found under the listings of the Department of Education and Human Development.

Courses from the Department of Foreign Languages and Literatures may be applied through the advisement process as partial requirements or as electives in degree programs such as the Master of Arts in Liberal Studies (MALS).

French Courses

Prerequisite for admission to courses: BA or demonstrated equivalent proficiency in French.

FRN 502 Advanced Translation and Stylistics (A). Requires students to translate literary texts from English to French and French to English, to develop greater familiarity with French idioms, to increase accuracy in translation, and to sharpen their awareness of style. Also requires oral (language lab) and written theme et version. 3 Cr.

FRN 550 French Studies (A). Closely studies a specific topic in French/Francophone language, civilization, or literature. Analyzes a feature chosen from the historical or contemporary perspective and gives the opportunity to examine a particular aspect of Francophone reality in great depth. Requires practice in oral and written French at the advanced level. 3 Cr.

FRN 551 Doing Business in French (A). Helps students to communicate in a French business environment by increasing their knowledge of French geography and economics, by helping them acquire the vocabulary and syntactical structures related to business, and by making students more aware of cultural differences in the conduct of business between the U.S. and France. Emphasizes the reinforcement of oral and written skills. 3 Cr.

FRN 553 French Women Writers (A). Studies the presence of eminent women in France’s cultural and literary history, contributions they made, difficulties they encountered, and how they embody the French spirit as it lives today. 3 Cr.

FRN 555 French Attitudes (A). Identifies the basic values underlying French culture and analyzes how these values affect the opinions, decision making, and behavior of French people in personal, social, cultural, political, and economic life. Differentiates between stereotypes and genuine cultural patterns. Compares aspects of the French value system with its American counterparts. Encourages cross-cultural investigation. 3 Cr. Fall.

FRN 557 French Thought in Social Context (A). Examines collage of literature, philosophy, and history to give students a broad perspective of the major intellectual currents in their social context. Uses readings selected from early periods to the 19th century. 3 Cr.

FRN 599 Independent Study in French (A). Prerequisites: Six credits of 400-level French with 3.0 average in French and instructor’s permission. Arranged in consultation with the instructor-sponsor prior to registration. 1–3 Cr. Every Semester.

Spanish Courses

Prerequisite for admission to courses: BA or demonstrated equivalent proficiency in Spanish.

SPN 550 Topics in Hispanic Literature/Culture (A). Covers specific issues and topics in Latin-American or Spanish literature and culture. Topics and historical perspective defined according to faculty and student interest. Requires active class discussion and advanced skill in written Spanish. 3 Cr.

SPN 551 Spanish for the Professions (A). Provides vocabulary, idiomatic expressions, and cultural information useful in professions such as education, health services, business, and law enforcement. Provides extensive practice in
specialized oral and written Spanish through simulations involving real life situations in intercultural settings. 3 Cr.

SPN 552 Hispanic Cultures Through Film (A). Studies Spanish and Spanish-American cultures through analysis of films concerning the Spanish-speaking world. Gives special attention to the political domain and the ways in which it affects people’s lives, to the evolving role of women in a changing society, and to the influence of indigenous cultures. 3 Cr.

SPN 553 Spanish-American Women Writers (A). Studies outstanding women writers from Spanish America, including Sor Juana Ines de la Cruz (Mexico, 17th century), Gertrudis Gomez de Avellaneda (Cuba, 19th century), Gabriela Mistral (Chile, 19th century), Delmira Agustini (Uruguay, 19th century), Juana de Ibarbourou (Uruguay, 19th century), Alfonsoa Storni (Argentina, 19th century), Elena Poniatowska (Mexico, 20th century), Rosario Castellanos (Mexico, 20th century), and Isabel Allende (Chile, 20th century). 3 Cr.

SPN 554 Hispanic Literature and Cultures in the U.S. (A). Examines a vast collection of works—plays, novels, poems, essays, and films—by the Hispanic community with particular emphasis on those by Puerto Ricans, Cubans, and Mexican-Americans. Provides students with historical, social, and cultural contexts that condition the increasing Hispanic presence in the U.S. and inform some of the most relevant concerns present in these works. Explores the formation of cultural identity and degree to which gender, race, and social class influence this process. 3 Cr.

