GRADUATE PROGRAMS
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The Master of Science in Biological Sciences provides students with a solid and comprehensive background in the field of biological sciences, including molecular biology, cell biology, physiology, genetics, microbiology, human biology and developmental biology. Upon completion of the program, students are prepared to enter a PhD program, medical or dental schools; work in academic, industrial or government research laboratories; or teach biologically related courses at the community college level or at the K-12 grade level (providing the student holds the appropriate New York state teaching certificate). 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 in Biological Sciences may be obtained under one of two plans:

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

**Requirements:**
A. A written thesis based on original investigation.
B. Thirty to 39 credits constituted as follows: at least 15 credits of courses at the 600 level or above, which may include a maximum of six credits for thesis research and a maximum of six credits for independent study; and at least one credit of graduate seminar.
C. Detailed information on requirements and 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 primarily for individuals who are employed full time and desire a more flexible course of study than that of Plan I. This plan requires an independent research experience. Plan I students may not switch to Plan II; however, Plan II students may switch to Plan I.

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

The applicant should have completed a baccalaureate degree, including 18 credits of biology, at an accredited institution (see the Graduate Admissions section in this catalog for further details). The student should have a background in the natural and physical sciences appropriate to his or her research interests, both in course work and laboratory skills.

Applicants admitted to the program may be required by their Advisory Committee to take courses at the undergraduate level to remove any deficiencies. These courses must be included in the Plan of Study, but they will not be credited towards the master’s degree. Such courses may be taken on a Pass/Fail basis with the consent of the instructor and the candidate’s Advisory Committee.

Admission Procedures

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

1. Completed application form for graduate study as a matriculated student, i.e., as a degree candidate.
2. A written statement of the applicant’s objectives for graduate study and main area of interest within the biological sciences.
3. Transcript(s) of records of all undergraduate and graduate studies.
4. 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).
5. A writing sample of at least three pages illustrating the applicant’s technical writing skills.
6. Graduate Record Examination scores on the General Test, the Biology Subject Test or the Biochemistry, Cell and Molecular Biology Subject Test are required. In lieu of the GRE, the MCAT or DCAT also will be accepted at the discretion of the department. Information on the place and time of this examination may be obtained from the Office of Graduate Admissions; from the Educational Testing Service, Box 955, Princeton, NJ 08540; or on the Web at www.gre.org.

The Admission Process and the Major Advisor

Admission to the MS in Biological Sciences program is dependent not only upon the candidate’s qualifications, but also on the willingness of a faculty member to act as the major advisor for the candidate. Therefore, it is important that applicants to the MS in Biological Sciences program contact potential advisors during the application process. Potential advisors should be faculty members with research or teaching interests similar to the applicant’s. Applicants should list potential major advisors (including those faculty members they already have contacted) in a cover letter accompanying their application materials.

Visit the program’s Web site at www.brockport.edu/biology/faculty to find out more about the research interests and background of potential faculty advisors.

The Major Advisor

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

Candidate’s Advisory Committee

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

1. Draw up a Plan of Study in cooperation with the candidate by the end of the first semester of matriculation;
2. Act in an advisory capacity concerning thesis research or the independent research experience;
3. Determine the content of, administer and evaluate the candidate’s oral comprehensive examination by the start of the third 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);
6. Terminate the candidate’s graduate student status at SUNY Brockport if the student does not meet the deadlines above or the required GPA.

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.

Graduate Dismissal Policy
“Students who are deemed as not making progress toward the degree, as defined by published departmental policy, may be dismissed from the program.” (Faculty Senate Resolution #3, February 1992). The Handbook for Graduate Studies available from the Department of Biological Sciences provides criteria for continuing in the biological sciences program. These criteria include:
1. Maintenance of 3.0 cumulative grade point average as specified in the SUNY Brockport graduate probation and dismissal policy.
2. Completion of a Plan of Study by the end of the first semester of matriculation.
3. Successful completion of an oral comprehensive exam by the start of the third semester of matriculation.

Biological Sciences Courses

**BIO 514 Introduction to Immunology (A).** Covers current concepts in immunology, structure and functions of the immunoglobulins, role of cell-mediated immunity, protective role of the immune system, and disease and injury related to malfunctions of the immune system. 3 Cr.

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

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

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

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

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

**BIO 545 Histology (A).** Explores the microanatomy of animal tissues and organs with an emphasis on functional correlations. Includes lab examinations of prepared slides and fresh material, as well as normal and pathological tissues. 4 Cr. Fall.
BIO 566 General Endocrinology (A). Covers the relationship between the molecular structure of a hormone and its ability to regulate growth, metabolic and reproductive processes; mechanisms of action at cell and molecular levels; various endocrine diseases. 3 Cr. Spring.

BIO 567 Biochemistry I (A). Covers proteins, lipids, carbohydrates, nucleic acids and other biomolecules with an emphasis on buffers, structures, experimental methods, main energy production pathways and biosynthesis. Requires application of concepts and information to experimental data and deduction of structures, functional roles and mechanisms. 3 Cr. Fall.

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

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

BIO 595 Topics in Biology (A). 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. 1-4 Cr.

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

BIO 622 Biology Seminar (A). Through discussion, deals with recent advances in selected areas of biology based on current literature and guest speakers. May be repeated for up to four credits toward the MS under different subtitles. Approved subtitles include: cellular biology; genetics and molecular biology and biotechnology. 2 Cr.

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

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

BIO 692 Graduate Seminar (A). Required of all graduate students. Provides training in public speaking. Requires each student to present a seminar on some mutually agreeable topic in science that is critiqued for scientific content, style of presentation, quality of visual aids, impact on the audience, etc. 1 Cr. Every Semester.

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

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

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

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

227 Holmes Hall
(585) 395-2511

Chairperson and Associate Professor: Joseph L. Chesebro, EdD, West Virginia University; Associate Professor and Associate Dean, School of Arts and Performance: Virginia M. Bacheler, MS, Syracuse University; Professor: Floyd D. Anderson, PhD, University of Illinois; Associate Professor: Matthew Althouse, PhD, Louisiana State University; Monica Brasted, PhD, Pennsylvania State University; Carvin Eison, MFA, Visual Studies Workshop, SUNY Buffalo; Donna Kowal, PhD, University of Pittsburgh; Katherine Madden, PhD, Pennsylvania State University; Assistant Professors: Alexander Lyon, PhD, University of Colorado, Boulder; Karen S. Olson, MS, SUNY Geneseo; Virginia Orzel, MFA, Rochester Institute of Technology; Kevin L. Sager, PhD, University of Washington.

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

Admission

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

1. official transcripts of all undergraduate and prior graduate work,
2. letters of recommendation from three persons in a position to assess the applicant’s potential for significant academic achievement,
3. a statement of purpose that links his or her goals with the department’s.

At least a 3.0 undergraduate grade point average on a 4.0 scale and a “B” average in the undergraduate major and/or in undergraduate communication courses are normally required. An undergraduate major in communication is not required. However, applicants without undergraduate background in communication are required to take their full programs of graduate study in communication courses.

Degree Requirements

The Master of Arts in Communication requires the following:

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

A. Research Core Courses (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMC 600</td>
<td>Introduction to Research Methods in Communication</td>
<td>3</td>
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<tr>
<td></td>
<td>(CMC 600 should be one of the first courses taken, since it is a prerequisite to CMC 601 and 602 and a pre- or corequisite for all 600-level courses.)</td>
<td></td>
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<tr>
<td>Either:</td>
<td></td>
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<tr>
<td>CMC 601</td>
<td>Quantitative Research Methods in Communication: Surveys and Experiments</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>CMC 602</td>
<td>Qualitative Research Methods in Communication: Textual Analysis and Ethnography</td>
<td></td>
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<tr>
<td>And:</td>
<td></td>
<td></td>
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<tr>
<td>CMC 797</td>
<td>Research Project in Communication</td>
<td>3</td>
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<tr>
<td></td>
<td>(The research project is the culmination of the graduate student's academic experience and therefore should be one of the last courses taken. Approval for enrollment requires the completion of a brief research prospectus.)</td>
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</tbody>
</table>

B. Seminar Core Courses (15 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 692</td>
<td>Seminar in Rhetorical Theory</td>
<td>3</td>
</tr>
<tr>
<td>CMC 693</td>
<td>Seminar in Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 694</td>
<td>Seminar in Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 697</td>
<td>Seminar in Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>And one</td>
<td>of the following:</td>
<td>3</td>
</tr>
<tr>
<td>CMC 690</td>
<td>Seminar in Special Topics in Communication</td>
<td></td>
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<tr>
<td>CMC 691</td>
<td>Seminar in Topics in Rhetorical Criticism</td>
<td></td>
</tr>
<tr>
<td>CMS 695</td>
<td>Seminar in Periods and Types of Rhetorical Discourse</td>
<td></td>
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<tr>
<td>CMC 696</td>
<td>Seminar in Media Studies and Criticism</td>
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</tr>
</tbody>
</table>

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

A. Communication electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC 510</td>
<td>Speakers, Campaigns and Movements</td>
<td>3</td>
</tr>
<tr>
<td>CMC 513</td>
<td>Nonverbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 517</td>
<td>Political Rhetoric in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>CMC 518</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 519</td>
<td>Freedom of Expression</td>
<td>3</td>
</tr>
<tr>
<td>CMC 532</td>
<td>Public Relations Campaign</td>
<td>3</td>
</tr>
<tr>
<td>CMC 563</td>
<td>Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>CMC 573</td>
<td>Theories of Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 577</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 579</td>
<td>Conflict Management Through Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 583</td>
<td>Communication Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>CMC 592</td>
<td>Theories of Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>CMC 690</td>
<td>Seminar in Special Topics in Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMC 691</td>
<td>Seminar in Topics in Rhetorical Criticism</td>
<td>3</td>
</tr>
<tr>
<td>CMC 695</td>
<td>Seminar in Periods and Types of Rhetorical Discourse</td>
<td>3</td>
</tr>
<tr>
<td>CMC 696</td>
<td>Seminar in Media Studies and Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>
B. Independent study (CMC 699 Independent Study in Communication) permits graduate students to study areas or develop projects not available through regular course work. Students are ordinarily permitted to include a maximum of three credits of independent study as part of their Plan of Study. Exceptions to this policy must be approved by the graduate faculty.

C. Students with strong undergraduate backgrounds in communication, by advisement and with approval by the graduate faculty, may elect to take one or two courses in disciplines other than communication. Students lacking strong undergraduate backgrounds in communication must take their entire Plan of Study in communication courses. Exceptions to this policy must be approved by the graduate faculty.

D. Students who wish to study film and video production, desktop publishing and related media may do so at the Visual Studies Workshop, located at 31 Prince Street in Rochester. With their advisor's permission, students may take no more than six hours of elective credits there.

**Time Limit**

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

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**Communication Courses**

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

**CMC 511 Rhetorical Criticism (A).** Explores methods of rhetorical criticism; application of methods to verbal and visual rhetorical discourse; and recognition of critical methods in rhetorical studies. 3 Cr. Spring.

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

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

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

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

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

**CMC 563 Media and Society (A).** Covers significant phases, issues and controversies in the historical development of mass communication in the United States. Emphasizes contemporary media relationships with, and impact on, intellectual, sociopolitical, economic and technological aspects of culture and society. Considers daily and other periodical press, radio, television and film. 3 Cr. Spring.
CMC 573 Theories of Communication (A).
Covers classical and contemporary theories of human communication, research and practical applications of theory, relation of theoretical concepts to instances of communication behavior and identification of salient communication theses. 3 Cr.

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

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

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

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

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

Prerequisite: CMC 600. Provides students with the knowledge and skills necessary to design and conduct both experimental and survey research on communication topics. Requires students to design and conduct quantitative research prospectuses. 3 Cr. Spring.

CMC 602 Qualitative Research Methods in Communication: Textual Analysis and Ethnography (A).
Prerequisite: CMC 600. Provides students with knowledge and skills necessary to design and conduct qualitative communication research. Focuses on various methods of rhetorical criticism, textual analysis and ethnography. Requires students to design and conduct qualitative research prospectuses. 3 Cr. Spring.

CMC 691 Seminar in Rhetorical Criticism (A).
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 (A).
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. Spring.

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

CMC 694 Seminar in Mass Communication (A).
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. Spring.

CMC 695 Seminar in Periods and Types of Public Address (A).
Prerequisite: CMC 600. Examines in depth particular periods or movements in the history of rhetorical discourse such as colonial American Speeches, the women’s suffrage movement, totalitarian movements, or contemporary political speaking. Specific period or type announced in advance by the instructor. 3 Cr.

CMC 696 Seminar in Media Studies and Criticism (A).
Prerequisite: CMC 600. Examines various approaches to media studies and criticism, including technological determinism, rhetorical criticism, semiotics, social criticism, cultural studies and ideological criticism. 3 Cr.

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

CMC 699 Independent Study in Communication (A).
Prerequisites: CMC 600, CMC 601 or 602, and departmental approval. 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 com-
munication activities with a clearly defined end product; or creative work demonstrating an understanding of theoretical communication concepts. An acceptable project is determined through consultation between the student and his/her advisor and other graduate faculty in the department and in the student’s cognate area. 1-6 Cr.

