Bulletin Home

2024-2025 Guide to Graduate Studies

SUNY Geneseo
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Geneseo, New York 14610-1018
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www.geneseo.edu

Geneseo's Mission, Vision, and Values

- Mission, Vision, & Values
- Geneseo's Statement on Diversity and Community
- Geneseo's Statement on Sustainability

Mission, Vision, & Values

Mission Statement

We are a distinctive public liberal arts college that welcomes and inspires students to develop their knowledge and skills to build a better world. Our supportive, inclusive community is exceptional in cultivating creativity, engagement, and discovery. We find strength in diversity, joy in growth, and fulfillment in lifelong learning.

Vision

Geneseo will be recognized widely for demonstrating the enduring power of a public liberal arts education.

Values

The Geneseo campus community is guided by our beliefs in and commitments to the following values:

- **Learning:** Embracing high expectations for intellectual inquiry, critical thinking, scholarly exploration, and personal growth.
- **Creativity:** Empowering a spirit of innovation that inspires intellectual curiosity, self-expression, and problem-solving.
- **Belonging:** Welcoming a diverse campus community that supports and celebrates different identities, promotes equity and inclusion, and respects the ideas and contributions of each individual.

- **Civic Engagement:** Encouraging active participation grounded in self-reflection, empathy, and an ethical commitment to the common good of our local and global communities.
- **Sustainability:** Building a culture of well-being that integrates and applies principles of environmental, social, and economic stewardship informed by an understanding of the past and our obligations to the future.

Geneseo's Statement on Diversity and Community

Community Commitment to Diversity, Equity, and Inclusion

At SUNY Geneseo, we are a community of students, staff, faculty, and administrators living and working together in a spirit of inquiry so that, individually and collectively, we may achieve our full potential.

Our community extends to the many graduates, retirees, and others who remain actively engaged in advancing our mission and values as a public liberal arts college.

Located in the historic homelands of the Seneca Nation of Indians and Tonawanda Seneca Nation, we at SUNY Geneseo have an obligation to recognize all who, through history or identity, have been marginalized or oppressed, made invisible or silenced.

We recognize that our own identities are many and varied, forged by culture, circumstance, and choice. Some of us inhabit multiple identities where histories of exclusion or injustice intersect.

We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.

Our differences, including those of opinion or perspective, make us stronger. Together, we commit ourselves to sustaining and expanding the diversity of our community and to making equity for all members of our diverse community a measure of our success.

We share responsibility for achieving these goals, and for making Geneseo a place where each of us may contribute to and realize the promise of public liberal education: to broaden understanding, heighten awareness, awaken empathy, and foster empowerment.

Endorsed by the College Senate and approved by the President of SUNY Geneseo, October 2018.

Questions, comments, and concerns about this Community's Commitment to Diversity, Equity, and Inclusion can be directed to the Chief Diversity Officer (ode@geneseo.edu).

Geneseo's Statement on Sustainability

SUNY Geneseo calls upon all members of our community to embrace sustainability as a core value, including a commitment to its constitutive principles of ecological, social, and economic justice. We recognize the critical role of higher education in creating a sustainable society. Through teaching, research,

service, and institutional conduct we strive to nurture the values, skills, and knowledge necessary to sustain and enhance human and non-human life on the planet.

The college understands that sustainability is a process of building support for societal and intergenerational equity and a shared sense of responsibility for the ethical stewardship of our social and natural environment. We endorse the broad scientific consensus that human demands on the planet threaten the ecological, social, and economic resources upon which our global society depends.

As a public liberal arts college, we seek solutions to these increasingly complex, interdisciplinary problems that are consistent with our shared values and ideals. Recognizing that the promotion of sustainability is central to the mission of the college, SUNY Geneseo calls upon its faculty, students, and staff to foster a culture of sustainable and responsible citizenship on campus. By minimizing the environmental impact of our institutional operations and integrating the principles of sustainability throughout our academic disciplines and co-curricular life we can begin to realize a more profound and enduring form of prosperity for current and future generations.

Approved by the college Senate May 2013

Compliance and Accreditation Policies

- College Policies
- Mandatory Professional Licensure Disclosure
- Equal Opportunity/Affirmative Action
- Student Records

College Policies

The State University of New York College at Geneseo adheres to all policies of the State of New York and the State University of New York. SUNY Geneseo may update, change, revise, or amend any policy contained on the website, as well as adopt new policies, at any time without notice to users. However, every effort will be made to notify appropriate parties of any updates, changes, revisions, amendments, or new policies affecting their respective areas.

To ensure that all institutional policies support the mission and values of the College, SUNY Geneseo provides all campus constituencies with clear guidelines for policy development, approval, and implementation, and the criteria and standards that apply across the institution. This information is outlined in Policy on Policies 1-006.

Although every effort has been made to ensure the accuracy and currency of the policies found on this website, it is the user's responsibility to check with the appropriate office or party to determine whether changes, additions, or deletions may have been made to specific policies.

Mandatory Professional Licensure Disclosure

Please see the SUNY Geneseo School of Education Mandatory Professional Licensure Disclosure.

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 Arts and Sciences

Amy Sheldon, Interim Dean
Justin Behrend, Program Coordinator for M.A. in History

Website: https://www.geneseo.edu/sas

Programs

Masters of Arts

- History, M.A.

