

# Bulletin Home

## Graduate Studies

Office of Graduate Studies  
585-245-5855

Geneseo provides Master's degree programs in Accounting, and Education. Most programs are offered for full-time or part-time students, with courses generally scheduled in the late afternoon and evening. Internship and other field placement courses usually require students to be enrolled on a full-time basis for the duration of the internship.

Inquiries concerning graduate study in all areas should be referred to the Director of Graduate Studies, Dr. Savi Iyer ([iyer@geneseo.edu](mailto:iyer@geneseo.edu)).

## Admission to The Graduate Program

Admission to the College is based upon the academic and personal qualifications of applicants and is granted without regard to age, color, disability, marital status, national origin, sex, sexual orientation, religion, race, or status as a disabled or Vietnam-era veteran. The candidate selection process is highly competitive; the College attempts to identify those individuals who will most benefit from the curricular and co-curricular programs offered. Applicants can be considered for a Master's degree program, for non-degree status, or as a non-matriculated graduate student.

All applicants seeking admission as degree or non-degree students must provide evidence of (1) having earned a baccalaureate degree at an accredited institution of higher education, and (2) an undergraduate record which indicates a potential for success in graduate study.

Graduates of colleges and universities that are not accredited may be admitted on a provisional basis.

A complete application for degree status must include:

1. completed application form;
2. official transcript(s) from all institutions of higher education attended; all education admits must possess a cumulative GPA of 3.0;
3. scores on the Graduate Management Admission Test (GMAT) for Accounting; scores on the Graduate Record Examination or Miller Analogies Test for education programs;
4. letters of recommendation from two persons who can attest to the academic potential for graduate study and personal character of the applicant;
5. other special requirements (as noted in individual program descriptions), which may include proof of New York State certification and a written response to an essay prompt.

Note: applicants to the education programs, who do not meet the admissions requirement above, may apply for a waiver.

Admission of applicants is determined by the Deans and faculty members of the School concerned in consultation with the Director of Graduate Studies. To apply for a graduate program, please visit the Admissions Office website at [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions).

# Master's Degree Requirements

Each graduate degree program is fully described in this *Guide*. The following general academic policies must be followed in meeting master's degree requirements.

## Plan of Study

Each student in a Master's degree program follows a formal plan of study, which he/she draws up in consultation with a faculty advisor. Although practices vary within each program, the College highly recommends that students file a formal plan before beginning graduate study and, certainly, no later than midterm of the first semester of graduate study. Changes in the formal program must be approved by the director of the student's graduate program (or designee). Students should consult the office of their graduate program for instructions in filing a plan of study.

## Change of Degree Objective

A graduate student who desires to change from one degree program to another must secure the approval, in writing, of the Director of Graduate Studies and the new department. An application for degree status must be filed for the new degree program.

## Degree Time Limitations

A graduate student in a degree program who does not actively pursue a credit-bearing course of study at Geneseo for a period of three years automatically is separated from the college. Subsequently, such a student may apply for readmission.

If the student meets the admission standards in effect at the time of application for readmission, he or she may be admitted to a degree program current at that time. The Director of Graduate Studies, in consultation with the appropriate School, determines the courses completed prior to separation which are applicable to the degree program being pursued following readmission.

Only those credits which were earned within *six years* immediately prior to the completion of all degree requirements may be counted toward the Master's degree.

## Transfer and Workshop Credit

Transfer credits may be accepted as part of a graduate program if they are:

1. graduate level and from a graduate degree program;
2. relevant to the student's program;
3. from a fully accredited institution;
4. of "B" quality or higher;
5. less than five years old at the time of the student's first enrollment at Geneseo

Students already enrolled in a graduate program at Geneseo should consult with their advisor and department chair/program director prior to registering for courses which they wish to have transferred to their graduate program at the College. A maximum of six credits in graduate workshop courses may be accepted

as part of a master's degree program. All graduate workshop courses are designated, numerically, as 579, or 679. Subtitles for each workshop course offering are listed in the semester *Master Schedule* of Course Offerings. Workshops may be graded either on a Satisfactory/Unsatisfactory or regular grade basis. This information is contained in the course description of each specific workshop offering. S/U grades are not used in computation of students' grade-point averages.

The total of transfer and workshop credit accepted towards a master's degree may not exceed 12 hours. Candidates for the MA in Speech-Language Pathology may transfer a maximum of 3 hours.

## Enrollment in Undergraduate Courses

Credit toward a graduate degree may not be granted for coursework below the 400 level except following approval of a petition to the Director of Graduate Studies. In general, such approval shall be limited to unusual program circumstances adequately documented in petitions.

## Master's Thesis (or Project)

Master's degree candidates in several programs have the option to complete a thesis or project in partial fulfillment of degree requirements. Candidates should check the requirements of their specific program. The thesis is prepared under the direction of the major department and should demonstrate capacity for independent research, facility in organization and expression, and originality in thought. The thesis must receive the approval of the department graduate committee and the Director of Graduate Studies, and general guidelines for its preparation may be obtained from the Graduate Studies Office. Additional requirements and guidelines may be obtained from the candidate's department. A candidate considering completion of a thesis or project should review all guidelines with a faculty advisor before pursuing this choice. Students who anticipate selecting the thesis or project option should so notify the appropriate department office as early in their program as possible. A student must formally register his/her intention to make a thesis defense in the Graduate Studies Office. This registration should be done as soon as possible, but in no case later than two weeks prior to the defense.

A candidate for a thesis must:

1. be an admitted degree student;
2. have completed all major area course requirements and foreign language requirements by the end of the semester in which the thesis is written
3. be able to provide the examining committee with copies of the completed thesis a minimum of two weeks prior to the examination; and
4. have a graduate GPA of 3.00 or higher.

## Comprehensive Examinations

Master's degree candidates in several programs have the option to take a written comprehensive examination in partial fulfillment of degree requirements. Candidates should check the requirements of their specific program. The dates for the examination are set by each individual program but generally occur no later than two weeks prior to the end of the instructional period in which candidates expect to complete requirements for the master's degree. Early in their graduate program, candidates should contact the Dean of their department for specific information as to the nature of the comprehensive examination and for guidance in preparing for it. A student must register his/her intention to take a comprehensive examination

with the School of Education. This registration should be done as soon as possible before the examination, but no later than two months prior to the examination.

A candidate for a comprehensive examination must:

1. be an admitted degree student;
2. be within six credits of graduation at the end of the semester in which the examination is taken;
3. have completed all major requirements and core area course requirements and foreign language requirements as specified in the candidate's program; and
4. have a graduate GPA of 3.00 or higher.

The comprehensive examination must be passed in its entirety (including all parts) before credit for the examination is awarded. A student failing all or part of an examination may request a second attempt to pass the test. The student's request should be made in writing to the supervising department, with a copy to the Graduate Studies Office, no later than thirty days after formal receipt of the failing grade notice. Second attempts will be made in the next scheduled offering of the examination unless special arrangements have been approved by the academic department(s) in question. Failure on the second attempt of all or any part of a comprehensive examination will subject a student to academic dismissal from the program. Candidates cannot attempt the comprehensive examination more than twice, with a retest of any part considered another attempt. Following an unsuccessful first attempt, the candidate cannot elect another terminal option such as a thesis or comprehensive project. Copies of the College Policies governing the administration of comprehensive examinations are available in the Graduate Studies Office and the appropriate department offices.

## Financial Information

### Tuition and Fees

Please visit [http://www.geneseo.edu/student\\_accounts](http://www.geneseo.edu/student_accounts) for detailed and up-to-date information about tuition and fees.

### Financial Assistance

Financial aid programs are governed by federal or state regulations and are subject to change at any time. The most recent information is available in the Financial Aid Office, Erwin 104. All students seeking financial assistance are required to complete and submit the Free Application for Federal Student Aid (FAFSA). Financial assistance is available to those who qualify through the following programs:

1. Tuition Assistance Program (TAP)
2. Federal Perkins Loan
3. Federal Work-Study (FWS)
4. Stafford Loan

A number of full-time graduate assistantships are available each year to well-qualified degree candidates. Full-time graduate assistantships include a stipend and a waiver of tuition per academic year. Assistants are required to apply for Tuition Assistance Program awards which, if received, constitute part of the assistantship. Recipients of full-time graduate assistantships must register for 8 to 10 hours of course work each semester and are expected to assist their designated department up to 20 hours per week. Applications for graduate assistantships may be obtained from the Office of Graduate Studies, Erwin 106 or specific departments. Former EOP, HEOP, and SEEK undergraduates may be eligible for the Graduate Opportunity Program Tuition Scholarship. Applicants must be enrolled as full-time matriculated students in a

graduate program at SUNY Geneseo. Acceptance into the program is determined based on the number of scholarships allocated to the campus. Applications may be obtained online or from the Office of Graduate Studies in Erwin 106.

## Registering for Courses

For new graduate students, Kelly Hoag will register you for your first semester of courses. Please send an email to Kelly Hoag (hoag@geneseo.edu) with a list of courses that you wish to take. Make sure you include your name, your G00#, the course titles, and the course CRN's. When pre-registration begins for your second semester of classes, you will be able register by yourself through Knightweb. For questions regarding graduate course registration contact Kelly Hoag in the Graduate Office.

## Knightweb/Geneseo Student I.D. Numbers

Students use Knightweb in order to access their personal, registration, financial aid, and records information. If you have never used Knightweb before and do not know your Geneseo Student I.D. number, please contact Kelly Hoag. It would be a good idea to memorize this number as you will be using it often.

## Graduate Course Numbering System

Courses numbered 600-699 are open only to matriculated graduate students majoring in the discipline offering them; those numbered 500-599 are open to all graduate students who fulfill prerequisites listed. Undergraduate courses are numbered 100-499. Undergraduate courses may be taken for graduate credit only upon special approval from the Director of Graduate Studies. Such petitions are only rarely accepted.

## Prerequisites

Certain courses list one or more prerequisites, which are usually indicated by department and course numbers. Satisfactory completion of the prerequisite course(s) is expected before registration for the advanced courses. Prerequisites are instituted to assist students in avoiding courses for which they are not adequately prepared and to maintain academic and/or instructional standards.

If a student believes he/she had "equivalent" preparation for a prerequisite, he/she may request a waiver of the prerequisite from the course instructor and/or program coordinator. The term "concurrently" or "co-requisite" means that simultaneous registration in whatever is indicated must be maintained as long as the student remains registered in the original course. Previous completion of that which is so labeled also satisfies the requirement. In all cases, it is the student's responsibility to abide by prerequisite statements. Doubts about eligibility should be resolved by consulting an academic advisor, the instructor of the course, or the School concerned.

## Course Load

Course loads are determined by the department/program and the student in consultation with a student's academic advisor. The maximum load for full-time graduate students during the regular academic year is 12 hours per semester. During the Summer Sessions, the maximum load may exceed this limit where program

requirements and course rotations necessitate. A petition to carry more than the maximum load during the Summer Session must be approved in writing by the student's advisor, the Dean or program coordinator in the School, and the Director of Graduate Studies.

## **Directed and Independent Study Courses**

Class sections usually are held on bases of frequency, location, and time agreed upon mutually by instructors and students, rather than on the published standardized schedule to which most courses conform. Course requirements are completed by students on an independent, individualized basis, under the guidance and supervision of members of the faculty. Within a single discipline or combinations thereof, students engage in academic pursuits such as: (1) conducting research and reporting results; (2) investigating problems and presenting and/or discussing conclusions; (3) reading intensively in the discipline(s); and (4) studying advanced subject matter content relating to a selected subject, special topic, or specific area. Opportunities for directed study are available in many of the content and departmental areas at the College. The levels at which such study can be undertaken vary, but the numbers of such courses usually end in "99." The permanent records of students who enroll in these courses are noted "DS/", followed by a specified, brief title.

## **Interdepartmental and Interdisciplinary Courses**

Such courses carry an INTD designation and often are taught by instructors from, and taken by students in, multiple departments or general academic areas. It is the belief of members of the academic community that certain content is appropriately taught and strengthened by an interdepartmental or interdisciplinary approach.

## **Withdrawal from Course(s)**

A student may withdraw from a course and receive a grade of "W" before the posted withdrawal deadline. The form appropriate for this procedure can be obtained from the Record's Office or the Office of Graduate Studies. A "W" grade is not recorded unless the entire withdrawal process, including the filing of all necessary forms with the Director of Graduate Studies, is completed by the withdrawal deadline date. A "W" grade is not computed in determining a student's grade-point average.

## **Auditing Courses**

Auditing courses offered by the School of Education requires the permission of both the instructor of the course and the Dean of the School of Education. Library privileges are available. Auditing is not available for courses offered by the School of Business. Auditors receive no formal recognition, nor are they required to meet course requirements.

## **Academic Policies**

### **Grading System**

The grade point average defines the level of scholarship achieved by a student. It is used in determining scholastic standing and in establishing eligibility for honors. The average is computed by dividing the "quality points" earned by "credits carried." "Carried credits" include all those for courses in which grades of A, A-, B+, B, B-, C+, C, C-, D, or E are received. Quality points are awarded as follows for each of these assigned final grades:

Final Grade	Quality points per credit	Final Grade	Quality points per credit
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D	1.0
B-	2.7	E	0.0

## Grade point average

The "grade point average" defines the level of scholarship achieved by a student. The average is computed by dividing "quality points earned" by the "credits carried". "Carried" hours include all those courses in which grades of A, A-, B+, B, B-, C+, C, C-, D, and E are recorded. Determination of a *sample* grade point average for a semester follows:

SUBJ and Number	Grade	Credits	Quality Points
CURR 538	A	3	12.0
CURR 540	A-	3	11.1
EDUC 640	B	3	9.0
SPAN 599	B-	3	8.1
	Totals	12	40.2

GPA=3.35

The grade point average in the example above equals 40.2 (quality points) divided by 12 (credits carried) = 3.35, which indicates a level of scholarship above a B (3.00) for the semester. (**Note: Grade point averages are truncated to two decimal places, with no rounding up from a third decimal place.**)

No other grades received at the College (e.g., P or S) earn quality points. Grades in courses taken at other schools and accepted in transfer do not earn quality points at Geneseo. At the end of each semester two

grade point averages are computed: one for the "Current Semester" (which reflects the results only of courses carried in the semester just completed) and the other for the "Cumulative Record" (which reflects the results of all courses carried to date at the College). Grade point averages calculated for students with "Incomplete" designations on their records are not official; the official computation is done when final grades have replaced any "I" and have been recorded.

## **S/U Grades**

Grades of satisfactory (S) and unsatisfactory (U) are used to evaluate performance in certain graduate courses including some workshop courses and practica. A grade of S indicates credit earned, and a grade of U indicates no credit awarded. Grades of S or U are not included in the computation of the grade-point average. Geneseo does not accept S grades (or its equivalent) from other institutions for transfer credit.

## **Pass-Fail Option**

A graduate student may *not* elect the pass-fail option for any course.

## **"SP" Designation**

"SP" (Satisfactory Progress) is used to report a student's status in research courses when engaged in work which extends beyond one semester. When the work is completed, the "SP" is converted to a final letter grade assigned by the instructor. Credits for such courses are not computed in determining a student's GPA until a final letter grade has been recorded.

## **Incomplete**

An "I" (Incomplete) is a temporary grade given at the discretion of the instructor if he/she believes it is inadvisable or impossible for a student to complete the work of a course at the scheduled time for reasons clearly beyond the student's control. The "I" must be removed before the completion of the fall or spring semester following the term in which it was recorded, after which the I may be converted to an E at the discretion of the College. An extension of time, because of special circumstances, may be granted by the Director of Graduate Studies. The Records Office notifies the student, the instructor of the course, and the student's advisor whenever an "Incomplete" becomes a failure.

## **Repeated Courses**

In general, matriculated students in graduate courses may repeat a course in which they have received a failing grade. (Some restrictions apply, including some student teaching placements and other practica. Students should consult individual department offices for specific restrictions.) Any course in which a student earns a passing grade may NOT be repeated for credit. Should a student enroll in a course successfully completed in a previous semester, the credit hours earned will not be included in the student's total hours earned nor will the second grade earned be included in the student's cumulative average. In addition, the course will be marked "REPEAT" on the student's transcript. Contact the Financial Aid office, Erwin 104, regarding the impact of repeating courses on financial aid eligibility.



## **Appeal of Grades**

A student who believes an instructor has assigned a grade which is either unfair or punitive for non-academic reasons, who has consulted the instructor, and who is still unsatisfied, may request a review of the grade by using the College policy on grade appeals. Specific information on the procedures can be obtained from the Office of Graduate Studies.

## **Academic Advisement**

Degree candidates in all programs are assigned advisors in their major field upon the recommendation of the chair/program director of their departments. Advisors provide counsel and assistance, but the responsibility for seeking advisement and fulfilling degree requirements rests with the student. Normally, non-matriculated students are not assigned advisors. Periodic advisement with the Director of Graduate Studies is required for all non-degree students.

