

SUNY ONEONTA



2016 - 2017 Graduate Catalog

SUNY Oneonta
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www.oneonta.edu

2016-2017 Graduate Catalog

This catalog is current as of June, 2016. The State University of New York College at Oneonta reserves the right to make changes in policies, requirements, and regulations as conditions change and such revisions are necessary subsequent to the catalog's publication.

All students are expected to have knowledge of the information contained in this publication and others, including the Student Handbook and the academic advisement materials explaining individual programs.

This catalog describes all current graduate programs of the College. For undergraduate program information, see the current Undergraduate Catalog. This is the official graduate catalog of record.

Accreditation

The State University of New York College at Oneonta is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the New York State Education Department.

The Human Ecology Department has professional accreditation from the American Association of Family and Consumer Sciences. The Dietetic Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics.

The Chemistry program has been approved by the American Chemical Society.

The Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street NW, Suite 400, Washington, DC 20036, phone: (202) 223-0077. This accreditation includes the initial teacher preparation and advanced levels of professional education programs offered at SUNY Oneonta.

The Department of Music is accredited by, and is a member of the National Association of Schools of Music.

The business programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

The Theatre Department is accredited by, and is an Associate member of the National Association of Schools of Theatre.

In compliance with the Federal Title II Campus Crime Awareness and Campus Security Act, a report of campus safety and security programs and incidents of crime on the campus is available from the Admissions Office, Alumni Hall, College at Oneonta, Oneonta NY 13820-4016.

Discrimination Policy

SUNY Oneonta, in its continuing effort to seek equity in education and employment, and in support of federal and state anti-discrimination legislation, has adopted a complaint procedure for the prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, disability, gender identity, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

Harassment is one form of unlawful discrimination on the basis of the above protected categories. The college will take steps to prevent discrimination and harassment, to prevent the recurrence of discrimination and harassment, and to remedy its discriminatory effects on the victim(s) and others, if appropriate. Conduct that may constitute harassment is described in the Definitions section of the full policy. Sex discrimination includes sexual harassment and sexual violence. Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure is strictly prohibited and may result in disciplinary action.

At SUNY Oneonta, this policy is primarily administered by the Affirmative Action Officer/Title IX Coordinator ("AAO")
133B Netzer Administration Building
607-436-2835
Andrew.Stammel@oneonta.edu

To see the full text of the college's policy and for more information, please visit:
www.oneonta.edu/admin/oei/affirmativeaction
<http://www.oneonta.edu/admin/oei/affirmativeaction>

Diversity Statement

SUNY Oneonta is an academic community that values diversity. Diversity at the College is an inclusive value that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, sexual identity and gender expression, age, ability, socio-economic status, and other aspects of identity.

As a campus community, we believe that every individual is important in a unique way and contributes to the overall quality of the institution. We are committed to recruiting and retaining diverse faculty, staff, and students, and to fostering a learning environment which draws strength from, celebrates, and honors diversity. We strive to eliminate prejudice and discrimination; to respect the dignity of all persons; and to learn from differences in people, ideas, experiences and opinions.

Originally approved 2004. Revised and approved by the President's Council on Diversity, 2007

Originally approved 2004. Revision approved by the President's Cabinet, 2007

TABLE OF CONTENTS

2016-2017 Graduate Catalog	2	Graduation	20
Accreditation	2	Commencement	21
Discrimination Policy	2	Graduate Expenses	22
Diversity Statement	2	Tuition and Other Fees	22
Correspondence Directory	5	Comprehensive Student Fee	22
The College Calendar	7	Calculating Tuition and Fees	22
Special Examination Schedule	7	Special Charges	22
Civil Holidays	7	Advance Deposits	22
The College and the Community	8	Payment of Tuition and Fees	22
The Campus	8	Installment Plan Option	22
The Oneonta Area	8	Deferment of Expenses	22
The College	8	Tuition Waivers	22
Location of SUNY Oneonta	8	Financial Aid Refunds	23
Academic Programs	8	Withdrawals	23
Facilities	8	Financial Aid and Awards	24
The Center for Social Responsibility and Community	9	Loans	24
The Alumni Association	10	Scholarships and Fellowships	24
The College Foundation	10	Graduate Opportunity Program	24
Oneonta Auxiliary Services (OAS)	10	Grants and Assistantships	24
Graduate Study Policies and Procedures	11	Student Rights and Responsibilities for Financial Aid	24
Admission	11	Student Services	25
Application Process for Degree Programs	13	Student Health Services	25
Application to the M.S. Nutrition and Dietetics Program	13	Office of Health Education	25
Application to All Graduate Programs	13	Counseling Center	25
Graduate Record Examination	13	Campus Safety Report	25
Application Deadlines	13	Center for Academic Development and Enrichment	26
Transfer Credits	13	Services for Students with Disabilities	26
Graduate Registration	14	Career Development Center	26
Student Registration Status	14	Child Care	26
Registration	14	Athletic, Intramural and Recreation Facilities	26
Policy for Shared-Resource Course Offerings	14	Housing	27
Academic Standards	15	The Graduate Programs	28
Grading System	15	Master's Degree Programs	28
Academic Grievances	15	Master of Arts Degree (M.A.) in Mathematics	29
Academic Retention Standards	16	Master of Arts Degree (M.A.) in Museum Studies	30
Academic Policies and Regulations	17	Master of Science (M.S.) in Biology	32
Advisement	17	Master of Science (M.S.) in Lake Management	33
Change of Major	17	Master of Science (M.S.) in Nutrition and Dietetics	34
Course Auditing	17	Master of Science in Education (M.S. Ed.) – Educational Technology Specialist (K-12) (online)	36
Course Challenge	17	Master of Science in Education (M.S. Ed.) – Literacy Education (Birth-Grade 6, Grades 5-12)	37
Individual Course Enrollment	17	Master of Science in Education (M.S. Ed.) – School Counselor (K-12)	39
Independent Study Guidelines	17	Master of Science in Education Special Education: Early Childhood (Birth-Grade 2)	41
Seniors Taking Graduate Level Courses for Graduate Credit ..	18	Master of Science in Education Special Education: Childhood (Grades 1-6)	42
Withdrawal	18	Master of Science in Education Special Education: 7-12 Generalist	43
Study Abroad	18	Certificate of Advanced Study (CAS): School Counselor	44
Policy on Use of Human Subjects in Research	18	Advanced Graduate Certificate: Bilingual Education Extension, Pre K-12 - All Grades	45
Code of Academic Conduct	18		
Transcripts	18		
Requirements for Program Completion	20		
Time Limit for Completing Degree Requirements	20		
Residence Requirements	20		
Master's Degree Programs	20		
Certificate of Advanced Study	20		

Course Listings.....	46		
Africana and Latino Studies Courses.....	46	The State University Chancellor's Award for Excellence in Librarianship	73
Biology Courses.....	46	The State University Chancellor's Award for Excellence in Scholarship & Creative Activities	73
Earth Science Courses.....	48	The State University Chancellor's Award for Excellence in Professional Service	73
Education Courses.....	50	The State University Chancellor's Award for Excellence in Adjunct Teaching.....	73
Educational Psychology Counseling and Special Education Courses.....	54	The State University Chancellor's Award for Excellence in Classified Service.....	73
English Courses.....	58	State University of New York Board of Trustees	74
Foreign Languages and Literatures Courses.....	60	Oneonta College Council	74
Geography Courses.....	60	SUNY Oneonta Alumni Association Board of Directors.....	74
History Courses	60	State University of New York	75
Human Ecology Courses.....	61	General Statement – State University of New York.....	76
Mathematics, Computer Science and Statistics Courses.....	63	Mission and Vision.....	77
Museum Studies Courses	65	Directory of Faculty and Professional Staff.....	78
Music Courses.....	70	Library Services	79
Philosophy Courses.....	71	Full-Time Graduate Faculty	80
Physics and Astronomy Courses	71	HEGIS Curriculum Codes	87
Political Science Courses	71	Education Law.....	88
Chancellor's Awards and Board Members.....	73	Policy on Student Records	89
Distinguished Service Professor	73	College at Oneonta Campus Map	90
Distinguished Teaching Professor.....	73	Index	91
The State University Chancellor's Award for Excellence in Teaching	73		
The State University Chancellor's Award for Excellence in Faculty Service	73		