Courses

- HIST 505 Readings in African History: [subtitle]
- HIST 520 Readings in Asian History: [subtitle]
- HIST 533 History of the Environment, Science, and Technology: [subtitle]
- HIST 550 Readings in Modern European History: [subtitle]
- HIST 565 Readings in Early American History: (subtitle)
- HIST 570 Readings in Modern U.S. History: [subtitle]
- HIST 581 Intersectional Histories: (subtitle)
- HIST 583 The History of Death and Dying: [subtitle]
- HIST 587 History of Nation-States, Civil Society, and Popular Politics: [subtitle]
- HIST 590 Empires and History: [subtitle]
- HIST 595 Internship
- HIST 601 Approaches to History
- HIST 602 Advanced Historical Research Methods
- HIST 690 Practicum in Teaching History
- HIST 693 Thesis

History

Justin Behrend, Program Coordinator

Website: https://www.geneseo.edu/history/history-ma-masters-degree-history

Programs

Masters of Arts

- History, M.A.

Courses

- HIST 505 Readings in African History: [subtitle]
- HIST 520 Readings in Asian History: [subtitle]
- HIST 533 History of the Environment, Science, and Technology: [subtitle]
- HIST 550 Readings in Modern European History: [subtitle]
- HIST 565 Readings in Early American History: (subtitle)
- HIST 570 Readings in Modern U.S. History: [subtitle]
- HIST 581 Intersectional Histories: (subtitle)
- HIST 583 The History of Death and Dying: [subtitle]
- HIST 587 History of Nation-States, Civil Society, and Popular Politics: [subtitle]
- HIST 590 Empires and History: [subtitle]
- HIST 595 Internship

- HIST 601 Approaches to History
- HIST 602 Advanced Historical Research Methods
- HIST 690 Practicum in Teaching History
- HIST 693 Thesis

Master of Arts

History, M.A.

Program Description

The Master of Arts program in History offers advanced training in United States and global history. This program is designed to appeal to a wide range of students, ranging from social studies teachers who need a master's degree for professional certification to those seeking advanced preparation for a wide variety of careers from public service to non-profit management. This program provides a strong grounding in historical knowledge, public engagement, and advanced skills in research, analysis, and writing.

The 32-credit program features a variety of courses which explore how histories intersect across continents and chronological eras. The program emphasizes an appreciation of diverse histories from a variety of social, cultural, geographic, economic, and religious perspectives. Students work in consultation with their advisor to select a personalized set of courses that will help to best advance their career or personal interest.

Please visit **http://www.geneseo.edu/graduate_admissions** for detailed information about the application process.

Program Requirements - 32 Credits

A. Methodology Courses: 8 credits

- HIST 601 - Approaches to History **Credit(s):** 4
- HIST 602 - Advanced Historical Research Methods **Credit(s):** 4

B. Geographic-focused Courses: 8 credits

- HIST 505 - Readings in African History: [subtitle] **Credit(s):** 4
- HIST 520 - Readings in Asian History: [subtitle] **Credit(s):** 4
- HIST 550 - Readings in Modern European History: [subtitle] **Credit(s):** 4
- HIST 565 - Readings in Early American History: (subtitle) **Credit(s):** 4
- HIST 570 - Readings in Modern U.S. History: [subtitle] **Credit(s):** 4

C. Thematic Courses: 8 credits

- HIST 533 - History of the Environment, Science, and Technology: [subtitle] **Credit(s):** 4
- HIST 581 - Intersectional Histories: (subtitle) **Credit(s):** 4
- HIST 583 - The History of Death and Dying: [subtitle] **Credit(s):** 4

- HIST 587 - History of Nation-States, Civil Society, and Popular Politics: [subtitle] **Credit(s):** 4
- HIST 590 - Empires and History: [subtitle] **Credit(s):** 4

D. Exit Portfolio: 8 credits

- HIST 595 - Internship **Credit(s):** 1-4
- HIST 690 - Practicum in Teaching History **Credit(s):** 4
- HIST 693 - Thesis **Credit(s):** 4

For additional information, contact:

Justin Behrend, Program Coordinator
Department of History, School of Arts and Sciences
behrend@geneseo.edu

School of Education

Jeanne Galbraith, Interim Dean

Website: www.geneseo.edu/education

Master of Science Education

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

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 Childhd, 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 initial certification in Literacy B-12.

Please visit http://www.geneseo.edu/graduate_admissions for detailed information about the application process.

Total Credits to Complete Program - 36

Core Requirements: (27 credits)

- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s):** 3
- CURR 610 - Foundations of Early Literacy Instruction **Credit(s):** 3
- CURR 611 - Methods and Materials of Elementary Reading **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 Childhd, or Adoles) **Credit(s):** 3 **B-6** *
  CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Childhd, or Adoles) **Credit(s):** 3 **5-12** *
- CURR 634 - Literacy Coaching and Leadership **Credit(s):** 3
- CURR 635 - Action Research in Reading and Literacy **Credit(s):** 3
- EDUC 604 - Educational Research and Methodology **Credit(s):** 3

Related Requirements: Literature (3 credits)

Choose one:

- CURR 515 - International Children's Literature **Credit(s):** 3
- CURR 536 - Teaching Young Adult Literature **Credit(s):** 3
- CURR 538 - Teaching Literature, Birth through Sixth Grade **Credit(s):** 3

Related Requirements: Electives: (6 credits)

Choose two from this partial list:

- CURR 505 - Reading Play: Play-based Literacy Instruction in Early Childhood and Beyond **Credit(s):** 3
- CURR 515 - International Children's Literature **Credit(s):** 3
- CURR 521 - Reading the Community: Making Literacy Learning Personally Relevant **Credit(s):** 3
- CURR 536 - Teaching Young Adult Literature **Credit(s):** 3
- CURR 538 - Teaching Literature, Birth through Sixth Grade **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
- 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 to 8 **Credit(s):** 3

F. Final Evaluation:

* Degree candidates must successfully complete a field-centered research project under the guidance of an advisor (CURR 635) and 6 credits of clinical practica (CURR 613). 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).

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**.

Outline/Advising Guide

Full-Time Fall Admit (36 Credits)

Fall (12 Credit Hours)

- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s):** 3
- CURR 610 - Foundations of Early Literacy Instruction **Credit(s):** 3
- CURR 611 - Methods and Materials of Elementary Reading **Credit(s):** 3
- EDUC 604 - Educational Research and Methodology **Credit(s):** 3

Spring (12 Credit Hours)

- CURR 612 - Diagnosis and Assessment in Reading and Literacy: Early Childhood and Childhood **Credit(s):** 3
- CURR 634 - Literacy Coaching and Leadership **Credit(s):** 3
- CURR 635 - Action Research in Reading and Literacy **Credit(s):** 3
  Related Literature or Elective **Credit(s): 3**

Summer (12 Credit Hours)

- CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Childhd, or Adoles) **Credit(s):** 3
  CURR 613 **Credit(s): 3**
  Related Literature or Elective **Credit(s): 3**
  Related Literature or Elective **Credit(s): 3**

Full-Time Spring Admit (36 Credits)

Spring (12 Credit Hours)

- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s):** 3
- CURR 610 - Foundations of Early Literacy Instruction **Credit(s):** 3
- CURR 611 - Methods and Materials of Elementary Reading **Credit(s):** 3
- EDUC 604 - Educational Research and Methodology **Credit(s):** 3

Summer (12 Credit Hours)

- 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 Childhd, or Adoles) **Credit(s):** 3
  Related Literature or Elective **Credit(s): 3**
  Related Literature or Elective **Credit(s): 3**

Fall (12 Credit Hours)

- CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Childhd, or Adoles) **Credit(s):** 3
- CURR 634 - Literacy Coaching and Leadership **Credit(s):** 3
- CURR 635 - Action Research in Reading and Literacy **Credit(s):** 3
  Related Literature or Elective **Credit(s): 3**

Full-Time Summer Admit (36 Credits)

Summer (12 Credit Hours)

- CURR 610 - Foundations of Early Literacy Instruction **Credit(s):** 3
- CURR 611 - Methods and Materials of Elementary Reading **Credit(s):** 3
- EDUC 604 - Educational Research and Methodology **Credit(s):** 3

Fall (12 Credit Hours)

- CURR 612 - Diagnosis and Assessment in Reading and Literacy: Early Childhood and Childhood **Credit(s):** 3
- CURR 634 - Literacy Coaching and Leadership **Credit(s):** 3

- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s):** 3 **or**
- CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Childhd, or Adoles) **Credit(s):** 3 **or**
  Related Literature or Elective **Credit(s): 3**

Spring (12 Credit Hours)

- CURR 613 - Practicum: Mtg Needs of Diverse Rdrs: (Erly Chldhd, Childhood, Mdle Childhd, or Adoles) **Credit(s):** 3
  CURR 613 **Credit(s): 3**
- CURR 635 - Action Research in Reading and Literacy **Credit(s):** 3

- CURR 540 - Content Area Reading/Literacy in the Secondary School **Credit(s):** 3 **or**
  Related Literature or Elective **Credit(s): 3**

For additional information, contact:

Jeanne Galbraith, Interim Dean
School of Education
galbraith@geneseo.edu

School of Business

Lerong He, Dean of the School of Business
Shuo Chen, Associate Dean of the School of Business
Harry Howe, Program Coordinator for M.S. in Accounting

Website: www.geneseo.edu/business

Master of Science

Accounting, M.S.

Program Description

The Masters in Accounting Program in the School of Business at SUNY Geneseo ("MS") meets the New York State CPA licensure requirements, and provides skills and knowledge expected for superior performance in the increasingly demanding accounting profession. Designed as a two-semester full-time program, students will normally complete the degree in one academic year. This time frame enhances the linkages between the courses in the program. Accounting courses cover topics that include financial, managerial, and tax accounting, advanced audit, accounting information systems, and a capstone in financial accounting theory and research. The program also includes management, economics, and finance courses that expand the student's understanding of the equity market, economic environment, and contemporary business practices.

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
    - Accounting Information Systems
- 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.

The requirement of a completed BS in Accounting complements course content in the MS and ensures that students who complete Geneseo's MS will meet NYSED licensure requirements.

Please visit http://www.geneseo.edu/graduate_admissions for detailed information about the application process.