## **Academic Standards**

### **Minimum Competence Requirement**

Master's candidates in any teacher education program must satisfy the 3.0 cumulative grade point average requirement to continue in their Master's program and to graduate. A grade of C or better is required for each of the courses in their program, and any course in which the candidate has earned less than a C cannot be used to meet program requirements.

### **Good Academic Standing**

Graduate students whose cumulative graduate grade-point average falls below 3.0 but higher than the dismissal level specified above receive a letter of academic warning from the Director of Graduate Studies. While these students are considered in good academic standing at the College, they are reminded that a cumulative grade-point average of 3.00 is required for the master's degree. They may also wish to seek assistance from their advisor, department chair/program director, the Director of Graduate Studies, or the Counseling Office

*Students receiving financial aid are required to attain satisfactory progress toward a master's degree by completing a minimum number of credits per semester. Please contact the Financial Aid Office, Erwin 104 for more information.*

### **Academic Probation**

Students are placed on Academic Probation if they fail to:

1. remove schedule deficiencies;
2. satisfy provisional admission conditions;
3. attain a 2.75 grade-point average after the completion of 12 credits of graduate courses accepted toward his/her program;

4. attain a 2.87 grade-point average after the completion of 24 credits of graduate courses accepted toward his/her program;
5. attain the necessary 3.0 grade-point average within the hourly requirements prescribed for the degree. Upon successful petition to the Director of Graduate Studies, and with the recommendation of the department, a candidate may be granted permission to take a maximum of six additional hours in an effort to attain the required grade-point average;
6. meet individual departmental standards;
7. successfully complete all or any part of a comprehensive examination on the second attempt.

The student will be informed of this action by the Director of Graduate Studies. Within 30 days of the date of this notice the student may appeal the decision. Appeals must be submitted to the Office of Graduate Studies in Erwin 106.

## **Academic Dishonesty Policy**

### **Plagiarism**

Plagiarism is the representation of someone else's words or ideas as one's own, or the arrangement of someone else's material(s) as one's own. Such misrepresentation may be sufficient grounds for a student's receiving an "E" grade for the paper or presentation involved or may result in an "E" grade being assigned as the final grade for the course.

Any one of the following constitutes evidence of plagiarism:

1. direct quotation without identifying punctuation and citation of source;
2. paraphrase of expression or thought without proper attribution;
3. unacknowledged dependence upon a source in plan, organization, or argument.

Please visit [https://www.geneseo.edu/dean\\_office/dishonesty](https://www.geneseo.edu/dean_office/dishonesty) for information on Student Academic Dishonesty Policy and Procedures.

## **Additional Information for New Students**

### **Geneseo I.D. Cards**

In order to receive your Geneseo I.D. card, you must have already registered for your first semester courses. Bring a print-out of your class schedule along with your driver's license to: Campus Auxiliary Services in Blake A 108. You can print a copy of your course schedule directly from Knightweb. When you are in the office, you will have your picture taken and receive your I.D. card. There is a fee to replace a lost card.

### **Campus Correspondence**

As a graduate student, you will not have an on-campus mailbox. All mailings will be sent directly to your off-campus/permanent mailing address. E-mail is the primary means of communication between faculty, staff, and students. Your Geneseo e-mail address is listed on Knightweb under the Personal Information Menu.

## **Parking Permits**

If you will be driving to and parking on campus while taking classes, you must have a parking permit and park in the commuter parking lots. In order to obtain a parking permit, visit the Parking Services web site at <http://www.geneseo.edu/pts>.

## **Library Use**

Milne Library is open for use by all students. You will need to have your Geneseo I.D. card with you in order to sign out materials from the library. To use the computers, your username and password are the same as your email address and password.

## **my.geneseo.edu**

From the my.geneseo.edu portal, you can access you email account, your academic records, your financial balances. You can customize your page with links to your favorite websites and other customization options.

## **Transcripts**

A transcript reflects the results of courses in which the student was registered at the College. In addition, when applicable, they indicate either the date of graduation and the degree conferred or the date of withdrawal or dismissal. Students may request official transcripts of their permanent records by contacting the Registrar's Office in Erwin 102 or visiting <http://www.geneseo.edu/registrar/transcriptinformation>.

## **Disability Services**

The Office of Disability Services provides assistance and coordinating support services for students who have various impairments, facilitating access to programs, services, and campus facilities by the removal of architectural barriers and the initiation of program changes. The Office serves any full-time or part-time Geneseo student with a qualified permanent disability which limits one or more of life's major activities (walking, talking, seeing, hearing, breathing, learning, etc.); this includes students with mobility, sensory, communication, mental or learning differences, as well as those with basic health impairments or "hidden disabilities" (epilepsy, diabetes, rheumatism, cancer, alcoholism, etc.) It is up to the individual student to choose whether to take advantage of any of Disability Service's offerings. Students anticipating use of support services should contact the Office of Disability Services in Erwin 22 as soon as possible to discuss accommodations.

## **Equal Opportunity/Affirmative Action**

The State University of New York College at Geneseo actively supports equal opportunity for all persons and takes affirmative action to see that both the total student and employee populations at the College enjoy equal opportunities. The College is based upon the academic and personal qualifications of applicants and is granted without regard to age, color, disability, marital status, national origin, sex, sexual orientation, religion, race, or status as a disabled or Vietnam-era veteran. Financial assistance, within the limits of

resources available, is provided on an equal basis to all qualified students, including minorities and women, who are making satisfactory progress toward a degree. The College makes its placement services available only to those firms and school systems which comply with existing equal opportunity laws, and so informs all clients and potential employers. Employers who seek to restrict applicants to a particular race, color, religion, national origin, age, marital status, or sex (except in limited cases where sex is a bona fide occupational qualification) are not served; nor are employers who fail to depict minorities, women, and individuals with disabilities in a favorable light in promotional literature or other materials. The College encourages the development of courses which are relevant to the experiences of, and facilitates and supports appropriate expansion of research materials dealing with, minorities and women. The College encourages the involvement of students, faculty, and administrators, including those who are members of minority groups, in the affairs of the community.

## **Student Records**

The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect College educational records pertaining to them as individuals and to obtain copies for a fee. Students are also accorded a right to question the content of a record and to receive a formal hearing if dissatisfied with responses to such questions. Written consent from a student is required before personally identifiable information can be released from the individual educational record in all cases except those specifically exempted by law.

## **Academic Programs**

# **SUNY Geneseo**

## **School of Business**

### **Accounting, M.S.**

**Denise Rotondo**, Dean of the School of Business ([www.geneseo.edu/business](http://www.geneseo.edu/business))

**Harry Howe**, Program Coordinator for M.S. in Accounting

Distinguished Service Professor: D. Strang Professors: I. Alam, C. Annala, A. Gu, H. Howe, A. Jassawalla, P. Markulis, M. Mitschow.

Associate Professors: S. Chen, R. Gifford, J. Gutenberg, M. Schinski, C. Shin. Assistant Professors: L. Gao, M. Lee, F. Sheikh, L. Stone.

Lecturers: B. Boyd, J.T. Nolan, J. Quinn Adjunct Lecturers: J. Fasoldt, R. Gargano, R. Landy, M. Partapurwala, K. Revekant, P. Scipione, S. Shimick, M. Towner.

## **Program Description**

The Masters in Accounting Program in the School of Business at SUNY Geneseo meets the New York State CPA licensure requirements, as well as providing skills and knowledge expected for superior performance in the increasingly demanding accounting profession. Designed to be a full-time program, students will normally complete the degree in one year. This time frame enhances the linkages between the courses in

the program. The five accounting courses cover topics in financial, managerial, and tax accounting, advanced audit and a capstone in financial accounting theory and research. Courses with a management or economics prefix cover information systems, quantitative methods, managerial economics, advanced financial management and electives.

The academic schedule includes two courses in the summer and four each in the fall and spring semesters. Small classes, accessible faculty and carefully designed curriculum all reflect the high quality of Geneseo's accounting program.

Geneseo's MS in Accounting has been designed to satisfy the New York State Dept. of Education requirements for CPA licensure, which consists of a bachelor's or higher degree and 150 credits in areas which include but are not limited to at least:

- 33 semester hours of accounting including each of the following content areas:
  - Financial Accounting and Reporting Taxation
  - Cost or Management Accounting Audit and Attestation Services
- 36 credits of business

The curriculum must also include either as a standalone course work or as content integrated in other courses: coverage of business or accounting communications, ethics and professional responsibility, and accounting research.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Management: 12 credits

- MGMT 500 - Leadership in Organizations **Credit(s): 3**
- MGMT 511 - Financial Management **Credit(s): 3**
- MGMT 522 - Quantitative Analysis **Credit(s): 3**
- MGMT 550 - Information Systems Theory and Practice **Credit(s): 3**

### B. Accounting: 15 credits

- ACCT 502 - Advanced Financial Accounting **Credit(s): 3**
- ACCT 503 - Strategic Management Accounting **Credit(s): 3**
- ACCT 510 - Advanced Taxation Accounting **Credit(s): 3**
- ACCT 520 - Advanced Auditing Theory **Credit(s): 3**
- ACCT 530 - Accounting Theory and Research **Credit(s): 3**

### C. Economics: 3 credits

- ECON 525 - Managerial Economic Analysis **Credit(s): 3**

**Total: 30 credits**

## Rotation:

The M.S. in Accounting courses will be offered in the following rotation:

### Summer

- MGMT 522 - Quantitative Analysis **Credit(s): 3**
- MGMT 550 - Information Systems Theory and Practice **Credit(s): 3**

### Fall

- ACCT 502 - Advanced Financial Accounting **Credit(s): 3**
- ACCT 510 - Advanced Taxation Accounting **Credit(s): 3**
- MGMT 511 - Financial Management **Credit(s): 3**
- ECON 525 - Managerial Economic Analysis **Credit(s): 3**

### Spring

- ACCT 503 - Strategic Management Accounting **Credit(s): 3**
- ACCT 520 - Advanced Auditing Theory **Credit(s): 3**
- ACCT 530 - Accounting Theory and Research **Credit(s): 3**
- MGMT 500 - Leadership in Organizations **Credit(s): 3**

For additional information, contact:

Dr. Harry Howe Director, MS Accounting Professor, Accounting  
School of Business, SUNY-Geneseo  
(585) 245-5465  
howeh@geneseo.edu

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

## School of Education

### Adolescence Education (7-12), English Specialization Certification, M.S.

### Program Description

Students who complete this program are eligible for New York State professional certification in Adolescence Education (7-12). Five areas of academic specialization in 7-12 are available: English, French, Mathematics, Social Studies, and Spanish.

# English Specialization

**Paul Schacht**, Chair (<http://www.geneseo.edu/english>)

Distinguished Teaching Professors: R. Herzman, B. McCoy, E. Stelzig. Professors: K. Asher, M. Blood, R. Doggett, G. Drake, C. Easton, E. Gillin, T. Greenfield, R. Hall, M. Lima, C. Long, J. Walker. Associate Professors: K. Cooper, G. Paku, A. Rutkowski, C. Woidat. Assistant Professors: K. Gentry, J. Okada, L. Smith. Lecturers: I. Belyakov, J. Fenn, W. Harrison, C. Perri, S. West. Adjunct Faculty: C. Anderson, C. Beltz-Hosek, J. Eddy, T. Ellis, N. Folts, C. Guyol, E. Herzman, W. Kennison, A. Leslie, G. McClure, T. Metzger, M. Millard, D. Munnell, A. Pankratz.

Students who complete this program are eligible for New York State professional certification for teaching English at the Adolescence level.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Core Area of Study: 15 credits

- CURR 536 - Teaching Young Adult Literature **Credit(s): 3**
- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education **Credit(s): 3**
- EDUC 603 - The School and Society **Credit(s): 3**
- EDUC 604 - Educational Research and Methodology **Credit(s): 3**
- EDUC 625 - Studies in English Education **Credit(s): 3**

### B. Department Area of Study: 12 credits

Four courses selected from graduate English offerings

### C. Electives: 3 credits

Under advisement selected from any graduate course offering

### D. Culminating Experience: 3 credits

- CURR 635 - Action Research in Reading and Literacy **Credit(s): 3**

## Total: 33 credits

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

# Adolescence Education (7-12), French Specialization Certification, M.S.

## Program Description

Students who complete this program are eligible for New York State professional certification in Adolescence Education (7-12). Five areas of academic specialization in 7-12 are available: English, French, Mathematics, Social Studies, and Spanish.

## French Specialization

**Lori Bernard**, Chair ([http://go.geneseo.edu/languages\\_and\\_literatures](http://go.geneseo.edu/languages_and_literatures))

Professor: B. Evans. Associate Professors: L. Bernard, J. Gomez, C. Klima, R. McEwen. Assistant Professors: K. Adabra, K. Matthews.

Visiting Assistant Professors: C. Agostinelli, K. Fredericks. Lecturer: F. Brea, N. Sarrab, E. Silvaggio-Adams.

Adjunct Faculty: A. Aljaysh, A. Betts, S. Circe, W. Heller, W. Kennison, D. Owens, R. Ptak, J. Samudio, J.

Tang, T. Tewksbury, R. Vallejo.

Students who complete this program are eligible for New York State professional certification for teaching French at the Adolescence level.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Core Area of Study: 6 credits

- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education  
**Credit(s): 3**
- EDUC 603 - The School and Society **Credit(s): 3**

### B. Department Area of Study: 12 credits

Four courses selected from graduate French offering

### C. Electives: 9-15 credits

Electives under advisement selected from any graduate course offering

### D. Culminating Experience: 0-6 credits

The completion of a comprehensive examination **OR** a thesis in the target language under the guidance of a faculty advisor in the Department of Foreign Languages. The choice must be registered with the Dean of the



School of Education. Theses must conform to the guidelines approved by the College and the School of Education.

Theses format must conform to that prescribed by the *MLA Style Manual and Guide to Scholarly Publishing*.

Total: 26-39 credits

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

## Adolescence Education (7-12), Mathematics Specialization Certification, M.S.

### Program Description

Students who complete this program are eligible for New York State professional certification in Adolescence Education (7-12). Five areas of academic specialization in 7-12 are available: English, French, Mathematics, Social Studies, and Spanish.

### Mathematics Specialization

**Christopher Leary**, Chair (<http://www.geneseo.edu/math>)

Distinguished Teaching Professors: G. Towsley, O. Nicodemi. Professors: D. Baldwin, C. Leary, A. Macula. Associate Professors: B. Esham, C. Haddad, A. Heap, J. Johannes, A. Kedzierawski, P. Rault, M. Sutherland, C. Tang. Assistant Professors: Y. Bilgic, M. Pawlikowski, L. Smith. Lecturers: D. Dussault, D House, E. Harris, S. McKenna, G. Reuter, B. Stewart. Visiting Assistant Professors: A. Beeson. Adjunct Faculty: A. Rose, F. Szucs.

Students who complete this program are eligible for New York State professional certification for teaching Mathematics at the Adolescent level.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

### Program Requirements

#### A. Core Area of Study: 12 credits

- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education **Credit(s): 3**
- EDUC 603 - The School and Society **Credit(s): 3**
- EDUC 604 - Educational Research and Methodology **Credit(s): 3**
- INTD 610 - Seminar on Secondary School Mathematics and Pedagogy **Credit(s): 3**

#### B. Department Area of Study: 12 credits

Four courses selected from graduate Mathematics offerings

### C. Electives: 3-6 credits

Electives under advisement selected from any graduate course offering

### D. Culminating Experience: 3-6 credits

Research project conducted under the supervision of a faculty member from the Department of Mathematics and/or the School of Education. These format must conform to that prescribed by the *MLA Style Manual and Guide to Scholarly Publishing*.

**Total: 30-36 credits**

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select **Graduate** for Level and select by appropriate course prefix for **Subject**.

## **Adolescence Education (7-12), Social Studies Specialization Certification, M.S.**

### **Program Description**

Students who complete this program are eligible for New York State professional certification in Adolescence Education (7-12). Five areas of academic specialization in 7-12 are available: English, French, Mathematics, Social Studies, and Spanish.

The specialization in Social Studies is administered by the Departments of **Geography** (<http://www.geneseo.edu/geography>); **Anthropology** (<http://www.geneseo.edu/anthropology>); **Economics** (<http://www.geneseo.edu/business>), **Sociology** (<http://www.geneseo.edu/sociology>); **Political Science** ([http://www.geneseo.edu/political\\_science](http://www.geneseo.edu/political_science)); and **Psychology** (<http://www.geneseo.edu/psychology>).