DEPARTMENT OF COMPUTATIONAL SCIENCE

129 Smith Hall
(585) 395-2021

Chairperson and Associate Professor: Robert E. Tuzun, PhD, University of Illinois/Urbana-Champaign; Empire Innovation Professor: Osman Yasar, PhD, University of Wisconsin/Madison; Associate Professor: Leigh J. Little, PhD, Arizona State University; Assistant Professor: Wensheng Shen, PhD, University of Kentucky.

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

Nearly all areas of science and engineering now use computers for modeling and problem solving. The aerospace industry uses this approach to design safe and economical aircraft. The automobile industry uses similar techniques to design better engines and safe vehicles. Computational technology is used in medical and pharmaceutical industries to develop new drugs, process medical records and assist in medical procedures. Meteorologists use computational techniques to predict the weather and long-term climate changes. Ecologists and biologists use computer models to study the environment, population dynamics and the influence of pollutants on the body, the air and the ocean. The human genetic blueprint is about to be mapped out in its entirety through computer modeling. Economists use computers to predict future behavior of many financial systems, including the stock market. Computer modeling enables the study and performance testing of systems before they are put into production. This approach has saved billions of dollars and years of development time.

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

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

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 604</td>
<td>Computational Methods in the Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CPS 644</td>
<td>Supercomputing and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

(B) **Required Research Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 699*</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>CPS 710</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

(C) **Elective Courses** (chosen through advisement)

- Two 500-level or higher graduate courses: 6 credits
- Two 600-level or higher graduate courses: 6 credits

**Total credits (including electives):** 30

**Recommended Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 504</td>
<td>Applied and Computational Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CPS 517</td>
<td>Introduction to Computational Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CPS 521</td>
<td>Introduction to Computational Physics</td>
<td>3</td>
</tr>
<tr>
<td>CPS 541</td>
<td>Introduction to Computational Finance</td>
<td>3</td>
</tr>
<tr>
<td>CPS 555</td>
<td>Introduction to Computational Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>CPS 632</td>
<td>Deterministic Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPS 633</td>
<td>Stochastic Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPS 699*</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>CSC 501</td>
<td>Theory of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 506</td>
<td>Algorithms and Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSC 511</td>
<td>Computer Architecture</td>
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<tr>
<td>CSC 512</td>
<td>Operating Systems</td>
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<tr>
<td>CSC 519</td>
<td>Computer Networks</td>
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</tr>
<tr>
<td>CSC 521</td>
<td>Computer and Network Security</td>
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</tr>
<tr>
<td>CSC 522</td>
<td>Relational Database Design</td>
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<tr>
<td>CSC 527</td>
<td>Software Engineering</td>
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<tr>
<td>CSC 529</td>
<td>Object-oriented Programming</td>
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</tr>
<tr>
<td>CSC 534</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 542</td>
<td>Electronic Commerce Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSC 544</td>
<td>Introduction to Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 583</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>MTH 521</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MTH 542</td>
<td>Statistical Methods II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 546</td>
<td>Probability and Statistics II</td>
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<tr>
<td>MTH 551</td>
<td>Advanced Calculus</td>
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</tr>
<tr>
<td>MTH 556</td>
<td>Advanced Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MTH 561</td>
<td>Deterministic Mathematical Models</td>
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<tr>
<td>MTH 562</td>
<td>Stochastic Mathematical Models</td>
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<tr>
<td>MTH 571</td>
<td>Numerical Analysis</td>
<td>3</td>
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<tr>
<td>MTH 581</td>
<td>Discrete Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 621</td>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 628</td>
<td>Applications of Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MTH 641</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 651</td>
<td>Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MTH 659</td>
<td>Topics in Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MTH 669</td>
<td>Topics in Applicable Mathematics and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Admission into the MS in Computational Science Program is competitive and is based upon previous academic performance, letters of recommendation and work experience. International students must score at least 550 on the paper-based version of the Test of English as a Foreign Language (TOEFL), at least 213 on the computerized version or at least 79-80 on the TOEFL IBT version. Applicants must have a 3.0 GPA; however, conditional admission may be granted in unusual cases. Application materials are to be submitted to the Office of Graduate Admission as part of the self-managed application and must include a statement of interest, official transcripts, TOEFL score (if applicable) and two letters of recommendation. A Plan of Study, worked out between each student and his or her advisor, must be submitted before the end of the first semester of study.

Computational Science Courses

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

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

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

CPS 533 Scientific Visualization (A). Prerequisites: MTH 324 and either CSC 203 or CPS 202. Examination of scientific visualization as a critical portion of the analysis and interpretation of numerical simulations, and an introduction to a wide variety of methods used for scientific visualization. Topics include: basic 2 and 3 dimensional graph types, visualization of 3D data, interpretation of simulation results, grid generation and visualization, problem solution via graphical techniques, image processing, rendering and animation. Extensive programming in MATLAB required. 3 Cr. Spring.

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

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

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

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

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

CPS 632 Deterministic Dynamical Systems (A). Prerequisites: either CPS 404 or CPS 504 and MTH 324. A one-semester survey of methods for the modeling and analysis of deterministic dynamical systems found in chemical, biology, fluid dynamics and other applications. Part I: formulations of classical mechanics, conservation laws, and families of solutions in some model systems. Part II: detailed discussion of simulation methods in chemistry, ecology, biology, fluid dynamics and other fields. Requires extensive programming. 3 Cr.

CPS 633 Stochastic Dynamical Systems (A). Prerequisites: either CPS 404 or CPS 504 and MTH 324. A one semester survey of methods for computer simulations and other calculations involving some level of random (stochastic) behavior. Covers modeling and analysis of stochastic dynamical systems in science, engineering and business applications. Topics include: generation of and statistical properties of discrete and continuous random number distributions; numerical integration; solution of stochastic differential equations commonly arising in scientific applications; Monte Carlo methods; discrete event simulation, including general principles, queueing and inventory simulations, and the use of simulation software; and analysis of simulation data. Requires extensive programming. 3 Cr.

CPS 644 Supercomputing and Applications (A). Prerequisite: CPS 303. An extensive introduction to parallel computing, mostly in the context of scientific and mathematical applications. Topics include historical background and general capabilities of parallel computing; modern parallel architectures and interconnection networks; the MPI (Message Passing Interface) standard and parallel programming methods; issues in parallel programming such as deadlock, safety and fairness; parallel algorithms from numerical linear algebra, sorting and graph theory applications; porting of codes from serial to parallel architectures, and between different parallel architectures; performance issues and benchmarking; and parallel debuggers. Extensive programming required, using parallel computing environments both on campus and at national supercomputing facilities. 3 Cr.

CPS 698 Graduate Seminar (A). Provides a forum for the review and discussion of new discoveries and ideas in computational science. Explores information of topical interest obtained from recent issues of computational science journals. Research carried out by students and/or faculty may also be described and discussed. 1-6 Cr.

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

CPS 700 Project Paper (A). 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 meetings for guidance and feedback. Also requires a written report and 20-30 minute presentation. 3 Cr.
CPS 710 Thesis (A). Mentored individual investigation for a substantial research project in computational science, to culminate in a master’s thesis and oral defense. 3 Cr.

NAS 501 Computational Methods for Teachers I (A). Prerequisite: Instructor’s permission. Enables teachers and teacher candidates in mathematical, physical, life and earth sciences to learn computational tools, advanced graphing calculators, laptop computers, CD-and Web-based tools. Involves computational science as a process in solving real-world problems in sciences. Introduces students to technology tools (such as graphing calculators), math modeling tools (such as Excel, STELLA, and Geometer’s Sketchpad), agent-based modeling tools (such as AGENT SHEETS), science modeling tools (such as Interactive Physics). Includes a section on New York state K-12 standards in math, science and technology. 3 Cr.

NAS 601 Computational Methods for Teachers II (A). Prerequisite: NAS 401 or NAS 501. Teaches advanced computational tools and programming to secondary school teachers and teacher candidates. Science teachers will learn about computational approach as a scientific inquiry method in physical, life, environmental and social sciences. Mathematics and technology teachers will learn about applications of mathematical and computer skills in a variety of subject areas, aligned with the PreK-12 curriculum and textbooks in New York state. Covers training in advanced software tools for teaching and research. Offers further training in tools from NAS 501. Involves the development of lesson plans using computational tools and pedagogy learned in this course. 3 Cr.

NAS 701 Computational Methods for Teachers III (B). Prerequisites: NAS 601. A continuation of the NAS 501, NAS 601 course sequence. Provides more in-depth training on the use of CMST teaching tools and their effective implementation. Provides experience in the presentation of CMST lesson plans to teachers of varying levels of ability. Requires close interaction with other CMST participants and faculty. 3 Cr.

DEPARTMENT OF COUNSELOR EDUCATION
184 Albert W. Brown Building
(585) 395-2258

Chairperson and Associate Professor: Susan Rachael Seem, PhD, LMHC, NCC, ACS, Pennsylvania State University; Associate Professor: Thomas J. Hernandez, EdD, LMHC, University of Rochester; Assistant Professors: Patricia Goodspeed, EdD, LMHC, NCC, University of Rochester; Leslie A. McCulloch, PhD, LMHC, NCC, ACS, University of Rochester; Summer Reiner, PhD, LMHC, NCC, University of Connecticut; Robert Dobmeier, PhD, LMHC, CRC, University of Buffalo.

Mission Statement
The mission of the Department of Counselor Education is to educate excellent practitioners of counseling who choose an emphasis for special preparation in college, mental health or school settings. In doing so, the department enhances the quality of life in society by promoting the development of professional counselors who advance the counseling profession and promote respect for human dignity and diversity. Counselors are individuals with an advanced degree (MSEd, MS, CAS) who apply mental health, psychological or human development principles that address wellness, personal growth, career development and pathology. The MSEd program in Counseling (College Counseling and School Counseling emphases) is approved by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The MS program in Mental Health Counseling follows CACREP standards and plans to seek accreditation. The department also offers a Certificate of Advanced Study (CAS) leading to permanent New York State School Counselor Certification.
**Philosophy and Purposes**

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

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

**Program Objectives**

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

1. Understand the relationship between self-awareness and counselor effectiveness, and employ this understanding in the professional practice of counseling.
2. Provide effective individual counseling.
3. Provide effective group counseling.
4. Perform effectively in the general counselor functions identified for the appropriate employment setting.
5. Effectively address issues and concerns related to a diverse society that arise while functioning as a counselor.
6. Apply legal and ethical principles in the practice of counseling.
7. Consult effectively with appropriate personnel and clients.
8. Address issues of career development in the practice of counseling.
9. Effectively apply measurement and evaluation concepts within the counseling process.
10. Apply an understanding of human growth and development from childhood through adulthood to the practice of counseling.
11. Conduct needs assessment and significant research in the development of counseling projects.
12. Understand the counseling community, the roles and functions of the professional counselor in a variety of settings, significant professional organizations, and the importance of professional standards and credentialing.

Objectives are achieved through the two master’s level programs:

1. Master of Science in Education in counseling (students chose one of two emphases):
   - School Counselor Emphasis prepares graduates to work in a K-12 setting eligible for New York State Provisional School Counselor Certification. 48 credits. (CACREP Accredited)
   - College Counselor Emphasis prepares graduates to work in two and four year post-secondary settings. 48 credits. (CACREP Accredited)
2. Master of Science in Mental Health Counseling
   This program prepares graduates to work in community/mental health agencies or institutions. Graduates are eligible to take the New York State exam for licensure as a Licensed Mental Health Counselor in New York State. 60 credits.

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

Admission Requirements and Student Selection
There is no single factor or test score to determine student admission to the Master of Science in Education-Counseling program (College and School Counseling Emphases) and the Masters of Science - Mental Health Counselor; however, a bachelor’s degree is required. Data used to reach an admissions decision include:
1. a graduate application with the student’s written objective for entering the program;
2. all undergraduate and graduate transcripts; and
3. three letters of recommendation (from an employer, a professor, and a character reference).
In addition, there is an interview process that involves two steps. First, all applicants who submit a completed application will be invited to an on-campus session at which they will provide written responses to audiorecorded client vignettes. Then department faculty review candidates’ application materials (numbers 1, 2 and 3 above) and their level of facilitativeness score derived from their responses to the audiorecorded client vignettes. Second, selected applicants are invited to a group interview that involves all Counselor Education faculty and approximately eight to 12 applicants. This interview assesses sensitivity, oral/verbal ability, communicative skills (including feedback), self-awareness and interpersonal skills.
After reviewing these data, the Counselor Education faculty discusses all information regarding each applicant. The decision to accept or reject an applicant lies wholly within the jurisdiction of the department.

Application forms can be obtained by calling the Office of Graduate Admissions at (585) 395-5465; sending a request by mail to the Office of Graduate Admissions at SUNY Brockport, 350 New Campus Drive, Brockport, NY 14420; or by e-mailing gradadmit@brockport.edu. Contact the Office of Graduate Admissions for further information, or visit www.brockport.edu/graduate for details on the application deadlines for this program.