Fall-semester classes are held in-person on-campus. In the spring semester students have the option of taking one or more classes on a hybrid "high-flex" basis. In this synchronous online format, students who opt for hybrid participation can connect to the classes held on campus through a remote link.

Program Requirements - 30 Credits

A. Management: 9 credits

- MGMT 500 - Leadership in Organizations **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

D. Finance: 3 credits

- FNCE 530 - Strategic Equity Valuation **Credit(s):** 3

Rotation:

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

Fall

- ACCT 502 - Advanced Financial Accounting **Credit(s):** 3
- ACCT 510 - Advanced Taxation Accounting **Credit(s):** 3
- MGMT 522 - Quantitative Analysis **Credit(s):** 3
- FNCE 530 - Strategic Equity Valuation **Credit(s):** 3
- MGMT 550 - Information Systems Theory and Practice **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
- ECON 525 - Managerial Economic Analysis **Credit(s):** 3

For additional information, contact:

Harry Howe Director, MS Accounting Professor, Accounting
School of Business, SUNY Geneseo
howeh@geneseo.edu

Integrative Curricular Microcredentials

Integrative Curricular Microcredentials (ICMs) at SUNY Geneseo recognize and document students' work in applying their academic skills. Geneseo encourages students to see learning as something that is integrated and makes connections to experiences beyond the classroom. Microcredentials increase the visibility of skills for employers and graduate schools by giving students a platform for curating examples of their work, articulating connections between different types of experiences, and demonstrating the application of skills in new contexts.

An ICM contains: a minimum of 6 and a maximum of 12 credits of academic course work; at least one high-impact, applied learning, or integrative learning experience; and a culminating experience with a self-reflective component that serves as evidence of the application of learning. The high impact, applied learning, or integrative learning component may be achieved through a program-defined curricular or co-curricular experience and may overlap with the required culminating experience. To declare an ICM, a student must obtain approval from the relevant ICM coordinator. Completion of ICMs are noted on a student's transcript.

An Integrative Curricular Microcredential (ICM) is a structured sequence of courses totaling between six and twelve credits, with an applied experience and a reflection.

To declare an ICM, a student must complete a form available in the Office of the Dean of Academic Planning and Advising Erwin 106, and obtain approval from the coordinator listed for that ICM. Completion of an ICM is noted on a student's transcript, and students earn a digital badge.

Integrative Curricular Microcredentials

Dyslexia Microcredential

Microcredential Description

The ICM in Dyslexia provides a concentrated introduction to dyslexia - a learning disability in reading. The credential, and its individual courses - SPED 517 - Dyslexia, Language, and the Brain, and SPED 518 - Methods in Dyslexia which are aligned to the Knowledge and Practice Standards of the International Dyslexia Association, is appropriate for individuals interested in the study of learning disabilities, neurology, linguistics, pediatrics, optometry, reading development, and school psychology. The first course provides a foundation for the understanding of the neurobiological underpinnings of language development, reading, and dyslexia. The second course develops skills in intervention in the areas of phonological awareness, orthography, and fluency. Knowledge of these skills is valuable for many fields that will work directly with children or persons who wish to tutor struggling readers.

Integrative Curricular Microcredential in Dyslexia

- SPED 517 - Dyslexia, Language, and the Brain **Credit(s):** 3
- SPED 518 - Methods in Dyslexia **Credit(s):** 3

At the end of SPED 518 , students will design and implement an applied project. Students will complete a reflection at the end of the applied project to complete the Microcredential.

For additional information, contact:

Faculty Coordinator: Annmarie Urso
School of Education, SUNY Geneseo
urso@geneseo.edu

Course Descriptions

Accounting

ACCT 502 - Advanced Financial Accounting

ACCT 503 - Strategic Management Accounting

ACCT 510 - Advanced Taxation Accounting

ACCT 520 - Advanced Auditing Theory

ACCT 522 - Data Analytics Tools for Accountants

ACCT 530 - Accounting Theory and Research

ACCT 599 - Directed Study

ACCT 603 - Financial Reporting III

Curriculum

CURR 505 - Reading Play: Play-based Literacy Instruction in Early Childhood and Beyond