CORRESPONDENCE DIRECTORY

Office	Name	Building/Room	Phone Number (Area Code 607)
President	Nancy Kleniewski	Netzer Admin. 301	436-2500
Provost and Vice President for Academic Affairs	James Mackin	Netzer Admin. 340	436-2517
Vice President for Student Development	Franklin Chambers	Netzer Admin. 119	436-2513
Vice President for Finance and Administration	Todd D. Foreman	Netzer Admin. 200	436-2081
Vice President for College Advancement and Executive Director of College Foundation	Paul J. Adamo	Netzer Admin. 308	436-2535
Senior Executive Employee Services Officer	Lisa M. Wenck	Netzer Admin 208	436-2518
Chief Diversity Officer	Terrence Mitchell	Netzer Admin 133	436-2830
Senior Assistant to the President	Colleen E. Brannan	Netzer Admin. 301	436-2748
Director of College Communications	Hal Legg	Netzer Admin 301	436-2748
Associate Provost for Institutional Effectiveness	Wade Thomas	Netzer Admin. 135	436-2844
Associate Provost for Academic Programs	Eileen Morgan-Zayachek	Netzer Admin 333B	436-2520
Dean of Arts and Humanities	Joao Sedycias	Netzer Admin. 333B	436-2520
Dean of Economics and Business	David Yen	Netzer Admin. 226	436-3458
Dean of Education and Human Ecology	Jan Bowers	Denison 23A	436-2541
Dean of Social Sciences	Susan Turell	Netzer Admin. 333C	436-3488
Dean of Natural Sciences and Mathematics	Venkat Sharma	Netzer Admin. 334	436-2125
Chief Enrollment Services Officer	Kevin Jensen	Netzer Admin. 119	436-2513
Chief of University Police	Daniel Chambers	Alumni Hall	436-2491
Associate Vice President for Student Life	vacant	Netzer Admin. 119	436-2513
Associate Vice President for Development	Barry P. Warren	Bacon Hall 25	436-2792
Chief Information Officer	Karlis Kaugars	Milne Library B258	436-3663
Controller	Susan Clemons	Netzer 200	436-2081
Associate Vice President for Facilities and Safety	Thomas M. Rathbone	Milne Library B217	436-3224
Director of Academic Advisement	Eileen M. McClafferty	Netzer Admin. 100	436-3390
Center for Academic Development and Enrichment	Alison Fugit	Alumni Hall 225	436-3010
Director of Academic Information Technology	Steven J. Maniscalco	Milne Library	436-2735
Director of Admissions	Karen A. Brown	Alumni Hall 116	436-2524
Director of Advancement Services and Donor Relations	Michael Sullivan	Netzer Admin. 311	436-2594
Affirmative Action Officer/Title IX Coordinator	Andrew Stammel	Netzer 133B	436-2835
Director of Alumni Engagement	Laura Lincoln	Alumni Hall 129	436-2526
Director of Fund for Oneonta	Kim Nostrom	Netzer Admin. 305	436-2563
Director of Athletics, Intramurals, and Recreation	Tracey M. Ranieri	Alumni Field House 311	436-2446
Director of the Budget	Julie Piscitello	Netzer Admin 206	436-2503
Director of Business Services	Betty Tirado	Netzer Admin. 200	436-2081
Director of Campus Activities	William Harcleroad	Hunt College Union	436-2550
Director of Career Development and Student Employment Services	Amy Benedict	Netzer Admin. 110	436-2534
Director of Center for Social Responsibility and Community	Linda M. Drake	Alumni Hall 101E	436-2633
Director of College Assistance Migrant Program	Patricia A. Hanley	Wilsbach Hall 111B	436-3110
Director of Continuing Education and Summer Session	Michelle W. Thibault	Netzer 135	436-2548
I.T. Systems Manager	Richard Serafin	Netzer Admin. B1	436-2709
Director of Counseling Services	Melissa Fallon-Korb	Wellness Center 108	436-3368
Director of Creative Media Services	David W. Geasey	IRC 102	436-3263
General Manager of Dining Services	James Hamm	Hunt College Union	436-3336
Economic Development Coordinator	Carolyn Lewis	Netzer Admin 301	436-2572
Director of Employment Opportunities	Lorraine P. Hall	Netzer Admin 236B	436-2581
Director of Facilities Operations	Richard Roberts	Service Building	436-2507
Director of Financial Aid	Bill Goodhue	Netzer Admin. 123	436-2532
Director of Gift Planning	Ellen M. Blaisdell	Netzer Admin. 306A	436-2781
Director of Graduate Studies	Patrick J. Mente	Netzer Admin 135	436-2523
Director of Hunt College Union	Robb R. Thibault	Hunt College Union	436-3013
Director of Institutional Research	Ernesto Henriquez	Netzer Admin. 107	436-3592
Director of International Education	Vernon Larson	Schumacher Hall 111	436-3369
Director of Judicial Affairs	Amanda L. Finch	Netzer Admin. 119	436-3353
Director of Library	Charles O'Bryan	Milne Library 111B	436-2723
Director of New Student Services	Monica Grau	Wilsbach Hall 101	436-2255
Executive Director of Oneonta Auxiliary Services	Diane M. Williams	Hunt College Union	436-3352
Payroll Manager	Christine L. Krueger	Netzer Admin. 213	436-2504
College Registrar	Maureen P. Artale	Netzer Admin. 127	436-3216
Director of Residential Community Life	Michele Luettger	Wilsbach Hall 106	436-2514

Director of Office of Special Programs	Lynda D. Bassette-Farone	Netzer Admin. 332B	436-2407
Director of Sponsored Programs	Denise Straut	Bacon Hall 29A	436-2479
Director of Student Accounts	vacant	Netzer Admin. 240	436-2528
Director of Student Disability Services	Craig J. Levins	Alumni Hall 209	436-2137
Director, Student Diversity and Advocacy	Mary Bonderoff	Netzer Admin 119	436-2665
Director of Student Health Services	Melissa Fallon-Korb	Wellness Center	436-3573

THE COLLEGE CALENDAR

SUNY Oneonta offers two 15-week semesters during the academic year, as well as summer sessions. New student orientation, including advisement and registration, is offered before the start of each semester. The fall semester generally begins in late August, recesses for breaks in October and at Thanksgiving, and concludes around the third week of December. The spring semester generally begins during the third week of January, recesses for break in the beginning of March, and concludes around the second week of May with Commencement generally on the second Saturday of May.

Fall 2016

August 24	New Student Arrival
August 25-27	Orientation
August 29	Classes Begin
September 2	College Closes After Last Class
September 6	Classes Resume
October 7	College Closes After Last Class
October 12	Classes Resume
November 22	College Closes After Last Class
November 28	Classes Resume
December 4	December Recognition
December 13	Study Day
December 14-20	

Spring 2017

January 15-17	New Student Arrival & Orientation
January 18	Classes Begin
March 3	College Closes After Last Class
March 13	Classes Resume
May 3	Study Day
May 4-10	Finals Week
May 13	Commencement

Special Examination Schedule

During the last week in each semester, day classes will be scheduled for two and a half hour periods. The meeting time will be determined by the time pattern as shown in the *Schedule of Classes*. Classes which are not conducted according to time patterns will be scheduled on the basis of the initial weekly meeting of the class. The schedule for the final week is shown in the *Key Dates and Deadlines*.

Classes beginning at 5 p.m. or later generally meet on their regular schedule. Instructors are required to meet their classes during the final week. The assigned times may be used for instruction, examination or both.

Civil Holidays

Academic instruction is usually conducted on the following national holidays, during which some administrative office may be closed.

Fall Semester

Election Day
Veterans Day

Spring Semester

Martin Luther King Day
Lincoln's Birthday
Washington's Birthday

THE COLLEGE AND THE COMMUNITY

The Campus

SUNY Oneonta's 250-acre campus overlooks the scenic Susquehanna River Valley in central New York about halfway between Albany and Binghamton. On nearby Otsego Lake in Cooperstown, the College maintains a complex which houses its Biological Field Station and Graduate Program in History Museum Studies.

The Oneonta Area

Visitors to SUNY Oneonta enjoy the area's natural beauty, outdoor recreational opportunities, and many historic sites. Cooperstown offers the National Baseball Hall of Fame and many museums. Within a 30-minute drive are two state parks (Glimmerglass and Gilbert Lake) and several popular ski areas. Oneonta offers a shopping mall, a distinctive downtown business community, a wide range of shops and restaurants, and convenient public transportation.

The College is located on the outskirts of the City of Oneonta. In addition to being an educational center, the city offers diverse housing, shopping, cultural, and recreational opportunities. SUNY Oneonta contributes significantly to the cultural and intellectual life of the community.

Major cultural activities at SUNY Oneonta include theatrical productions and musical events offered by student groups, community organizations, and national touring companies. Art exhibitions are shown regularly in the College galleries. A wide variety of speakers address provocative and timely topics throughout the year.

The campus is within walking distance of Oneonta's shopping district. Public transportation, connecting the campus with the City of Oneonta, runs on a regular schedule seven days a week. The city is served by Trailways bus company. Chartered buses take students to and from the New York Metropolitan Area and other parts of the state for vacation periods. The Binghamton airport is about 60 minutes away, and the Albany airport is about 90 minutes away.

Weather in Oneonta is variable. Winters are usually brisk and snowy. Spring and fall bring beautiful, sunny days interspersed with occasional rain. Spring flowers and fall foliage attract many visitors to the area and make these seasons exceptionally beautiful. Warm days and cool nights make the summer sessions extremely popular.

The College

Founded in 1889, SUNY Oneonta became a charter member of the State University system in 1948. Today, it has grown into a liberal arts college with a pre-professional focus. The College is noted for an outstanding and accessible faculty, students committed to both academic achievement and community service, excellent facilities and technology, a beautiful campus with a new field house and a lighted track and field, and a modern library with exceptional electronic and print resources.

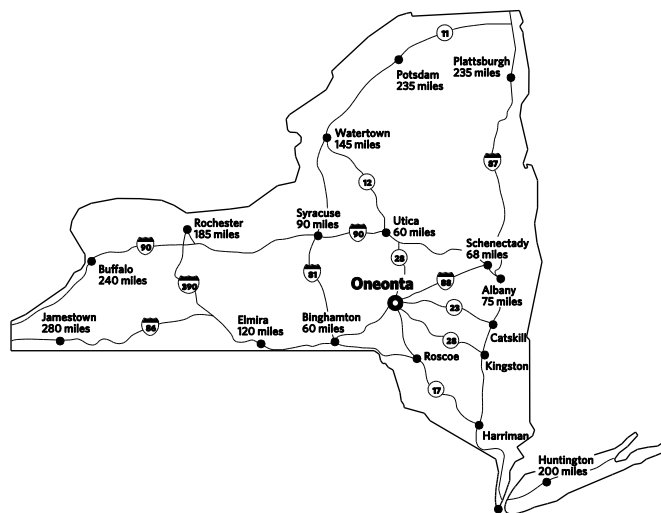
After nearly 50 years of specializing in teacher education, the College received authorization to grant baccalaureate degrees, the first of which were awarded in 1942. Since the founding of SUNY in 1948, the development of SUNY Oneonta has paralleled the growth of the State University of New York, a system that has gained a reputation for academic excellence both nationally and internationally. Also in 1948, the College initiated its special program in home economics and began graduate offerings in teacher education. Subsequently, programs were developed both in early secondary education and secondary education.

With the addition of a full range of programs in the arts and sciences in 1964, the College became a comprehensive institution. Several study-abroad programs were initiated in 1967, and the College has continued to expand learning opportunities through international study, internships, community service, and technology. Pre-professional programs prepare students for advanced degrees in law and medicine. Cooperative programs allow students to combine a degree from the College with specialized studies at other institutions.

Today, the College enrolls more than 6,000 students in 69 undergraduate majors, nine graduate programs, and several specialized certificate programs.

Location of SUNY Oneonta

SUNY Oneonta is located midway between Albany and Binghamton in the midst of one of New York's most scenic and historic upstate areas.



Academic Programs

SUNY Oneonta offers several fields of graduate study leading to master of arts degrees, master of science degrees, master of science in education degrees, and certificate of advanced study programs. Opportunities are afforded college graduates to undertake non-degree graduate study for a variety of purposes. Classes are offered by the College's academic divisions or departments and through several interdisciplinary and interdepartmental programs.

A number of support services, including tutoring, a writing center, and a learning center, complement the academic programs.

Facilities

The main campus consists of 36 buildings located on 250 acres overlooking the City of Oneonta and the Susquehanna Valley. The 284-acre College Camp, located about two miles from campus, features an observatory, lodge, and outdoor recreational facilities. In nearby Cooperstown, on the shores of Otsego Lake, the College has 2,600 acres of woodland, pond, and shoreline that serve as an aquatic and terrestrial ecological research area for the Biological Field Station.