General Program Requirements
Students are expected to have completed an undergraduate statistics course with a grade of “C” or better. If a student has not taken an undergraduate statistics class, the student must meet with his or her advisor to discuss this. The student must take and pass, with a “C” or better, an undergraduate statistics course approved by his or her advisor before taking EDC 606. This undergraduate credit will not be counted in the credits required for the MSEd and MS degrees.
A maximum of nine graduate credits from another accredited college or university 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 722, 723 or 724 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 722, 723 or 724.

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 College policy, may be dismissed from the program. Any matriculated student who fails to maintain a cumulative 3.0 GPA or better in his/her program will be assigned probationary status. Please see the Academic Policies section in this catalog for specifics.

**Endorsement Policy**

The department will endorse students for appropriate placement based upon the program and/or emphasis that they have completed.

**Degree Requirements: MSEd in Counseling**

**College Counselor Emphasis (48 credit)**

Students must complete the following program:

<table>
<thead>
<tr>
<th>Core Courses</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: 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>
</tr>
<tr>
<td>EDC 606: Research and Program Evaluation</td>
<td>3</td>
</tr>
<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>EDC 685: Measurement and Evaluation**</td>
<td>3</td>
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<tr>
<td>EDC 720: Integration and Application of Basic Concepts</td>
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<tr>
<td>EDC 721: Clinical Experience for Integration</td>
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</tr>
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<td>Workshop: Child Abuse Reporting</td>
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(Enviromental Emphasis)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDC 626: Counseling in College Settings</td>
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</tr>
<tr>
<td>EDC 723: Implementation I - College Counselor***</td>
<td>3</td>
</tr>
<tr>
<td>EDC 726: Clinical Experience for Implementation I – College Counselor</td>
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</tr>
<tr>
<td>EDC 729: Implementation II - College Counselor</td>
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<td>Elective (by Advisement)</td>
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</table>

Total: 48

*Prerequisite: EDC 502 or instructor’s permission

**Prerequisite: EDC 606

***Prerequisite: EDC 626

**Note:** Completion of a workshop on child abuse reporting is required. This is a prerequisite for EDC 720.
School Counselor Emphasis (48 credit)
Students must complete the following program:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 501: Self in Society - School Counselor</td>
<td>6</td>
</tr>
<tr>
<td>EDC 602: 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>
</tr>
<tr>
<td>EDC 606: Research and Program Evaluation</td>
<td>3</td>
</tr>
<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>EDC 685: Measurement and Evaluation Concepts**</td>
<td>3</td>
</tr>
<tr>
<td>EDC 720: Integration and Application of Basic Concepts ***</td>
<td>3</td>
</tr>
<tr>
<td>EDC 721: Clinical Experience for Integration</td>
<td>3</td>
</tr>
<tr>
<td>Workshop: Child Abuse Reporting</td>
<td></td>
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<tr>
<td>Workshop: SAVE Training</td>
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(Environmental Emphasis)

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDC 619: Counseling in School Settings</td>
<td>3</td>
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<tr>
<td>EDC 722: Implementation I - School Counselor****</td>
<td>3</td>
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<tr>
<td>EDC 725: Clinical Experience for Implementation I – School Counselor</td>
<td>3</td>
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<tr>
<td>EDC 728: Implementation II - School Counselor</td>
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<tr>
<td>Elective (by Advisement)</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 48

*Prerequisite: EDC 501 or instructor’s permission
**Prerequisite: EDC 606
***Prerequisite: EDC 619

Note: Completion of two workshops required for New York State Education Certification (Child Abuse Reporting and SAVE Training) is required. These are prerequisites for EDC 720.

Degree Requirements: MS in Mental Health Counseling (60 credit)
The MS in Mental Health Counseling degree results in graduates’ eligibility to take the New York State exam for licensure as a Licensed Mental Health Counselor. Students must complete the following program:

<table>
<thead>
<tr>
<th>Core Courses</th>
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<td>EDC 615</td>
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<td>EDC 724</td>
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**Total:** 60

*Prerequisite: EDC 503 or instructor’s permission

**Prerequisite: EDC 606

***Prerequisites: EDC 613 and EDC 615

****Prerequisite: EDC 730

**Note:** Completion of a workshop in Child Abuse Reporting for New York State Education Licensure as a mental health counselor is required. This is a prerequisite for EDC 720.

Workshops in Child Abuse Reporting and SAVE Training will occur once a semester. It is the students’ responsibility to complete these workshops before graduation.

### CAS School Counselor

Graduates from SUNY College at Brockport’s Master of Science in Education – Counseling, School Counselor Emphasis, who possess 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, applicants must submit the following:

1. Official transcripts of all undergraduate and graduate college work completed.
2. Three letters of recommendation from individuals competent to comment on your academic and professionally demonstrated ability.*
3. College Application for Matriculation.
4. Copy of NYS School Counselor Provisional Certificate.

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

Please visit the Office of Graduate Studies Web site at [www.brockport.edu/graduate](http://www.brockport.edu/graduate) for information on application deadlines. An interview is required only for graduates from institutions other than SUNY Brockport.

Upon completion of the CAS and two years of successful full-time school counselor experience, graduates will be eligible for New York State Permanent School Counselor Certification.
Counselor Education Courses

EDC 501 Self in Society: School Counselor (B). Examines the development of self-understanding and the influences of interpersonal relations in school counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of school counseling. Examines aspects of various academic disciplines pertinent to the development of the counselor, providing a broad base for individual speculations regarding issues in school counseling. 6 Cr. Every Semester.

EDC 502 Self in Society: College Counselor (B). Examines the development of self-understanding and influences of interpersonal relations in college personnel services, and investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of college counseling. Examines various academic disciplines pertinent to the development of the college personnel worker, providing a broad base for individual speculations regarding issues in college personnel work. 6 Cr. Every Semester.

EDC 503 Self in Society: Mental Health Counselor (B). Examines the development of self-understanding and influences of interpersonal relations in counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of mental health counseling. Examines various academic disciplines pertinent to the development of the mental health counselor, providing a broad functional base for individual speculations regarding issues in mental health counseling. 6 Cr. Every Semester.

EDC 601 Counseling Concepts (B). Prerequisite: one of EDC 501, EDC 502 or EDC 503. Studies the general categories of counseling theories, including rational, learning, psychoanalytic, perceptual-phenomenological and existential approaches. Covers examples of specific theories, including rational-emotive, behavioral, psychoanalytic, person-centered, feminist, Adlerian, Gestalt, transactional analysis and systemic. Discusses theories in terms of background, development, concepts and research. Explores the dynamics and techniques of therapy. Evaluates each theory in terms of its appropriateness to societal groups (i.e. ethnic, socioeconomic, drug, gender, age, disability, etc.). Allows students to examine the theories in terms of their own philosophical thinking and personal orientation so that they may formulate an effective personal counseling theory. 3 Cr. Every Semester.

EDC 602 Group Counseling Concepts (B). Prerequisites: EDC 501, EDC 502 or EDC 503. Studies the evolution, rationale, goals and basic dynamics of the individual in group interactions; facilitative and non-facilitative forces in groups; observation of and participation in the group process; initiation, maintenance and termination of groups; and supervision and analysis of small groups. Integrates self-understanding and the understanding of others into an effective style of group leadership. 3 Cr. Every Semester.

EDC 603 Career Development Concepts (B). Explores career development theories espoused by authorities such as Holland, Krumboltz, Ginzberg, Super, Tiedeman and others. Undertakes some philosophical issues related to career development as they apply to counseling on an individual or group basis. Helps students to develop their own theory of career development and to understand the dynamics of the information and decision-making processes and the counseling process. Prepares students to use their skills in a consultative capacity and to influence curriculum development. 3 Cr. Every Semester.

EDC 604 Research and Program Evaluation (B). Designed with readings and experiences that will provide the student with an understanding of research methods, statistical analysis, needs assessment and program evaluation. 3 Cr. Fall.

EDC 612 The Human Experience (B). Provides a broad understanding of the nature and needs of individuals at all development levels, including major...
EDC 613 Diagnosis and Treatment Planning (B). Provides advanced skills needed by mental health counselors to conduct assessment interviews in order to render accurate diagnoses and mental disorders. Covers knowledge, principles and skills for assessment, diagnosis, treatment planning, caseload management, for mental disorders for individuals, couples, families and groups. Addresses working with managed care, measuring outcomes, caseload management, for mental disorders. Covers knowledge, principles and skills in order to render accurate diagnoses and mental health counselors to conduct assessment interviews (B). Provides advanced skills needed by mental health counselors to conduct assessment interviews in order to render accurate diagnoses and mental disorders. Covers knowledge, principles and skills for assessment, diagnosis, treatment planning, caseload management, for mental disorders for individuals, couples, families and groups. Addresses working with managed care, measuring outcomes, using assessment inventories and psychopharmacology, 3 Cr.

EDC 614 Contemporary Issues (B). Provides current social and personal issues for students who have a basic understanding of the social sciences. Because effective counselors must maintain a sense of contemporariness in the daily implementation of their skills, explores current issues such as human liberation movements, aging, sexuality, drugs, accountability, etc. Entails lectures, class discussions, field trips, guest speakers in class and extra class projects so that students can combine knowledge from many disciplines with self-understanding and perceptive abilities when focusing on a particular issue. Enables students to operate more effectively when dealing with new and changing social issues based on the application of understandings and methods of analysis used in the course. 3 Cr.

EDC 615 Counseling in Mental Health Settings (B). This survey course is designed to provide students with an introduction to the basic concepts and principles in mental health counseling. Includes the history of mental health counseling, public policy, and client advocacy for mental health issues, cultural definitions of mental health and illness, and the unique mental health counseling perspective within the larger mental health system. Theoretical considerations include the concept of mental health and the etiology of psychopharmacology. 3 Cr.

EDC 616 Diagnostic Skills for Counselors (B). A survey course designed to provide students with an understanding of the development of the diagnosis and treatment of clients with mental disorders and the socio-historical rise of the psychological interest in the field. Focuses on the diagnostic skills and practical applications that counselors in school, college and mental health settings utilize in the daily practice of their work. 3 Cr.

EDC 619 Counseling in School Settings (B). Assists counselors in mastering issues and opportunities of counseling in schools. Includes exploration and planning for use of counseling skills in schools. Includes exploration and planning for common counseling related services in schools. Assists counselors in understanding the functions of schools, the roles of other professionals in schools, and of students’ and parents’ experiences with schools. 3 Cr. Every Semester.

EDC 626 Counseling in College Settings (B). Examines the organization and administration of higher education. Includes history, growth and functions of higher education; articulation and coordination between secondary education. Examines the role of the counselor in higher education settings, including areas such as student affairs, career centers and college counseling centers. 3 Cr.

EDC 685 Measurement and Evaluation (B). Prerequisite: EDC 606. 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 690 Marriage and Family Counseling (B). Enhances the student's knowledge and skills in marriage and family counseling. Provides an opportunity for exposure to summary theories in marriage and family therapy and for supervised experiences. 3 Cr.

EDC 695 Child-centered Play Therapy in School and Agency Settings (B). Covers the history and theoretical background of play therapy, and focuses on the use of Child-Centered Play Therapy (CCPT) as a powerful, effective method for helping children overcome a wide range of behavioral and emotional problems. Employs lecture, discussion, videotapes, and participant role-plays of mock play sessions to help students gain skills necessary to build strong therapeutic relationships with children. 3 Cr.

EDC 720 Integration and Application of Basic Concepts (B). Prerequisites: EDC 602, EDC 603, 604*, 685*, 612*, 614*; Workshops on child abuse reporting and SAVE training. Prerequisites must be completed with a grade of “B” or better. Corequisite: EDC 721. Emphasizes integrating the concepts learned in the preceding courses. Examines the extent to which students can assimilate and internalize individual counseling, measurement and evaluation, group counseling and career development, and apply them in counseling situations. Expenses students to demonstrate competence in integrating both the cognitive and affective processes that have been acquired and developed thus far. 3 Cr. Every Semester.
EDC 721 Clinical Experience for Integration (B). Corequisite: EDC 720. Provides students enrolled in EDC 720: Integration and Application of Basic Concepts with individual clinical supervision of the counseling services the student provides during the practicum. Supervision emphasizes the practice and evaluation of students’ personal counseling style and the implementation of concepts learned regarding the dynamics of individual counseling process, self-evaluation techniques and the dynamics of the group counseling process. 3 Cr.

EDC 722 Implementation I: School Counselor (B). Prerequisites: EDC 720, EDC 721, EDC 619. Provides for implementation of the skills developed in EDC 720 and EDC 721 at designated and approved field sites. Requires students to intern at sites that will permit them to engage in all fundamental counseling tasks; and to work under the supervision of a field supervisor and a counselor education faculty member. Emphasizes practice and evaluation of a personal counseling style, implementing the concepts gained regarding the dynamics of the individual counseling process, self-evaluation techniques and the dynamics of the group counseling process. Requires 20 hours per week throughout an entire semester at an approved school site. Also requires an on-campus seminar. 3 Cr. Every Semester.