CURR 515 - International Children's Literature

CURR 521 - Reading the Community: Making Literacy Learning Personally Relevant

CURR 536 - Teaching Young Adult Literature

CURR 538 - Teaching Literature, Birth through Sixth Grade

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

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

CURR 599 - Directed Study

CURR 609 - Method/Material-Adol:English

CURR 610 - Foundations of Early Literacy Instruction

CURR 611 - Methods and Materials of Elementary Reading

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

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

CURR 614 - Reading and Literacy Learning in a Diverse Society

CURR 617 - Advanced Clinical Experience in Reading/Literacy

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

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

CURR 624 - Pedagogy&Instruction for TESOL

CURR 625 - Assmnt-Based Instr Prac-TESOL

CURR 630 - Language Arts Methods for the Elementary School

CURR 631 - Multicul Soc St Meth-Elem Sch

CURR 632 - Science Math-Elem School

CURR 633 - Math Methods-Elementary School

CURR 634 - Literacy Coaching and Leadership

CURR 635 - Action Research in Reading and Literacy

CURR 640 - The Writing Process: Pre-K to 8

Early Childhood

ECED 641 - Child Development and Assessment in Early Education

ECED 642 - Advanced Curriculum Development in Early Education

ECED 643 - Policy Issues and Programs in Early Education

ECED 644 - Family Relations in Early Education

ECED 645 - Action Research Seminar in Early Education

ECED 646 - Language and Literacy Across the Early Childhood Curriculum

ECED 647 - Leadership/Inquiry Internship in Early Education

ECED 699 - Directed Study

Economics

ECON 525 - Managerial Economic Analysis

ECON 599 - Directed Study

Education

EDUC 505 - School Law

EDUC 506 - Service Learning Seminar

EDUC 507 - Phil of Multicultural Educ

EDUC 521 - Linguistics &Culture for TESOL

EDUC 523 - Reading and Language Arts for the Young Child

EDUC 535 - Foundations of Reading

EDUC 539 - Teaching Content in the Elementary School

EDUC 548 - Lit&LangDv-Eng-Spkrs OtherLang

EDUC 563 - International Field Experience

EDUC 580 - Multicul Persp-Childhd & Youth

EDUC 585 - Graduate Student Teaching:Secondary

EDUC 599 - Directed Study

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

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

EDUC 603 - The School and Society

EDUC 604 - Educational Research and Methodology

EDUC 608 - Models of Teaching:Secondary Education

EDUC 615 - Action Research Project in Reading

EDUC 620 - Thesis Research

EDUC 625 - Studies in English Education

EDUC 641 - Child Development and Assessment in Early Education

EDUC 643 - Policy Issues in Early Education

EDUC 660 - Theory/Prac Multi Educ:

EDUC 670 - Supervison of Student Teaching

EDUC 671 - Improvement of Instruction

EDUC 679 - Workshop:

EDUC 699 - Directed Study

Finance

FNCE 530 - Strategic Equity Valuation

FNCE 599 - Directed Study

History

HIST 505 - Readings in African History: [subtitle]

HIST 520 - Readings in Asian History: [subtitle]

HIST 533 - History of the Environment, Science, and Technology: [subtitle]

HIST 550 - Readings in Modern European History: [subtitle]

HIST 565 - Readings in Early American History: (subtitle)

HIST 570 - Readings in Modern U.S. History: [subtitle]

HIST 581 - Intersectional Histories: (subtitle)

HIST 583 - The History of Death and Dying: [subtitle]

HIST 587 - History of Nation-States, Civil Society, and Popular Politics: [subtitle]

HIST 590 - Empires and History: [subtitle]

HIST 595 - Internship

HIST 601 - Approaches to History

HIST 602 - Advanced Historical Research Methods

HIST 690 - Practicum in Teaching History

HIST 693 - Thesis

Interdepartmental or Interdisciplinary

INTD 503 - Teaching Foreign Language in Elementary Schools

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

INTD 599 - Directed Study

INTD 610 - Seminar on Secondary School Mathematics and Pedagogy

INTD 690 - Seminar in Secondary Education

INTD 697 - Interdepartmental Seminar in the Social Studies

Management

MGMT 500 - Leadership in Organizations

MGMT 522 - Quantitative Analysis

MGMT 550 - Information Systems Theory and Practice

MGMT 599 - Directed Study

Special Education

SPED 510 - CntAreaLrngStr:High-IncidDisab

SPED 511 - LegalAsp&Cr Iss-Adol Spec Educ

SPED 512 - EffClssrm&BehMgmt-AdolSettings

SPED 517 - Dyslexia, Language, and the Brain

SPED 518 - Methods in Dyslexia

SPED 532 - Intro to Vis Imp&Braille Skill

SPED 533 - Lrng Charctrstcs Mainstrmd Stu

SPED 534 - Strat of Instr Organ in Sp Ed

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

SPED 567 - Children with Hearing Impairments in the Regular Classroom

SPED 573 - Communication for Students with Severe Disabilities

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

SPED 583 - Special Education Classroom Management Techniques

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

SPED 592 - Student Teaching: Special Education

SPED 599 - Directed Study

SPED 601 - Children with Learning Disabilities

SPED 602 - Assessment and Prescription for Classroom Learning Problems

SPED 603 - Spec Educ:Foundation&Legal Iss

SPED 604 - Assessment and Evaluation of Exceptional Students

SPED 605 - Trans-Educ & Community Setting

SPED 607 - Seminar in Special Education

SPED 610 - Assmnt,Diag,Eval-Stds w/Disab

SPED 613 - Capstone Sem in Adol Spec Educ

SPED 614 - StdTchg Internship-IncAdolSPED

SPED 615 - Emotional Disturbances/Behavior Disorders

SPED 616 - Emotional Disturbances: Educational Interventions

SPED 640 - Learning Disabilities: Foundations

SPED 641 - Learning Disabilities: Educational Programming/Elementary

SPED 642 - Learning Disabilities: Educational and Vocational Programming/Secondary

SPED 650 - Research Seminar in Special Education

SPED 654 - Mental Retardation:Educational Programming

SPED 655 - Mental Retardation: Career Education/Adult Services

SPED 660 - Multiple Disabilities: Medical Aspects/Service Delivery

SPED 661 - Multiple Disabilities: Assessment and Evaluation

SPED 662 - Multiple Disabilities: Educational Programming

SPED 665 - Manual/Total Communication Skills

SPED 671 - Foundations of Education of Persons with Hearing Impairment

SPED 675 - Teaching Language to Persons with Hearing Impairment I

SPED 676 - Teaching Language to Persons with Hearing Impairment II

SPED 677 - Teaching Speech to Persons with Hearing Impairment

SPED 678 - Aspects of Communication for Teachers of Persons with Hearing Impairment