The James M. Milne Library is a five-story building where students access information and research materials in a technology-rich environment. The library provides access to traditional library

services, including research help, circulation, and interlibrary loan, and offers learning support across the disciplines through the Center for Academic Development and Enrichment (CADE) satellite. Computers and wireless access are available throughout the building.

The Milne Technology Center offers over 100 computers with a wide range of productivity software, digital video editing suites, and a presentation rehearsal room with self-video capability. Under one roof, students are able to retrieve information, write papers, and create presentations in a collaborative environment. Laptops are available for loan at the computer lab and printing services desk for use within the building.

Help is available in many forms. Professional library staff members offer research assistance online and in-person, as well as by telephone and email. More in-depth research consultations are available by appointment. The Information Technology Help Desk, located within the Technology Center, provides walk-in, email, and telephone support, and the Technology Instruction Program for Students (TIPS) offers one-on-one assistance for computing application needs.

The library is an integral part of the research and instructional activities of faculty and students. Library instruction is designed in collaboration with faculty to develop students' information literacy skills in single classes and multi-class components. The library offers the one-credit course INTD 150: Library & Internet Research in both the fall and spring semesters.

The library's Reading Room, located on the first floor, provides comfortable seating and leisure reading materials, only a short distance away from Jazzman's Café, a popular meeting place where specialty coffees and light fare are served in an inviting atmosphere.

The College's Fine Arts Building houses programs in the visual and performing arts. The north section of the building contains art studios, a computer art lab, and student artwork displayed along the walls. The Laurence B. Goodrich Theater and the Hamblin Arena Theater share the central section of the building with the Martin-Mullen Art Gallery and the Project Space Gallery. Extensive renovation of the Music Department's studios, music labs, rehearsal halls, and performance spaces was completed in 2011. Enhancements included soundproofing, acoustically tunable paneling, industry-grade recording equipment, and secure, climate controlled storage.

The Evelyn R. Hodgdon Instructional Resources Center (IRC) is designed to accommodate, support, and maintain current technology used in the instructional process on campus. It contains nine lecture halls for large classes and public service activities, television studio used for the production of video programming both by students and professional staff, and computer laboratories. The lecture halls are fully equipped "electronic classrooms" with complete computer, audio-visual, video, and large-screen projection capabilities.

Computer Facilities at the college provide a robust technology environment in support of student learning. A campus-wide technology initiative stresses the acquisition of computing skills and provides students universal access to computers and software. Supporting this commitment, the College has over 700 networked computers dedicated to student use in about 50 different labs on campus. Many of the labs, including those in each residence hall, are open seven days a week. Some computer labs support specific disciplines and offer specialized software.

All traditional classrooms are equipped with multimedia capabilities. The use of technology is supported by an Information Technology Help Desk, which provides consultation and assistance with hardware and software to students and employees of the College.

Every student on campus has access to the College's email, web servers, and instructional support service through a high-speed data network. Wireless networking is available in all academic and residential buildings and some outdoor areas. Through the College's local area network and the Internet, students can register for classes, complete coursework, check grades, pay bills, and complete many other tasks.

The Charles W. Hunt College Union is the focal point for many College activities, including student government, leadership programs, Greek affairs, feature films and comedy shows, literary and musical performances, and current affairs programming including speakers and exhibits, as well as faculty functions and educational conferences. It has conference rooms, a lecture hall/movie theater, a snack bar, multimedia lounge, dining room, club and student organization offices, and Red Dragon Outfitters. The Union's 900-seat ballroom is used for speakers, concerts, craft shows and special events.

The Outdoor Resource Center, located in Hulbert Hall, is the campus headquarters for the Outdoor Adventure Club and for a wide assortment of outdoor activities and wilderness programming.

One of the busiest places on the campus is the Alumni Field House, which features three basketball courts, a dance studio, an elevated indoor track, a weight training and fitness center, and two racquetball courts. The Dewar Arena in the field house hosts major academic, entertainment, and athletic events. In addition, the G. Hal Chase Physical Education Building contains a gymnasium, fitness center, handball/racquetball courts, a quarter-mile track, and a swimming pool. Tennis and basketball courts, athletic fields, and a lighted all-weather track and field are also available on campus for recreational and scheduled sports activities.

The College's 15 residence halls provide housing for over 3,000 students, while five additional buildings have office space and classrooms for other academic departments and programs. Fitzelle Hall houses the Education, Mathematics, Philosophy, Africana and Latino Studies, Computer Science and Statistics, and Psychology Departments. Schumacher Hall contains classrooms for the History, English, Foreign Languages and Literatures, Geography and Environmental Sustainability, Economics and Business, Political Science, and Sociology Departments. Two well-equipped Science Buildings provide laboratory, classroom, office, and research space for Biology, Earth and Atmospheric Sciences, Chemistry and Biochemistry, and Physics and Astronomy, while the Human Ecology Building provides its department with laboratories, a CAD computer lab, Child Development Center, and special purpose rooms.

The Morris Conference Center is a full-service, year-round residential conference center available to college, community, business, and professional organizations. The Center is noted for excellence in service, dining, and lodging, all at very attractive rates. The Center's comfortable, climate-controlled conference rooms are equipped to support teleconferencing and a variety of audio-visual presentations. Computers with Internet access are also available.

The Center for Multicultural Experiences, located in Lee Hall, provides social, spiritual, and academic support to students of color and international students. Open to everyone at SUNY Oneonta, the CME is the perfect place for meetings, discussions, receptions, or quiet study.

The Center for Social Responsibility and Community

The *Center for Social Responsibility and Community* (CSRC) provides students with a wide variety of volunteer and service-learning opportunities, connecting students to a rich learning laboratory of nonprofit organizations and agencies off campus.

Located at Alumni Hall in Room 101C, the CSRC office is student-led. Throughout the school year, the Center hosts a number of events, beginning in the fall semester with *Freshman Service Day* when students first arrive on campus. In November, CSRC holds its *Annual Conference on Volunteerism and Social Responsibility*, partnering with neighboring institutions of higher education. Students are encouraged to participate in CSRC-sponsored activities on campus, such as American Red Cross blood drives, and American Cancer Society and Kidney Foundation fundraising events. Each May, CSRC's *Into the Streets* event brings the campus and local community together through a full day of service that benefits area organizations and residents. Over 20% of the SUNY Oneonta student body participates in volunteer and service-learning activities, averaging 50,000 hours of community service each year in serving over 90 nonprofits and organizations in our region. Upon graduation, the Center recognizes students for their service at a ceremony attended by College administrators and faculty, with certificates and awards given to those who have reached 350, 500 or 750 hours of service.

The Alumni Association

Established in 1890, the SUNY Oneonta Alumni Association is made up of more than 60,000 alumni who have distinguished themselves in their careers and their service to our College. The Alumni Association can provide you with the tools you need to stay connected, engaged and involved with SUNY Oneonta and each other. Ongoing involvement with the Association can help promote your career and business, increase your professional contacts and lead to other opportunities. The Office of Alumni Engagement works with the SUNY Oneonta Alumni Association Board of Directors to develop programs and services that support the Association's mission. The Office, located in Alumni Hall, Room 128, is open Monday through Friday, 8:00 a.m. to 4:30 p.m.

The College Foundation

Established in 1982, the *SUNY Oneonta College Foundation* raises, receives, and manages gifts and grants from alumni, parents, friends, faculty, staff, foundations, and corporations. It is governed by a volunteer Board of Directors. The principal of the Foundation constitutes nearly all of the college's endowment, which has grown to \$52.4 million and provides financial support for scholarships, academic programs, faculty development, lectureships, student research, and a wide range of other college activities. Gifts and grants are made to the College Foundation on an annual basis and through estate planning.

Oneonta Auxiliary Services (OAS)

The mission of *Oneonta Auxiliary Services* is to support SUNY Oneonta through our commitment to exceptional customer service as we establish, operate, manage, enhance and promote programs and auxiliary services for the benefit of the College community. OAS is governed by a Board of Directors consisting of students, faculty and administrators. Services provided either directly by OAS or through a subcontract include: Dining Services, the Red Dragon Outfitters (supplies, clothing, memorabilia), Damascene Book Cellar (textbooks), the Shipping Room, the College Camp educational and recreational facility, vending services (snacks and soda), residence hall washers and dryers, check cashing services, campus spending accounts, summer storage solutions, and ID/dining card operation. OAS is a not-for-profit corporation that returns \$2 million annually to the College through scholarships, utilities, program accounts and capital improvements.

GRADUATE STUDY POLICIES AND PROCEDURES

Admission

Admission to SUNY Oneonta is based on the academic and personal qualifications of the respective applicants without regard to race, age, gender, sexual orientation, religion, national origin, disability, or status as a veteran. The selection process identifies students whose academic ability, past performance, and motivation indicate a reasonable chance for success at Oneonta.

Departments may require multiple sources of information so that they may thoroughly consider an applicant's knowledge, abilities and suitability for a program of graduate study. At the discretion of each department, these sources may include any or all of the following: evidence of academic preparation and accomplishment; samples of academic work; letters of recommendation; a statement of professional goals; a personal interview; scores received on the GRE; and evidence of professional experience related to the program of graduate study.

Admission is competitive, and meeting or exceeding the minimum admission requirements identified by programs and departments does not guarantee admission.

International Student Admission

SUNY Oneonta welcomes qualified applicants from around the world. The College recognizes the intellectual and cultural contributions that international students offer while diversifying its campus. In addition to its high quality degree programs, the College is an amiable, safe, and engaging environment. Over 90 international students representing 17 countries study at Oneonta in both undergraduate and graduate programs combined.

International students are by definition, those who currently hold or are seeking F1 or J1 student visas or other non-immigrant categories allowed to engage in full or part-time academic studies. The College admits applicants who meet or exceed admissions criteria established by the College. Eligibility for graduate admission is based on prior academic performance, academic potential, qualified recommendation(s) and sufficient financial resources as required by U.S. immigration guidelines. A minimum iBT TOEFL score of 79 or PBT 550 or IELTS score of 6.5 is recommended for graduate admission.

For more information about the Graduate Studies Office, specific admission criteria, and the online application, visit their website at: www.oneonta.edu/gradstudies

For immigration guidance or inquiries related to international student matters, contact the Office of International Education.