EDC 723 Implementation I: College Counselor (B). Prerequisites: EDC 720, EDC 721, EDC 626. Provides for implementation of the skills developed in EDC 720 and EDC 721 at designated and approved field sites. Permits students to engage in all fundamental counseling tasks as interns on site. Requires interns to work under the supervision of a field supervisor and a counselor education faculty member. Emphasizes practice and evaluation of a personal counseling style, implementing the concepts gained regarding the dynamics of the individual counseling process, self-evaluation techniques and the dynamics of the group counseling process. Requires 20 hours per week throughout an entire semester at an approved higher education site. Also requires an on-campus seminar. 3 Cr. Every Semester.

EDC 724 Implementation I: Mental Health Counselor (B). Prerequisites: EDC 720, EDC 721, EDC 613, 615. Provides for implementation of the skills developed in EDC 720 and EDC 721 at designated and approved field sites. Permits students to engage in all fundamental counseling tasks as interns on site. Requires interns to work under the supervision of field supervisor and a counselor education faculty member. Emphasizes practice and evaluation of a personal counseling style, implementing the concepts gained regarding the dynamics of the group counseling process. Requires 20 hours per week throughout an entire semester at an approved mental health site. Also requires an on-campus seminar. 3 Cr. Every Semester.

EDC 725 Clinical Experience for Implementation I - School Counselor (B). Prerequisites: EDC 720, EDC 722, EDC 619. Corequisite: EDC 722. Provides students in EDC 722: Implementation I: School Counselor with individual clinical supervision of the student intern counseling services provided at his/her school counseling internship site. Includes meeting with the instructor for a least one hour per week to discuss counseling services provided, review and discussion of taped counseling sessions and ongoing evaluation of the student intern’s clinical skills. 3 Cr. Every Semester.

EDC 726 Clinical Experience for Implementation I - College Counselor (B). Prerequisites: EDC 720, EDC 626. Corequisite: EDC 723. Provides students in EDC 723: Implementation I: College Counselor with individual clinical supervision of the student intern counseling services provided at his/her college counseling internship site. Includes meeting with the instructor for a least one hour per week to discuss counseling services provided, review and discussion of taped counseling sessions and ongoing evaluation of the student intern's clinical skills. 3 Cr. Every Semester.

EDC 727 Clinical Experience for Implementation I - Mental Health Counselor (B). Prerequisites: EDC 720, EDC 613, EDC 615. Corequisite: EDC 724. Provides students in EDC 724: Implementation I: Mental Health Counselor with individual clinical supervision of the student intern counseling services provided at his/her mental health site. Supervision emphasizes the practice and evaluation of the student’s personal counseling style and the implementation of concepts learned regarding the dynamics of individual counseling process, self-evaluation techniques and the dynamics of the group counseling process. Also focuses on the ability to case conceptualize, ethically diagnose and treatment plan. 3 Cr. Every Semester

EDC 728 Implementation II: School Counselor (B). Prerequisite: EDC 722. Constitutes the second of the supervised internships required for the school counselor emphasis and is a continuation of EDC 722. Requires expansion of skills and knowledge related to school counseling. Also requires 20 hours per week in the same internship placement served for EDC 722. 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 729 Implementation II: College Counselor (B). Prerequisite: EDC 723. Constitutes the second of the supervised internships required for the college counselor emphasis and is a continuation of...
EDC 723. Requires expansion of skills and knowledge related to college counseling. Also requires 20 hours per week in the same internship placement served for EDC 723. Focuses on enhancement of individual and group counseling skills, consultation skills, role and function of the college counselor. 3 Cr. Every Semester.

EDC 730 Implementation II: Mental Health Counselor (B). Prerequisite: EDC 724. Constitutes the second of the supervised internships required for the community counselor emphasis and is a continuation of EDC 724. Requires expansion of skills and knowledge related to community counseling. Also requires 20 hours per week in the same internship placement served for EDC 724. Focuses on enhancement of individual and group counseling skills, role and function of the community counselor. 3 Cr.

EDC 731 Implementation III: Mental Health Counselor (B). Prerequisite: EDC 730. Constitutes the third of the supervised internships required for the mental health counselor emphasis and is a continuation of EDC 730. Requires expansion of skills and knowledge related to mental health counseling. Also requires 20 hours per week in the same internship placement served for EDC 730. Students apply diagnostic and treatment planning skills, as well as proficiency with case conceptualization and presentation. Focuses on enhancement of individual, group, family and couples counseling skills, role and function of the mental health counselor. 3 Cr. Every Semester.

EDC 883 Counselor as Systems Consultant (B). Prerequisites: EDC 501, EDC 502 or EDC 503; EDC 722, EDC 723 or EDC 724; EDC 728, EDC 729 or EDC 730; and permission of instructor. 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. Summer.

EDC 884 Group Theories and Supervised Practice (B). Prerequisites: EDC 501, EDC 502 or EDC 503; EDC 722, EDC 723, or EDC 724; EDC 728, or EDC 730; and permission of instructor. Explores selected theories of personal and institutional change via small-group interaction, and simultaneous discussion of practical problems arising in groups. Expects students to form and lead their own groups, and to participate in intensive individual and group supervision. Provides for further development and explication of one’s own personal style of group leadership. 3 Cr. Fall.

EDC 885 Supervision of Counseling (B). Prerequisites: EDC 501, EDC 502 or EDC 503; EDC 722, EDC 723, or EDC 724; EDC 728, EDC 729 or EDC 730; and permission of instructor. Focuses on the acquisition of knowledge and the practice of counseling supervision. Includes study of various models of supervision within a multicultural context. Requires students to supervise students enrolled in EDC 720 Integration and Basic Concepts, and to demonstrate effective supervision. Requires students to complete a paper that demonstrates an understanding of the theory and practice of counseling supervision. 3 Cr.
DEPARTMENT OF DANCE

(585) 395-2153

Chairperson and Graduate Program Director and Professor: Darwin Prioleau, EdD, University of Massachusetts at Amherst; Professor: Jacqueline Davis, MA, Ohio State University; Graduate Program MA and MA PreK-12 Advisor and Associate Professor: Juanita Suarez, PhD, Texas Woman’s University; Associate Professors: James Hansen, MFA, University of Illinois at Urbana-Champaign; Clyde W. Morgan, BFA, Cleveland State University; Graduate Program MFA Advisor and Assistant Professor: Maura Keefe, Ph.D. University of California, Riverside; Assistant Professors: Anne Burnidge, MFA, Ohio State University; Suzanne Oliver, PhD, University of Illinois at Urbana-Champaign; Visiting Professor (Guest Artist): Bill Evans, MFA, University of Utah; Professional Employees: Sandra Cain, MA, State University of Iowa; Gregory Ketchum, BS, SUNY Brockport; Khalid Saleem; Christian Tucker, MA, Ball State University.

Dance Department Overview

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

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

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

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

Graduate Dance Degrees

The 36-credit Master of Arts in Dance is a graduate program that offers students an opportunity to focus on scholarly study in selected areas. Students may also develop an interdisciplinary focus in dance/movement studies, which might include studies in areas such as theatre, health and wellness and women’s studies.

The 36 credits are distributed as follows:

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

The 60-credit Master of Fine Arts (MFA) in Dance in performance and choreography provides opportunities to work with national and internationally recognized dance makers, teachers and professionals.
The 60 credits are distributed as follows:

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

**Master of Arts in Dance with Initial PreK-12 Dance Teacher Certification.** This is an option that can lead to New York State Dance Teacher Certification. The 45-credit program includes the nine-credit MA core courses, 18 credits of professional courses, nine credits of student teaching, a three-credit seminar, and a six-credit thesis project. Requirements include:

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

**Notes:** Professional certification requires three years of full-time, PreK-12 teaching. Grades of “C” or better are required in all courses. Students cannot receive graduate credit for a course already completed at the undergraduate level (“swing courses”).

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

1. An undergraduate degree with a major in dance, with a “B” or better average in dance and dance-related subjects; an undergraduate degree in another major with evidence of a strong background of studies in dance; or an undergraduate degree in another major and evidence of continual serious studies and/or significant professional experience in dance.
2. Three letters of recommendation, at least two from persons acquainted with the candidate’s dance background;
3. Completion of the application form, including submission of official transcripts of undergraduate study, graduate study and application for audition;
4. Participation in an audition-interview process, which is scheduled once each year in March or April.
   This audition consists of:
   a. being observed in modern technique class (intermediate-level skill is required);
   b. solving an improvisation problem;
   c. presenting a three-minute solo of one’s own original choreography;
   d. participating in a formal interview, including candidate’s articulation of areas of interest in dance; and
   e. completing a writing assessment assignment. Original research, essays or articles may also be presented, but are not required.
5. A writing sample.
6. A maximum of 12 transfer credits may be earned at other colleges and universities with the approval of the department. Six transfer credits may be earned, upon approval, at units outside the State University of New York system. Twelve credits may be transferred, with approval, from within the SUNY system, or from the Laban/Bartenieff Institute of Movement Studies.
Any student whose cumulative GPA falls below 3.0 is subject to the College’s graduate academic probation policy.

Application
Address inquiries about the graduate program to:
Graduate Dance Program Director
Department of Dance
SUNY College at Brockport
350 New Campus Drive
Brockport, NY 14420
Telephone: (585) 395-2153

Application forms may be obtained from:
Office of Graduate Admissions
SUNY College at Brockport
350 New Campus Drive
Brockport, NY 14420
Telephone: (585) 395-5465

Completed applications should be submitted to the Office of Graduate Admissions. Contact the Office of Graduate Admissions, (585) 395-5465, for further information, or visit www.brockport.edu/graduate for details on the application deadlines for this program.

Graduate Dance Courses

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

DNS 505 Selected Problems in Dance Kinesiology (A). Prerequisite: Instructor’s permission. Covers selected topics in kinesiology for dance. Requires research assignments. 1-3 Cr.

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

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

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

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

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

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

DNS 537 Modern Jazz II (B). An intermediate level studio course in jazz techniques. Reviews the historical development of jazz music and jazz dance. Requires applications of music style to movement style in jazz; development of jazz improvisation skills and a personal movement vocabulary; and solving improvisation and composition problems. Also requires a research project focusing on a selected era in jazz music, culminating in a written paper and a jazz dance solo composition or improvisation. 2 Cr.
DNS 540 Summer Dance Workshop (A). Provides for work with guest dance artists and may include dance technique, composition, repertory or other special topics. See Summer Session bulletin for complete description. Requires a graduate project. 1-6 Cr.

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

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

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

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

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

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

DNS 560 Foreign Studies in Dance (A). Prerequisite: DNS 602. 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. 1-15 Cr.

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

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

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

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

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

DNS 571 Dance/Movement Therapy II - Theory and Practice (A). Prerequisite: DNS 570. Compares and contrasts concepts of authentic movement, related cultural factors and psychological theories to dance/movement therapy; studies the impact of nonverbal communication on human interaction; discusses creativity as therapeutic process; and examines individual and group dance therapy for selected populations. Designed to meet the requirements of the American Dance Therapy Association's education and training requirements for the DTR level credentialing. 3 Cr.

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

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

DNS 580 Dance Science: Conditioning and Injury Prevention (A). Prerequisite: Instructor’s permission. Examines various conditioning and/or somatic techniques, along with current information on injury prevention, giving both the dancer and the trainer/kinesiologist/exercise physiologist an opportunity to understand the special demands of the dance discipline on the body and its health. Topics vary by semester including: weight and resistance training, cardiorespiratory conditioning, one- or two-credit courses are experientially based: three-credit courses require theoretical study. 3 Cr.

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

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

DNS 583 Children’s Dance I (B). Prerequisite: Instructor’s permission. Provides for teaching dance in elementary schools. Covers the history and philosophy of dance education, curricular development, evaluation procedures and the implementation of dance programs in education. Requires a research project. 1-3 Cr.

DNS 584 Children’s Dance II (B). Prerequisite: DNS 583 and instructor’s permission. Covers theories and practices of teaching dance on the elementary school level. Requires an evaluation practicum with an emphasis on creative teaching, concurrent studies in a teaching children’s dance course, and completing an independent research project. 1-3 Cr.

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

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

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

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

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

DNS 608 Dance History, Aesthetics and Culture (A). Studies theoretical writings based on dance history, aesthetics and culture. Covers the depth and range of contemporary scholarship with considerations for dance as process, as body, as art and as culture. Explores historical, choreographic, performance, critical and educational processes in dance, and how these intersect with conceptual concerns - historical, social and political. Explores global cycling of dance forms and forms of study and analyzing dance - critical, cultural, aesthetic and descriptive. 3 Cr.
DNS 615 Movement Theory: Alexander Technique/Bartenieff Fundamentals (A). Provides lecture, discussion and studio experience based on the work of F. M. Alexander and Irmgard Bartenieff. Covers comparative theoretical study with practical applications made to the training of dancers and to performance of other specialized and everyday activities. 3 Cr.