Students who complete this program are eligible for New York State professional certification for teaching Social Studies at the Adolescence level.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

### **Program Requirements**

#### **A. Core Area of Study: 16 credit**

- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education **Credit(s): 3**
- EDUC 603 - The School and Society **Credit(s): 3**
- EDUC 604 - Educational Research and Methodology **Credit(s): 3**

- EDUC 640 - The Writing Process:Pre-K to 8 **Credit(s):**
- INTD 697 - Interdepartmental Seminar in the Social Studies **Credit(s):** 3
- INTD 690 - Seminar in Secondary Education **Credit(s):** 1

## B. Department Area of Study: 12 credits

Four courses selected from graduate offerings in: History, Geography, Anthropology, Economics, Sociology, Political Science, or Psychology

## C. Electives: 3 credits

Electives under advisement selected from any graduate course offering

## D. Culminating Experience: 3 credits

Research project conducted under the supervision of a faculty member from the social sciences faculty and/or the School of Education. The theses format must conform to that prescribed by the *MLA Style Manual and Guide to Scholarly Publishing*.

## Total: 34 credits

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

# Adolescence Education (7-12), Spanish Specialization Certification, M.S.

## Program Description

Students who complete this program are eligible for New York State professional certification in Adolescence Education (7-12). Five areas of academic specialization in 7-12 are available: English, French, Mathematics, Social Studies, and Spanish.

**Lori Bernard**, Chair ([http://go.geneseo.edu/languages\\_and\\_literatures](http://go.geneseo.edu/languages_and_literatures))

Professor: B. Evans. Associate Professors: L. Bernard, J. Gomez, C. Klima, R. McEwen. Assistant Professors: K. Adabra, K. Matthews.

Visiting Assistant Professors: C. Agostinelli, K. Fredericks. Lecturer: F. Brea, N. Sarrab, E. Silvaggio-Adams.

Adjunct Faculty: A. Aljaysh, A. Betts, S. Circe, W. Heller, W. Kennison, D. Owens, R. Ptak, J. Samudio, J. Tang, T. Tewksbury, R. Vallejo.

Students who complete this program are eligible for New York State professional certification for teaching French at the Adolescence level.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Core Area of Study: 6 credits

- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education  
**Credit(s): 3**
- EDUC 603 - The School and Society **Credit(s): 3**

### B. Department Area of Study: 12 credits

Four courses selected from graduate Spanish offering

### C. Electives: 9-15 credits

Electives under advisement selected from any graduate course offering

### D. Culminating Experience: 0-6 credits

The completion of a comprehensive examination *OR* a thesis in the target language under the guidance of a faculty advisor in the Department of Foreign Languages. The choice must be registered with the Dean of the School of Education. Theses must conform to the guidelines approved by the College and the School of Education

Theses format must conform to that prescribed by the *MLA Style Manual and Guide to Scholarly Publishing*.

### Total: 26-39 credits

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

## Education, Early Childhood Education (Birth - Grade 2), M.S.

Please note that this program is only offered when enrollment numbers allow: minimum of 10 students required.

**Anjoo Sikka**, Dean of the School of Education ([www.geneseo.edu/education](http://www.geneseo.edu/education))

**Susan Salmon**, Program Coordinator for Graduate Programs

Distinguished Service Professor: D. Showers Professors: E. Balajthy, D. Granger, D. Marozas, J. Morse, L. O'Brien, K. Rommel-Esham.

Associate Professors: M. Jensen, C. Kreutter, D. MacKenzie, S. Peck, L. Steet, K. Sugarman, A. Urso, L. Ware. Assistant Professors: P. Barber, E. Hall, K. Keegan, B. Morgan. Visiting Assistant Professor: S.

Henry, J. King Adjunct Faculty: E. Brown, J. Galante. Director of Student Success: T. Peterson Director of Student Teaching: D. Watts Field Experience Coordinator: T. Riordan Xerox Center for Multicultural Teacher Education: S. Norman NCATE Coordinator: J. Williams

# Program Description

This Master's degree program is open to applicants who have their initial teaching certification in Early Childhood Education, Childhood Education, Childhood Education with Special Education, or Special Subjects (Birth-Grade 2). The program is designed to allow students with initial certification in Early Childhood Education to obtain professional certification in Early Childhood Education and to allow students with other areas of initial certification to obtain professional certification in that area and to add initial certification in Early Childhood Education.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Foundational Courses: 6 credits

(must be completed by all students)

- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education **Credit(s): 3**  
or
- EDUC 603 - The School and Society **Credit(s): 3**
- EDUC 604 - Educational Research and Methodology **Credit(s): 3**

### B. Pedagogical Content Courses: 15-18 credits

- ECED 641 - Child Development and Assessment in Early Education **Credit(s): 3**
- ECED 642 - Advanced Curriculum Development in Early Education **Credit(s): 3**
- ECED 643 - Policy Issues and Programs in Early Education **Credit(s): 3**
- ECED 644 - Family Relations in Early Education **Credit(s): 3**
- ECED 646 - Language and Literacy Across the Early Childhood Curriculum **Credit(s): 3**
- ECED 645 - Action Research Seminar in Early Education **Credit(s): 3** (optional) \*

### C. Electives: 3-6 credits

Electives under advisement selected from any graduate course offering

### D. Internship: 6 credits

- ECED 647 - Leadership/Inquiry Internship in Early Education **Credit(s): 2** semester hours to be repeated in 1 or more settings for 6 hours
  - (a) To be taken in 2-hour segments and repeated in 1 or more setting for 6 hours;
  - (b) Includes minimum of 50 hours plus 20 days in early childhood classroom at prekindergarten, kindergarten, and grade 1 or 2 levels, if no prior experiences at these levels

## E. Culminating Experience:

A comprehensive examination, *OR* a videotape of a research/leadership project presentation plus a project paper (\*requires ECED 645), **OR** a thesis under the guidance of an advisor (\*requires ECED 645).

**Total: 33-39 credits**

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

## Education, Teaching in Multicultural Education (Grades 1-6), M.S.

**Anjoo Sikka**, Dean of the School of Education ([www.geneseo.edu/education](http://www.geneseo.edu/education))

**Susan Salmon**, Program Coordinator for Graduate Programs

Distinguished Service Professor: D. Showers Professors: E. Balajthy, D. Granger, D. Marozas, J. Morse, L. O'Brien, K. Rommel-Esham.

Associate Professors: M. Jensen, C. Kreutter, D. MacKenzie, S. Peck, L. Steet, K. Sugarman, A. Urso, L.

Ware. Assistant Professors: P. Barber, E. Hall, K. Keegan, B. Morgan. Visiting Assistant Professor: S.

Henry, J. King Adjunct Faculty: E. Brown, J. Galante. Director of Student Success: T. Peterson Director of

Student Teaching: D. Watts Field Experience Coordinator: T. Riordan Xerox Center for Multicultural Teacher Education: S. Norman NCATE Coordinator: J. Williams

## Program Description

This Master's program is open to applicants who have the **initial** classroom teaching certificate for teaching at the Childhood level. The graduate program for Teaching in Multicultural Education (TIME) will add to students' undergraduate knowledge of teaching and learning in grades 1-6 schools by focusing on the multicultural dimensions of education in a diverse society. The program will begin with a core component that will address the philosophical, psychological, and social dimensions of multicultural education, focusing on critical pedagogy, multicultural materials, and methods that are social constructivist, antiracist, and global in perspective. The program will include a research component, in which students will take a research course, and design and complete a project or a thesis, according to revised guidelines for projects and theses.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Core of Common Learnings: 18 credits

- EDUC 578 - Creating a Multicultural Classroom **Credit(s): 3**
- EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education **Credit(s): 3**
- EDUC 603 - The School and Society **Credit(s): 3**

- EDUC 604 - Educational Research and Methodology **Credit(s): 3**
- CURR 632 - Science Math-Elem School **Credit(s): 3**
- CURR 633 - Math Methods-Elementary School **Credit(s): 3**

## B. Pedagogical Content Courses: 6 credits

- CURR 630 - Language Arts Methods for the Elementary School **Credit(s): 3**  
or
- EDUC 660 - Theory/Prac Multi Educ: **Credit(s): 3** (Language Arts subtitle)
- CURR 631 - Multicul Soc St Meth-Elem Sch **Credit(s): 3**  
or
- EDUC 660 - Theory/Prac Multi Educ: **Credit(s): 3** (Social Studies subtitle)

## C. Electives: 6 credits

Two elective courses chosen from among CURR 630 (if not already taken), CURR 631 (if not already taken), the EDUC 660 series (different subtitles), EDUC 588 or other graduate course offerings chosen under advisement.

## D. Culminating Experience: 4-6 credits

- EDUC 699 - Directed Study **Credit(s): 1-3**
- EDUC 620 - Thesis Research **Credit(s): 3-6 (Credit(s): 3)**

**Total: 34-36 credits**

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

# Education, Teaching of Reading and Literacy (Birth - Grade 12), M.S.

**Anjoo Sikka**, Dean of the School of Education ([www.geneseo.edu/education](http://www.geneseo.edu/education))

**Susan Salmon**, Program Coordinator for Graduate Programs

Distinguished Service Professor: D. Showers Professors: E. Balajthy, D. Granger, D. Marozas, J. Morse, L. O'Brien, K. Rommel-Esham.

Associate Professors: M. Jensen, C. Kreutter, D. MacKenzie, S. Peck, L. Steet, K. Sugarman, A. Urso, L.

Ware. Assistant Professors: P. Barber, E. Hall, K. Keegan, B. Morgan. Visiting Assistant Professor: S.

Henry, J. King Adjunct Faculty: E. Brown, J. Galante. Director of Student Success: T. Peterson Director of

Student Teaching: D. Watts Field Experience Coordinator: T. Riordan Xerox Center for Multicultural Teacher

Education: S. Norman NCATE Coordinator: J. Williams

## Program Description

The Reading and Literacy B-12 program is clinically based and requires candidates to work directly with students on developing reading proficiencies. The program prepares candidates to teach and administer literacy efforts in a B-12 setting meeting the diverse needs of students. Emphasis is placed on knowledge of research methods, findings in the field, diagnosis and instruction in meeting students' individual needs. As their capstone experience, candidates will take two semesters of CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Chldhd, or Adoles), an intensive practicum experience in reading and CURR 635 - Action Research in Reading and Literacy where they will design and implement an action research project.

Applicants to the Literacy B-12 program must hold initial classroom teaching certification. Successful completion of the program will yield professional certification in Literacy B-12.

Please visit [http://www.geneseo.edu/graduate\\_admissions](http://www.geneseo.edu/graduate_admissions) for detailed information about the application process.

## Program Requirements

### A. Core of Common Learnings: 21 credits

- CURR 610 - Foundations of Literacy Education **Credit(s): 3**
- CURR 611 - Methods and Materials in Reading/Literacy: Pre-School - Grade 6 **Credit(s): 3**
- CURR 612 - Diagnosis and Assessment in Reading and Literacy: Early Childhood and Childhood **Credit(s): 3**
- CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Chldhd, or Adoles) **Credit(s): 3 B-6 \***  
CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Chldhd, or Adoles) **Credit(s): 3 5-12 \***
- CURR 635 - Action Research in Reading and Literacy **Credit(s): 3**
- EDUC 604 - Educational Research and Methodology **Credit(s): 3**

### B. Foundation of Education: 3 credits

Choice of **either**:

- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s): 3**  
or
- CURR 620 - Teaching of Reading for Secondary, College, and Adult Students **Credit(s): 3**

### C. Literacy Electives: 9 credits

You must choose **three** Literacy electives. Here is a partial list to choose from:

- CURR 536 - Teaching Young Adult Literature **Credit(s): 3** in the 7-12 Curriculum
- CURR 538 - Teaching Literature, Birth through Sixth Grade **Credit(s): 3**
- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s): 3**
- CURR 620 - Teaching of Reading for Secondary, College, and Adult Students **Credit(s): 3**
- CURR 630 - Language Arts Methods for the Elementary School **Credit(s): 3**
- CURR 640 - The Writing Process Pre K-8 **Credit(s): 3**



## D. Elective: 3 credits

Elective under advisement selected from any graduate course offering

## E. Final Evaluation:

\* Degree candidates must successfully complete a field-centered research project under the guidance of an advisor (CURR 535) and 6 credits of clinical practica (CURR 513). Final written reports of research projects must conform to the School of Education guidelines and the format prescribed by the style manual of the American Psychological Association or Turabian, *A Manual of Style* (University of Chicago Press).

Total: 36 credits

For descriptions of graduate courses visit: <https://knightweb.geneseo.edu>, then click on **Course Catalog** and follow the links to select Graduate for **Level** and select by appropriate course prefix for **Subject**.

## Anthropology

## Biology

## Chemistry

## English

## Language and Literatures

## Mathematics

## Physics

## Course Descriptions

### ACCT 502 - Advanced Financial Accounting

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will cover advanced aspects of consolidation accounting and additional advanced accounting topics. Advanced aspects of consolidation accounting will include pre and post acquisition issues, transfers

of non-current assets, intercompany transactions, and consolidation ownership issue. Additional advanced topics will include foreign currencies and entities, SEC reporting, advanced partnership accounting, accounting for investments, revenue recognition, pension accounting and an introduction to governmental and fund accounting. *Offered every fall*

**Prerequisite(s):** ACCT 211 and graduate status.

### **ACCT 503 - Strategic Management Accounting**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course involves an in-depth coverage of selected contemporary aspects of advanced management accounting and strategic cost management, and will be conducted as a seminar/discussion class with extensive use of case studies. Topics include the historical perspective of management accounting, regression analysis and cost behavior, resource allocation and capacity cost, activity based costing and management, cost based decision making, decentralization and performance evaluation, financial and non-financial measures of performance, the balanced scorecard, advanced aspects of capital expenditure evaluation, and incentive compensation schemes. *Offered every spring*

**Prerequisite(s):** ACCT 270 and senior/graduate status.

### **ACCT 510 - Advanced Taxation Accounting**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course involves an in-depth study of federal income taxation as it applies to individuals, corporations, and partnerships, including complex topics related to those entities. Students will also be introduced to the following: Estate and gift taxation, fiduciary accounting, tax-exempt entities, and qualified and nonqualified plans related to employee compensation. Students will have the opportunity to develop their competencies in tax research and tax planning, and in the use of technology in tax practice. Additionally, regulatory provisions and professional standards for tax practices will be considered, with a review of sanctions imposed for failure to comply. *Offered every fall*

**Prerequisite(s):** ACCT 310 and graduate status.

### **ACCT 520 - Advanced Auditing Theory**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course is a study of audit theory and the application of that theory to accounting systems (cycles) and financial statements. Auditing standards, planning, internal control evaluation and evidence accumulation as they relate to the accounting systems and auditor reports are emphasized, along with an exploration of the professional responsibilities and dilemmas faced by independent auditors. *Offered every spring*

**Prerequisite(s):** ACCT 320, ACCT 502, and graduate status.

### **ACCT 530 - Accounting Theory and Research**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course involves a study of the theoretical underpinnings of accounting and their applications to the practice of the discipline. Material covered will include the nature of accounting theory and measurement, research methods in accounting, institutional issues, the conceptual framework, accounting information and the capital asset pricing model, income measurement systems, political influences on financial reporting, and international issues. The course will include a substantive research paper requirement, which will serve as a capstone experience in the MS (Accounting) program. *Offered every spring*

**Prerequisite(s):** ACCT 502 and graduate status.

### **ANTH 515 - Iroquois Field School**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Background lectures and readings, combined with site visits and studies of the Indian, particularly Seneca-Iroquois, occupation of the Genesee Valley and adjacent regions, from Late Woodland times to the Nineteenth Century; emphasis is on specific sites and locales of prominence in Iroquois life and history, especially community and reservation sites north and south along the Genesee River from Genesee; site visits, onsite research, surface surveys, mapping, documentary studies, local history, and ethnohistory are all used to supplement traditional approaches to knowledge of the Iroquois of the Genesee country. *Offered when demand is sufficient*

### **ANTH 526 - Native Voices: Mesoamerica & Andes**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A comparative review of the sources and the social history of pre-Hispanic societies at the time of contact with Europeans and during the early colonial period. Emphasis is on the institutions and ideologies and the variations in social, economic, and political patterns that developed in different areas and in different times. *Offered: summer*

### **ANTH 535 - Early Civilization in Americas**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of pre-Columbian societies in Middle America and South America. Focus is on the evolution of early

farming societies through state organization. Major transformations in cultural evolution are treated (The domestication process, urbanization and the rise of the state). Alternative cultural and social systems are explored through analysis and interpretation of archaeological data. *Offered: summer*

## **BIOL 500 - Advanced Cell Biology**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

An introduction to the molecular and structural organization of the eukaryotic cell. Topics include the plasma membrane, internal membranes, synthesis of proteins, membrane-bound organelles, photosynthesis and respiration, the cytoskeleton and motility, cell growth and division, hormones and receptors, and nerve cells and electrical properties of membranes. Students will also pursue an independent project in cell biology.