Prospective graduate students should direct their academic inquiries and/or application material to:

Graduate Studies Office
108 Ravine Parkway
Oneonta, NY 13820
Tel: 800-SUNY-123 Ext. 2523 or 607-436-2523
FAX: 607-436-3084
gradstudies@oneonta.edu

Office of International Education (OIE)

The Office of International Education functions as a center for recruitment and retention of international students for individuals who currently hold or are seeking F1 or J1 student visas or are on other valid, non-immigrant categories authorized to engage in academic studies. It is committed to providing the highest level of service and advice on immigration guidelines, cultural adaptation, campus quality of life, professional and personal goals, academic matters, and community involvement. The OIE strives to

promote diversity through responsible recruitment practices and service excellence.

All international students should contact the Office of International Education for information related to U.S. immigration regulatory documents that must be provided to the OIE concurrently with formal application to the College and as part of the admission process. Continuous communication with the prospective student prior to arrival is a priority to effectively transition the student to the USA or transfer while in the United States. Upon review of application material and acceptance to the College, an I-20 or DS 2019, where applicable, will be issued promptly by the Office of International Education for U.S. Embassy/Consulate Office purposes.

A comprehensive international student orientation for all new and transfer students to SUNY Oneonta is given just prior to the start of the semester and is student-focused, addressing the unique needs of international students. The OIE hosts on and off-campus activities such as field trips, special events, social gatherings, and guest speakers. There are a myriad of professional organizations associated with the College to enhance the educational experience and students are encouraged to balance their academic life with extracurricular endeavors while cultivating their gifts and talents.

SUNY Oneonta offers several study abroad opportunities for its students through the Office of International Education and faculty-led trips through the Office of Continuing Education. Oneonta students also have access to the SUNY-wide system that offers more than 450 exchange and direct study abroad programs in more than 60 countries, of which SUNY Oneonta is a part.

For more information, contact:

The Office of International Education
SUNY Oneonta
103 Alumni Hall
Oneonta, New York 13820
Tel: 607-436-3369
www.oneonta.edu/academics/inted

Admission into a Master's Degree Program

All applicants must present evidence that they hold a baccalaureate degree or the equivalent from a regionally accredited institution. For students with degrees in progress, admission is contingent on presentation of an official transcript indicating award of degree. Each applicant must request that an official transcript be forwarded to the Graduate Office from the institution granting the baccalaureate degree, or where the baccalaureate degree is in progress, and from all institutions at which post-baccalaureate course work has been completed or is in progress. Some divisions or departments may have additional admission requirements. Applicants should consult individual program descriptions.

Admission into Certificate of Advanced Study Programs (CAS)

Currently this program is associated with the School Counselor master's degree. All applicants must present evidence that they hold a master's degree or the equivalent from a regionally accredited institution and possess a New York State School Counselor certificate. For students with degrees in progress, admission is contingent on presentation of an official transcript indicating award of degree. Each applicant must request that an official transcript be forwarded to the Graduate Office from the institution granting the baccalaureate and master's degrees, or where the master's degree is in process, and from all institutions at which

post-baccalaureate course work has been completed or is in process. Applicants should consult individual program descriptions.

Conditional Admission

Some graduate course offerings have prerequisites. Applicants who lack prerequisites and who are otherwise qualified may be *conditionally* admitted to graduate study with the requirement that they take undergraduate or graduate courses in addition to their regular graduate program as part of their degree requirements. The conditions of admission will be stated in the letter of admission. Students must register for any required undergraduate courses as graduate students through their graduate program. Although such courses will be assigned a grade in accordance with the undergraduate grading system, a minimum of a "B" grade is required. Any graduate student earning a grade of "B-" or below in a required undergraduate course will be subject to dismissal from the graduate degree program. If students do not meet the conditions by the date set forth in the acceptance letter their admission into the graduate program will be rescinded.

Admission to a Second Degree or Second Certificate Program

Graduate students seeking a second Master's degree should contact the department to which they are applying. Each department sets its own policies for obtaining a second Master's degree. Programs have tightly configured requirements and may not allow or have room for accommodating transfer credits.

Admission as a Non-Degree Student

Students who have earned a Bachelor's degree or the equivalent from a regionally accredited institution and who do not wish to apply to a degree program may apply for admission as a non-degree graduate student. Applications are available from the Graduate Program web page www.oneonta.edu/gradstudies and from the Graduate Office, 135 Netzer Administration Building. Completed applications should be returned to the Graduate Office. Applicants must have official transcripts from all colleges and universities attended sent directly to the Graduate Office.

Students who eventually plan to apply for admission to a graduate program should consult with faculty in that program prior to engaging in non-degree graduate study. Course work completed as a non-degree student may be credited subsequently to a degree program only with the approval of the department faculty. Also, the number of credits that can be completed as a non-degree student and/or transferred into a graduate program is limited.

Non-degree graduate students register for classes through the Graduate Office. The schedule of classes is available on the Registrar's website. Not all programs/departments permit non-degree students to take course work intended for degree students. Academic advisement is available for non-degree graduate students. To schedule an appointment, please call (607) 436-2523.

Graduate and Teaching Assistantships

The College offers assistantships to some full-time graduate students who are enrolled in degree programs. Assistantships may involve tuition waivers and/or stipends. Interested applicants should contact specific departments for additional information.

APPLICATION PROCESS FOR DEGREE PROGRAMS

Application to the M.S. Nutrition and Dietetics Program

Students applying to the Dietetics Internship / MS Nutrition and Dietetics Program must apply online at www.oneonta.edu/gradstudies. In addition, students must complete the AND's Standard Supervised Practice Application Form and submit all the supplemental forms found on the following webpage www.oneonta.edu/academics/dieteticinternship-ms/ directly to the Human Ecology Department addressed to: Director, DI-MS Program, 104 C Human Ecology Building, SUNY Oneonta, Ravine Parkway, Oneonta, NY 13820 ; e-mail: DI-MSProgram@oneonta.edu or go to their web site at: www.oneonta.edu/academics/dieteticinternship-ms/

Application to All Graduate Programs

All prospective graduate students must apply online at www.oneonta.edu/gradstudies. E-mail questions to: gradstudies@oneonta.edu. In addition, a \$50 non-refundable application processing fee is required of students. An application submitted without the accompanying fee will not be processed. The \$50 application fee is waived for SUNY Oneonta undergraduate students.

Applicants should check the appropriate program description in this Catalog, refer to the Graduate Studies web page and/or contact the academic department offering the program for information on special admission requirements, such as the submission of test scores, interviews, letters of recommendation, or portfolios. All documents required for departmental admission should be submitted to the Office of Graduate Studies for processing. Incomplete applications will not be reviewed by departments.

Students are accepted for admission in a specific semester. Some programs allow deferral of admission to a subsequent semester. To obtain a deferral of admission, a student must submit a written request, and that request must be approved by the department offering the program. Students must begin their program in the semester for which they are accepted or in the semester to which their acceptance is deferred. Students who do not register for and attend classes in the semester for which they are accepted or to which they have had their acceptance deferred will need to re-apply.

Graduate Record Examination

The Graduate Record Examination (GRE) is computer based and offered at test centers worldwide. Applications for the GRE and information on testing centers are available from the Career Development Office and at www.gre.org. Please refer to the graduate application and program specific web pages for which programs require the GRE for admission.

Application Deadlines

Applications are generally processed on a continuing basis and are forwarded to the appropriate graduate admissions committee when they are complete. Some programs have specific application deadlines for each semester in which a graduate student can matriculate. These deadlines are included in the application materials for individual programs.

A graduate committee within the department or departments concerned reviews the academic background and other qualifications of each candidate and makes appropriate recom-

mendations to the Director of Graduate Studies. Official notification of action on a student's application is sent by the Graduate Office. If there are conditions to be met prior to the admission date, the candidate must provide proof of having met the conditions to the Graduate Office prior to registration in the program. Students who are admitted to a graduate degree program but do not plan to attend are asked to notify the Graduate Office as soon as possible so that other students may have an opportunity for admission.

Transfer Credits

No more than one-half of the number of hours required to complete the graduate degree program may be transferred from another institution. However, limits on the number of credits that may be accepted vary by program and are often more restrictive. See individual program descriptions for further information. Acceptance of transfer credit upon admission is at the discretion of the academic department. All requests for this transfer credit must be in writing and included with the application.

Matriculated students who subsequently wish to take credit at another institution toward their degree program must obtain *prior* written approval from their academic department via a Prior Approval for Transfer Credit. Note that courses with earned grades of "B-" and below will not be accepted in transfer.

Academic credit will not be awarded for Continuing Education Units (c.e.u.s).

GRADUATE REGISTRATION

Student Registration Status

Full-time Hours / Part-time Hours

Full-time. A student registered for at least 12 s.h. of course work in a Fall or Spring semester is classified as a full-time student in that semester (or 9 s.h. in the case of graduate assistants). Students enrolled in 6 s.h. or more in the Summer term(s) are classified as full time students. Graduate students should be aware that most types of financial aid require that the student is classified as a full-time student.

Part-time. A student registered for fewer than the minimum number of hours noted above is considered to be a part-time student.

Continuous Enrollment Policy

All matriculated graduate students are required to enroll in at least one semester hour of coursework each fall and spring semester following admission to the degree program. Degree students failing to enroll for at least one semester hour in the fall or spring semester will be removed from their degree program unless they have applied and been approved for a leave of absence.

Registration

Registration includes paying all obligations to the College and making any necessary changes before the end of the Add-Drop period (See *Key Dates and Deadlines*, a list of important dates published each semester in the *Schedule of Classes* and on the Registrar's web page.)

Degree graduate students are provided access to on-line registration. For information on how to register on-line at webservices.oneonta.edu, contact the Office of Graduate Studies.

Non-degree students may register for graduate level courses on a "seats available" basis provided that permission of the department is granted and that prerequisites and co-requisites are met. Departments limit the number of non-degree graduate credits that can be accepted. (See individual program requirements.)

The maximum number of credits, undergraduate and/or graduate, for which a graduate student may register within any given semester is 15 semester hours.

Late Registration

Fees are assessed for late registration, late payment, and late course changes. (See *Schedule of Classes* for deadlines.)

Adding and Dropping Courses

Detailed instructions and key dates for making schedule adjustments and tuition and fee liability are printed each semester in the *Schedule of Classes*. Students who do not plan to attend a class that they have registered for must notify the Graduate Office in writing before the first class session or they may drop courses via web registration at webservices.oneonta.edu. Students will not be charged tuition or fees for courses dropped prior to the start of the semester, and any monies paid will be refunded. (See "Schedule Adjustments.") Liability for tuition and fees as well as academic liability depends upon the day of withdrawal. It is the student's responsibility to be aware of all deadlines.