DNS 621 Dance in African Life (A). 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 Performance Lab (A). Prerequisite: Instructor’s permission. Prepares students interested in performing and teaching African based dances. Covers performance techniques and the cultural backgrounds of the dances. 3 Cr.

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

DNS 642 Image-Dance-Music: Collaboration Workshop (B). Prerequisite: DNS 530. Focuses on the collaborative process of art making, involving dance, music, film/video/animation, fine art, theater, text, etc. Allows faculty artists from SUNY Brockport’s Department of Dance, the Eastman School of Music Composition Department and the Rochester Institute of Technology Film/Video/Animation Department to instruct student artists from the three institutions in the compositional, technical and aesthetic issues of critical importance to innovative collaborations. Requires successful final projects to be produced and performed. 1-6 Cr.

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

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

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

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

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

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

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

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

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

DNS 697 Field Work II (B). Requires the application of dance knowledge and skills in practice through teaching or assisting in a class relevant to the MA emphasis area or a secondary area. Must be in a secondary non-emphasis area. 3 Cr.
DNS 698 Thesis (A). The culminating course in the MA dance program. Involves the writing of a thesis under supervision of the candidate’s MA committee chairperson. Thesis topic and final acceptance are by committee review. 6 Cr.

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

DEPARTMENT OF EDUCATION AND HUMAN DEVELOPMENT

282 Albert W. Brown Building
(585) 395-2205

Chairperson and Associate Professor: Sue Novinger, PhD, University of Missouri-Columbia; Distinguished Service Professor: Betsy Ann Balzano, PhD, Florida State University; Professor: Thomas R. Giblin, EdD, University of Florida; Associate Professors: Mary Corey, PhD, University of Rochester; Moira Fallon, PhD, University of New Mexico; Conrad Van Voorst, EdD, Vanderbilt University; Peter Veronesi, PhD, University of Iowa; Assistant Professors: Jeremy Browne, PhD, Brigham Young University; Donald Halquist, MA, University of New Mexico; Eun-Joo Kim, PhD, University of Georgia; Holly Manaseri, MS, Syracuse University; Janka Szilagyi, PhD, University at Buffalo; Jill Zarazinski, MS, University at Buffalo; Lecturers: Kathleen Cali, MS, University of North Carolina-Chapel Hill; Annette Hauenstein, CAS, MSEd, SUNY College at Brockport; Frank Rossi, MS, SUNY College at Geneseo; Agnes Seneway, MS, Nazareth College; Andrew Steck, MSEd, SUNY Geneseo; Allison Wright, MSEd, SUNY Brockport; Director of Field Experience and Certification: Diane Maurer, MSEd, SUNY Buffalo; Assistant Coordinator of Field Experience: Michelle Mitchell, MA, Arizona State University; Coordinator for Certification and Graduate Advisement: Karen McCarthy, MA, Binghamton University; Coordinator for Undergraduate Certification Programs: Nancy Di Pasquale, MSEd, SUNY College at Buffalo.

Department Programs – Overview
The Department of Education and Human Development currently offers MS in Education options for three groups of students:
- those who hold a valid provisional or initial certificate, and seek permanent or professional certification in the same title area;
- those who hold a valid provisional or initial certificate, and seek an additional initial/professional certificate in Literacy Birth - Grade 6 or Bilingual Education; and
- those who have no certification, and seek the initial/professional certifications in an adolescence title area.

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

**33-Credit**
- Adolescence English
- Adolescence Mathematics
- Adolescence Science
- Adolescence Social Studies
- Bilingual Education
- Childhood Curriculum Specialist

**36-Credit**
- Childhood Literacy

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

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

**Alternate Adolescence Inclusive Education Programs (60 credits)**
The 60-credit alternate adolescence inclusive programs lead to a Master of Science in Education and are specifically designed for those who do not possess any certification and who have little or no professional education background. These programs lead to initial certification and also provide the master's degree that is required in New York state for professional certification. Please note that there are additional New York state requirements for professional certification, including teaching experience. (Please contact the Office of Teacher Certification at SUNY Brockport, your local BOCES, or the New York State Department of Education for additional certification information.)

The Department of Education and Human Development currently offers the following 60-credit alternate programs. All are in the area of adolescence education (grades 7-12) and each includes dual certification in Students with Disabilities (grades 7-12) and an extension to middle childhood education (grades 5-6) certification:
- Alternate Adolescence English Inclusive Education
- Alternate Adolescence Mathematics Inclusive Education
- Alternate Adolescence Science (biology, chemistry, earth science or physics) Inclusive Education
- Alternate Adolescence Social Studies Inclusive Education

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

**APPLICATION GUIDELINES**
As part of the self-managed application process, applicants must submit:
- official transcripts of all graduate and undergraduate work completed;
- three professional (not personal) recommendations from those who know of the applicant's aptitude for teaching, ability to relate to children, and ability to successfully do graduate level work;
Education and Human Development

• a statement of objectives on the applicant's reasons and fitness for teaching and for pursuing graduate education; and
• a copy of the applicant's NYS teaching certificate or a letter from the applicant's college certification officer or BOCES Regional Certification Officer attesting to his/her eligibility for the certificate (33- and 36-credit program applicants only).

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

Application forms can be obtained by visiting the Office of Graduate Admissions in Morgan Hall; calling the Office of Graduate Admissions at (585) 395-5465; sending a request by mail to the Office of Graduate Admissions at SUNY Brockport, 350 New Campus Drive, Brockport, NY 14420; or by e-mailing gradadmit@brockport.edu. Applicants should be certain to indicate the program for which they are applying.

For details on the application deadlines for programs offered by the Department of Education and Human Development, contact the Office of Graduate Admissions or visit www.brockport.edu/graduate.

Normally, within 3-4 weeks of the application deadline, the faculty reviews the applications and makes admission recommendations. By the end of the month following the application deadline, applicants are notified by letter as to the admission recommendation.

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

ADMISSION REQUIREMENTS

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

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

Professional or Second Initial Education Programs (33-36 Credit)

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

• The Bilingual Program will consider applicants with certification in subject areas other than foreign languages, who wish to obtain the Bilingual Extension Certificate. (See list of appropriate certifications under the section entitled “Bilingual Program.”)
• The Childhood Literacy Program requires provisional certification in PreK-6 or initial certification in either Early Childhood Education Birth-Grade 2 or Childhood Education Grades 1-6.
• The Childhood Education Curriculum Specialist Program will consider applicants holding the initial Early Childhood Birth-Grade 2 certificate for the purpose of attaining the NYS Professional Early Childhood Birth-Grade 2 certificate by direct state application.
Alternate Adolescence Inclusive Education Programs (60 Credit)

In addition to a baccalaureate degree with a GPA of 3.0 or higher, all post-baccalaureate and 60-credit alternate programs require applicants to have completed a course in adolescent psychology (equivalent to PSH 484 at Brockport) and personal health (equivalent to HLS 301 or PRO 370 at Brockport).

Students applying for the 60-credit Alternate Adolescence Inclusive Education Program should be aware that a major or 30 credits in the content area is also required for program acceptance.

Acceptable majors for state certification and SUNY Brockport programs include:

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

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

English

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

Mathematics (see note on page 111)

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

Science (see note on page 111)

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

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

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

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

SUNY College at Brockport, following state regulations, requires a total of 18 credits in at least two additional science areas to recommend students for the General Science Extension certificate.
Social Studies
Courses in US and world history and geography, economics, government, political science, anthropology and sociology are acceptable. SUNY Brockport, following state regulations, requires a minimum of 21 credits in history and 3 credits in government, economics and geography for program acceptance.

Please note: Individuals applying to the 60-credit Alternate Adolescence Inclusive Education Programs in Mathematics or Science, who possess an engineering or similarly technical degree, must provide a State Education Department (SED) or Board of Cooperative Educational Services (BOCES) written evaluation of the academic content area as part of the application process. To acquire the evaluation the individual must actually apply for the certificate through the BOCES office.

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

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

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

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

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

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

- Students must follow the approved Plan of Study. The planned program must reflect a schedule that allows completion of all degree requirements within five years from the date of matriculation.
- Since a minimum 3.0 GPA is required for graduation, students are expected to maintain a 3.0 GPA during all semesters. Grade point averages will be monitored after the completion of nine or more graduate credits. Matriculated graduate students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will receive written notification of their probationary status from the Office of Graduate Studies.
- Continuous progress in a program means that a minimum of one course must be taken each calendar year. College policy provides that students who do not maintain such continuous enrollment will be dematriculated.
CHILDHOOD EDUCATION PROGRAMS (33 credits)

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

I. Prerequisites
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial Childhood Education Grades 1-6, initial Early Childhood Birth-Grade 2*, or provisional PreK-6 certification.

II. Required Courses Credits
1. Core Courses
   - EDI 600 Understanding Educational Research 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 703 Seminar in Childhood Education 3
2. Curriculum Concentration**
   At least one course in each of the following areas
   (selected with advisement):
   - a) science or teaching of science 3
   - b) mathematics or teaching of mathematics 3
   - c) language arts or teaching of language arts 3
   - d) social science or teaching of social studies 3
3. Guided Electives (selected with advisement) 9

Minimum Total: 33

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

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

MS in Education: Childhood Literacy
The Childhood Literacy Program can be completed only with part-time study over a minimum of two years. Students are admitted during the spring application period and begin the program in the summer or fall. The degree leads to New York State (NYS) certification as a Literacy Birth-Grade 6 teacher. It will also meet the state's permanent/professional certification education requirement for teachers with provisional/initial certification.

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

II. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDI 601 Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 634 Teaching Reading to the Child with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDI 730 Literacy Assessment</td>
<td>3</td>
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<tr>
<td>EDI 731 Advanced Developmental Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDI 732 Clinical Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EDI 735 Emergent Language and Literacy</td>
<td>3</td>
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<tr>
<td>EDI 736 Literacy Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDI 738 Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDI 739 Language Arts in Literacy Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDI 740 Literacy Practicum I</td>
<td>3</td>
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<tr>
<td>EDI 741 Literacy Practicum II</td>
<td>3</td>
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</tbody>
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Minimum Total: 36

BILINGUAL EDUCATION PROGRAM (33 credits)

MS in Education: Bilingual Education (Spanish)
The Bilingual Program meets the academic requirements for the professional extension certificate in bilingual education except for those certified in a foreign language. This master’s degree program will meet the professional or permanent certification education requirement for the existing certifications held by those eligible for program participation.

I. Prerequisites

1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.

2. Valid NYS certification in one of the following areas:
   - initial Early Childhood Birth-Grade 2
   - initial Childhood Education Grades 1-6
   - initial Adolescence, any content area 7-12 (other than foreign language)
   - provisional PreK-6, or
   - provisional Secondary, any content area 7-12 (other than foreign language)

3. Demonstrated proficiency in Spanish at the advanced level. An oral proficiency interview may be required of some applicants. If required, the Department of Foreign Languages and Literatures, (585) 395-2269, will contact the applicant to schedule the interview.

II. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDI 601 Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 722 Seminar in Bilingual Education</td>
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</tbody>
</table>
ADOLESCENCE EDUCATION PROGRAMS (33 credits)

MS in Education: Adolescence English
This program meets the professional or permanent certification education requirement for adolescence or secondary English education.

I. Prerequisites
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial or provisional certification in English 7-12.

II. Program Courses

1. Core Courses
   EDI 600 Understanding Educational Research 3
   EDI 601 Diversity in Education 3
   EDI 603 Educational Assessment and Evaluation 3
   EDI 791 Seminar in English Education 3

2. Professional Education
   EDI 647 Teaching Reading, Writing and Literature 3
   EDI 678 Issues in English Education 3

3. Liberal Arts, by advisement (for example):
   ENL 581 English Grammar 3
   ENL 584 Young Adult Literature 3
   ENL 632 Studies in American Literature Before 1870 3
   ENL 636 Studies in American Literature 1870-1920 3

3. Elective 3

Minimum Total: 33

MS in Education: Adolescence Mathematics
This program meets the professional or permanent certification education requirement for adolescence or secondary mathematics education.

I. Prerequisites
1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. Valid NYS initial or provisional certification in Mathematics 7-12.
II. **Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDI 601 Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 792 Seminar in Mathematics Education</td>
<td>3</td>
</tr>
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</table>

2. **Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 622 Advanced Adolescence Curriculum: Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDI 686 Problems in Mathematics Education</td>
<td>3</td>
</tr>
</tbody>
</table>

3. **Liberal Arts, by advisement (for example)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MTH 551 Applied Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MTH 555 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MTH 612 History of Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 621 Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

4. **Elective**

Minimum Total: 33

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**MS in Education: Adolescence Science**

This program meets the professional or permanent certification degree requirements for 7-12 biology, chemistry, earth science or physics.

I. **Prerequisites**

1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.

2. Valid NYS initial or provisional certification in Biology 7-12, Chemistry 7-12, Earth Science 7-12, or Physics 7-12.

II. **Program Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDI 600 Understanding Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDI 601 Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDI 793 Seminar in Science Education</td>
<td>3</td>
</tr>
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</table>

2. **Professional Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 617 Advanced Methods in Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>EDI 623 Reading Research in Science Education</td>
<td>3</td>
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3. **Liberal Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of appropriate graduate science courses in BIO, CHM, ESC, GEL, NAS or LST by advisement</td>
<td></td>
</tr>
</tbody>
</table>

4. **Elective**

Minimum Total: 33
MS in Education: Adolescence Social Studies

This program meets the professional or permanent certification education requirement for adolescence or secondary social studies education.