*Offered fall and spring*

**Prerequisite(s):** One course in organic chemistry is recommended. May not be taken for credit by students who have received credit for BIOL 300.

## **BIOL 501 - Advanced Cell Biology Lab**

**Credit(s):** 1

**Lecture:** 0

**Non-Lecture:** 3

Selected experiments in Cell Biology that illustrate some of the basic principles, techniques, and experimental models in current use. The course is intended to be taken concurrently with BIOL 500 or after BIOL 500 has been taken *Offered every fall*

## **BIOL 506 - Evolutionary Biology**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 3

An examination of the patterns and processes of evolution and their application to past, present and future phylogenies. Emphasis placed on mechanisms of speciation. *Offered every spring*

**Prerequisite(s):** Ecology and Genetics recommended.

## **BIOL 511 - Advanced Taxonomy--Vascular Plants**

**Credit(s):** 4

**Lecture:** 2

**Non-Lecture:** 4

A lecture and field course studying the patterns of variation among individuals and the causes of these patterns. Representative families of vascular plants are studied with particular reference to the local flora. Field trips will be required outside of class hours. *Offered fall, even years*

## **BIOL 522 - Molecular Biology**

**Credit(s):** 4

**Lecture:** 4

**Non-Lecture:** 0

An advanced-level course dealing with genetic and regulatory mechanisms at the cell and molecular level.  
*Offered every spring*

**Prerequisite(s):** Genetics, Microbiology, and Biochemistry.

## **BIOL 535 - Immunology**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A consideration of immunological phenomena, including properties of antigens and antigen structure; properties of antibodies and immunoglobulin structure; antigen-antibody interactions; complement; the evolution, distribution, and mechanisms of formation of antibody; cellular immunology.

**Prerequisite(s):** Permission of instructor.

## **BIOL 542 - Parasitology**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 3

A consideration of patterns and processes of evolution, including the variability of natural populations, natural selection, molecular evolution, speciation, phylogeny, and macroevolution. *Offered spring, even years*

**Prerequisite(s):** Genetics and Ecology.

## **BIOL 545 - Biology of Insects**

**Credit(s):** 4

**Lecture:** 3

**Non-Lecture:** 3

The classification, reproduction, development, morphology, physiology, behavior, and economic importance of the Class Insecta are presented through lectures and demonstrations. Each student is expected to complete an extensive insect collection. (Field trips may sometimes be scheduled other than during regularly scheduled class hours.) *Offered when demand is sufficient*

**Prerequisite(s):** One course in invertebrate biology.

## **BIOL 576 - Environmental Management**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

An extension of basic ecology, with emphasis on its biological aspects. The frame-work of study is the operation of the ecosystem, and the mechanisms for its regulation of energy and material flows. Agricultural, industrial, and social activities are examined for their qualitative and quantitative effect. The legal and educational means of controlling these effects are examined. Particular attention is given to critical study of land and water management practices in New York. *Offered every fall*

**Prerequisite(s):** One ecology course and ENVR 124.

### **BIOL 578 - Microscope Techniques**

**Credit(s):** 1  
**Lecture:** 1  
**Non-Lecture:** 0

A lecture-demonstration course concerned with a discussion of the principles of light and electron microscopy, the instrumentation available, and the principles involved in preparation of material for microscopy. *Offered every fall*

**Prerequisite(s)/Corequisite(s):** Coursework in histological techniques or electron microscopy.

### **BIOL 585 - Limnology**

**Credit(s):** 4  
**Lecture:** 2  
**Non-Lecture:** 4

A study of the physical, chemical, and biological features of inland waters and the relationship of environmental factors to biological productivity. Field studies of local lakes and streams, using limnological methods and instruments, will be emphasized. *Offered fall, odd years*

**Prerequisite(s):** General Biology, CHEM 116, and CHEM 117.

### **BIOL 590 - Biological Techniques: (subtitle)**

**Credit(s):** Credit may be earned for as many times as registration is approved by the student's advisory committee, up to a maximum of 5 credits for the M.A. degree  
A laboratory course devoted to the acquisition of skills used in biology. Each skill area is taught as a separate module, for 1 or 2 credits. Options include: Ecological Techniques; Electron Microscopy; Molecular Biology; Immunology; Animal Tissue; Tissue Culture; Histological Techniques.

**Prerequisite(s):** Permission of instructor.

### **BIOL 591 - Population and Community Ecology**

**Credit(s):** 3  
**Lecture:** 3

**Non-Lecture:** 0

A study of the dynamics, regulation, and interaction of plant and animal populations within selected ecosystems. Population studies will include theories of growth, competition, and exploiter-victim relationships. Ecosystem diversity and processes, including succession and climax, will also receive emphasis. *Offered spring, even years*

**Prerequisite(s):** Ecology.

### **BIOL 599 - Special Problems in Biology/Directed Study**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The student will, under advisement, choose an area of biology worthy of detailed study and pursue this study under the guidance of a faculty member. The study may be a field or laboratory problem or a search of the literature. *Offered by individual arrangement*

**Prerequisite(s):** Permission of Instructor.

### **BIOL 695 - Biology Internship**

**Credit(s):** Academic credit granted for the internship can vary from 1 to 8 hours.

The Biology Internship Program offers the opportunity for students to pursue a meaningful field experience in Biology through public or private agencies or organizations. The program is designed to allow the students to augment their classroom backgrounds with practical experiences.

### **BIOL 699 - Graduate Research in Biology**

**Credit(s):** 1-6 to be arranged

An informal course in which the students carry on individual research on a biological problem under the guidance of the instructor. *Offered by individual arrangement*

**Prerequisite(s):** Permission of Instructor.

### **CHEM 500 - Topics in Biochemistry**

**Credit(s):** 2-4 to be arranged

Advanced lectures and/or laboratory in biochemistry stressing recent developments and the current literature. May include lectures reviewing current concepts in the chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, vitamins, or enzymes; or current concepts in physical biochemistry; or may include laboratory exercises designed to acquaint the student with techniques for isolation and characterization of metabolic products. Topics will be varied to meet the needs of students majoring in biology or biochemistry. The course may be repeated for credit whenever a new topic is offered. *Offered: demand is sufficient*

**Prerequisite(s):** Introductory courses in organic chemistry and in biochemistry. Physical chemistry desirable.

## **CHEM 501 - Introduction to Biochemistry**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The chemistry of colloids, proteins, carbohydrates, lipids, enzymes, vitamins, and hormones, and an introduction to principal metabolic pathways. *Offered when demand is sufficient*

**Prerequisite(s):** CHEM 213, CHEM 322, or CHEM 324.

## **CHEM 510 - Topics in Organic Chemistry**

**Credit(s):** 2-4 to be arranged

An intensive study of a special topic in organic chemistry with emphasis on developments from the current literature. Possible topics for the course may include physical organic chemistry, natural products, stereochemistry, heterocycles, modern synthetic methods. The course may be repeated for credit whenever a new topic is offered. *Offered: when demand is sufficient"*

## **CHEM 511 - Theoretical Organic Chemistry**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A detailed study of reaction mechanisms and modern theoretical concepts. Includes introduction to Huckel molecular orbital theory, Woodward-Hoffman Rules, photo-chemistry, linear free energy relationships, reactive intermediates, and other topics of contemporary interest. *Offered: when demand is sufficient"*

## **CHEM 520 - Topics in Physical Chemistry**

**Credit(s):** 2-4 to be arranged

An intensive study of a selected topic in advanced physical chemistry with emphasis on modern concepts and recent developments. Topics for this course could include chemical thermodynamics, statistical thermodynamics, physical chemistry of solutions, atomic spectroscopy and structure, molecular spectroscopy and structure, chemical applications of group theory, quantum chemistry, kinetic molecular theory, chemical kinetics, advanced instrumental techniques. This course may be repeated for credit whenever a new topic is offered. *Offered: when demand is sufficient*

## **CHEM 521 - Advanced Physical Chemistry**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of the basic principles underlying atomic and molecular structure and spectra, and an introduction to the quantum mechanical theory of the chemical bond. *Offered when demand is sufficient*

**Prerequisite(s):** CHEM 322. Recommended MATH 326.



## **CHEM 530 - Topics in Inorganic Chemistry**

**Credit(s):** 2-4 to be arranged

"An intensive study of an advanced topic in inorganic chemistry. Topics, to be offered according to the interests of staff and students, may include chemical bonding, coordination compounds, inorganic syntheses, x-ray crystallography, radiochemistry. The course may be repeated for credit whenever a new topic is offered. *Offered: when demand is sufficient*

## **CHEM 531 - Inorganic Chemistry II**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Chemistry of the elements and selected inorganic compounds from a modern point of view. *Offered: when demand is sufficient*

## **CHEM 590 - Graduate Seminar**

**Credit(s):** 1

**Lecture:** 1

**Non-Lecture:** 0

Presentation and discussion of topics from the current research literature. *Offered: every fall*

## **CHEM 596 - Research in Chemistry**

**Credit(s):** 2-6 to be arranged

Individual studies in inorganic, analytical, organic, and physical chemistry which require both literature and laboratory research. Hours to be arranged. *Offered: by individual arrangement*

## **CHEM 601 - Topics in Biochemistry**

**Credit(s):** 2-4 to be arranged

Advanced lectures and/or laboratory in biochemistry stressing recent developments and the current literature. May include lectures reviewing current concepts in the chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, vitamins, or enzymes; or current concepts in physical biochemistry; or may include laboratory exercises designed to acquaint the student with techniques for isolation and characterization of metabolic products. Topics will be varied to meet the needs of students majoring in biology or biochemistry. The course may be repeated for credit whenever a new topic is offered. *Offered demand is sufficient*

**Prerequisite(s):** Introductory courses in organic chemistry and in biochemistry. Physical chemistry desirable.

## **CHEM 611 - Topics in Organic Chemistry**

**Credit(s):** 2-4 to be arranged

An intensive study of a special topic in organic chemistry with emphasis on developments from the current

literature. Possible topics for the course may include physical organic chemistry, natural products, stereochemistry, heterocycles, modern synthetic methods. The course may be repeated for credit whenever a new topic is offered. *Offered when demand is sufficient*

**Prerequisite(s):** CHEM 322.

### **CHEM 621 - Topics in Physical Chemistry**

**Credit(s):** 2-4 to be arranged

An intensive study of a selected topic in advanced physical chemistry with emphasis on modern concepts and recent developments. Topics for this course could include chemical thermodynamics, statistical thermodynamics, physical chemistry of solutions, atomic spectroscopy and structure, molecular spectroscopy and structure, chemical applications of group theory, quantum chemistry, kinetic molecular theory, chemical kinetics, advanced instrumental techniques. This course may be repeated for credit whenever a new topic is offered. *Offered when demand is sufficient*

**Prerequisite(s):** CHEM 322 and/or permission of instructor.

### **CHEM 631 - Topics in Inorganic Chemistry**

**Credit(s):** 2-4 to be arranged

An intensive study of an advanced topic in inorganic chemistry. Topics, to be offered according to the interests of staff and students, may include chemical bonding, coordination compounds, inorganic syntheses, x-ray crystallography, radiochemistry. The course may be repeated for credit whenever a new topic is offered. *Offered when demand is sufficient Curriculum*

**Prerequisite(s):** CHEM 330 and/or permission of instructor.

### **CURR 515 - International Children's Lit**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

International Children's Literature offers graduate students the opportunity to explore B-Grade 8 literature from across the globe. The course framework highlights multiple ways of engaging with international literature to support children's critical exploration of their own cultural identities, ways of living within specific global cultures, the range of cultural perspectives within any unit of study, and complex global issues. *Offered fall and when demand is sufficient.*

### **CURR 536 - Teaching Young Adult Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course is designed to assist teachers in understanding and applying current theory in educational curriculum and in literary criticism to teaching and integrating young adult literature in grades 7-12. It will also provide the opportunity for students to read and evaluate recent adolescent literature from a variety of

perspectives, including those relating to literary technique and gender and cultural differences. *Offered summer and when demand is sufficient.*

### **CURR 538 - Teaching Literature, Birth through Sixth Grade**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Stresses the importance of literature in all areas of children's (birth through sixth grade) learning and development for both typical and atypical learners. The course is designed to use literature to develop critical reading skills and to foster the appreciation of the contributions of literature to various areas of the curriculum. *Offered fall and when demand is sufficient.*

### **CURR 540 - Content Area Reading/Literacy in the Secondary School**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course serves as an introduction to learning text and study/learning strategies in grades 7-12. The major purpose is to better inform content area teachers about ways to use textbooks, supplementary readings, and writing/speaking/listening more effectively. Special focus is placed on differentiating text-based instruction in content subjects for diverse learners and on the role of the content area teacher in adolescents' reading and literary development. *Offered summer and when demand is sufficient.*

### **CURR 579 - Computers and Technology in Reading/Language Arts: Workshop**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Serves as a comprehensive survey of the use of computers and technology for teaching and managing instruction in reading and language arts. The course content includes studies of the history of computer applications in reading, as well as purpose and design of software, use of the Internet, and research on computer applications in education. Emphasis is placed on evaluation and use of software. This course is designed primarily for elementary teachers and reading specialists. *Offered when demand is sufficient.*

### **CURR 609 - Method/Material-Adol:English**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course focuses on current approaches and practices in teaching the English Language Arts in grades 7-12 with special emphasis on writing. It is also designed to assist pre-service teachers in becoming acquainted with literary selections and resources used to teach adolescents from grades 7-12. This course features 60 hours of field work at middle schools and high schools. This will allow for the teacher candidate to observe and/or apply practical approaches for classroom teaching as well as the observation of theoretical models in action. As a key portion of this course, students construct a thematic unit consistent

with the New York State Learning Standards and the IRA/NCTE Standards for the English Language Arts. An assortment of literature and personal-literacy based activities and assignments provide authentic experience in teaching and also stimulate reflection on pedagogical theory. Collaborative pedagogy is modeled throughout the course. This course also emphasized the reading of this literature, in particular, the genre of young adult fiction, and will introduce methods for integrating the literature within the English classroom. The course also considers the selection of literature for students of a full range of abilities including students with special needs and English Language Learners. *Offered every spring*

**Prerequisite(s):** INTD 203, PSYC 216, EDUC 404, and EDUC 347.

## **CURR 610 - Foundations of Literacy Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The purpose of this course is to acquaint teachers with current theory and research in reading and writing instruction. As several large-scale research studies support the position that children can learn to read from a variety of materials and methods, this course is designed to investigate the range of theories, past and present, that have shaped reading and writing pedagogy. *Offered fall and summer.*

**Prerequisite(s):** A minimum of 6 credits of undergraduate coursework in reading/literacy education or its equivalent.

## **CURR 611 - Methods and Materials in Reading/Literacy: Pre-School - Grade 6**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course deals with key approaches to the teaching of literacy, with particular attention to methods and materials useful in teaching struggling readings. Emphasis is placed both on contemporary approaches and on those of importance in the history of American literacy instruction. The course will typically provide additional detailed focus on one or two methods or curricula of contemporary interest. *Offered fall and summer.*

**Prerequisite(s):** CURR 510.

## **CURR 612 - Diagnosis and Assessment in Reading and Literacy: Early Childhood and Childhood**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course introduces students to principles of diagnosis and assessment in reading, writing, and literacy. Informal and formal assessment instruments are studied and administered. Attention is paid to patterns of reading disability, as well as implications for instruction. The course involves students in case studies at both the emergent literacy level and at the elementary level, in which children's literacy achievement is assessed. Students study how to implement district-wide and school-wide assessment programs. *Offered spring and*

summer.

**Prerequisite(s):** CURR 510 and CURR 511.

**Prerequisite(s)/Corequisite(s):** EDUC 504.

### **CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Chldhd, or Adoles)**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course provides students a clinical, tutorial experience in assessment and instruction with a child who has a reading difficulty. Students will find this course a culminating experience for their graduate program, in which they bring together their studies in literacy theories and methods to examine one child in depth and to participate in discussions and decision-making about the other children in the clinic.

**Prerequisite(s)/Corequisite(s):** For Early Childhood and Childhood sections: CURR 512. For Middle Childhood and Adolescence sections: CURR 522.