Policy for Shared-Resource Course Offerings

Graduate courses, (500 level or above), under certain circumstances, may be run concurrently with upper-level undergraduate courses (200 or 300 level) as shared-resource courses, if and only if a graduate student is expected to meet different learning outcomes and perform at a higher academic level than an undergraduate student. Shared-resource course couplings must obtain approval prior to the start of instruction from the College Graduate Committee and the appropriate School Dean. At the graduate level only elective courses may be offered in a shared-resource format; a graduate program's core or required courses may not be offered as shared-resource courses.

ACADEMIC STANDARDS

Grading System

Grade Point Averages

The instructor determines the basis for evaluation and the system for assigning grades within each course, founded upon academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, gender, degree of political activism or personal beliefs.

Grading Scale

A	=	4.00 quality points	C	=	2.00 quality points
A-	=	3.67 quality points	C-	=	1.67 quality points
B+	=	3.34 quality points	D+	=	1.34 quality points
B	=	3.00 quality points	D	=	1.00 quality points
B-	=	2.67 quality points	D-	=	0.67 quality points
C+	=	2.34 quality points	E	=	0.00 quality points

Policies on Grades

Normally grades of "C" and above earned in graduate level courses at Oneonta are credited toward the master's degree. Individual graduate programs may set a minimum required grade higher than a "C" in any course considered fundamental to the course of study. Although graduate credit is awarded for courses in which grades below the minimum acceptable grade are earned (excluding E grades), the credit will not be applied toward degree requirements. All grades earned remain on the student's permanent transcript.

Course Repeat Policy

Beginning in Fall 2016, graduate students will not be permitted to repeat a course. Students who attempt to repeat a course will be dropped from the course from the course.

Appeals: Students who wish to appeal the repeat rule will use the Appeal to the Graduate Course Repeat Policy Form to outline their request. The graduate program director/department chair will designate a committee of three faculty members with a graduate teaching status, which will make a recommendation to the dean of the school, who will make the final decision.

Pass/Fail Grading

Grades of "P" (pass) and "F" (fail) may be counted toward a master's degree when the course is offered with P/F as the only grading option. If students choose the P/F option rather than a letter grade for a course, that course will not be counted toward a master's degree. Grades of P/F are not assigned numerical value and thus are not averaged in with other grades in computing grade-point averages. A grade of "P" must denote a minimum level of academic performance equivalent to at least a "B".

Incompletes

At their request, students will receive an incomplete ("I") when they cannot complete the course work and can make up the work independently. This grade will be awarded due to illness or some other unavoidable circumstance. Or, with the student's consent, an instructor may assign and extend grades of Incomplete whenever there is an educational advantage in doing so. An "I" (Incomplete) is a temporary grade. Students must make up incomplete course work in the semester following the semester for which the "I" grade is received. The date by which Incompletes must be made up occurs in November for the Incomplete earned during Spring semester and/or Summer Sessions and in April for the Incomplete earned during Fall semester. The specific dead-

lines are publicized extensively. See *Key Dates and Deadlines*, a list of important dates published each semester and distributed to both students and faculty.

Requests for extensions of the Incomplete deadlines require the approval of the instructor of the course. Students should be aware that no extensions of Incompletes will be considered beyond the maximum allowable extension date, which is one calendar year from when the Incomplete was assigned. The registrar notifies the course instructor and student of outstanding Incompletes. Students will receive a revised grade mailer indicating the grade earned or the conversion of the "I" to "E".

Grade Change Policy

Letter grades on file with the registrar at the end of a semester are final unless an error in calculating the grade is discovered. If so, the instructor must file a grade change form, explaining the error. This form requires the approval of the department chair and is then processed by the registrar. Grade changes not consistent with academic policy will be reviewed by the appropriate dean. The student will receive an updated grade mailer reflecting the grade change. Permitting a student to submit missing work or extra credit to improve a grade is not acceptable. It is the student's responsibility to call the instructor's attention to a possible grading error in a timely manner, typically during the semester following that in which the questioned grade was received. If twelve months have elapsed since the grade was issued, no grade change will be made.

Academic Grievances

1. A graduate student with an academic grievance should first try to resolve the problem with the faculty member involved. A grading judgment alone shall not be a basis for a grievance.
2. If that fails, the student should confer with the chair of the department involved. The chair will attempt to mediate the dispute and may call on the departmental grievance committee to assist, if such a committee exists. If the matter cannot be resolved within the department, the chair will notify, in writing, the parties involved and the division dean.
3. The student may then file a formal written complaint to the appropriate division dean. The complaint must be filed within 45 days of receiving notice that the department chair was unable to resolve the problem. The complaint must state a specific charge.
4. The divisional dean may attempt to mediate or resolve the dispute informally, or may proceed with the appointment of an *ad hoc* grievance committee.
5. The *ad hoc* committee will consist of three members of the SUNY Oneonta graduate teaching faculty. The grievant will name one member; the faculty member involved will name the second and the Chair of the College Graduate Committee will name the third, who will chair the *ad hoc* committee.
6. When the committee is formed, the dean will announce its membership to the parties involved in the dispute.
7. The *ad hoc* committee will
 - a. Determine what evidence it needs and request it from the appropriate parties;
 - b. Establish a schedule for hearing and determining the grievance, and announce it to the parties involved;

- c. Review the relevant materials, that may include existing policies and regulations, and written or oral statements from the parties involved or witnesses; and
 - d. Report its findings and recommendations, in writing, to the parties involved, the dean, and the Chair of the College Graduate Committee.
8. The *ad hoc* committee will try to complete its work within thirty days. If it cannot, it will notify the parties involved, the dean, and the Chair of the College Graduate Committee.
 9. If either party to the grievance disputes the findings and recommendations of the *ad hoc* committee, the divisional dean will refer the matter to the Provost for final decision.

Academic Retention Standards

Degree Students

Graduate students are expected to maintain semester and cumulative GPAs of at least 3.0. At the end of each semester, the Divisional Dean will review the transcripts of all currently enrolled graduate degree students. Students with a cumulative or semester grade point average below 3.0 will be academically dismissed or placed on academic probation. In consultation with the academic department, the Dean will notify these students in writing of their academic standing.

Students will be academically dismissed when they fail to make progress toward degree completion. Situations that result in academic dismissal include:

- Failing to earn the minimum required semester and/or cumulative GPA, except as noted below
- Earning grades that make it unfeasible for the student to obtain a GPA that meets the minimum standard within the allotted probationary period described below
- Failing to earn minimum grades within the declared program of study
- Failing to successfully defend or amend the thesis proposal or thesis
- Failing to meet minimum standards for passing comprehensive exams
- Being ineligible for or failing to successfully complete field placement
- Failing to meet the remedial plan as outlined in Education Department Fair Practice policies

Students may be placed on academic probation when their semester or cumulative GPA falls below 3.00 for the first time in their graduate career.

- If a full-time student is placed on probation, the student will have one semester to achieve a minimum (3.0) cumulative grade point average.
- If a part-time student is placed on probation, the student must achieve a minimum (3.0) cumulative grade point average by the time 12 additional credit hours are earned.
- These time limits will be conveyed to the student in writing when the student is notified of his/her probationary status.
- For both full and part-time students, failure to clear probation within the specified time or failure to maintain a 3.0 cumulative or semester grade point average each semester subsequent to the probationary period will result in dismissal.

Academically dismissed students have the right to appeal their dismissal and must do so in writing. The written appeal and accompanying documentation must be delivered to the Office of Graduate Studies. The Graduate Appeals Committee will adjudicate the appeal. The written appeal, accompanying documentation, CAPP document, academic transcript, student file, a complete audit of the student's academic history on Banner, and any information from the department will be used in deliberations.

When a student is academically dismissed, that student is ineligible to register for courses at the College. If the student wishes to return to graduate study at the College at a later time, s/he must apply for readmission.

Non-degree Students

Non-degree students are expected to maintain the same academic standards as degree graduate students. Students not maintaining a minimum grade point average of 3.00 may be precluded from taking additional coursework at the College.

Taking graduate courses as a non-degree student does not guarantee that any student will subsequently be admitted to a degree program. Additionally, coursework in which a non-degree student earns below a "B" may not be applied subsequently to a degree program and the number of credit hours that may be counted subsequently in a degree program is limited.

ACADEMIC POLICIES AND REGULATIONS

Advisement

Degree Students. The graduate advisory program aims to help the student plan a program of study that will improve professional competence and maintain a close liaison between the student and the College. Each graduate program has a departmental program director or coordinator.

Upon admission, each degree student is provided with access to Degree Works which outlines specific program requirements. Students should contact their advisor immediately to arrange a meeting to review their program degree requirements. After the advisement session, the advisor will notify the Office of Graduate Studies of any transfer credits and/or course substitutions. The Graduate Office will make approved adjustments within Degree Works and provide the student with an updated record. At this time, the advisor also notifies the Office of Graduate Studies that the student is eligible to register for courses, which will allow the student to register on-line at my.oneonta.edu.

Subsequent changes to the student's program of study must be reported to the Office of Graduate Studies. It is important for students to examine their degree requirements in Degree Works to ensure that it reflects any and all changes agreed to by student and advisor. For questions regarding Degree Works, students should contact the Office of Graduate Studies.

Students are responsible for knowing all degree requirements as stated in Degree Works and should direct any questions to their advisor. If there are perceived discrepancies, they should be brought to the attention of the Office of Graduate Studies immediately.

The student is responsible for being familiar with policies and procedures for fulfilling all degree requirements.

Graduate students may request a change of academic advisor by contacting the program director and sending a written request to the Graduate Office. The Graduate Office will notify students in writing when such requests are granted and will send students the name of their new advisor.

Non-degree Students. While non-degree graduate students are not assigned faculty advisors, they are encouraged to consult individual faculty members or academic department chairs with respect to the appropriateness and availability of courses. Academic advisement is available for non-degree graduate students through the Office of Graduate Studies. Please call (607) 436-2523 to make an appointment.

Change of Major

If a degree student wishes to transfer from one program or major to another (e.g., from Special Education to Literacy) a written request must be submitted to the chair of the department offering the graduate program into which the student wishes to transfer.

Course Auditing

The auditing of courses is considered most appropriate when used to expand the educational experience of enrolled students, faculty, members of the College and members of the community.