I. Prerequisites

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

II. Program Courses

1. Core Courses
   - EDI 600 Understanding Educational Research 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 794 Seminar in Social Studies Education 3

2. Professional Education
   - EDI 670 Issues in Social Studies Education 3
   - EDI 674 Applied History Seminar 3

3. Liberal Arts by advisement (for example):
   - HST 501 American History Topics 3
   - HST 511 History of New York State 3
   - HST 601 Topics in American History 3
   - HST 602 Topics in World History 3

4. Elective 3

Minimum Total: 33

ALTERNATE ADOLESCENCE INCLUSIVE EDUCATION PROGRAMS (60 credits)

Purpose and Academic Eligibility

These programs were developed for persons with a baccalaureate degree who do not hold initial certification and wish to obtain NYS initial and professional certifications in grades 7-12 content area (English, Social Studies, Mathematics or Science), middle childhood grades 5-6 extension, and students with disabilities in a content area grades 7-12.

Prerequisites for Admission to an Alternate Adolescence Inclusive Education Program:

1. A baccalaureate degree from an accredited four-year college or university (see the Graduate Admissions section of this catalog for further details) with a minimum GPA of 3.0 on a 4.0 scale.
2. An academic major in the program discipline or equivalent (30 credits in the discipline) as previously described.
3. Satisfactory completion, with a grade of “B” or better, of a course in adolescent psychology (equivalent to PSH 484 at Brockport).
4. Satisfactory completion, with a grade of “B” or better, of a course in personal health (equivalent to HLS 301[3 cr.] or PRO 370[1 cr.] at Brockport).

Additional Certification Requirements

The College endorsements of the candidate’s applications for certificates are made only after program completion and the awarding of the Master of Science in Education. Candidates are not eligible for the College endorsements for certification prior to program completion.
The following NYS initial certification requirements are not included in the alternate master’s program:

- one college level course in a language other than English (American Sign Language is acceptable) with a minimum grade of “C”, an 85 or higher on the high school regents exam for a language other than English, or the equivalent (determined by a placement examination);
- successful completion of four state teacher certification examinations (including the LAST, ATS-W and appropriate Content Specialty Tests in the content area and Students with Disabilities);
- state mandated fingerprinting;
- Identification and Reporting of Child Abuse and Maltreatment workshop; and
- School Violence Prevention Training workshop (also known as SAVE training).

**Alternate Programs and Professional Certification**

As mentioned earlier, completion of the MS in Education satisfies the academic requirement for a NYS professional certificate—the final certificate in the licensure process. While the student will qualify for the professional certificate endorsement upon program completion, he/she may still have the three-year teaching requirements to fulfill.

**Alternate Adolescence English Inclusive Education**

*Initial and Professional Certificates:*

- Students with Disabilities English Language Arts 7-12
- English Language Arts 5-6 Extension

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

**Required Courses**

1. **Initial Sequence**
   - Phase I
     - EDI 513 Introduction to Special Education 3
     - EDI 531 Language Skills I 3
     - EDI 545 Inclusive Teaching Middle Level English* 3
   - Phase II
     - EDI 530 Education and Society 3
     - EDI 532 Language Skills II 3
     - EDI 565 Teaching English Inclusively* 3
   - Phase III
     - EDI 514 Special Education Methods* 3
     - EDI 519 Special Education Assessment 3
   - Phase IV
     - EDI 575 Practicum (Student Teaching with Seminar) 9

2. **Core Courses**
   - EDI 600 Understanding Educational Research** 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 791 Seminar in English Education** 3

3. **Professional Education**
   - EDI 647 Teaching Reading, Writing and Literature** 3
   - EDI 678 Issues in English Education** 3
4. Liberal Arts, by advisement (for example):
   - ENL 525 Contemporary British Writers 3
   - ENL 543 Contemporary American Poetry 3
   - ENL 584 Young Adult Literature 3

Minimum Total: 60

* Courses incorporating major experiential requirements
** Must be taken after practicum

Alternate Adolescence Mathematics Inclusive Education

Initial and Professional Certificates:
- Students with Disabilities Mathematics 7-12
- Mathematics 5-6 Extension

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

Required Courses
1. Initial Sequence
   Phase I
   - EDI 513 Introduction to Special Education 3
   - EDI 531 Language Skills I 3
   - EDI 546 Inclusive Teaching Middle Level Mathematics* 3
   Phase II
   - EDI 530 Education and Society 3
   - EDI 532 Language Skills II 3
   - EDI 566 Teaching Mathematics Inclusively* 3
   Phase III
   - EDI 514 Special Education Methods* 3
   - EDI 519 Special Education Assessment 3
   Phase IV
   - EDI 575 Practicum (Student Teaching with Seminar) 9

2. Core Courses
   - EDI 600 Understanding Educational Research** 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 792 Seminar in Mathematics Education** 3

3. Professional Education
   - EDI 622 Advanced Adolescence Curriculum: Math** 3
   - EDI 686 Issues in Adolescent Mathematics** 3

4. Liberal Arts, by advisement (for example):
   - MTH 512 History of Mathematics 3
   - MTH 551 Applied Calculus 3
   - MTH 555 Differential Equations 3

Minimum Total: 60

* Courses incorporating major experiential requirements
** Must be taken after practicum
Alternate Adolescence Science Inclusive Education

Initial and Professional Certificates:

- Students with Disabilities Biology, Chemistry, Earth Science or Physics 7-12
- Biology, Chemistry, Earth Science or Physics 5-6 Extension
- General Science 7-12 Extension
- General Science 5-6 Extension

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

Required Courses

1. Initial Sequence
   Phase I
   - EDI 513 Introduction to Special Education 3
   - EDI 531 Language Skills I 3
   - EDI 547 Inclusive Teaching Middle Level Science* 3
   Phase II
   - EDI 530 Education and Society 3
   - EDI 532 Language Skills II 3
   - EDI 567 Teaching Science Inclusively* 3
   Phase III
   - EDI 514 Special Education Methods* 3
   - EDI 519 Special Education Assessment 3
   Phase IV
   - EDI 575 Practicum (Student Teaching with Seminar) 9

2. Core Courses
   - EDI 600 Understanding Educational Research** 3
   - EDI 601 Diversity in Education 3
   - EDI 603 Educational Assessment and Evaluation 3
   - EDI 793 Seminar in Science Education** 3

3. Professional Education
   - EDI 617 Advanced Methods in Teaching Science ** 3
   - EDI 623 Reading Research in Science** 3

4. Liberal Arts
   - Selection of appropriate graduate science courses in BIO, CHM, ESC, GEL, NAS or LST by advisement

Minimum Total: 60

* Courses incorporating major experiential requirements
** Must be taken after practicum

Alternate Adolescence Social Studies Inclusive Education

Initial and Professional Certificates:

- Students with Disabilities Social Studies 7-12
- Social Studies 5-6 Extension

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

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDI 513 Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDI 531 Language Skills I</td>
<td>3</td>
</tr>
<tr>
<td>EDI 548 Inclusive Teaching Middle Level Social Studies*</td>
<td>3</td>
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</tbody>
</table>

Phase II

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDI 530 Education and Society</td>
</tr>
<tr>
<td>EDI 532 Language Skills II</td>
</tr>
<tr>
<td>EDI 568 Teaching Social Studies Inclusively*</td>
</tr>
</tbody>
</table>

Phase III

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDI 514 Special Education Methods*</td>
</tr>
<tr>
<td>EDI 519 Special Education Assessment</td>
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</table>

Phase IV

<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>EDI 575 Practicum (Student Teaching with Seminar)</td>
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</table>

2. Core Courses

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<th>Credits</th>
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<tbody>
<tr>
<td>EDI 600 Understanding Educational Research**</td>
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<tr>
<td>EDI 601 Diversity in Education</td>
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<tr>
<td>EDI 603 Educational Assessment and Evaluation</td>
</tr>
<tr>
<td>EDI 794 Seminar in Social Studies Education**</td>
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</table>

3. Professional Education

<table>
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<tr>
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<tbody>
<tr>
<td>EDI 670 Issues in Social Studies Education**</td>
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<tr>
<td>EDI 674 Applied History Seminar**</td>
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4. Liberal Arts, by advisement (for example):

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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>HST 501 American History Topics</td>
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<tr>
<td>HST 511 History of New York State</td>
</tr>
<tr>
<td>HST 521 America since 1929</td>
</tr>
</tbody>
</table>

Minimum Total: 60

* Courses incorporating major experiential requirements
** Must be taken after practicum

Program Notes Applicable to the Alternate Adolescence Inclusive Education Programs

- Students must be matriculated in an appropriate program prior to registering for program courses.
- The Initial Sequence must be completed in the order given.
- All requirements of Phases I-III must be completed prior to the practicum semester.
- A total of 150 clock hours of documented experience with middle childhood and adolescent students is required in these programs. Each phase requires 50 hours of field experience. Please note that the College will secure all field experience placements.
Education and Human Development Courses

EDI 513 Introduction to Special Education (B). Introduces teacher candidates to the characteristics of students with exceptionalities according to state and national standards and laws. Includes identification of students with diverse needs as an integral part of this course. Explores issues of diversity across race, culture, language, gender, religion, disability and socioeconomic status. An introduction will be required into issues of family/professional partnerships, learner-centered constructivism, collaboration and consultation skills, and community building. Addresses the philosophy of inclusion and collaboration for all students, effective teacher performance, and special education law for educators. 3 Cr. Every Semester.

EDI 514 Special Education Methods (B). Prerequisite: EDI 513. Emphasizes serving students with a variety of needs in the inclusion classroom setting. Teacher candidates learn to develop a positive and supportive learning environment for all students; also learn to select, modify and evaluate inclusive curricular materials and instructional techniques for individuals and groups of learners with disabilities taking into account the learners’ abilities, learning rates and styles of learning; and develop and apply instructional techniques for use in the inclusive classroom with individuals with disabilities, including the use of assistive technology services and devices. 3 Cr. Every Semester.

EDI 519 Special Education Assessment (B). Prerequisite: EDI 513. Prepares teacher candidates with the skills, theory, practice and knowledge to engage in quality assessment of special education students. Examines principles and criteria of evaluative and diagnostic techniques, norm referenced testing, criterion referenced testing, and informal teacher-made tests. Explores the use and understanding of standardized tests and test scores in statewide assessments; necessary skills in the practical application of classroom assessment for special education students. 3 Cr. Every Semester.

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

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

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

EDI 531 Language Skills I (B). Corequisite: EDI 54X. For alternate program students only. Focuses on the premise that reading and listening for meaning are critical to thinking about and learning content knowledge in all disciplines of study in the middle and high schools. Stresses the development of these language skills in early and later adolescence and the examination, the individual differences among learners, and multiple approaches and strategies that may be used to improve student thinking and learning. 3 Cr. Every Semester.

EDI 532 Language Skills in Middle and High School Content Areas II (B). Prerequisites: EDI 531, EDI 54X. Corequisites: EDI 530, EDI 56X. Builds on teacher candidates’ study in EDI 531. Explores the notion that writing and speaking are fundamental to thinking about and learning content knowledge in all disciplines of study. Achieves an understanding not only of the teachers’ own speaking and writing processes, but also of the kinds of experiences that help students write and speak with an authentic voice, develop a high degree of fluency, and produce writing and verbal presentations of consequence. Covers the following areas: using writing and verbal presentations to create and explore thinking, to make learning personal, to get ready to learn, to exercise intellectual independence, to wonder, to struggle with difficult learning, and to engage the imagination in learning. 3 Cr. Every Semester.

EDI 545 Inclusive Middle Level Teaching in English (B). Prerequisite: Program admission. Introduces students to the methods and strategies involved in inclusive middle level English teaching. Explores the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment, and teaching portfolios. Includes practice teaching and reflection. Focuses on ability to work collaboratively as team members of teams clarifying goals and construction of an educational philosophy. Requires 50 hours of field experience in a middle level inclusion classroom. 3 Cr. Fall.
EDI 546 Inclusive Teaching Middle Level Mathematics (B). Prerequisite: Program admission. Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including mathematics. Begins the exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching portfolios. Requires students to practice teaching lessons they’ve designed and to be reflective about their own and others’ lessons. Focuses on the students’ ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career. Requires constructing a personal statement of educational philosophy. 3 Cr. Fall.

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

EDI 548 Inclusive Teaching Middle Level Social Studies (B). Prerequisite or corequisite: Program admission. Introduces students to the methods and strategies involved in the teaching of a middle and high school subject, including social studies. Begins the exploration of the nature of teaching, instructional planning, designing unit and lesson plans, interdisciplinary approaches, assessment and teaching portfolios. Requires students to practice teaching lessons they’ve designed and to be reflective about their own and others’ lessons. Focuses on the students’ ability to work collaboratively as members of teams. Provides opportunities for students to clarify their goals in pursuit of a teaching career. Requires constructing a personal statement of educational philosophy. 3 Cr. Fall.