SPED 681 - Teaching School Subjects to Persons with Hearing Impairment I

SPED 682 - Teaching School Subjects to persons with Hearing Impairment II

SPED 687 - Internship: Education of Individuals with Hearing Impairment

SPED 692 - Intro to Special Education

SPED 699 - Directed Study

Information on Graduate Studies

- Master's Degree Requirements
- Registering for Courses
- Academic Policies
- Academic Standards
- Academic Dishonesty Policy

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 Office of Graduate Admissions.

For program-specific questions, students may contact:

- Accounting Program: Harry Howe (Director, MS in Accounting)
- Education Programs: Jeanne Galbraith (Interim Dean, School of Education)
- History Program: Justin Behrend (Graduate Coordinator, MA in History)

Master's Degree Requirements

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 they draw 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/coordinator of the student's graduate program (or designee).

Students in the MS Accounting normally complete that program as a single cohort. In the event of unusual circumstances, students can work with the program director to modify the normal course of study as circumstances may warrant.

Change of Degree Objective

A graduate student who desires to change from one degree program to another must secure the written approval of the program coordinators for both the current and new programs. 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 is automatically separated from the College.

If the student subsequently meets the admission standards in effect at the time of application for readmission, they may be admitted to a degree program current at that time. 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/coordinator 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 the computation of students' grade-point averages.

The total of transfer and workshop credits accepted towards a master's degree may not exceed 12 hours.

Enrollment in Undergraduate Courses

Credit toward a graduate degree may not be granted for coursework below the 500 level except following approval of a petition to the program director/coordinator. 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 school or department, and the program's general guidelines for its preparation should be consulted. 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 notify the director/coordinator of the graduate program of their intention to make a thesis defense. 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 school or chair of department for specific information as to the nature of the comprehensive examination and for guidance in preparing for it. A student must register their intention to take a comprehensive examination. 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 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 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 appropriate departmental offices.

Registering for Courses

For new graduate students, please send an email to the program's contact (listed above) 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 to register by yourself through Knightweb.

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/coordinator. Such petitions are 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 they had "equivalent" preparation for a prerequisite, they 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 the indicated course(s) must be maintained as long as the student remains registered in the original course. Previous completion of indicated course(s) 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 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, unless you are in the Accounting program which is 15 credit hours. During the summer term, the maximum load may exceed this limit where program requirements and course rotations require it. A petition to carry more than the maximum load during the summer term must be approved in writing by the student's advisor and the Dean or program director/coordinator.

Directed and Independent Study Courses

Directed studies are created by individual arrangement between faculty and students. Class meetings are held at times mutually agreed upon by instructors and students, rather than on the published schedule. 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 end in "95."

Withdrawal from Course(s)

Students may withdraw from courses after the end of the add/drop period but before the withdrawal dates published each semester on the College's academic calendar. In courses from which they have withdrawn, students receive the grade of "W," which does not affect the grade point average; however, students who stop attending without withdrawing receive grades of "E." Although W grades do not affect students' grade point averages, they can affect hours completed for satisfactory progress requirements and are recorded on students' transcripts.

Auditing Courses

Auditing graduate 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. Auditing is not available for courses offered by the School of Business. The College provides no formal recognition or proof of attendance to auditors.

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
CURR 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 they believe 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 instructor.

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 program director/coordinator or Dean.

Academic Advisement

Degree candidates in all programs are assigned advisors in their major field upon the recommendation of the program director/coordinator. 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.

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 via the Registrar's Office.

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 B- or better is required for each of the courses in their program, and any course in which the candidate has earned less than a B- 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 their graduate program. 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, program director, or Counseling Services.

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 (if applicable);
3. attain the necessary 3.0 grade-point average within the hourly requirements prescribed for the degree. Upon successful petition to the program director/coordinator, a candidate may be granted permission to take a maximum of six additional hours in an effort to attain the required grade-point average;

4. meet individual departmental standards (if applicable);
5. successfully complete all or any part of a comprehensive examination on the second attempt.

The student will be informed of this action by the program director/coordinator. Within 30 days of the date of this notice, the student may appeal the decision. Appeals must be submitted to the Dean of the appropriate School.

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 the Office of Advising website for information on Student Academic Dishonesty Policy and Procedures.

Admission

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 or as non-matriculated graduate students.

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:

School of Arts and Sciences

1. Completed application form;
2. $50 application fee;
3. Official transcript(s) from all institutions of higher education attended. Admitted students must possess a cumulative GPA of 3.0;
4. Letters of recommendation from two persons who can attest to the academic potential for graduate study and personal character of the applicant, one of which must be completed by a faculty member;
5. Resume or curriculum vitae (CV) that includes relevant work history, skills, and educational background;
6. Personal statement that in one to two double-spaced pages, briefly discusses your reasons for pursuing a master's degree and your preparation for the program;
7. A writing sample of an academic paper of no more than 15 pages. This does not need to be history focused but should give the admission committee a sense of your preparation for graduate level study.