The priority of auditors shall be as follows: SUNY Oneonta students; SUNY Oneonta employees; others. A \$50.00 course audit fee will be charged for each course audited. Those exempted from the course audit fee are SUNY Oneonta employees, currently enrolled SUNY Oneonta students, and persons age 55 and over.

Course audit fees are not refundable. Course audit requests must be filed with the Continuing Education Office, Netzer 132.

Course Challenge

The College recognizes that some students have acquired knowledge and skills equivalent to those normally acquired through course work. In such cases, students may receive credit for appropriate classes by 'challenging' those courses. To challenge a course, students must be enrolled full-time in a degree program and apply to the chair of the department offering the course they wish to challenge. Each program decides under what circumstances a course may be challenged, as well as when students may apply for and/or complete course challenges.

Course challenge requirements are prepared by the instructor and subject to approval of the department or a subgroup thereof. The passing or failing of a challenged course is determined by the instructor and reported to the registrar. Credits granted on the basis of course challenges are acknowledged on student transcripts with a grade of "CH". Semester hours earned for challenged courses does not count toward full-time enrollment status.

Students may not challenge any course more than once, and are limited to a maximum of 6 s.h. of challenge credits per degree program.

If students transfer from institutions where credit has been given on the basis of course challenges, such credits will be reviewed and evaluated in the same manner as other transfer credit.

Individual Course Enrollment

A student may enroll on an individual basis in any course listed in the Graduate Catalog which is not among the current semester's course offerings. Individual course enrollments are subject to the approval of the individual instructor, the department chair/program director, and divisional dean. The College is not obligated to provide course registration through this method, nor is a course instructor obligated to sponsor it.

Independent Study Guidelines

The purpose of independent graduate study is to allow students to pursue projects that do not fit within the framework of regular course offerings. Such course work is intended to be a truly independent project of a special nature. The advisor, the faculty sponsor, the department chair, and the divisional dean must approve the student's project description as it is submitted on the appropriate independent study course registration form. To be eligible for independent study, the graduate student generally must meet the following requirements:

1. Be in a graduate degree program or have received a master's degree.
2. Have completed at least 6 s.h.* of graduate study at Oneonta with a grade point average of at least 3.00 in the area (or closely related areas) of the proposed independent study.
* Some departments/programs may require more than 6 s.h. of graduate study prior to enrolling in an Independent Study course.
3. Have a cumulative graduate GPA of at least a 3.00.
4. Have adequate preparation for undertaking the project.
5. Have no more than 6 s.h. of graduate independent study work during any one semester and no more than a total of 12 s.h. of graduate credit in any combination of independent study and Thesis in their degree program.

6. Have completed a graduate independent study form, available from the Graduate Office. The completed form must accompany the student's registration form at the time of registration.

Action on applications for Independent Study is guided by the following considerations:

- a. The work to be covered is not available in a regular course offering.
- b. The study is clearly related to the applicant's over-all program of study.
- c. An Oneonta faculty member vouches for the student's ability to work independently.
- d. The instructor holds Graduate Teaching Faculty Status and has adequate time and necessary academic background in the field chosen to guide Independent Study on the graduate level

Note: Independent Study courses will be awarded a letter grade. The pass/fail option is not available.

Seniors Taking Graduate Level Courses for Graduate Credit

Undergraduate students who are in their last year of resident work at Oneonta, who have completed 90 or more semester hours, who have a minimum overall GPA of 3.0 and a GPA of 3.2 in their major, and who have passed the college writing exam may take up to two graduate courses for graduate credit. Undertaking graduate-level work must not delay completion of undergraduate degree requirements. Graduate credits cannot be applied toward a bachelor's degree. Students choosing this option should understand that this does not admit them to graduate study in a master's program. Some graduate level courses may not be open to undergraduate students under any circumstance. Students must file a "Senior Enrollment in Graduate Course" form signed by the course instructor, the Academic Advisement Center, the student's advisor, the chair of the department in which the course is offered, and the dean of the school in which the course is offered with their registration form at the time of registration. The form is available in the Graduate Office. The ratio of seniors to graduate students in a graduate course should normally not exceed 10%, but in classes with enrollments of less than ten students, one or two seniors may be permitted.

International students, student athletes and those who receive financial aid generally must be in 12 s.h. of new undergraduate coursework to maintain their eligibility/status. Any undergraduate student considering taking a graduate course should discuss the implications with their financial aid counselor.

*This policy does not apply to students who have been accepted into an accelerated undergraduate-graduate degree program.

Withdrawal

Withdrawal From All Courses During Any Given Semester

Sometimes it becomes necessary to withdraw from all of one's classes in a semester due to a major personal emergency. In this case, follow the instructions for dropping a course. You must also notify your advisor and the Office of Graduate Studies in writing. Please be advised that if you still have incomplete grades from a previous semester, you remain responsible for following college policy to resolve the incompletes (see "Incomplete Grades" on page 15).

Permanent Withdrawal From Academic Program and College

Graduate students who find it necessary to permanently withdraw from the College must complete the required Notice of Intent to Withdraw from College form, which can be obtained the Office of Graduate Studies, 135 Netzer. Submit the completed form to the Office of Graduate Studies.

If the completed form is submitted prior to the deadline for individual course withdrawal (see the *Key Dates and Deadlines* for that semester), a "W" grade for each class will appear on the transcript. If it is submitted after the deadline for individual course withdrawal (one week past the semester mid-point) and up until two weeks prior to the beginning of final exams, the student will receive a "W" with a parenthetical grade that indicates the quality of their work up to the time of the withdrawal.

Students who withdraw from the College for the semester at any time from two weeks before the beginning of final exams until the end of final exams will be academically liable for all course enrollments. The effective date of the withdrawal will be the last day of final exams. In this case, final grades will be assigned.

Students who withdraw from the College and who wish to return at any time in the future are required to apply for readmission.

Study Abroad

The International Education Office assists students who wish to include education abroad in their graduate studies.

Policy on Use of Human Subjects in Research

All SUNY Oneonta research (conducted by students, faculty, or staff) involving human subjects must have prior review and approval of SUNY Oneonta Institutional Review Board. All human subject research must comply with the federal and state laws for the "Protection of Human Subjects." Students must check with their professor, advisor, and/or department chair for details on compliance. Information on the IRB process can be found on the College's website. To access the IRB application, please click [here](#).

Code of Academic Conduct

Academic dishonesty (including plagiarism and cheating) is defined as any act by a student that misrepresents or attempts to misrepresent to an instructor or any college official the proficiency or achievement of that student or another student in any academic exercise for the purpose of influencing a grade on a work assignment, on an examination or quiz, or in a course as a whole, or that is intended to alter any record of a student's academic performance by unauthorized means.

Faculty members who observe acts of academic dishonesty are required to report them to the Office of Student Development for investigation and action. A student deemed guilty of an act of academic dishonesty may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination; failure of the course; or dismissal from the College.

Transcripts

The official record for all students enrolled in advanced degree programs or as non-degree graduate students of SUNY Oneonta is the graduate transcript, which provides a complete record of all graduate academic work attempted. Any undergraduate course work taken will appear on a separate undergraduate transcript. *Note:* when a student requests a transcript, all work completed at Oneonta (graduate and undergraduate) is sent. Students may not request that only a graduate transcript be sent.

Complete official copies of the student's record (transcript) are provided only upon written request signed by the student.

REQUIREMENTS FOR PROGRAM COMPLETION

Time Limit for Completing Degree Requirements

In order to receive a degree or certificate, candidates must meet all requirements within a period of six calendar years. The time limit begins the term in which the earliest enrolled course is credited to the degree program. Courses completed prior to admission to a degree or certificate program that are accepted toward the degree cannot be more than six years old at the time the degree is awarded. This requirement may be modified only in special circumstances. In some circumstances, when students are admitted to a program, they may be given less than six years to complete their course of study.

Procedures for extending the time limit are as follows: The student must initiate a written request through his/her department. The department must forward the request with a departmental recommendation for action to the Divisional Dean. The Divisional Dean may approve an extension of up to one year in length or deny the request. The student (or department) may appeal the Dean's decision to the Provost.

Residence Requirements

Courses completed at other institutions are considered as non-resident courses and are so credited. A maximum of one half of the semester hours required for the program may be accepted in transfer. Note however, that most programs have more restrictive policies. Refer to individual program descriptions for transfer credit limitations.

If a student pays tuition and fees to SUNY Oneonta, the credit for the course is considered as residence credit, whether or not the course is taken on the campus. If tuition and fees are paid to another institution, the credit is considered as transfer credit. (See "Transfer Credits." on page 13)

Master's Degree Programs

The minimum number of semester hours for program completion, their distribution and any specific course requirements are designated in each graduate program. Students should note that some courses completed and/or hours recorded on their transcript may not fulfill degree requirements. Although specific requirements may differ, all master's degree programs have a culminating experience which normally includes at least one of the following: passing a comprehensive examination; writing an approved thesis based on independent research; and/or successfully completing an appropriate special project.

Note: If a student fails the comprehensive exam or any portion thereof, the student may petition the division or department for permission to retake the examination or any portion thereof. Under no circumstance can the comprehensive examination or any portion thereof be taken more than twice. Students should consult with their individual departments for further information.

The maximum number of thesis credits students can earn varies with the degree program. However, students are limited to a total of 12 s.h. of credit in any combination of independent study and thesis.

Students must achieve a cumulative grade point average of 3.0 or higher in all required degree work.

Certificate of Advanced Study

A minimum of 21 s.h. of post-master's study is required for the School Counselor Certificate of Advanced Study (CAS). Addition-

ally, the CAS requires an internship in an approved public school setting with supervision by a College approved supervisor. This internship may be waived for students who have completed at least two years of professional experience. Specified courses and other departmental requirements must be completed before a certificate of advanced study is awarded.

Students must achieve a cumulative grade point average of 3.0 or higher in all required program work.

Graduation

Graduate students are required to have a "B" average (3.0) in all courses used to fulfill degree requirements. There is no rounding up of grade point averages. Not all courses taken while in a graduate program apply to the graduation grade point average. Examples of courses not used in the "graduation grade point average" are:

- Any undergraduate courses, even if they are required for remediation
- Graduate courses that apply to another graduate program
- Graduate courses that are taken as an elective (over and above elective courses required within the program)
- Graduate courses where the grade earned did not meet a specified course minimum grade requirement

The Graduation GPA may be different from the GPA reflected on the transcript because of the above examples.