### **CURR 614 - Reading and Literacy Learning in a Diverse Society**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course focuses on issues of concern to reading and literacy teachers in our increasingly multicultural society. Emphasis is placed upon research - both quantitative and qualitative - that has examined the characteristics and needs of children from diverse social, cultural and language backgrounds. Major perspectives offered in the course critically examine pedagogies that are particularly designed for such diverse students, including critical pedagogies and multiple illiteracies perspectives. *Offered when demand is sufficient.*

### **CURR 617 - Advanced Clinical Experience in Reading/Literacy**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 2

This course is designed to provide opportunities to develop proficiency in investigating the nature and cause of severe reading difficulties. A key element in the process will be an intensive experience in administering and interpreting a variety of assessment instruments in conjunction with the diagnostic evaluation of a reader with severe difficulties. Students will explore alternatives remediation in a clinical setting. *Offered when demand is sufficient.*

**Prerequisite(s):** CURR 513.

### **CURR 620 - Teaching of Reading for Secondary, College, and Adult Students**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

For reading specialists and other teachers who are concerned with the reading/literacy problems of older students, as well as with the current sociocultural factors that have an impact on their educational lives. Primary focus is on the secondary school developmental and remedial reading programs. Attention is also given to the needs of at-risk college students and to adult literacy development. *Offered fall and summer.*

**Prerequisite(s):** CURR 510.

### **CURR 622 - Diagnosis & Assessment in Reading & Literacy: Middle Childhood to Adolescence**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Students will investigate the nature and causes of reading and literacy difficulty in middle childhood and adolescence. Various formal and informal instruments designed for use with these age groups will be used to identify difficulties, interpret results, and plan remediation. Particular attention will be paid to policies of state and federal testing. Focused attention will be placed on specialized assessment formats. *Offered when demand is sufficient.*

**Prerequisite(s):** CURR 520.  
**Prerequisite(s)/Corequisite(s):** EDUC 504.

### **CURR 624 - Pedagogy&Instruction for TESOL**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

This course examines historical and theoretical perspectives in the field of TESOL and describes contemporary instructional models and approaches for English Language Learners. This course focuses on methods, materials, and technology to meet the needs of English Language Learners of all backgrounds and teach proficiencies to communicate information, ideas, and concepts necessary for academic success in the area of language arts. Additionally, this course will emphasize planning, implementation, and content instruction that is authentic and collaborative in nature. *Offered Spring semester and offered Summer*

**Prerequisite(s):** EDUC 521.  
**Corequisite(s):** EDUC 548.

### **CURR 625 - Assmnt-Based Instr Prac-TESOL**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

The course provides candidates a clinical, tutorial experience in assessment and instruction with one or

more English Language Learners (ELLs), in which they will bring together their studies in linguistics, culture, language development, literacy, and pedagogy to assess and provide individualized instruction for one or more ELLs. Candidates will engage in discussions and decision-making with peers in a clinical setting. This course is offered off-site within a learning community. Focus is given to community and home relations.

*Offered every Summer and offered Spring not on a regular basis.*

**Corequisite(s):** CURR 624.

### **CURR 630 - Language Arts Methods for the Elementary School**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course focuses on principles of developmentally appropriate instruction derived from research related to the language arts. Writing process approaches and children's literature are used to show how reading, writing, listening, and speaking can be meaningfully integrated into the curriculum. *Offered when demand is sufficient.*

### **CURR 631 - Multicul Soc St Meth-Elem Sch**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Recognizing fundamental multicultural concepts and their germaneness to social studies instruction, students construct a model showing the conceptual framework of each of the social sciences as they might contribute to the solution of selected social science problems; apply the interfaces of historical and geographic perspectives to the solution of selected social science problems; select from among alternatives the most appropriate multicultural research models for testing selected hypotheses; outline a plan for application; evaluate selected social studies units and/or materials in accord with multicultural guidelines; select primary sources germane to a given social studies problem; teach a set of lessons employing them; and construct, teach, and evaluate a series of lessons to help students develop multicultural group process skills and group investigatory techniques. *Offered: every fall, odd years*

### **CURR 632 - Science Math-Elem School**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Candidates will demonstrate knowledge of cognitive development, the nature of science as inquiry, active learning and constructivism, multicultural learner factors, interdisciplinary teaching, and authentic assessment as bases for designing, delivering, and assessing instruction that teaches basic concepts and principles of science and science process skills as identified in the New York State Standards for Science, Mathematics and Technology and exhibit the skills of a reflective practitioner in planning and achieving professional development.

### **CURR 633 - Math Methods-Elementary School**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Recognizing the levels of cognitive abilities and the differing multicultural backgrounds of children related to math ideas and skills they might be expected to learn, students identify and describe the cognitive abilities and prescribe math skills appropriate to these abilities; collect, order, and describe a variety of professional math resources, including the materials from multicultural perspective, available to the elementary school math teacher; plan and construct appropriate concrete or pictorial models to represent selected mathematical ideas; select or develop materials useful in diagnosing a learner's ability to perform selected math skills; diagnose success; and present remedial lessons if needed.

### **CURR 635 - Action Research in Reading and Literacy**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

This course is designed to help students synthesize information learned from other reading/literacy course work, generalize about issues in reading, critically analyze information heard and read, make judgments about the efficacy of policies and procedures in reading, and initiate change in reading instruction. The course is centered around the implementation and reporting of a significant action research project.

**Prerequisite(s):** CURR 511 and EDUC 504.

### **ECED 641 - Child Development and Assessment in Early Education**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

This course assists graduate teacher education students in developing their awareness of major theories of child development, current child development research, methods of child assessment, and implications of child development theories and research for early education. Students will gain a deeper understanding of research on the physical, perceptual, cognitive, language, affective, and social development of your children (birth to 8 years). Various perspectives and methods for studying young children will be examined. Students will design and implement a mini-research study related to child development.

### **ECED 642 - Advanced Curriculum Development in Early Education**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

This course provides an opportunity to investigate in depth the nature of curriculum inquiry and learning environments appropriate for children, ages birth-8. The intersections between curricular assumptions, cultural and community influences, children's development and learning, educational settings, content, and learning experiences will be examined within contemporary early childhood curriculum frameworks. At the core of this course is development of an inquiry project. Through development of an in depth project on a real world topic, participants will reflect on the ways children can learn through inquiry, communication, and



documentation of their learnings. Participants in this course will plan collaboratively, carry out field work, represent what they have learned, and share their representations by means of discussion and display.

### **ECED 643 - Policy Issues and Programs in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course enables students to analyze issues in the education and care of young children (birth to age 8), to develop recommendations for early childhood policy and program development to engage in collaborative child advocacy efforts, and to develop their capacities for leadership roles. Graduate students also investigate and analyze well-known program orientations and modes of program delivery from an ecological perspective and relate these findings to development of early education programs and policies.

### **ECED 644 - Family Relations in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This Course examines the dynamic interrelationships among the school, the family, and the community from both ecological and psycho-social perspectives. From these perspectives, it addressed development of curriculum-based parent workshops and parent leadership workshops as well as strategies that teachers can use to strengthen home-school communications. Literature on designing, planning, and implementing parent programs as well as literature on parent leadership development and parent-teacher communication is studied. Through a home/school or home/community project as well as other in-class activities, students will develop their parent involvement and parent communication skills.

**Prerequisite(s):** ECED 541 and ECED 542.

### **ECED 645 - Action Research Seminar in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course introduces students to action research. Teachers investigate either their own practice, or a situation involving children's development, behavior, social interactions, or learning difficulties, family involvement, or an alternative learning environment, in order to gain a better understanding of it and to make professional decisions. A primary objective of this course is to prepare students to develop and implement an action research project. Topics include an analysis of collaborative and spectator forms of research and issues in research design, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research.

**Prerequisite(s):** EDUC 504, ECED 541, and ECED 542.

### **ECED 646 - Language and Literacy Across the Early Childhood Curriculum**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

ticular emphasis will be placed on understanding young children's emergent language and literacy learnings using developmentally appropriate forms of instruction and assessment, and providing children with rich literacy environments that influence their learning in all areas of the curriculum. Other considerations will be: (a) roles appropriate to the teacher as a facilitator of young children's literacy development, (b) perspectives and strategies for working with diverse populations of children, and (c) strategies for supporting and encouraging parent's participation in young children's language and literacy development.

## **ECED 647 - Leadership/Inquiry Internship in Early Education**

**Credit(s):** 2 semester hours to be repeated in 1 or more settings for 6 hours

This course allows students, in an approved field setting, to build their capacities as curriculum leaders, advocates for young children and their families, and program development and policy leaders. In addition to fieldwork in a field setting, the course involves seminar participation and a field inquiry process for examining beliefs and practices. Placements may occur in an early childhood program (birth to grade 2) or in a community agency or organization, which affects early childhood policy at the regional, state, or national level. Prior to registration, students must complete an application and negotiate with the field site supervisor approximately four inquiry objectives to be achieved while in the placement. A professionally reflective journal, recording events, ideas, and steps toward achieving these objectives, will be kept and a field inquiry report, analyzing these experiences, will be completed and presented in the seminar.

**Prerequisite(s):** Completion of required foundations courses and early education pedagogical content courses (EDUC 501 or EDUC 503, EDUC 504, ECED 541, ECED 542, ECED 543, ECED 544, ECED 546).

## **ECON 525 - Managerial Economic Analysis**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Managerial economics introduces the basic principles of economic analysis as applied to managerial decisions to determine how an organization can achieve its aims most efficiently. This course applies statistical and quantitative tools and the methodological approaches commonly used by economists to business problems as demand estimation, product pricing, profit maximizing level of output, cost minimizing level of input use, and forecasting.

**Prerequisite(s):** ECON 101, ECON 102 and graduate status.

## **EDUC 505 - School Law**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

A study of the legal authority, powers, and the liabilities of school personnel. The legal aspects of control of school finances, curriculum, and property are emphasized as related to state and federal regulations.

## **EDUC 506 - Service Learning Seminar**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Candidates will use content knowledge from their majors to prepare and implement an academic service learning project in a school setting. Candidates meet once a week in a seminar to discuss the learning needs of adolescent school pupils, especially how young adolescents develop a stronger sense of self-esteem and success in school and community.

## **EDUC 507 - Phil of Multicultural Educ**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will acquaint graduate students with philosophy of education pertinent to designing courses, units, lessons, materials, and implementing pedagogy and assessment for an education that is anti-bias and non-discriminatory.

**Prerequisite(s):** Senior standing, completion of Student Teaching for undergraduate students, admission to graduate programs, or permission of instructor.

## **EDUC 508 - Models of Tchg: Secondry**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Students will identify and analyze diverse models of teaching which are applicable to students of different abilities. Attention will be given to the models which integrate skills and concepts appropriate to curriculum development and instruction in grades 7-12.

## **EDUC 510 - Psycholinguistic and Sociolinguist Aspects of the Reading Process**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Students demonstrate knowledge of several theories of reading, including how one learns to process print. The interrelationship between oral language, reading, and writing is explored. Strategies for understanding narrative and expository text are developed. Informal assessment techniques are presented and data analyzed.

## **EDUC 511 - Methods and Materials of Elementary Reading**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Designed to present an in-depth analysis of contemporary approaches to the teaching of reading, focusing on the methods and materials. Subskill, interactive, and holistic-integrated reading approaches will be studied. Current research in the areas of curriculum and assessment in the PreK-6 curriculum will be presented. Students will apply theory and methods to curriculum development.

**Prerequisite(s):** EDUC 510.

### **EDUC 512 - Diagnosis and Evaluation: Reading**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Students investigate the nature and causes of reading difficulty. Various informal and standardized diagnostic instruments are used to identify, interpret, and plan remediation for students with reading problems. Data from group standardized reading tests are evaluated and interpreted for organization and implementing reading instruction in the school setting.

**Prerequisite(s):** EDUC 510 and EDUC 511 or permission of instructor.

### **EDUC 513 - Practicum: Meeting the Special Needs of Readers**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Based on clinical work with children, students plan daily and weekly lessons, implement instruction, and assess progress. Students use results of evaluation to aid in planning learning activities. They write a case study and report findings to parents.

**Prerequisite(s):** EDUC 512 or permission of instructor.

### **EDUC 517 - Advanced Clinical Experience in Reading**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 2

Designed to provide opportunities for the student to develop proficiency in investigating the nature and cause of severe reading disability. A key element in this process will be intensive experience in interpreting a variety of test data based on individual performance. Students will explore a number of alternatives for planning and managing remedial programs to meet the special needs of the reader. Practical experience will be provided through diagnostic teaching-testing in a clinical setting.

**Prerequisite(s):** EDUC 512 and EDUC 513.

### **EDUC 520 - Teaching Reading for Secondary, College and Adult Students**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

For reading specialists and other teachers who are concerned with the reading problems of older students. Primary focus is on junior and senior high school developmental and remedial reading programs. Attention is also given to the needs of at-risk college students and to adult literacy development. The role of the secondary reading teacher as a provider of reading and writing instruction is considered.

**Prerequisite(s):** EDUC 510.

## **EDUC 521 - Linguistics & Culture for TESOL**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

This course presents conceptual foundations and general principles of linguistics relevant to the teaching of English to speakers of other languages with an emphasis on culture and its interrelationship with language acquisition, production, and comprehension. Candidates are provided a psycholinguistic and sociolinguistic overview of normal speech and language development with particular emphasis on speech perception, the cognitive and social prerequisites to the acquisition of language, and the development of the form (syntax, morphology, phonology and phonetics), content (semantics), and use (pragmatics) of language. Major language acquisition theories are studied, and programs and techniques designed to facilitate acquisition of language skills are introduced. The relationship of language development to cognitive and social-emotional growth is explored, as well as the nature and role of culture in communication and in constructing supportive learning environments for English Language Learners.

## **EDUC 523 - Reading and Language Arts for the Young Child**

**Credit(s):** 3  
**Lecture:** 2  
**Non-Lecture:** 2

Contemporary practices in the teaching of reading and language arts to young children are critically examined in relationship to current research. Implications for modification and improvement of instruction will be drawn. Skill in diagnostic-prescriptive procedures will be obtained in a clinical setting.

**Prerequisite(s):** A child development course and a teaching of reading course or permission of instructor.

## **EDUC 530 - Language Arts Methods for the Elementary School**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

This course focuses on principles of developmentally appropriate instruction derived from research related to the language arts. Writing process approaches and children's literature are used to show how reading, writing, listening, and speaking can be meaningfully integrated into the curriculum.

## **EDUC 531 - Social Studies Methods for the Elementary School**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 2

Recognizing fundamental concepts and their germaneness to social studies instruction, students construct a model showing the conceptual framework of each of the social sciences as they might contribute to the solution of selected social science problems; apply the interfaces of historical and geographic perspectives to the solution of selected social science problems; select from among alternatives the most appropriate research models for testing selected hypotheses; outline a plan for application; evaluate selected social studies units and/or materials in accord with specific guidelines; select primary sources germane to a given social studies problem; teach a set of lessons employing them; and construct, teach, and evaluate a series of lessons to help pupils develop group process skills and group investigatory techniques.

## **EDUC 532 - Science Methods for the Elementary School**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 2

Recognizing developmental cognitive abilities of children that relate to learning about science, students state in their own words, analyze, and apply major science ideas; diagnose abilities of elementary school children relative to major science concepts; use sequences of science lessons designed for children at different levels of cognitive abilities; design, evaluate, and redesign elementary science process and environmental education lessons; and examine in depth at least two new elementary school science courses of study which include teaching science processes as major aims and make an illustrated presentation about them.

## **EDUC 533 - Mathematics Methods for the Elementary School**

**Credit(s):** 3

**Lecture:** 2

**Non-Lecture:** 2

Recognizing levels of cognitive abilities of children related to math ideas and skills they might be expected to learn, students identify and describe the cognitive abilities and prescribe math skills appropriate to these abilities; collect, order, and describe a variety of professional math resources available to the elementary school math teacher; plan and construct appropriate concrete or pictorial models to present selected mathematical ideas; select or develop materials useful in diagnosing a learner's ability to perform selected math skills; diagnose success; and present remedial lessons if needed.

## **EDUC 535 - Foundations of Reading**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

An introductory survey course presenting the fundamentals of reading theory, instruction, and assessment. Teaching strategies based on current elementary methods and materials will be explored. This course is for

students with no prior coursework in reading. This course cannot be used as an elective in the reading program.

### **EDUC 539 - Teaching Content in the Elementary School**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Designed to prepare teachers to analyze the content of textbooks, determine the content to be taught and use reading processes to effectively meet lesson goals and objectives. The course stresses the importance of using reading skills and processes to understand the information presented in textbooks and other curriculum materials. Teaching strategies, techniques, and preparation of materials will be emphasized in relation to the various styles of presentation of content information.

### **EDUC 540 - The Writing Process:Pre K-8**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Research on literacy suggests that writing and reading development develop interactively. Building on this research base this course will examine writing development and practices from Pre-K through adult. Particular emphasis will be placed on learning from writing samples, developing meaningful classroom writing activities and writing as a tool for reflection. Other considerations will include: (a) learning from current research on the writing process, (b) exploring emergent, beginning and school writing theory and practice, (c) explore the roles of the teacher in supporting independent writing in the classroom, and (d) exploring strategies for supporting and encouraging writing across the curriculum and outside of school settings.