EDI 545 Teaching English Inclusively (B). Prerequisites: EDI 513, EDI 531, EDI 545. Corequisites: EDI 532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in English content areas. Emphasizes secondary curriculum content; New York State MST technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

EDI 566 Teaching Mathematics Inclusively (B). Prerequisites: EDI 513, EDI 531, EDI 545. Corequisites: EDI 532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in mathematics content areas. Emphasizes secondary curriculum content; New York State MST technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

EDI 567 Teaching Science Inclusively (B). Prerequisites: EDI 513, EDI 531, EDI 546. Corequisites: EDI 532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in science content areas. Emphasizes secondary curriculum content; New York State MST technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

EDI 568 Teaching Social Studies Inclusively (B). Prerequisites: EDI 513, EDI 531, EDI 548. Corequisites: EDI 532. Focuses on inclusive teaching strategies, lesson planning, instruction and assessment in social studies content areas. Emphasizes secondary curriculum content; New York State social studies standards; technological applications that apply to teaching and learning. Requires teacher candidates to become reflective practitioners, develop personal portfolios and become familiar with research in the field. Includes 50 hours of field experience in a high school inclusion classroom. 3 Cr. Spring.

EDI 575 Practicum (Student Teaching with Seminar) (B). Prerequisites: Completion of Phase I, II and III courses. A full-time supervised teaching experience and seminar in inclusive middle level and adolescence classrooms and settings. Divides the semester into two placements; one in grades 5-8, the other in grades 9-12. This is the final course taken in the Inclusive Adolescence Certification Program. 12 Cr. Every Semester.

EDI 590 Topics of Instruction (B). Meets the needs of intact groups of clients. Transcript title, content, bibliography and assessment procedures vary in accordance with the predetermined needs and interests of the group of clients served. 1-6 Cr.
EDI 600 Understanding Educational Research (B). Prerequisite: EDI 603. Explores qualitative and quantitative methods of doing research through examination of action research that pertains to teaching and research interests. Involves an action research project related to the discipline; formulation of an action research question for possible use with project/thesis; and development of a literature review for the question, including an evaluation of the research. 3 Cr. Every Semester.

EDI 601 Diversity in Education (A). Engages students in critical examination, grounded in historical, philosophical, theoretical and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for work as teachers, and for children's and family experiences within a variety of inclusive educational settings. 3 Cr. Every Semester.

EDI 603 Educational Assessment and Evaluation (B). Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practices. 3 Cr. Every Semester.

EDI 610 Children with Behavioral Problems (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. Every Semester.

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

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

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

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

EDI 623 Reading Research in Science Education (B). Examines current research in science education. Analyzes methods, procedures, implications, and applications for research-based science teaching. Requires knowledge of many areas of science education research and expertise in one or more thematic areas. Requires an action research design component as a basis for the final project/theses and an extensive, relevant literature review to function as warrant, claim and conceptual framework for the action research. 3 Cr. Spring.

EDI 627 Education Change and Organizational Theory (A). Introduces students to theoretical frameworks about complex organizations and the dynamics of educational change at the school level. Asks students to test applicability of these frameworks based on their own experience in schools. 3 Cr.

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

EDI 634 Teaching Reading to Children with Special Needs (B). Prerequisites: Two reading courses equivalent to Literacy II, instructor's permission or EDI 730. 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 and students with other disabilities). Emphasizes the learning environment. 3 Cr. Fall.

EDI 647 Teaching Reading, Writing and Literature. Examines secondary student reading needs; provides a survey of methods, materials and assessments for reading instruction. Uses the writing workshop model to enhance writing skills, teaching of composition. Provides a survey of major theories of literary interpretation and develops methods for reading and responding to literature.
Emphasizes contemporary language arts curriculum content, NYS Education Standards and assessments and technological applications related to teaching secondary English. 3 Cr. Fall.

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

EDI 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.

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

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

EDI 674 Applied History Seminar (B). Continues the research begun in EDI 670. Uses a seminar format to involve students in a variety of readings and experiences designed to maximize personal and collegial engagement with history in the form of field experiences, workshops and classroom discussion. 3 Cr. Fall.

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

EDI 681 Teaching Childhood Mathematics (B). Explores past and present trends in teaching childhood mathematics. Considers problems concerning content, grade placement of topics and techniques of evaluating achievement in this subject matter field. Evaluates important research in the area of childhood mathematics. 3 Cr. Spring.

EDI 686 Problems in Mathematics Education (A). Involves masters candidates in discussion of issues and trends in math, science, and technology education and its impact on classroom practice. Includes application of research-based math education methods and curricular topics and implementation of an extensive action research project. 3 Cr. Fall.

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

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

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

EDI 730 Literacy Assessment (B). Explores current issues involving different types of literacy assessments, including standardized testing, and the impact of socio-cultural background on assessment results. Provides opportunities to conduct a variety of classroom assessments and analyze those assessments to construct appropriate instructional plans. 3 Cr. Fall, Summer.

EDI 731 Advanced Developmental Literacy Instruction (B). Prerequisite: EDI 730. Advances candidate understanding of reading instruction, class discussion and development of instructional materials for use during practica and beyond. Other topics covered include word identification, comprehension, responding to test, and home/school connections. 3 Cr. Fall.
EDI 732 Clinical Diagnosis of Reading/Writing Difficulties (B). Prerequisite: EDI 730. Focuses on assessment of difficulties in reading and writing, and developing/selecting learning/teaching strategies. Topics covered include: miscue analysis and retrospective miscue analysis; diagnostic instruments used in reading assessment of early writing. Includes close critical examination of reading/writing processes, language cueing systems and the reflexive relationships among assessment, language, readers and writers, culture, texts and learning opportunities. 3 Cr. Spring.

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

EDI 736 Literacy Seminar (B). Prerequisite: EDI 730. Serves as a forum for integrating learning from other courses and from field experiences. Focuses on communications and program development as well as final development of a research project. Considers: action research in literacy curriculum and literacy programs; supervision of literacy resources and programs at local, state and federal levels. 3 Cr. Spring.

EDI 738 Reading and Writing in the Content Areas (B). Prerequisite: EDI 730. Combines reading and writing in all the curricular areas of the preschool and elementary school. Explores specific strategies and activities for engaging students in productive content learning, creating a positive literacy environment for learning, and considering issues of critical literacy within content area learning. 3 Cr. Spring.

EDI 739 EDI 739 Language Arts in Literacy Instruction (B). Prerequisite: EDI 730. Explores six areas of literacy instructions: teaching and assessing writing, using the writing process, word study (spelling, vocabulary) development and instruction, the conventions of written English, connecting the arts and literacy development, and technology. 3 Cr. Spring.

EDI 740 Literacy Practicum I (B). Provides a field-based experience in literacy education. Engages students in a literacy education teaching experience in education programs where elementary students with reading or writing problems are given extra support. Requires candidates to demonstrate various instructional competencies and content knowledge and to exhibit traits such as responsibility, reliability, punctuality, empathy, basic communication skills, and a positive attitude toward all children, parents and colleagues. 3 Cr. Summer.

EDI 741 Literacy Practicum II. Continuation of EDI 740. 3 Cr. Summer.

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

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

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

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

258 Albert W. Brown Building
(585) 395-2661

Chairperson and Professor: Sandra L. Graczyk, EdD, SUNY Buffalo; Assistant Professors: Gene M. Spanneut, EdD, SUNY Buffalo; James A. Tobin, EdD, SUNY Albany; Gregory J. Vogt, PhD, Syracuse University; Visiting Assistant Professor: Carol T. Godsave, CAS, SUNY Brockport.

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

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

2. A 66-credit program leading to a Certificate of Advanced Study (CAS) in School Business Administration (SBA) and to professional New York State Certification as a School District Business Leader (SDBL certification), providing the candidate meets any other requirements, such as examinations or portfolios, which the New York State Education Department may require in the future. Students can also earn a 30-credit Master of Science in Education as part of this program.

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

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

Matriculation

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

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

a. Send a completed Application for Admission to the Office of Graduate Admissions. Among the documents that must be included as part of the self-managed application are letters of support from a school district, the appropriate fees and official college transcripts of all undergraduate and graduate work (with the exception of any work completed at SUNY Brockport).
b. Attend a program meeting at which a faculty advisor is assigned and a formal Plan of Study is developed; and
c. Have the Plan of Study approved by the department chair and filed in the department.

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

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

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

Transfer Courses
Twenty-four credits from an earned master's degree are applied toward a Certificate of Advanced Study for non-EDA courses. There is no limit on the age of these transfer courses.
For students without an earned master's degree in the SBA Program, courses transferred in as part of an uncompleted degree may be used for non-SBA courses as follows: a maximum of 12 credits can be applied toward the master's degree and a maximum of 12 credits can be applied toward
the CAS degree. No course may be transferred in which a grade of less than “B” was received. There is normally a five-year age limit on these transfer courses; however, individual courses older than five years may be accepted for non-SBA course credit if, in the opinion of the advisor, the course material is still valid.

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

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

1. The sponsor of the independent study must be a full-time faculty member.
2. A student is limited to one (1) independent study.
3. The independent study proposal must include:
   a. A completed Independent and Directed Study Application (available from the department office);
   b. A completed Independent Study Outline (available from the department office) that 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 cumulative GPA below 3.0 will be placed on academic probation. After attempting nine credits in probationary status, failure to bring the GPA to 3.0 will result in the student’s dismissal from the program. Students with a GPA below 3.0 may not enroll in the practicum or
the internship. Additional EDA course work may be required of those who have completed core
courses and/or electives and maintain a GPA below 3.0.

**Time Limit**

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

**Student Requests for Exceptions**

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

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

**Program Requirements**

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

**CAS IN EDUCATIONAL ADMINISTRATION**

The Certificate of Advanced Study in Educational Administration is a 60-credit graduate degree
program. Matriculated students receive 24 transfer credits for the earned master’s, leaving 36
credits of work to complete the degree. There are 21 credits of course work, a three-credit
practicum, a six-credit internship, and a six-credit Central Office Administration course. The
course of study is listed below:

<table>
<thead>
<tr>
<th>School Building Leader (SBL) and School District Leader (SDL) Certifications</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 600 Foundations of Educational Leadership</td>
<td>6</td>
</tr>
<tr>
<td>EDA 653 Site Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 678 Models of Effective Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDA 694 Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 830 Program Management and Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDA 871 Legal Basis of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDA 885 Practicum in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDA 888 Administrative Internship</td>
<td>6</td>
</tr>
<tr>
<td>EDA 896 Central Office Administration</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total:** 36
Please Note: The prerequisite course—EDA 600 Foundations of Educational Leadership—requires two years of full-time teaching or certificated pupil personnel services experience as previously defined under “Admission Requirements.”

CAS IN SCHOOL BUSINESS ADMINISTRATION

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

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 656</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 691</td>
<td>Principles and Practices of Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>EDA 692</td>
<td>Design and Use of Microcomputers for School Business Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDA 693</td>
<td>Administration of Support Services</td>
<td>3</td>
</tr>
<tr>
<td>EDA 890</td>
<td>Issues in Site Management for School Business Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDA 891</td>
<td>Facilities Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 892</td>
<td>Legal Issues for School Business Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDA 893</td>
<td>School Finance and Revenue Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 894</td>
<td>Public School Accounting</td>
<td>6</td>
</tr>
<tr>
<td>EDA 897</td>
<td>Practicum in School Business Administration</td>
<td>6</td>
</tr>
<tr>
<td>EDA 898</td>
<td>Internship in School Business Administration</td>
<td>6</td>
</tr>
</tbody>
</table>

Total: 42

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 656</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 691</td>
<td>Principles and Practices of Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>EDA 692</td>
<td>Design and Use of Microcomputers for School Business Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDA 693</td>
<td>Administration of Support Services</td>
<td>3</td>
</tr>
<tr>
<td>Approved research or measurement course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Approved curriculum course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives outside education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Free electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total: 30

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDA 890</td>
<td>Issues in Site Management for School Business Administrators</td>
<td>3</td>
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<tr>
<td>EDA 891</td>
<td>Facilities Planning and Management</td>
<td>3</td>
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<tr>
<td>EDA 892</td>
<td>Legal Issues for School Business Administrators</td>
<td>3</td>
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</tbody>
</table>
### Educational Administration Courses

**EDA 600 Foundations of Educational Leadership (B).** Prerequisite: Two years of satisfactory teaching or certificated pupil personnel services experience. This is defined as a full-time probationary position or long-term substitute experience; per diem substitute work 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.

**EDA 610 Institute in Educational Administration and Supervision (B).** Prerequisite: EDA 600. 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 Cr.

**EDA 653 Site Management (B).** Prerequisite: EDA 600. Defines site as a discrete unit with varying amounts of autonomy, accountability and responsibility, e.g., building or department. Focuses on management of personnel, students, resources, programs and facilities within the unit, including policy implementation, assessment and long-term planning. 3 Cr.