Diploma Application Procedure

Students wishing to graduate must file a diploma application with the Registrar's Office at the beginning of the term in which the student has registered to complete their remaining degree requirements (course work, comprehensive exam, thesis, etc.) Applications are available from the Registrar or the Office of Graduate Studies and require a \$5 fee.

The deadline for filing applications is March 1 for Spring, June 15th for Summer, and October 1st for Fall. Notice of clearance for graduation or, if needed, notice of remaining degree requirements, will be sent to the graduate student and the advisor. May or December graduates must have completed all master's degree requirements on or before the end of the last day of the semester; for those who apply for graduation in August, requirements must be completed by the last day of Summer Session II.

Note: Students cannot graduate with "incomplete" grades on their records.

Special Considerations for Education Majors Applying for Graduation

Graduates of education programs who are applying for teacher certification or school counselor certification must complete the on-line Teacher's Certification Application which can be accessed at www.nysed.gov/tcert. In order for the College to recommend program graduates for certification each student must complete and return the College's Release Authorization for Teacher Certification Recommendation with their diploma application. This form is available on-line at www.oneonta.edu/registrar and at the Office of Graduate Studies. Students applying for permanent/professional certification may be required to submit additional evidence of qualifications as defined by the State Education Department regulations. The College can recommend students for certification only in the area of the master's degree and only at the time the degree is awarded.

Commencement

Master's degrees and Certificates of Advanced Study are awarded at the end of each term. May degree recipients, and degree recipients from the previous August and December may participate and be hooded during the annual (May) Commencement ceremony. *(Note: While the College policy permits undergraduates who have not completed all degree requirements to take part in Commencement, only graduate degree recipients may participate in Commencement, as that ceremony includes hooding.)* December candidates may participate in the December recognition ceremony. Candidates should be those who plan to complete all degree work in December. To participate in either the May Commencement or the December recognition ceremony, a candidate must:

- Meet the College's eligibility criteria for participation in either Commencement or the December recognition ceremony;
- Apply for graduation by the announced deadline;
- Indicate in writing their desire to participate in Commencement and/or the recognition ceremony;
- Dress in academic regalia appropriate for the ceremony.

GRADUATE EXPENSES

Tuition and Other Fees

(Estimated as of May 2013)¹

The Graduate Application fee is \$50. Tuition is as follows:

	New York Resident ²	Non-Resident
12 or more semester hours - Graduate (per semester)		
Tuition	\$ 4,935	\$9,175
Comprehensive Student Fee	\$478.50	\$478.50
Student Health Insurance ³	\$824.50	\$824.50
	<u>\$6,238</u>	<u>\$10,478</u>

Graduate (per semester hour)

Tuition	\$411	\$765
See Comprehensive Student Fee on page 22		

¹ College charges for tuition and fees are subject to change without notice

² Resident: To qualify as a New York State resident for tuition purposes the student must: be domiciled in New York State; or have attended a New York State high school for two years or more, graduated and received a diploma, and applied for admission within five years; and/or meet other qualifications in accordance with guidelines established by the State University of New York. Students charged out-of-state tuition who are applying for in-state residency must submit a Residency Application before the last day of the Add/Drop period. Residency applications are available at the Student Accounts Office.

³ All students are urged to carry health insurance. If you are not otherwise covered, you may elect the College's Accident and Sickness Insurance. Health insurance is annual and inclusive. For additional information, please contact the Student Accounts Office.

Comprehensive Student Fee

This charge is comprised of several mandatory fees which support student services, programs, and activities as detailed below.

Activity Fee

This fee supports a wide variety of Student Association-sponsored campus activities as well as local bus service. It is required for all students registered for nine or more credit hours.

College Fee

This fee is mandated by SUNY administrative policy and is required for all students. Part-time students pay a pro-rated charge by credit hour.

Health Fee

Charged to all students taking seven or more credit hours, this fee supports the operation of the Counseling, Health, and Wellness Center which offers a wide array of services to graduate and undergraduate students.

Technology Fee

Provides for continued improvement in computerized systems and services including e-mail, multi-media classrooms, library system improvements, general access computing labs, and remote network access. Pro-rated by credit hour for part-time students. A waiver application may be filed at the end of the term for students who feel that they have been unable to use any of the technological services offered.

Transcript Fee

This fee is billed each semester and covers all official transcript requests through the Registrar's Office.

Calculating Tuition and Fees

The appropriate tuition rate is determined by a combination of student status and course level.

Graduate degree candidates are charged at the graduate rate.

Non-degree students pay tuition based on the course level as shown below:

100-499 level courses—undergraduate

500-699 level courses—graduate

Special Charges

Late Registration	Late Add/Drop	Late Payment	Returned Checks
\$40	\$20	\$30	\$20*

*Personal checks will not be accepted after two returns.

Advance Deposits

Students who accept admission to a graduate degree program are required to pay an advance deposit of \$100. This deposit is applicable to the first semester charges.

Payment of Tuition and Fees

All students are required to "clear" their bill by mail or via the web at my.oneonta.edu, on or before the first day of classes. A signed Affirmation Statement and appropriate payment must be submitted in order for the bill to be considered cleared. Failure to comply will result in a \$30.00 late payment fee. Course registration will be cancelled if the bill is not cleared by published date.

Installment Plan Option

All students with a billed balance of \$100 or more have the option of participating in the Oneonta Installment Plan. For a fee of \$22.50 (which is non-refundable) payment may be made in two installments, the first due the first day of the semester and the second payable at mid-semester. Plan participants will be billed for the second installment two weeks before the due date. Failure to meet payment deadlines prohibits eligibility for future semesters.

Deferment of Expenses

Tuition, fee, room, and dining charges may be deferred based on Financial Aid eligibility as indicated on the Financial Aid Award Letter issued by the SUNY Oneonta Financial Aid Office (see Financial Aid Section of the Catalog). Federal College Work Study salaries may not be deferred. Other credits may be deferred with documented approval such as Veterans Benefits, approved Alternative Student Loans, NYS College Savings Program accounts, Tuition Management Systems contracts, and private scholarships.

Tuition Waivers

Students submitting Tuition Waiver Certificates or State University Employee Tuition Waivers as full or partial payment of their tuition must submit the waiver document when they return their bill with payment of applicable fees. The waiver will cover only the cost of tuition. The student is responsible for any associated fees.

Financial Aid Refunds

Students whose grant, loan, and scholarship payments exceed their semester billed charges may be eligible for a refund of excess payments to assist with other educational costs. The College partners with the Higher One Corporation to provide refund delivery options which include electronic delivery to a student bank account or Higher One account, or a paper check. Students are required to select a delivery option. Further information and enrollment procedures are available here <http://www.oneonta.edu/admin/stacct/financialaidrefunds.asp>.

Withdrawals

Refunds

If a student withdraws before classes begin, a refund check will be issued for any overpayment. If students withdraw after the semester begins tuition liability applies. For further details concerning refunds contact the Student Accounts Office.

Tuition/Fee Liability

Students who complete the withdrawal process before the first day of class will not be liable for any charges, and any monies paid will be refunded. Students who withdraw on or after the first day of classes, will have liability. Tuition and fee liability is calculated based on the SUNY mandated schedule. On or after the first day of class of any course, students are liable at a minimum for the College Fee of \$.85 per credit hour. See *Schedule of Classes*.

Note: A student's liability for tuition and fees is calculated at the time the student completed the official withdrawal process. Simply not attending classes does not reduce or cancel liability.

Financial Aid Adjustments

Students are entitled to financial aid based on the percent of time in attendance. The unearned portion of aid will be calculated as of the day of withdrawal, returned to the aid program, and the student accordingly billed for any aid disbursed that was not earned. This calculation will occur whether a student officially withdraws or simply stops attending. Please consult the Financial Aid Office for further information.

FINANCIAL AID AND AWARDS

The Financial Aid Office advises students who need financial assistance to finance a college education. SUNY Oneonta only utilizes the Free Application for Federal Student Aid (FAFSA) to evaluate financial need for incoming students. Please visit www.financialaid.oneonta.edu for complete application instructions.

Loans

Federal Perkins Student Loan: The College participates in the Federal Perkins Student Loan Program.

Federal Direct Unsubsidized Student Loan Program: Instructions for completing an online Master Promissory Note are available on Oneonta web services after eligibility has been determined.

Eligible students must be citizens or permanent residents of the United States, admitted to or enrolled as a half-time student at an approved post-secondary institution in the United States or foreign country.

Scholarships and Fellowships

Funds are appropriated on an annual basis and are subject to change. Interested applicants should consult the Graduate Office. The Alumni Association offers scholarships that are open to qualified graduate students. Contact the Office of Alumni Engagement.

Graduate Opportunity Program

The Graduate Opportunity Program (GOP) is funded by a special appropriation from the State University of New York. GOP provides financial support for tuition and fees associated with graduate study at the SUNY Oneonta to former EOP (Educational Opportunity Program), HEOP (Higher Educational Opportunity Program), and SEEK (Search for Education, Elevation and Knowledge) program graduates. All three programs provide academic and financial support to economically and educationally disadvantaged undergraduate students at public institutions of higher education (EOP), private or independent colleges or universities (HEOP), and City University of New York colleges and universities (SEEK).

Applicants for GOP funding must be New York State residents and be formally admitted and enrolled in a graduate degree program at SUNY Oneonta. Continuation of GOP support requires that a recipient maintain good academic standing and demonstrate satisfactory academic progress toward degree completion. Funding is contingent upon the New York State budget.

To initiate the application procedure for the GOP tuition scholarship, students must submit a completed *Certification of Student Participation* (Form A), and an *Application for Graduate Opportunity Waiver* (Form B – submit annually) to the Office of Graduate Studies in 135 Netzer Administration Building as early as possible, but no later than one month prior to the start of the academic year for which funding is requested.

Grants and Assistantships

Graduate and Teaching Assistantships: The College has offered assistantships to some full-time graduate students who are enrolled in degree programs. Assistantships may involve tuition waivers and/or stipends. Interested applicants should contact specific departments for additional information.

Federal College Work-Study Program: This is a federally supported program for part-time employment of students, particularly those from families with great financial need, to help them defray their educational expenses.

Student Rights and Responsibilities for Financial Aid

It is the responsibility of each prospective aid applicant to become familiar with the policies, procedures, and deadlines for financial aid.

It is the right of each student to request and receive an explanation of how their financial aid award was determined.

It is the responsibility of each aid recipient to notify the Financial Aid Office of any additional awards received that were not included in the original financial aid package.