### **EDUC 542 - Advanced Curriculum Development in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Using insights from research on learning environments appropriate for children aged 0-8, students will apply this information when designing curriculum. Account will be taken of the interactions between settings, learning, instruction, and development within the framework of such issues as why, how, what, and where young children learn.

### **EDUC 544 - Family Relations in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Discusses the theoretical and practical implications of an ecological approach to working with families. Using this model, parent-teacher collaboration is examined with respect to planned change. Literature on

designing, planning, and implementing parent programs is studied. Through case presentation and role-playing, students improve their skills in conducting small and large groups, and parent conferences.

### **EDUC 548 - Lit&LangDv-Eng-Spkrs OtherLang**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course introduces students interested in questions of language acquisition to the theories and practices relating to language and literacy development in a second language. Emphasizes basic curriculum theory for the English as a Second Language (ESL) classroom, providing an analysis of curriculum models for ESL and bilingual/multilingual education. Basic methods of Teaching English for Speakers of Other Languages (TESOL) are used, as students apply theory to classroom practice through research and projects. New York State Education Department (N.Y.S.E.D.) bilingual progressions for the Common Core State Standards applied to ELL students provide the basis for curriculum work.

**Prerequisite(s):** Graduate student prerequisite: Must hold initial or professional teaching certificate or be enrolled in program leading to initial or professional teaching certificate. CURR 213 and (CURR 313 or EDUC 215).

**Prerequisite(s)/Corequisite(s):** At the undergraduate level and graduate level: EDUC 521.

### **EDUC 563 - International Field Experience**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Students in this course will spend two weeks in an enrichment practicum in an elementary school or a secondary school in England or another country. Discussions of classroom observations and seminars on comparative education will be provided in English by faculty from the host university or institute for teacher preparation.

**Prerequisite(s):** For graduate students in teacher preparation programs: (1) Initial licensure in one of the above areas.

### **EDUC 579 - Workshop: Mentoring Beginning Teachers**

**Credit(s):** 1

**Lecture:** 1

**Non-Lecture:** 0

Focuses on the process of mentoring in support of first-year teachers. Special attention will be given to helping prepare experienced classroom teachers for the new role of being a mentor to a first-year teacher. The course will focus on: the process of mentoring, the induction process, techniques of observation, and problems related to mentoring. Students will analyze current research on mentoring and induction.

**Prerequisite(s):** Permission of instructor; permanent certification; experience with supervision of student teachers.



## **EDUC 580 - Multicul Persp-Childhd & Youth**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course examines the impact of different backgrounds and life experiences on children from multicultural life circumstances through critical analysis of memoirs and novels of childhood and youth and movies on the educational experiences of children and youth. Students in the course also examine their own educational biography to understand the impact of their experiences on their education and the development of their professional stance as teachers. The course prepares preservice and inservice teachers to be sensitive to differences in children's learning and children's needs due to differences in their backgrounds, personal and social histories, associations, ethnicities, gender identification, learning styles, and differences from other sources.

**Prerequisite(s):** Senior standing or graduate status.

## **EDUC 585 - Graduate Student Teaching:Secondary**

**Credit(s):** 9-15

Analogous to its undergraduate counterpart, students engage in intensive teaching for a semester in a public school. Integrated with the student teaching experience are a seminar and content materials dealing with advanced methods and materials; the social, cultural, and physical setting of schools; and a synthesis of theory and practice of teaching. Participants work closely with public school personnel and college faculty to integrate and assess their experiences. *Offered by individual arrangement*

## **EDUC 599 - Directed Study**

**Credit(s):** 1-3

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. (Registration only with permission.) *Offered by individual arrangement*

## **EDUC 601 - Nature of Learning: Philosophical and Psychological Foundations of Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

In this course, candidates for professional certification will identify and examine basic philosophical and psychological assumptions which affect the process of education in order to assess their effect on decisions regarding teaching, learning, and curriculum. *Offered: every fall, spring, and even summers*

## **EDUC 602 - Models of Teaching: Elementary & Early Childhood Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Students will identify and analyze diverse models of teaching for children of different abilities. Attention will be given to the use of models to integrate skills and concepts in preschool and elementary curriculum development and instruction.

**Prerequisite(s):** EDUC 501 or permission of instructor.

### **EDUC 603 - The School and Society**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

In this course, candidates for professional certification will examine the nature of the school, within the larger community/society, the factors that affect the teacher's role in the school setting, democratic and cultural values, and social justice issues and practices. *Offered: every fall, spring, and odd summers*

### **EDUC 604 - Educational Research and Methodology**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Recognizing the need for instruction in the statistical tools used in the field of education, students are introduced to various statistical methods and to the rationale for their use. Research methods, research designs, and sampling techniques will be introduced. Research knowledge and statistics will be applied to a research proposal which includes major components such as identification of a research problem, purpose of the study, review of the related literature, statement of hypothesis, description of sample, selection or construction of measuring devices, collection of data, identification of appropriate statistics, and a plan for possible implementation. *Offered every semester*

### **EDUC 608 - Models of Teaching:Secondary Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Students will identify and analyze diverse models of teaching which are applicable to students of different abilities. Attention will be given to the models, which integrate skills and concepts appropriate to curriculum development and instruction in grades 7-12.

**Prerequisite(s):** EDUC 501 or permission of instructor.

### **EDUC 615 - Action Research Project in Reading**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

As a culminating and integrating experience, students design and carry out a field- or action-based project synthesizing their previous equivalent competence. *Offered when demand is sufficient*

## **EDUC 620 - Thesis Research**

**Credit(s):** 3-6

Investigation of an individual nature, carried out under the guidance of the graduate advisor.

## **EDUC 625 - Studies in English Education**

This course focuses on pedagogical knowledge that will enable candidates to assist learners in understanding and responding to the content knowledge of literature, reading, and writing. In addition to texts, candidates will explore the role of media and technology in assisting learners to acquire understanding and skill in the English language arts. Candidates also will evaluate approaches to assessment that enable teachers and students to assess learning outcomes. As candidates integrate knowledge gained from content courses in English, they will consider strategies for creating active learning environments that promote respect for ethnic, racial, language, cultural, gender, and learning differences.

## **EDUC 640 - The Writing Process:Pre-K to 8**

Research on literacy suggests that writing and reading development develop interactively. Building on this research base this course will examine writing development and practices from Pre-K through adult. Particular emphasis will be placed on learning from writing samples, developing meaningful classroom writing activities and writing as a tool for reflection. Other considerations will include: (a) learning from current research on the writing process, (b) exploring emergent, beginning and school writing theory and practice, (c) explore the roles of the teacher in supporting independent writing in the classroom, and (d) exploring strategies for supporting and encouraging writing across the curriculum and outside of school settings. *Offered: every semester*

## **EDUC 641 - Child Development and Assessment in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A full-time experience in grades 7-9 in an affiliated school. Designed to provide the student the opportunity to develop and refine skills and understandings of the teaching-learning process with middle grades students. A member of the College faculty, working cooperatively with the teaching and administrative staff of the school assists, observes, supervises, and evaluates each student teacher. Students participate in accompanying seminars on appropriate topics to enhance the experience. (To repeat this course requires permission of, and fulfilling any conditions set by, the Director of Field Experiences.)

## **EDUC 643 - Policy Issues in Early Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course provides knowledge of different approaches to establishing and maintaining well-managed 7-12 classrooms as well as understanding of the core values underlying different approaches. Through case analysis, role playing, cooperative learning, use of technology, and simulated practice, students will learn how to apply principles of classroom management to actual teaching situations. Students also will learn how

to organize a learning environment that minimizes management problems, how to avoid or overcome communication roadblocks, and how to respond to persistent, difficult behaviors.

### **EDUC 660 - Theory/Prac Multi Educ:**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will introduce candidates to the theory, the content, and associated methods, including assessment issues, materials, and advocacy issues, in various specific topics in multicultural education. Topics might include: Bilingual Education, Urban Education, Education of Women and Girls, and Globalization and Education.

### **EDUC 670 - Supervision of Student Teaching**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of the principles and techniques for the supervision of student teaching. Attention is given to the nature and purposes of student teaching in teacher education.

### **EDUC 671 - Improvement of Instruction**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Focuses on the processes of improving education. It clarifies the roles of the administrator, supervisor, teacher, consultant, and lay groups. It considers new and significant methods of instruction, which are of special interest to students in the class.

### **EDUC 679 - Workshop:**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course, designed for the computer novice, will introduce teachers (and prospective teachers) to a wide variety of uses for microcomputers in the classroom. The course will involve a great deal of "hands-on" experience. The course will include an introduction to the popular "integrated" software package called Microsoft Office, and will expose you to three of its components: the word processor, database, and electronic spreadsheet. The emphasis will be on showing you how a teacher might be able to use each of these components. You will learn how to access the Internet and how to use electronic mail ("e-mail") and the "World-Wide Web" to gather information for you and your students. You'll learn how to create a "multimedia presentation" using a popular program called "PowerPoint." Attention will also be given to the evaluation and selection of educational software.

### **EDUC 699 - Directed Study**

**Credit(s):** 1-3

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required.

**Prerequisite(s):** Registration only with permission.

### **ENGL 501 - Creative Writing**

**Credit(s):** 4

**Lecture:** 4

**Non-Lecture:** 0

Practice in writing fiction, drama, or poetry, with emphasis on individual writers and manuscripts. May be repeated for a total of 6 semester hours, under advisement only.

**Prerequisite(s):** Permission of instructor.

### **ENGL 506 - Writing for Teachers**

**Credit(s):** 4

**Lecture:** 4

**Non-Lecture:** 0

This course offers writing instruction to graduate students who intend to teach. Students read writing theory, review English grammar, and write a series of essays over the course of the term. You will be required to present your research findings on writing and pedagogy to the class.

### **ENGL 544 - Masters Studies in British Literature**

**Credit(s):** 4

**Lecture:** 4

**Non-Lecture:** 0

Studies in selected representative poetry, drama, and fiction in England from Chaucer to the 20th century.

### **ENGL 545 - Masters Studies in American Literature**

**Credit(s):** 4

**Lecture:** 4

**Non-Lecture:** 0

Studies in selected representative poetry and fiction in America from colonial times to the 20th century.

### **ENGL 560 - English Language**

**Credit(s):** 4

**Lecture:** 4

**Non-Lecture:** 0

Introduction to the study of English, including systems of phonology, morphology, syntax, and semantics as well as historical and sociological aspects. Particular emphasis is placed upon applications to the teaching of American English at primary and secondary levels and upon uses of language study in literary analysis.

### **FNCE 530 - Strategic Equity Valuation**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course presents a comprehensive introduction to methods of equity valuation with particular emphasis on the role of accounting information and strategic business factors in the pricing of corporate securities. Financial models covered in this class include Free Cash Flow, Residual Income, Market-to-Book and Multiples-based approaches. The course examines techniques of risk analysis relevant to the estimation of appropriate discount rates and expected cash flows. Restrictions: Accounting Graduate Student

### **FREN 513 - Contemporary French Society**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Analysis by French social critics of problems common both to French society and to the modern world.

**Prerequisite(s):** FREN 301.

### **FREN 514 - Insert Title**

### **FREN 516 - Grammar and Syntax**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Review of grammatical principles with intensive written and oral drill.

**Prerequisite(s):** FREN 301.

### **FREN 517 - French Phonology**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A linguistic analysis of the French sound system indicating problem areas for English speakers. Intensive practice in phonetics and corrective drills for the improvement of pronunciation and intonation.

**Prerequisite(s):** FREN 301 or equivalent.

## **FREN 518 - Advanced Grammar and Composition**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Intensive review of grammar and grammatical structures and their application to written communication.

**Prerequisite(s):** FREN 301 or permission of instructor.

## **FREN 523 - Linguistics**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Introduction to major morphologic, phonetic and syntactic structures of French and the fundamental assumptions about language change through time. Also an initiation to regional and social variation of French in the francophone world with a focus on pronunciation patterns, vocabulary items, and sentence structures.

**Prerequisite(s):** FREN 301.

## **FREN 525 - French Civilization**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

A study of the social, political, intellectual, and cultural life of France from ancient times to the present.

**Prerequisite(s):** FREN 301.

## **FREN 526 - The French Speaking World Outside Europe**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Analysis of major trends, issues, and movements in francophone civilizations from colonial and early post-colonial periods. A broad range of elements, including art, architecture, religion, education, family life and roles of women are highlighted.

**Prerequisite(s):** FREN 301.

## **FREN 550 - Early French Literature**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Close reading of major works from the 11th to the 16th centuries: epic, lyric, poetry, Arthurian romance, theater, prose.

**Prerequisite(s):** FREN 302 or equivalent.

### **FREN 555 - Classical Period and Enlightenment**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Close reading of major works from the 17th and 18th centuries: theatre, prose, poetry, philosophy.

**Prerequisite(s):** FREN 302.

### **FREN 560 - From Romanticism to Le Nouveau Roman**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of the trends and masterpieces of the 19th and 20th centuries.

**Prerequisite(s):** FREN 303 and FREN 304 or equivalent.

### **FREN 565 - Selected Topics in French Literature: (subtitles)**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of a period, a genre, a theme or a specific writer. Typical offerings could be: French women writers, comedy, Moliere, Voltaire, the novel. (May be taken twice under different subtitles.)

**Prerequisite(s):** FREN 303 and FREN 304 or equivalent.

### **FREN 575 - French-Canadian Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course surveys francophile literature of Canada, focusing on Quebec, but also including regions associated with the Acadian diaspora and other provinces. Themes such as tradition, exile and immigration, religion, family, identity, and gender will be explored during close reading of works from the 17th to the 21st centuries: prose, poetry, theater. Students will be required to read background information on the history of the francophone community of North America.

### **INTD 503 - Teaching Foreign Language in Elementary Schools**



**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Secondary foreign language teachers will need to extend their certification for 7-12 to include PreK-6. This course is designed to fulfill the 45-clock hour requirement to do so.

### **INTD 579 - Workshop/Teaching Economics in Grades K-12**

**Credit(s): 3**  
**Lecture: 2**  
**Non-Lecture: 2**

Intended to provide K-12 teachers, in the field, with a fundamental background in economics, and also acquaint them with available curriculum materials and innovative strategies for teaching economics. Each student will develop and field-test an economic education unit of instruction.

### **INTD 610 - Seminar on Secondary School Mathematics and Pedagogy**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

This course, which is intended for the graduate student enrolled in the M.S. in Education - Mathematics program, has two major components: (1) to provide a bridge between the college level mathematics required of the mathematics major and the mathematics in the secondary school curriculum and (2) to provide the first part of the integrated capstone experience of the program (the second part is the research project). The major focus of the course will be on selected mathematical topics from the secondary school curriculum and the pedagogical implications of instruction in reading, writing, listening, and speaking in the content area as well as strategies for modifying content for use with students having special needs.

### **INTD 690 - Seminar in Secondary Education**

**Credit(s): 1**  
**Lecture: 1**  
**Non-Lecture: 0**

An interdepartmental seminar, conducted jointly by the School of Education and academic departments to integrate selected educational research studies and curriculum development into students' classroom situations.

### **INTD 697 - Interdepartmental Seminar in the Social Studies**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Considers the interdependence of the social sciences and demonstrates the value of social science theory, pedagogy, and research. Designed to understand the philosophical underpinnings and evolving goals of

social studies education in our rapidly changing world. Attention is given to the development of a teacher as reflective practitioner who will inform his/her own practice and contribute to the profession.

## **MATH 521 - Foundations of Calculus**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Designed for teachers who desire to renew and to strengthen their knowledge of elementary calculus as well as for those who wish to probe the subject at a greater depth. Beginning with familiar material, the course attempts to develop the intermediate supporting theory. Topics covered include limit theory, differentiation, properties of continuous functions, and the theory of Riemann integration.

**Prerequisite(s):** A course in analysis.

## **MATH 532 - Classical Algebra**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Classical Algebra is an introduction to number theory and higher algebra within an historical context. Students in the M.S. program in secondary mathematics may use the course as mathematics elective. By permission of the department, it is open to undergraduates and will be available for 300-level mathematics credit to students who have not had both Number Theory (MATH 319) and Abstract Algebra (MATH 330).

**Prerequisite(s):** MATH 233.

## **MATH 533 - Applied Matrix Techniques**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Many models can be formulated as a system of linear equations. The main emphasis of this course is to investigate a number of models that can be solved using matrix techniques and linear algebra. Applications may include, but are not limited to, Least Squares Fitting of Data, Markov Chains, and Population Growth Models.

**Prerequisite(s):** A course in Elementary Linear Algebra.

## **MATH 535 - Transformational Geometry**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The concept of a geometric transformation is studied in conjunction with the basic structure of a group and properties of a space that remain invariant under specified transformations. Isometric and similarity

transformations of the plane will be studied in depth in both a synthetic and analytic framework. As time permits, inversions, affine, projective, and topological transformations will be investigated.