School of Education

1. Completed application form;
2. $50 application fee;
3. Official transcript(s) from all institutions of higher education attended. Admitted students must possess a cumulative GPA of 3.0;
4. Scores on a teacher certification examination (e.g. Educating All Students, Elementary ATS-W, Secondary ATS-W, Content Specialty Tests, or another substantially equivalent test not listed);
5. Letters of recommendation from two persons who can attest to the academic potential for graduate study and personal character of the applicant, one of which must be completed by a faculty member;
6. Proof of initial teaching certification;
7. Response to an essay prompt.

Note: Applicants who do not meet the GPA or Test Score requirement above may apply for a waiver.

School of Business

1. Completed application form;
2. $50 application fee;
3. Official transcript(s) from all institutions of higher education attended;
4. Scores on the Graduate Management Admission Test (GMAT). The GMAT requirement is waived for applicants who satisfy both of the following:
    1. Earned, or expect to earn prior to entering our program, an accounting bachelor's degree within the last five years from an AACSB-accredited institution,
    2. Achieve a cumulative GPA of 3.20 or greater;
5. Letters of recommendation from two persons who can attest to the academic potential for graduate study and personal character of the applicant, one of which must be completed by a faculty member;

Note: GMAT requirement is waived for applicants who satisfy both of the following:

1. Earned, or expect to earn prior to entering our program, an accounting bachelor's degree within the last five years from an AACSB-accredited institution,
2. Achieve a cumulative GPA of 3.20 or greater;

Please note, for international students, proof of English proficiency is required. For more information about this, please review the graduate admission application requirements.

Admission of applicants is determined by the Deans and faculty members of the School concerned in consultation with the Office of Graduate Admissions. To apply for a graduate program, please visit Graduate Admissions.

Financial Information

- Tuition and Fees
- Financial Assistance

Tuition and Fees

Please visit the Office of Student Accounts for detailed and up-to-date information about tuition and fees.

Financial Assistance

Federal loans are available for students attending at least six credit hours per semester. Students who wish to borrow are required to submit the Free Application for Federal Student Aid (FAFSA) at studentaid.gov.

A number of full-time graduate assistantships are available each year to full-time matriculated students in a graduate program at SUNY Geneseo. Full-time graduate assistantships include a stipend and a waiver of tuition per academic year; detailed information on stipend amounts is available on position postings. Recipients of full-time graduate assistantships must register for 12 hours of coursework each semester and are expected to assist their designated department up to 20 hours per week. Applications for graduate assistantships may be submitted via Geneseo's Employment website. Former EOP, HEOP, and SEEK undergraduates may be eligible for the Graduate Opportunity Program Tuition Scholarship. Acceptance into the program is determined based on the number of scholarships allocated to the campus.

Academic Services

- Library Services
- English for Speakers of Other Languages (ESOL)
- Teaching and Learning Center
- Computing & Information Technology
- Scheduling, Events and Conference Services
- Career Design Center

Library Services

library.geneseo.edu

Milne Library is named to honor William J. Milne, first principal (1871-1889), and John M. Milne, second principal (1889-1903), of the Geneseo Normal and Training School.

The Milne Library renovation is underway as of the 2020-21 academic year and is anticipated to be completed by the end of the 2024-25 academic year.

In the interim, Fraser Hall Library will be the facility used to support library services.

The building that is now Fraser Hall was originally named and dedicated in 1956 as the Milne Library Building, after the two brother principals, William J. Milne, first principal (1871-1889), and John M. Milne, second principal (1889-1903), of the Geneseo Normal and Training School. In addition to the library, the building housed the Library School, classrooms, lounges, a typing room, and more. When the new Milne Library was built ten years later, the old building was renamed for Bertha Paine Fraser, a former instructor and one of the first two women to serve on the school's Board of Visitors.

Milne Library staff received the 2018 Award for Excellence in Academic Libraries from the Association of College and Research Libraries for its innovative approaches to services. It is also home to the award-winning IDS Project: an innovative model of library cooperation for effective resource sharing, promoting community engagement, staff development, best practices, and research & development.

Library Quick Facts:

- The library collection includes hundreds of licensed databases, journals, ebooks, and streaming films as well as tens of thousands of print books and musical scores.
- The library's Information Delivery Services (IDS) make it possible to access millions of books and articles held by other libraries around the world.
- The College Archives and Special Collections include the Rare Book "X" Collection, Genesee Valley Historical Collection, Wadsworth Family Papers (1790-1950), and the Carl F. Schmidt Collection in Historical Architecture. Smaller compilations include the Martha Blow Wadsworth Photography Collection, the Walter Harding Collection, and an extensive collection of works by and about Aldous Huxley.
- The Teacher Education Resource Center (TERC) collection is home to curricular and instructional materials, thousands of juvenile and Young Adult fiction and nonfiction works, curriculum guides, teaching handbooks, manipulatives, and textbooks to support the School of Education's elementary, secondary, and special education programs.
- Six research instruction librarians and a technology instructor partner with teaching faculty from all departments to teach information and digital literacy skills and provide consultation services to students and faculty.
- The Library supports a growing number of digital publishing projects, which include openly available textbooks and works about local history, as well as scholarly and creative works that are authored by Geneseo students, faculty, staff, and alumni.