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

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

**EDA 691 Principles and Practices of Budgeting (B).** Covers budgeting theories and practices used by the school business official, including estimating expenditures, personnel costs and revenues. Provides an in-depth explanation of budget administration and function/object coding. Examines board, community and staff support, including determining local needs and constraints, educating the public, conducting annual referenda, and contingent budgets. 3 Cr.

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

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

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

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

**EDA 728 Grantsmanship (B).** Provides understanding of the basics of grantsmanship and proposal development. Students will research and identify funding sources for a specific project, learn the mechanics of proposal development, write an actual grant proposal and apply the skills of a field reader in evaluation and rating and applications for funding. Introduces issues of project implementation, grants management and compliance. 3 Cr. Offered Occasionally.
EDA 830 Program Management and Instructional Leadership (B). Prerequisite: EDA 600. Designed for principals, vice principals, department leads, 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 860 Special Education Law I (B). Prerequisite: EDA 600. Focuses on the 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. Offered Occasionally.

EDA 861 Special Education Law II (B). Prerequisite: EDA 600. 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. Offered Occasionally.

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

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

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

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

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

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

EDA 893 School Finance and Revenue Management (B). Covers school district revenue sources, including taxation concepts and practices, theoretical models in state funding, state aid 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 (B). Prerequisite: EDA 691. Examines in depth fund accounting in New York state for the general and other funds. Also covers the duties of the district treasurer and other accounting operations of the district in the areas of district census and pupil attendance and extracurricular fund management. Studies payroll development, administration, and reporting for both salaries and fringe benefits. 6 Cr.

EDA 896 Central Office Administration (B). Prerequisites: Successful completion of all required EDA courses listed in the Plan of Study, and successful completion of EDA 885. Completion of EDA 888 is not a prerequisite for EDA 896. EDA 888 may be taken before or after EDA 896 but not concurrently. A six-credit course combining direct instruction and field experiences in central office responsibilities. Designed to complete the preparation of a candidate for serving as a central office administrator, such as the positions of superintendent, assistant superintendent of instruction, and director of special education. Builds heavily upon...
the competencies acquired during school building leadership preparation and provides a grounding in the more global role of district-wide responsibilities. Includes five Saturdays (9 am–4:30 pm) distributed throughout the semester and requires a set of field experiences (125 clock hours) under the guidance of a College professor and a mentor. The mentor must hold SDA certification and have served in a central office administrative position full-time for at least two years. 6 Cr.

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

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

**DEPARTMENT OF ENGLISH**

211 Hartwell Hall  
(585) 395-2503

Chairperson and Professor: Janie Hinds, PhD, University of Tulsa; 2007-2008 Presidential Fellow: Rynetta Davis, PhD, University of Kentucky; Professor: Robert J. Gemmett, PhD, Syracuse University; Graduate Coordinator and Associate Professor: Miriam E. Burstein, PhD, University of Chicago; Associate Professors: Ralph W. Black, PhD, New York University; T. Gregory Garvey, PhD, University of Wisconsin-Madison; Jennifer Haytock, PhD, University of North Carolina; J. Roger Kurtz, PhD, University of Iowa; Anne Panning, PhD, University of Hawaii; Assistant Professors: Sharon Allen, Princeton University; Austin Busch, PhD, Indiana University; Brooke Conti, PhD, Yale University; Stephen Fellner, PhD, University of Utah; Stefan Jurasinski, PhD, Indiana University; Alissa Karl, PhD, University of Washington; Megan Norcia, PhD, University of Florida; Megan Obourn, PhD, New York University; Joseph Ortiz, PhD, Princeton University; Rashna Richards, PhD, University of Florida; James Whorton, PhD, University of Southern Mississippi; Lecturers: Jeanne Grinnan, MEd, SUNY Brockport; Teresa Lehr, MA, SUNY Brockport; Sidney Rosenzweig, PhD, University of Rochester; Elizabeth Whittingham, PhD, University of Buffalo.

**Admission**

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

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

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

**Advisement**

Upon acceptance into the Master of Arts in English, the Graduate Coordinator advises all graduate students until they reach the thesis stage, after which the thesis director becomes the advisor.

**Financial Aid**

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

**General Degree Requirements**

Students choose one of two tracks for the Master of Arts in English: Literature or Creative Writing. The Rhetoric and Composition track is currently suspended for review. Each is a 36-credit program with distribution of some literature courses.

The following standards govern the awarding of degrees:

1. Minimum graduate credits: Students must achieve a minimum grade point average of 3.0, and at least 15 credits must be at the 600 level. A maximum of 12 credits may be earned at other colleges and universities with the approval of the department. Four quarter-hours transfer as
three credits. No course may be transferred in which a grade of less than “B” was received. Degree requirements must be completed within five years of the date of matriculation in the degree program.

2. Thesis: All candidates must submit an individual thesis project demonstrating mastery of an important segment of their preparation. A thesis proposal must be approved by a director who has agreed to work with the student, and by two readers selected in consultation with the director. The thesis is then written under the guidance of the director, approved by the readers, and recommended to the Graduate Committee. From one to six credits may be granted for thesis research and writing. The thesis should be submitted at least four weeks before commencement to the Graduate Coordinator for departmental approval.

Specific Requirements

**Literature Track**

The following courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>ENL 601 Bibliography and Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>One course in grammar, linguistics, sociolinguistics, history of language, or English literature before 1500.*</td>
<td>3</td>
</tr>
<tr>
<td>Course in British literature before 1800</td>
<td>3</td>
</tr>
<tr>
<td>Course in British literature after 1800</td>
<td>3</td>
</tr>
<tr>
<td>Course in American literature before 1870</td>
<td>3</td>
</tr>
<tr>
<td>Course in American literature after 1870</td>
<td>3</td>
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</table>

ENL 698 Thesis 1–6

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

**Creative Writing Track**

The following courses are required:

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

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

Normally, students with a GPA below 3.0 will not be permitted to register for ENL 698 Thesis.

Many course offerings in the Department of English also may be used to meet liberal arts and sciences requirements 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.
Writers Forum and Videotape Library

Founded in 1967, the Writers Forum is widely recognized as one of the outstanding reading series in the country. Each semester five or six writers visit Brockport to read from their work, to lecture on the craft of writing, and to meet with students. In recent years the Forum has hosted two special events each year: “The Writers Voice” which brings one of America’s preeminent poets or fiction writers to Rochester for a public reading and the Art of Fact Award for Literary Nonfiction presented to one of the country’s most prominent essayists. All Writers Forum events are free and open to the public. The Writers Forum Videotape Library, launched in 1968, contains more than 300 interviews, readings and discussions of craft with major contemporary authors. Called “a national treasure,” the collection has received grants from the National Endowment for the Arts and the Witter Bynner Foundation.

English Courses

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

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

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

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

ENL 512 Medieval British Literature (A). Studies medieval British literature in its principal forms; lyric, drama, allegory and romance; its antecedents in Old English literature; its influence on 15th-century writers; its connections to European and Middle Eastern literatures. 3 Cr.

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

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

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

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

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

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

ENL 523 British Novel II (A). Surveys major British novelists from the Victorian period to the present day. Authors covered may include Dickens, Eliot, Forster, Ishiguro and McEwan. 3 Cr.

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

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

ENL 526 Irish Writers (A). Covers major contributions of Anglo-Irish authors to literature in English, including selected works of Beckett, Joyce, Shaw, Synge and Yeats. 3 Cr.
ENL 527 Women in the Novel (A). Cross-listed as WMS 527. Examines in depth select novels, and on occasion novels from other countries, to consider their thematic forms and functions, their literary significance, and especially what they reveal about the roles of women and attitudes toward patriarchy. 3 Cr.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ENL 543 Contemporary American Poets (A). 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 (A). Focuses upon writers of the first half of the 20th century who defined American modernism by consciously breaking away from artistic conventions of the 19th century through experimentation in language, form, style and heightened awareness of writing itself. May include Pound, Stein, Hemingway, Neale Hurston, Hughes and Faulkner. 3 Cr.

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

ENL 547 American War Literature (A). Focuses on literature about American experiences in several wars: the Civil War, World War I, World War II and/or Vietnam. Examines the relationship between history, fiction and experience as well as authoritative authority, and explores how the experience of war, at home and on the battlefront, changed the nature of American literature. 3 Cr.

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

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

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

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

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

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

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

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

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

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

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

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

ENL 569 American Environmental Literature (A). An interdisciplinary course that explores American environmental writing from both scientific and literary perspectives and investigates the relationship between natural science, natural history and environmental literature. Examines how subjective and objective investigations of the natural world enrich one another and lead to a more complete sense of place. Includes lectures, discussions, group presentations and field exercises emphasizing description, measurement and aesthetic response. 3 Cr.

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

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

ENL 574 Caribbean Literature (A). Surveys 20th-century literature from the Caribbean, including drama, poetry and narrative. Includes Anglophone writers as well as non-English works in translation. Examines literature in the context of historical and cultural issues such as the nature of Caribbean identity, the role of language and the reconstruction of history. 3 Cr.

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

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

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

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

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

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

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

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

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

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

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

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

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

ENL 602 Topics in Creative Writing (A). Prerequisite: Instructor's permission. A creative writing workshop that focuses on fiction, non-fiction or poetry writing. Genre varies according to instructor. 3 Cr.
ENL 603 Theories of Rhetoric and Composition (A). Surveys important movements (from classical to contemporary times) and recent trends concerning the nature of writing. Explores major ideas in rhetorical theory as a conceptual backdrop for ongoing work in writing studies, research, education and related fields. Provides a forum for exchanging and testing those ideas. 3 Cr.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ENL 650 Dialogues with Dostoevsky in 19th and 20th-century World Fiction, Film and Theory (A). Examines critical turns in 19th- and 20th-century world fiction, film and theory through the lens of Dostoevsky’s masterful short stories and novels. Involves close critical reading, contextual, intertextual, and comparative analysis of works such as The Double, Notes from Underground, The Idiot and The Brothers Karamazov, as they engage in direct dialogue with Russian and European literary traditions and resonate in later Russian and World literature, cinema, and criticism. 3 Cr.

ENL 672 Contemporary Literary Theory and Practice (A). Studies contemporary literary theory and criticism. Among areas of literary theory, may consider one or more major paradigms: rhetorical, structuralist, poststructuralist, psychological, historical and gender-based theories. 3 Cr.
ENL 675 Seminar in Literary Figures (A). Provides an intensive study of selected literary figures and movements that may cross geographic and chronological boundaries such as the metaphysical writers Donne, Dickinson and Eliot. Specific focus indicated by subtitle. 3 Cr.

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

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

DEPARTMENT OF ENVIRONMENTAL SCIENCE AND BIOLOGY
105 Lennon Hall
(585) 395-5975

Chairperson and Professor: James M. Haynes, PhD, University of Minnesota; Distinguished Service Professor: Joseph C. Makarewicz, PhD, Cornell University; Professor: Christopher J. Norment, PhD, University of Kansas; Assistant Professors: Mark D. Norris, PhD, University of Minnesota; Jacques Rinchard, PhD, Universitaires Notre Dame d’la Paix Namur; Instructional Support Associate: Hilary L. Richardson; Environmental Science Program Faculty: Whitney J. Autin, Associate Professor of Earth Sciences, PhD, Louisiana State University; Mark R. Noll, Associate Professor of Earth Sciences, PhD, University of Delaware; Paul L. Richards, Assistant Professor of Earth Sciences, PhD, Pennsylvania State University; James A. Zollweg, Associate Professor of Earth Sciences, PhD, Cornell University; Mark P. Heitz, Associate Professor of Chemistry, PhD, SUNY Buffalo; Markus M. Hoffmann, Associate Professor of Chemistry, PhD, Washington University; Adjunct Faculty: David H. Kosowski (NYDEC retired); Theodore W. Lewis (Research Associate); Charles R. O’Neill (New York Sea Grant); Gary N. Neuderfer (NYDEC retired); Norma A. Polizzi (JD).

Environmental problems are among the most urgent issues facing our civilization. In order to manage Earth’s environment well, we must understand the processes that shape its surface; control the chemistry of the air, water and soil; and produce and maintain the biological and other resources upon which humans depend. We must also understand the interactions of animals, plants and other living organisms with their physical and chemical environments, or their ecology. The environmental science curriculum includes both a common core and an individual course of study that allows MS candidates to develop conceptual knowledge and technical skills to use the disciplines of ecology, chemistry and the earth sciences to understand and solve environmental problems. Thus, fields of study like “green” and water chemistry, watershed analysis, limnology, fisheries and wildlife science and management, conservation biology, ecosystem ecology and global change, and aquaculture are encompassed in this degree program.

The MS in environmental science and biology is a demanding, thesis-based experience. The curriculum is designed to challenge students to think critically, independently and creatively, while providing the intellectual depth and breadth necessary to support the research formally developed in the thesis proposal. Graduates in the areas of biological and earth sciences and chemistry with a focus on environmental science have been very successful gaining admission to doctoral programs or finding professional employment in one of the environmental sciences.