**Prerequisite(s):** A course in geometry.

### **MATH 536 - Euclidan &Non-Euclidn Geometry**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Presents the discovery of non-Euclidean geometry and the subsequent reformulation of the foundations of Euclidean geometry. Euclid's geometry, modern axiomatics, Hilbert's geometry and hyperbolic geometry are studied with a view of expanding the students' knowledge and perception of geometry, but also to gain an appreciation for Euclid's original work.

**Prerequisite(s):** A course in geometry.

### **MATH 537 - Applied Combinatoriecs**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course will cover the fundamentals of combinatorics, beginning with elementary counting techniques (combinations and permutations) and including such topics as generating functions, Polya's enumeration formula, and graph theory. There will be an emphasis on discrete modeling.

**Prerequisite(s):** A course in either Discrete Mathematics or Probability Theory.

### **MATH 560 - Statistical Methods**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course will cover basic statistical methods including the chi-square test, regression and correlation, analysis of variance and experimental design, and non-parametric statistics. The emphasis is on the art of statistical thinking and data analysis based on real-world problems. The use of the computer and their peripheral devices as tools to understanding the statistical concepts will be included in this course.

**Prerequisite(s):** One undergraduate course in Probability and Statistics.

### **MATH 570 - History and Fundamental Concepts of Mathematics**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A chronological development of the fundamental principles of modern mathematics. The underlying

concepts that form a basis for the axiomatic development of geometry, algebra, and analysis are discussed within the scope of the mathematics curriculum.

**Prerequisite(s):** One course in each of the areas: algebra, analysis, or geometry.

## **MATH 575 - Applied and Computational Mathematics**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Problems arising in a variety of fields will be investigated from a mathematical modeling perspective. The basic mathematical concepts and techniques widely used in Applied Mathematics and Numerical Analysis will be studied in the context of the applications. Numerical methods, involving the use of calculators and/or computer technology, which aid in the investigation, will be introduced dependent on the specific application.

**Prerequisite(s):** Calculus III and Elementary Linear Algebra.

## **MGMT 500 - Leadership in Organizations**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will provide opportunities for actively engaging in discussion, role-plays, analysis of articles, and participation in teamwork. Lecture will be kept at a minimum. A greater emphasis will be placed on critical thinking and applying the concepts and theories as best we can in a classroom environment. Small group activities and discussion will serve a dual purpose of learning concepts as well as developing your team. Additionally, you will have opportunities to conduct your own research on Leadership and present your findings and analysis to the class.

**Prerequisite(s):** MGMT 300 and graduate status.

## **MGMT 511 - Financial Management**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course will provide an advanced study of financial management techniques. It is designed to deal with financial topics not covered in previous finance and accounting classes. The class will present financial theory, key financial analysis tools, and will investigate the linkage between management decisions and their impact on the financial performance and economic value of the business. The course will require students to evaluate short-and long-term financing options and assess the implications of financing choices. It will also investigate issues of dividend policy, financial derivatives, bankruptcy, and mergers and the market for corporate control. Case studies will be used to provide a link between the classroom and the real world. Students will solve the cases in groups to help develop the problem solving and communication skills required for success in the business world.

**Prerequisite(s):** MGMT 311 and graduate status.

## **MGMT 522 - Quantitative Analysis**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will provide a broad overview of advanced quantitative methodologies needed for modern management. Topics covered will include decision analysis, optimization, risk management, theory of waiting lines, simulation, forecasting, and multiple regressions. Students will be required to work with computer packages for implementing the models taught in this course.

**Prerequisite(s):** ECON 202 and graduate status.

## **MGMT 550 - Information Systems Theory and Practice**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course covers the treatment of information as a system to be managed. Topics include a general overview of information systems; managing computer technology; transaction processing; internal controls, systems security; systems planning, analysis, design and documentation; legal and ethical issues; and database management. Students will also be exposed to data communications technologies.

**Prerequisite(s):** MGMT 350 or ACCT 308 and graduate status.

## **PHYS 501 - Mathematical Techniques Used in Physics**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Applications of the basic concepts of calculus, vector analysis, differential equations, complex variables, and special mathematical functions to problems in the field of mechanics, electricity and magnetism, and modern physics.

**Prerequisite(s):** MATH 326 and PHYS 321, or permission of department.

## **PHYS 502 - Advanced Dynamics**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The study of classical mechanics through the methods of vector calculus and differential equations. The description of the equations of motion in terms of the La-grange and Hamilton formulations. A development of the techniques of the many-body problems as it applies to classical physics.

**Prerequisite(s):** MATH 326 and PHYS 311 or permission of department.

## **PHYS 503 - Topics in Contemporary Physics**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A concentrated discussion of 3 or 4 discrete topics of current interest and activity in physics. The course will emphasize the use of professional journals.

**Prerequisite(s):** PHYS 321 and PHYS 352 or equivalent with department permission.

## **PHYS 507 - Electromagnetic Theory**

A lecture and problem course in classical electromagnetic theory leading to a mathematically consistent description of radiation, scattering, and dispersion.

**Prerequisite(s):** PHYS 501 and PHYS 331 or permission of instructor.

## **PHYS 511 - Quantum Mechanics I**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The basic postulates of Quantum Mechanics will be discussed and the Schrodinger Equation will be developed and discussed in detail. The remainder of the course will be involved with the application of the Schrodinger Equation to problems of atomic and nuclear physics. Calculus and Differential Equations are prerequisites for this course. Complex variables and properties of Orthogonal Function will be developed as needed in the course.

**Prerequisite(s):** MATH 326 and PHYS 352 or permission of the department.

## **PHYS 512 - Quantum Mechanics II**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A continuation of Quantum Mechanics I with emphasis on perturbation theory and the Dirac theory of the electron.

**Prerequisite(s):** PHYS 511 or permission of department.

## **PHYS 520 - Physics of the Solid State**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Presentation of the basic physical processes, which occur in solids, especially semi-conductors and metals.

Application of quantum mechanics and statistics to the thermal and electrical properties of various types of solids are made. Theoretical and experimental discussions of solid-state devices.

**Prerequisite(s):** PHYS 511 and MATH 326 or permission of department.

## **PHYS 522 - Physics of the Nucleus**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A description of the composition of nuclei, nuclear sizes, and binding energies. Discussion of various nuclear models, and detailed analysis of stable and unstable nuclei and the several modes of nuclear decay processes. The elementary particles will be discussed.

**Prerequisite(s):** PHYS 411 and MATH 326 or permission of the department.

## **PHYS 531 - Advanced Physics Laboratory I**

**Credit(s):** 2

**Lecture:** 0

**Non-Lecture:** 6

Students are expected to set up and work through a number of fundamental experiments, which are selected from all areas of physics. The two major goals are: 1) familiarization with modern equipment, and 2) increase in understanding of the physics world. (Requires knowledge of the basic concepts of undergraduate physics and a working knowledge of mathematics through calculus.)

**Prerequisite(s):** PHYS 321 and MATH 223 or permission of the department.

## **PHYS 532 - Advanced Physics Laboratory II**

**Credit(s):** 2

**Lecture:** 0

**Non-Lecture:** 6

A continuation of PHYS 531 - Advanced Physics Laboratory I.

**Prerequisite(s):** PHYS 531.

## **PHYS 581 - The Interstellar Medium**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Analysis of the physical and chemical state of materials in deep space with emphasis on recent research.

**Prerequisite(s):** PHYS 321 and PHYS 344 or permission of department.

## **PHYS 595 - Research in Physics I**

Individual studies in physics directed toward specific research projects. Hours to be arranged. *Offered by individual arrangement*

**Prerequisite(s):** Demonstrated competency in physics and permission of the department.

## **PHYS 596 - Research in Physics II**

Individual studies in physics directed toward a specific research project. (2 to 9 hours to be arranged.)

**Prerequisite(s):** PHYS 595 and permission of the department.

## **SPAN 501 - Spanish Writing Seminar**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course examines techniques of research and writing at the graduate level by focusing on the applications of research to literature and culture, the development of independent research projects, and the preparation and evaluation of scholarly criticism in the discipline. The primary goal of this course is to improve the ability of students to perform graduate research and writing at our institution as well as in full-immersion graduate programs abroad; however, more generally, it will help to prepare them for their professional careers.

**Prerequisite(s):** Admission into graduate program or by permission of instructor.

## **SPAN 513 - Contemporary Spanish Civilization**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Study of the main aspects of modern life in Spain (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, interview). Aural/oral skills emphasized.

## **SPAN 514 - Contemporary Spanish-American Civilization**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Study of the main aspects of modern life in Spanish America (institutions, society, way of life) through discussions based on the use of authentic documents (reviews, magazines, recordings, information online). Aural/oral skills emphasized.

## **SPAN 516 - Grammar and Syntax**



**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Review of the grammatical principles; in-depth study of major grammatical problems; intensive writing practice.

### **SPAN 517 - Phonology**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

A linguistic analysis of the target language sound system indicating problem areas for English speakers. Intensive practice in phonetics and corrective drills for the improvement of pronunciation and intonation.

### **SPAN 518 - Advanced Grammar and Composition**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Designed for the grammar specialist who wishes to have further insight into Spanish stylistics and syntax.

### **SPAN 519 - History of the Language**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

The historical development of the Romance language from its Latin origins is explored and its linguistic characteristics of the present day, as illustrated in texts and tape recordings, are examined.

### **SPAN 523 - Linguistics**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

The linguistic study of the major morphological classes and syntactic structures as well as an introduction to the historical and dialectal developments of the target language. Special emphasis is placed on contrastive analysis with English.

### **SPAN 525 - Spanish Civilization**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

A panoramic study of the social, political, intellectual, and cultural life of Spain from its origins to the present.

### **SPAN 526 - Spanish-American Civilizations**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A panoramic study, from its origins to the present, of the development of Spanish-American civilization as a multi-cultural phenomenon arising from the synthesis of Indo-American, Hispanic, Creole, Asian and African elements.

### **SPAN 550 - Early Spanish Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Acquaints the student with the literary works of the period.

**Prerequisite(s):** SPAN 303 and SPAN 304 or equivalent.

### **SPAN 552 - Golden Age Spanish Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Acquaints the student with the literary works of Spain's most glorious period.

**Prerequisite(s):** SPAN 303 and SPAN 304 or equivalent.

### **SPAN 553 - Colonial Latin-American Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of representative authors to the end of the colonial period.

**Prerequisite(s):** SPAN 305 and SPAN 306 or equivalent.

### **SPAN 562 - Nineteenth-Century Spanish Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Study of representative authors of the century.

**Prerequisite(s):** SPAN 303 and SPAN 304 or equivalent.

### **SPAN 563 - Nineteenth-Century Latin-American Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of representative authors of the period.

### **SPAN 572 - Spanish Literature of the Twentieth Century**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of representative authors of the period.

### **SPAN 573 - Twentieth-Century Latin-American Literature**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of representative authors.

**Prerequisite(s):** SPAN 305 and SPAN 306 or equivalent.

### **SPAN 582 - Selected Topics in Hispanic Literatures and Cultures: (subtitle)**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

A study of a period, a genre, a theme or a specific writer. (May be taken twice under different subtitles.)

### **SPED 506 - Applied Behavior Management**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Emphasizes the competencies, knowledge, and skills necessary to conduct effective behavior management programs for the benefit of students with disabilities, in a variety of special education settings. Focus will be on basic behavioral principles, procedures, and assessment methods necessary for effective programming.

### **SPED 507 - Seminar in Special Education**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Provides an opportunity for students to investigate and research the literature in their respective areas of training and integrate this with knowledge of best practices, current trends, and controversial issues. The course is designed to promote an interdisciplinary perspective by insuring that students with different areas of specialization comprise each seminar group. The format will include directed research activities, extensive discussion, and writing and on-going communication across disciplines. Terminal or co-terminal course in program.

### **SPED 510 - CntAreaLrngStr:High-IncidDisab**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Candidates will develop skills in teaching students with high incidence disabilities using a variety of strategies. Candidates will understand how instruction can be differentiated to meet the needs of all students through many different strategies for example: direct instruction, peer tutoring, cooperative learning, positive reinforcements, and multiple intelligences. Candidates will plan lessons based on State Standards, Common Core, and curriculum and use various strategies to engage students and reflect on practice.

**Prerequisite(s)/Corequisite(s):** SPED 205 or equivalent, SPED 511, CURR 540, and a minimum GPA of 3.0.

### **SPED 511 - LegalAsp&Cr Iss-Adol Spec Educ**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

This course will provide an in-depth review of issues and litigation/legislation, which impact adolescent persons with disabilities and their families and the persons who serve them. Identification, evaluation, and implementation of service delivery models will be included. Research on emerging issues/trends in adolescent special education will also be covered.

**Prerequisite(s)/Corequisite(s):** (SPED 231 and 205), SPED 510, CURR 540, and a minimum GPA of 3.0.

### **SPED 512 - EffClsrm&BehMgmt-AdolSettings**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

This course covers educational strategies and intervention techniques suitable for effectively managing a classroom including students with disabilities. Candidates are introduced to techniques for arranging the classroom environment and to behavior management techniques designed for use in a variety of adolescent educational settings. Candidates apply knowledge and skills developed in the course to conduct direct observations of students with disabilities and to design and carry out a behavior intervention plan.

**Prerequisite(s):** SPED 510, SPED 511, EDUC 504, and a minimum GPA of 3.0.

**Corequisite(s):** SPED 610.

### **SPED 515 - Emotionl Dist/Beh Disords-Char**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will provide an overview of the concepts, causal factors, and theoretical perspectives related to emotional disturbances and behavioral disorders, as well as service delivery systems for working in an educational setting with children who have emotional disturbances and/or behavior disorders. *Offered: every fall*

### **SPED 516 - Emotionl Dist/Beh Dis-Intervn**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Provides students with the background necessary to plan educational interventions suitable for use with students in a variety of settings who display emotional disturbance as a primary or secondary disabling condition.

### **SPED 532 - Intro to Vis Imp&Braille Skill**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course provides students with the knowledge of the historical, social, and philosophical background for educational programs and placements of individuals who are visually impaired. Legislation, current issues, classification of visual impairments, and an introduction to Braille skills will be included.

### **SPED 533 - Lrng Charctrstcs Mainstrmd Stu**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Analysis of biological, psychological, social aspects of mainstreamed students with disabilities such as mental retardation, learning disabilities, and behavior disorders. Emphasis is given to learning characteristics, historical and philosophical perspectives, definitions, classification systems, and organizational patterns for provision of mainstreamed educational services. The contributions of personnel from disciplines outside education are reviewed and evaluated. Library research related to various aspects of the course is required.

**Prerequisite(s):** School of Education permission required.

## **SPED 534 - Strat of Instr Organ in Sp Ed**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

The skills and competencies needed to effectively organize instructional programs and environments will be covered. Techniques for organizing instruction will include such skills as educational goals, instructional objectives, task analysis, lesson planning, curriculum design, environmental arrangement, scheduling, and developing I.E.P's. Other skills addressed include classroom management of students and organizing classrooms for students with mild disabilities.

## **SPED 540 - Lrng Disabilities: Foundatns**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Provides students with a comprehensive overview of the field of learning disabilities. Course content includes conceptual bases of the field, historical perspectives and emerging directions, interdisciplinary interventions, screening and diagnostic procedures, educational models and strategies, and techniques of counseling children with learning disabilities and their parents.

## **SPED 541 - Learning Disabilities:Char**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

An overview of the field of learning disabilities as well as strategies for planning and implementing programs for elementary students with learning disabilities (in a resource room, regular class, or self-contained special class). Course content includes historical perspectives, current issues regarding services, and emerging directions in the field. Emphasis will be placed on a teaching model reflecting individual assessment and current research on effective instructional strategies.

## **SPED 542 - Learning Disabilities:Interven**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

An overview of the characteristics of secondary students with learning disabilities, school programs designed for them, and strategies of effective instruction for them. The course will provide students with the necessary skills for designing, implementing, and managing a secondary program. Discussion will cover secondary curriculum demands, compensatory teaching, career/vocational education, and management techniques. *Offered: every spring*

## **SPED 545 - Intr to Ed of Stds w/Sev Disab**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Offers an orientation towards the origin of disabling conditions present in persons with severe disabilities. Included will be discussion of etiology as related to genetic factors, disease, and acquired disabling conditions. Characteristics of physical disabilities, neurological deficits, health impairments, and mental retardation will be included, as well as the general effects of these disabilities on ongoing performance. Causes and general effects of sensory impairments in persons with multiple disabilities will be emphasized.

### **SPED 550 - Research Seminar in Special Educ**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Application of research knowledge to the identification of a significant research problem in special education, and the design, implementation, and evaluation of a research project related to the problem identified.