SPN 555 Hispanic Popular Culture (A). Explores both the materials and the dynamics of popular culture in contemporary Hispanic societies. Analyzes forms such as telenovelas (soap operas), popular music, humor and cartooning, beliefs, and oral narratives; and gives attention to differing definitions and interpretations of the roles and functions of popular culture in societies. 3 Cr.

SPN 556 Literature and Culture of the Caribbean (A). Covers literary contributions made by the Spanish-speaking Caribbean (Cuba, Santo Domingo, Puerto Rico) to world literature and culturally unique aspects of the region. Gives special emphasis to African heritage and women in society. 3 Cr.

SPN 557 Contemporary Spanish Writers (A). Studies 20th-century Spanish literature, e.g., essays, short stories, novels, poetry, and plays. Presents the historical and literary contexts in which the selected works emerge and discusses the relationship between the writers and their cultural environment. Also develops analytical perspectives in literary criticism and strengthens reading and writing skills in Spanish. 3 Cr. Every Two Years.

SPN 558 Contemporary Spanish-American Writers (A). Studies 20th-century Spanish-American literature, e.g., essays, short stories, novels, poetry, and plays. Presents the historical and literary contexts in which the selected works emerge and discusses the relationship between the writers and their cultural environment. Also develops analytical perspectives in literary criticism and strengthens reading and writing skills in Spanish. 3 Cr. Every Two Years.

SPN 559 Mexico Today (A). Provides an introduction to contemporary Mexico; its history and geography; political, social, and economic systems; art, literature, and music; and people and their lifestyles. Uses films and slides to supplement course content. 3 Cr.

SPN 560 Spanish Phonology (A). Provides a description and analysis of the sound system of modern Spanish, based on structural phonemic theory. Also provides intensive drilling on various sounds and sound-variants of Spanish designed to correct problems of language pronunciation. 3 Cr. Fall.

SPN 561 Advanced Spanish Grammar (A). Covers grammatical structures of Spanish and includes a study of Spanish morphology, syntax, and lexicon. Gives special attention to analysis and correction of interferences. Conducts discussions of specific structures in Spanish, followed by oral and written exercises, including translations. 3 Cr. Spring.

SPN 562 Spanish Language Variations in the U.S.A. (A). Studies the varieties of Spanish spoken in the U.S. by Puerto Ricans, Dominicans, Cubans, Chicanos, etc. Provides an understanding of cultural, social, anthropological, linguistic, and historical factors that determine language variations. Provides practice in the varieties of Spanish spoken in the U.S. 3 Cr. Spring.

SPN 599 Independent Study in Spanish (A). Arranged in consultation with the instructor-sponsor prior to registration. 1–3 Cr. Every Semester.

SPN 699 Independent Study in Spanish. Arranged in consultation with the instructor-sponsor prior to registration. 1–3 Cr. Every Semester.
Foreign Cultures in English (FCE)
(These courses are taught in English.)

**FCE 520 Multiculturalism in the U.S.A. (A).**
Explores how race, social class and ethnicity have influenced in this country the cultural interrelations of different minority groups within the whole society. Analyzes the main theories on the subject, such as assimilation, amalgamation and cultural pluralism. Points out how social acceptance, economic possibilities and political rights are related to those cultural aspects included in the aforementioned concepts. 3 Cr. Spring.

**FCE 522 Women’s Education in the Developing World—A Comparative Perspective (A).**
Examines women’s education in the developing world. Raises questions on social mobility, inequality, women’s role in the economic and social development of the third-world society. Reviews recent research on the topic; draws case studies from Africa, Asia, and Latin America. Uses comparative analysis approach. 3 Cr.

**FCE 526 Foundations of Bilingual Education (A).**
Studies basic bilingual multicultural topics; how they are closely related to any multilingual, multicultural society (whether in the U.S. or elsewhere in the world); and how such relationships and their different perceptions affect the conceptualization of national and international policies, political and social institutions, legal organizations, philosophical ideas, moral and religious concerns, and educational systems, etc. 3 Cr. Fall.

**FCE 599 Independent Study on Foreign Culture (A).**
Provides for an independent study conducted in English on some aspect of a foreign culture whose language is taught in the Department of Foreign Languages and Literatures. 1–3 Cr. Every Semester.