English for Speakers of Other Languages (ESOL)

The English for Speakers of Other Languages (ESOL) Program at SUNY Geneseo is designed to assist students whose primary language is not English. The program supports students to be successful in their academic programs while building their emerging and fluent English language skills. Detailed information can be found at https://www.geneseo.edu/esl/home_slideshow.

Teaching and Learning Center

Geneseo's Teaching and Learning Center is designed to reinforce the importance of teaching excellence as a fundamental responsibility of a public university. Through collaboration with faculty and administration, the Center supports a learning culture that values and rewards teaching, facilitates reflective dialogue about teaching and learning, encourages the development of teaching as a practice and a scholarly activity, invites innovation in curricular development, and encourages the creation of diverse learning environments in which all students can learn and excel. Information about programs can be found at tlc.geneseo.edu.

Computing & Information Technology

cit.geneseo.edu
twitter: @CITGeneseo
facebook: CIT@Geneseo

Computing & Information Technology supports student learning and development by providing technology infrastructure, facilities, services, and support.

The CIT HelpDesk offers technical support for Geneseo students, faculty, and staff. Services offered at the HelpDesk include: WiFi and VPN network setup, adding printers, academic software installation, Geneseo account assistance, and general computer questions.

Software.geneseo.edu provides a free download of Microsoft Office 365 and other applications the College has licensed for student use. The Geneseo Mobile app provides access to Geneseo resources. Search for "Geneseo Mobile" on your device's app store. A virtual computing lab provides students access to Geneseo licensed software from their own computers from anywhere at any time.

My.geneseo.edu is a web-based information gateway to SUNY Geneseo resources such as email, student balances, KnightWeb, campus news and events, and more. KnightWeb is a web interface to register for courses, make payments, review/accept financial aid, view grades, and more.

Faculty use an online digital learning environment to post the course syllabus, administer quizzes and tests, create discussion forums, receive and grade assignments, post grades, and more.

Office of Accessibility Services

SUNY Geneseo is dedicated to providing students equal and comprehensive access to college-wide programs, services, and campus facilities. The Office of Accessibility Services (OAS) will coordinate reasonable accommodations and auxiliary aids and services designed to ensure full participation and equal access for students with disabilities. It is the goal of the Office of Accessibility Services to facilitate an accessible and inclusive campus environment.

Please refer to the Office of Accessibility Services website for more information on the steps for requesting reasonable accommodations, available services and supports, and other helpful resources.
Questions? Contact the Office of Accessibility Services at access@geneseo.edu or call 585-245-5112.

Scheduling, Events and Conference Services

College facilities are available to faculty, staff, and registered student organizations for the sponsorship of various educational and social programs. All programs will be conducted under College guidelines and supervision and they may be open to the public.

The top two goals of Scheduling and Events are to 1) Use campus resources wisely and 2) Provide planning support and information for events on campus. To accomplish these goals effectively, all requests for space must be approved through the Scheduling, Events and Conference Services.

Scheduling and Events administers and enforces the Facility Use Policy. Scheduling and Events provides scheduling, physical arrangements, event planning, and coordinating facility use with all relevant College support departments including Campus Auxiliary Services, CIT, Facilities Services, University Police, Student Life and Intercollegiate Athletics and Recreation.

For more information on the Scheduling, Events and Conference Services, please visit our webpage at geneseo.edu/events_office, call 585/245-5500 or visit us in Erwin Hall, room 23.

Career Design Center

The Career Design Center assists students in all aspects of their career planning. Students can meet with a career coach to discuss choosing a major or career, securing internships and professional employment (resume and cover letter critiques and interview preparation), and selecting and applying to graduate school.

For students who need assistance selecting a major or career, a great first step is completing FOCUS 2, an online career and planning tool that can help students identify possible majors at Geneseo. Upon completing FOCUS 2, students can make an appointment to meet with a career coach.

The Career Design Center also assists students interested in securing experiential education opportunities, whether in the form of an internship, part-time employment, or shadowing experience. Our associate director for internship opportunities will assist students in identifying and securing an internship that fits their needs.

All students have a Handshake account to search for part-time jobs, on and off campus, internships, and professional positions. Handshake is a great way to connect with employers. All employer recruitment events and Career Design Center sponsored events are posted in Handshake regularly. All students are encouraged to login and activate their profile in Handshake.

The Career Design Center is located in Erwin 116. Our office is open Monday - Friday, 8:00 am - 5:00 pm. For a comprehensive list of services and resources visit: https://www.geneseo.edu/career-design.

Additional Information for New Students

- Geneseo I.D. Cards
- Campus Correspondance
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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 website at http://www.geneseo.edu/pts.

my.geneseo.edu

From the my.geneseo.edu portal, you can access your email account, your academic records, and 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/transcript-information.

Archived Graduate Guides (PDF)

These archived PDFs are provided for regulatory and accreditation purposes.

2023-2024 Guide to Graduate Studies

2022-2023 Guide to Graduate Studies

2021-2022 Guide to Graduate Studies

2020-2021 Guide to Graduate Studies

2019-2020 Guide to Graduate Studies

2018-2019 Guide to Graduate Studies

2017-2018 Guide to Graduate Studies

2016-2017 Guide to Graduate Studies