**Prerequisite(s):** Admission by advisement.

### **SPED 554 - MR: Educatnl Programming**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Covers curriculum development and programming procedures for individuals with mental retardation. Course emphasis will be on making curricular decisions, discussing theoretical models of instruction, and selecting strategies and materials appropriate to a given population of individuals with mental disabilities.

### **SPED 555 - MR: Career Educ/Adult Services**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Examines the importance of career awareness and career exploration and preparation as part of the total curriculum for individuals with mental retardation. Support services for these individuals, such as evaluation of vocational potential, personal adjustment training, specific job training, job placement and follow-up, and living arrangements, will be discussed and evaluated.

### **SPED 560 - Mult Disab:Med Aspct/Serv Delv**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Offers an overview of the biological and medical aspects of multiple disabling conditions. Emphasized will be the origin and etiology of mental retardation, health impairments, physical disabilities, and sensory deficits

as they appear in combinations. The nature of multiple disabilities will be included as they relate to genetic factors, disease, and acquired disabling conditions. Attention will be given to the broad scope of treatment, and services available for identification, diagnosis, early intervention, and educational programming will be overviewed. *Offered: when demand is sufficient"*

### **SPED 561 - Mult Disab:Assmnt & Evaluation**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Competencies and skills necessary to conduct comprehensive assessment of individuals with multiple disabilities will be emphasized. An integral part of the course will incorporate selection of appropriate assessment instruments with actual administration and interpretation of results. The adaptation of existing instruments and selection of specialized tools useful with this population will be emphasized.

### **SPED 562 - Mult Disab:Eductnl Programming**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Several models for the design of educational programs for individuals with multiple disabilities will be presented. The course will overview all areas of programming and provide exposure to the techniques and materials most effective in the process of instruction. Environmental arrangement, functional age-appropriate curricula, and utilization of resources will be presented. The selection of curricular material, any necessary adaptation and the design of responsive environments in which to provide instruction are integral components of the course.

### **SPED 565 - Manual/Total Communictn Skills**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Concepts and skills in receptive and expressive finger spelling and signs used in educational programs for those with hearing impairment; practice in adult deaf manual communication using American Sign Language.

### **SPED 567 - Children with Hearing Impairments in the Regular Classroom**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

A study of the special educational planning necessary to facilitate the integration and assimilation of a child with unique auditory, linguistic, and speech characteristics due to mild to severe learning impairments.

### **SPED 573 - Communication for Students with Severe Disabilities**



**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Children with disabilities often exhibit problems learning language and using language in their environment and the school. The common receptive and expressive language problems experienced by these children and methods for the facilitation of language growth will be the focus of the course. Issues of assessment, home and school environments and the school curriculum will be addressed.

### **SPED 575 - Tchg Lang-Pers w/Hrng Imprmt I**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

The study of contemporary semantic and syntactic language models, the normal development of language in children, and the relationship of these to the problems, principles, and techniques of teaching language to individuals with hearing impairment. *Offered: when demand is sufficient*

### **SPED 576 - Tchg Lang-Per w/Hrng Imprmt II**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

A study of the various methods, techniques, and programs used to teach language to individuals with hearing impairment. The historically relevant, contemporary, and experimental programs will be covered. *Offered: every spring*

### **SPED 577 - Tchg Speech-Per w/Hrng Imprmnt**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Considers the problems of developing and improving speech behavior in young children with hearing impairment. Includes a study of (a) use of auditory, visual, and tactile aids in the whole-word approach to speech, (b) principles and techniques for teaching the formation and development of English speech sounds, and (c) linguistic theory pertinent to the teaching of speech.

### **SPED 578 - Aspt Commun-Per w/Hrng Imprmnt**

Various aspects of communication and the ways in which these aspects may be employed in the education of those with hearing impairment.

### **SPED 580 - Assessment Strategies and Prescriptive Teaching for Students with Disabilities**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

This course has two components: assessment strategies and prescriptive teaching. Assessment procedures include an overview of measurement principles and practical applications of them to specific formal and informal tests. Prescriptive teaching enables the student to (1) identify the academic and social strengths and weaknesses of students with learning and behavior problems and (2) develop and implement an appropriate educational program for each student. Fieldwork is included in this course.

### **SPED 581 - Tchg Sch Subj-Per w/Hrng Imprl**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Examines the relationship of specific instructional areas (science, mathematics, P.E., music, etc.), their structure of concept development, and alternative modes of learning and communication. The use of media and material preparation is stressed.

### **SPED 582 - Tchg Sch Subj-Per w/Hrg Imprll**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Methods, materials, and the structure of language-dependent curricula areas (reading, writing, social studies, etc.) are presented with consideration for alternative modes of learning and communication.

### **SPED 583 - Special Education Classroom Management Techniques**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

The skills and competencies needed in order to effectively manage the behavior of students in Special Education settings will be covered. Techniques for arranging the classroom environment, such as scheduling, structuring, and designing environments, as well as techniques in operant learning will be presented. Focus will be on the principles of operant learning and the relationship between behavior and environmental events that facilitate learning. *Offered when demand is sufficient*

### **SPED 586 - Educational Partnerships: Team Approaches to Special Education Services**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

This course emphasizes developing effective communication techniques to use with personnel in educational settings, including parents of individuals with disabilities and ancillary personnel. The

development of skills necessary to serve in a consulting capacity to general education classroom teachers working with children with disabilities will be addressed.

**Prerequisite(s):** Acceptance into the Provisional Certification Program and SPED 534.

### **SPED 592 - Student Teaching: Special Education**

**Credit(s):** 6

**Lecture:** 6

**Non-Lecture:** 0

A professional laboratory experience designed for students in the Special Education program, which provides one-half semester of full-time student teaching in educational settings serving individuals with disabilities.

**Prerequisite(s):** Completion of required courses.

### **SPED 599 - Directed Study**

**Credit(s):** 1-3

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. (Registration only with permission.) *Offered by individual arrangement*

### **SPED 601 - Children with Learning Disabilities**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Overview of the field of learning disabilities. Emphasis on historical development of the field, defining learning disabilities, characteristics and etiology of learning disabilities, and theory and practice from a multi-disciplinary framework. *Offered when demand is sufficient*

### **SPED 602 - Assessment and Prescription for Classroom Learning Problems**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Utilization of formal and informal assessment tools and techniques to evaluate problems of children with learning disabilities. Emphasis on observation and gathering of data on specific learning problems and using data as a basis for prescribing and implementing educational programs. *Offered when demand is sufficient*

### **SPED 603 - Spec Educ:Foundation&Legal Iss**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Provides an in-depth review of issues and legislation which impacts on persons with disabilities and their families and the professional people who serve them. Identification, evaluation, and implementation of service delivery models will be included. Research implications for future trends in prevention of disabilities, service delivery, legislation, litigation, and personnel preparation will be covered. *Offered every semester and summer*

### **SPED 604 - Assessment and Evaluation of Exceptional Students**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Will offer an overview of the assessment process as it applies to students with disabilities such as mental retardation, learning disabilities and/or behavior disorders. The course will emphasize the basic considerations of assessment and measurement, as well as the actual assessment instruments, techniques, and decisions, which lead to appropriate educational programming for these target groups. Students will be expected to locate relevant information (resources relating to assessment), to evaluate present assessment instruments and policies/procedures, and to develop related resources for future use. *Offered every semester and summer*

### **SPED 605 - Trans-Educ & Community Setting**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Designed to provide the student with knowledge of the roles and responsibilities of various individuals who may be involved in the placement decision, educational programming, and provision of support services for students with disabilities. This course will also familiarize the student with strategies used in the counseling of parents/guardians of learners with disabilities. Recent literature related to team approaches for providing services to persons with disabilities will be covered. *Offered every semester and summer, odd years*

### **SPED 607 - Seminar in Special Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Provides an opportunity for students to investigate and research the literature in their respective areas of training and integrate this with knowledge of best practices, current trends, and controversial issues. The course is designed to promote an inter-disciplinary perspective by insuring that students with different areas of specialization comprise each seminar group. The format will include directed research activities, extensive discussion, and writing and on-going communication across disciplines. Terminal or co-terminal course in program. *Offered every fall and summer*

### **SPED 610 - Assmnt,Diag,Eval-Stds w/Disab**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The course focuses on formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Response to Intervention, transition assessment, and the procedures for developing effective assessments also are discussed. *Offered spring semester*

### **SPED 613 - Capstone Sem in Adol Spec Educ**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The purpose of this course is to provide adolescence teacher candidates, in a specified content area, with an authentic capstone experience in an inclusive adolescence classroom. This opportunity is designed to provide a culminating experience where candidates can demonstrate application of skills and understanding acquired throughout the entire program. *Offered Summer in conjunction with student teaching*

### **SPED 614 - StdTchg Internship-IncAdolSPED**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

The purpose of this clinical course is to provide adolescence special education teachers education candidates in a specified content area with a clinical teaching experience in an inclusive classroom. This opportunity is designed to provide a culminating experience where students can demonstrate application of skills and understandings acquired throughout the entire program. Candidates will also have the opportunity to investigate and discuss issues related to special education and their respective areas of study. *Offered summer session*

### **SPED 615 - Emotional Disturbances/Behavior Disorders**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

This course will provide an overview of the concepts, causal factors, and theoretical perspectives related to emotional disturbances and behavioral disorders, as well as service delivery systems for working in an educational setting with children who have emotional disturbances and/or behavior disorders. *Offered every fall*

### **SPED 616 - Emotional Disturbances: Educational Interventions**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Provides students with the background necessary to plan educational interventions suitable for use with

students in a variety of settings who display emotional disturbance as a primary or secondary disabling condition. *Offered every spring*

### **SPED 640 - Learning Disabilities: Foundations**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Provides students with a comprehensive overview of the field of learning disabilities. Course content includes conceptual bases of the field, historical perspectives and emerging directions, interdisciplinary interventions, screening and diagnostic procedures, educational models and strategies, and techniques of counseling children with learning disabilities and their parents. *Offered when demand is sufficient*

### **SPED 641 - Learning Disabilities: Educational Programming/Elementary**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

An overview of the field of learning disabilities as well as strategies for planning and implementing programs for elementary students with learning disabilities (in a resource room, regular class, or self-contained special class). Course content includes historical perspectives, current issues regarding services, and emerging directions in the field. Emphasis will be placed on a teaching model reflecting individual assessment and current research on effective instructional strategies.

### **SPED 642 - Learning Disabilities: Educational and Vocational Programming/Secondary**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

An overview of the characteristics of secondary students with learning disabilities, school programs designed for them, and strategies of effective instruction for them. The course will provide students with the necessary skills for designing, implementing, and managing a secondary program. Discussion will cover secondary curriculum demands, compensatory teaching, career/vocational education, and management techniques. *Offered every spring*

### **SPED 650 - Research Seminar in Special Education**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Application of research knowledge to the identification of a significant research problem in special education, and the design, implementation, and evaluation of a research project related to the problem identified. *Offered when demand is sufficient*

## **SPED 654 - Mental Retardation: Educational Programming**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Covers curriculum development and programming procedures for individuals with mental retardation. Course emphasis will be on making curricular decisions, discussing theoretical models of instruction, and selecting strategies and materials appropriate to a given population of individuals with mental disabilities. *Offered every fall*

## **SPED 655 - Mental Retardation: Career Education/Adult Services**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Examines the importance of career awareness and career exploration and preparation as part of the total curriculum for individuals with mental retardation. Support services for these individuals, such as evaluation of vocational potential, personal adjustment training, specific job training, job placement and follow-up, and living arrangements, will be discussed and evaluated. *Offered every spring*

## **SPED 660 - Multiple Disabilities: Medical Aspects/Service Delivery**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Offers an overview of the biological and medical aspects of multiple disabling conditions. Emphasized will be the origin and etiology of mental retardation, health impairments, physical disabilities, and sensory deficits as they appear in combinations. The nature of multiple disabilities will be included as they relate to genetic factors, disease, and acquired disabling conditions. Attention will be given to the broad scope of treatment, and services available for identification, diagnosis, early intervention, and educational programming will be overviewed. *Offered when demand is sufficient*

## **SPED 661 - Multiple Disabilities: Assessment and Evaluation**

**Credit(s): 3**

**Lecture: 3**

**Non-Lecture: 0**

Competencies and skills necessary to conduct comprehensive assessment of individuals with multiple disabilities will be emphasized. An integral part of the course will incorporate selection of appropriate assessment instruments with actual administration and interpretation of results. The adaptation of existing instruments and selection of specialized tools useful with this population will be emphasized. *Offered when demand is sufficient*

## **SPED 662 - Multiple Disabilities: Educational Programming**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Several models for the design of educational programs for individuals with multiple disabilities will be presented. The course will overview all areas of programming and provide exposure to the techniques and materials most effective in the process of instruction. Environmental arrangement, functional age-appropriate curricula, and utilization of resources will be presented. The selection of curricular material, any necessary adaptation and the design of responsive environments in which to provide instruction are integral components of the course. *Offered when demand is sufficient*

### **SPED 665 - Manual/Total Communication Skills**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

Concepts and skills in receptive and expressive finger spelling and signs used in educational programs for those with hearing impairment; practice in adult deaf manual communication using American Sign Language.

### **SPED 671 - Foundations of Education of Persons with Hearing Impairment**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

An examination of the historical and philosophical issues of the education of those with hearing impairment, focusing on the social-psychological aspects of development. *Offered when demand is sufficient*

### **SPED 675 - Teaching Language to Persons with Hearing Impairment I**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

The study of contemporary semantic and syntactic language models, the normal development of language in children, and the relationship of these to the problems, principles, and techniques of teaching language to individuals with hearing impairment. *Offered when demand is sufficient*

### **SPED 676 - Teaching Language to Persons with Hearing Impairment II**

**Credit(s): 3**  
**Lecture: 3**  
**Non-Lecture: 0**

A study of the various methods, techniques, and programs used to teach language to individuals with hearing impairment. The historically relevant, contemporary, and experimental programs will be covered. *Offered every spring*



## **SPED 677 - Teaching Speech to Persons with Hearing Impairment**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Considers the problems of developing and improving speech behavior in young children with hearing impairment. Includes a study of (a) use of auditory, visual, and tactile aids in the whole-word approach to speech, (b) principles and techniques for teaching the formation and development of English speech sounds, and (c) linguistic theory pertinent to the teaching of speech. *Offered when demand is sufficient*

## **SPED 678 - Aspects of Communication for Teachers of Persons with Hearing Impairment**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Various aspects of communication and the ways in which these aspects may be employed in the education of those with hearing impairment. *Offered when demand is sufficient*

## **SPED 681 - Teaching School Subjects to Persons with Hearing Impairment I**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Examines the relationship of specific instructional areas (science, mathematics, P.E., music, etc.), their structure of concept development, and alternative modes of learning and communication. The use of media and material preparation is stressed. *Offered when demand is sufficient*

## **SPED 682 - Teaching School Subjects to persons with Hearing Impairment II**

**Credit(s):** 3  
**Lecture:** 3  
**Non-Lecture:** 0

Methods, materials, and the structure of language-dependent curricula areas (reading, writing, social studies, etc.) are presented with consideration for alternative modes of learning and communication. *Offered when demand is sufficient*

## **SPED 687 - Internship: Education of Individuals with Hearing Impairment**

**Credit(s):** 6  
**Lecture:** 6  
**Non-Lecture:** 0

A professional laboratory experience designed for students in the graduate special education program. Emphasis given to application and demonstration of knowledge, skills, and attitudes gained in student's

academic preparation through projects and demonstrated performance. Admission only by advisement. (6 hours.) (Internships are done at various hearing impaired programs in western New York State, including the Rochester School for the Deaf, Rochester Public Schools, area BOCES, as well as the New York School for the Deaf at White Plains and the New York State School for the Deaf at Rome.) *Offered when demand is sufficient*

### **SPED 692 - Intro to Special Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Emphasizes use of sound psychological principles in planning programs for the care and education of exceptional children to ensure their maximum intellectual, social and vocational development. The student will gain a broad overview of the field of Special Education which includes those children whose educational needs differ significantly to the extent that they require special education services and/or programming.

*Offered: when demand is sufficient*

### **SPED 699 - Directed Study**

**Credit(s):** 1-3

Investigation, under faculty direction, of a problem in professional education. Oral and written reports are required. *Offered by individual arrangement*

### **SPED 931 - Introduction to Special Education**

**Credit(s):** 3

**Lecture:** 3

**Non-Lecture:** 0

Emphasizes use of sound psychological principles in planning programs for the care and education of exceptional children to ensure their maximum intellectual, social and vocational development. The student will gain a broad overview of the field of Special Education, which includes those children whose educational needs differ significantly to the extent that they require special education services and/or programming.

*Offered when demand is sufficient*