It is the right of the student to review his/her financial aid folders. Students do not, however, have access to parents' financial information except with written permission.

It is the student's responsibility to notify the Financial Aid Office of any change in his/her status.

It is the student's responsibility to notify the Registrar of an address change.

Please remember that full-time financial aid eligibility for any given semester is based upon enrollment in at least 12 credits (semester hours) that are degree-applicable. Degree-applicable credit is any credit that, according to College Catalog requirements at matriculation, fulfills the student's primary major requirements, and related course work requirements, as well as sufficient elective courses to complete the minimum number of semester hours required for graduation. Students cannot receive financial aid for coursework that is not required for degree completion, and the college must comply with federal and state financial aid regulations.

When a student changes a major, it may affect the student's financial aid eligibility. Therefore, students contemplating changing their major should seek advice from their financial aid counselors.

It is also recommended that students meet periodically with their financial aid counselors to review their academic plans and the effect on financial aid eligibility. Additional information about these requirements is available on our website: <http://www.oneonta.edu/development/finaid/process.asp>. Ultimately, it is the student's responsibility to be aware of the regulations affecting financial aid eligibility, and it is the Financial Aid Office's responsibility to apply the rules that determine aid eligibility.

Questions concerning financial aid at the College may be addressed by writing or calling the Financial Aid Office 607-436-2532. Information contained herein is current and accurate as of the date of publication of this Catalog. With the passing of time, this information will become outdated so students should secure the most current information from the Financial Aid Office, 123 Netzer Administration Building.

STUDENT SERVICES

Student Health Services

Appointments: Services at the Student Health Center are available to all registered students. Students are encouraged to make appointments, which can usually be scheduled within 24 hours of calling. Appointments can also be made through the health center portal. If a student prefers to be seen without an appointment, an urgent care clinic is available most afternoons. Waiting times for walk-in services vary and are difficult to estimate.

Providers: Services at the health center are provided by a physician, physician's assistant, nurse practitioners and registered professional nurses.

Health histories and immunizations: New York State Department of Health requires the college to monitor the vaccine status of all registered students. Therefore, it is mandatory to provide a copy of immunization records to the Health Center within 30 days of the start of your first semester in attendance at SUNY Oneonta. This includes measles, mumps and rubella, and meningitis information. Students who fail to provide these records will be de-registered. It is also required that, prior to receiving services at the Health Center, students complete a health history located on the health center portal.

Services and fees: Student Health Center services are covered under the comprehensive fee and include the following for no additional charges: assessment and treatment for medical illnesses, minor injuries, nebulizer treatment, cryo-surgery, comprehensive male and female reproductive health, preparation for overseas travel, follow-up and counseling for chronic illnesses and healthy life-style assessment, referrals to specialty care, limited on-site laboratory testing, limited prescriptions and over the counter medications, annual influenza injections and health education programming.

The following services are available for an additional nominal fee: several types of contraception, sexually transmitted disease testing, Hepatitis A, and Yellow Fever vaccinations. If a student needs comprehensive laboratory or x-ray services, the hospital or lab that provides the services will bill the student or parents directly. Specialty medical care and emergency services are available in the community and at local hospitals.

Office of Health Education

The Office of Health Education is dedicated to fostering a campus climate that promotes low-risk choices, harm reduction, social norming and disease prevention. The Office of Health Education encourages students to work toward optimal wellness through the following services:

Wellness Outreach Programs: The Office of Health Education offers a variety of outreach program that include: events, workshops and presentations for Residence Halls, campus clubs, organizations and/or athletic teams and a health newsletter. Programs include but are not limited to the following topics: wellness, sexuality, alcohol and other drugs, tobacco, nutrition and exercise, relationships, body image, eating disorders, contraception, sexually transmitted infections including HIV/AIDS, sexual assault, relationship violence, sexual harassment, stalking, stress management, and bystander training. Smoking cessation support is also available to students through this office.

Advocacy: The Health Educator acts as an advocate for students concerning any issues regarding personal health and health care. Students are encouraged to stop in Room 110 at the Counseling,

Health & Wellness Center to discuss a health-related issue or concern.

Peer Health Education: The peer education group, C.H.O.I.C.E.S. (Choosing Healthier Options in a College Environment Successfully), exists on campus to help promote wellness issues for the entire campus community. Interested students should contact the Health Educator at 436-3540.

Wellness Resources: The Office of Health Education is a clearinghouse of information concerning a variety of health topics. Members of the college community may access materials, including pamphlets, posters, videos and books. The Health Educator acts as a resource person and consultant for students requesting topical materials for class work, service projects or personal use.

Internships: Students have the opportunity to earn one to three credits working with the Office of Health Education. Internships can focus on specific health topics or provide a broader view of health promotional activities on the college campus.

For more information please visit us on the web at www.oneonta.edu/development/wellness or call 436-3540.

Counseling Center

The Counseling Center, located in the Counseling Health and Wellness building on Ravine Parkway, provides supportive, problem focused, professional counseling for students. Counseling provides students with a safe place to resolve difficulties and cope with the multi-dimensional challenges of personal growth. In a counseling relationship, students can improve self-esteem, adjust to changes, clarify thinking and values, manage stress, express strong emotions, change negative habits, grieve a loss, develop assertive skills, work through family issues, make reasoned decisions, or resolve social dilemmas.

- Students are seen by appointment on a voluntary basis.
- Counseling is confidential.
- There is no charge.

In addition to providing counseling services, counselors also offer consultation to friends, roommates and family members who may be concerned about a student. Confidential information cannot be discussed, but counselors can help to evaluate concerns, discuss options, and assist in problem solving.

Campus Safety Report

In compliance with the federal law, Title 11 "Campus Crime Awareness and Campus Security Act", SUNY Oneonta provides reports about campus safety and security programs, incidents of crime on campus, and information regarding registered sex offenders. In accordance with changes to the Higher Education Opportunity Act (P.L. 110-315) in 2008, the College annually includes information on campus fire safety procedures and standards. This report is available on line at: <http://www.oneonta.edu/admin/police/pages/safety.asp>.

You may obtain a paper copy of this report from the Vice President for Student Development, 119 Netzer Administration Building, State University of New York Oneonta, Oneonta, New York 13820, 607-436-2513, and at these additional locations:

- Admissions Office, Alumni Hall, State University of New York Oneonta, Oneonta, New York 13820, 607-436-2524;
- University Police Department, Alumni Hall, State University of New York Oneonta, Oneonta, New York 13820, 607-436-3550;

- At our University Police website (www.oneonta.edu/admin/police/) at the tab labeled Campus Crime Report;
- Student Diversity and Advocacy, 133 Netzer Administration Building, State University of New York Oneonta, Oneonta, New York 13820, 607-436-2665;

Campus crime statistics are available from the United States Department of Education web site at <http://ope.ed.gov/security>.

Information concerning registered sex offenders is transmitted to the campus by the New York State Department of Criminal Justice Services (DCJS) and may be obtained from the Chief of Police, c/o University Police Department, or on the University Police website.

Center for Academic Development and Enrichment

The Center for Academic Development and Enrichment, CADE, which includes the Writing Center and Learning Center, provides a wide range of services to help foster academic success for students at all stages of their academic careers. CADE provides individualized tutoring in writing and study skills. For information, contact CADE in 225 Alumni Hall, (607)436-3010, or at cade@oneonta.edu

College Writing Center

The College Writing Center offers students a variety of services including one-on-one instruction in writing and consultations for individual writing assignments. Permission of instructor is required.

College Learning Center

The College Learning Center provides students individualized tutorials in study skills methods and critical reading strategies. The peer-tutoring program also hires and trains students as tutors for 100- and 200-level courses.

Services for Students with Disabilities

SUNY Oneonta is committed to ensuring access and equity to all students. Students diagnosed with a disability may be entitled to a wide array of accommodations to meet specific needs. These needs are supported through individualized accommodation plans formulated in a collaborative effort by the director of Student Disability Services (SDS) and the student. These plans must be supported by a current evaluation from an appropriate professional. Accommodations may include, but are not limited to, classroom assistance, testing assistance, adaptive technology and individualized accommodations as needed. It is strongly suggested that all new students register with SDS at the beginning of their first semester.

Career Development Center

The Career Development staff is professionally trained to assist students and alumni in career decision-making, career planning, job search, and graduate school search. The Center's philosophy is to encourage and enhance student development through career counseling, workshops, and support services. Services are available to current students and alumni. Specific services include:

1. *Career Counseling*: Appointments are scheduled daily to help students work through concerns or problems associated with any aspect of career development.
2. *Credential Files*: Available students and alumni to support their efforts to obtain employment or admission to graduate/professional school. Credential files are maintained electronically via DragonLink.

3. *Career Library*: Resources in a number of areas for exploring careers, job searching, and exploring educational alternatives.
4. *Job Listings*: All students have access to DragonLink, the Center's on-line information system. Part-time, full-time, and internship opportunities are updated daily for current students and alumni to view.
5. *Mock Interviews*: Students who would like to practice their interviewing skills may schedule an interview with a career professional. This gives students the opportunity to practice answering typical interview questions while being video taped which will then be reviewed to discuss areas needing improvement. Students can also use Interview-Stream for on-line practice interviews.
6. *Resume and Cover Letter Critiques*: Students and alumni who need to improve the appearance and content of their resume and/or cover letter when applying for jobs, internships and scholarships. The resumes and cover letters may be dropped off and picked up typically within 4 business days.

Child Care

The Bugbee Children's Center, a full day, full year day care program for infants, toddlers, and preschool children, operates at Bugbee Hall. Children of students, faculty, and employees of SUNY Oneonta are given priority for enrolling in this program. Fees are charged based on a sliding scale. Additional assistance is available for students. School age care is available for school holidays and vacations.

Interested students may write for information and an application to:

Bugbee Children's Center
Bugbee Hall, State Street
Oneonta, New York 13820
or call (607)436-2484
or email childcenter@oneonta.edu
or www.oneonta.edu/development/childcenter

Athletic, Intramural and Recreation Facilities

The college's Athletic, Intramural and Recreation facilities include:

- 2 all weather turf facilities
- 2 fitness centers
- a free weight space with state-of-the-art equipment
- outdoor tennis courts
- baseball, softball and soccer facilities
- 2 gymnasiums
- 2 dance studios
- 2 intramural fields
- an outdoor 8-lane track
- a 2-lane indoor track
- an indoor 6-lane swimming pool
- racquetball courts
- several acres of green space for outdoor team sports

There are also miles of hiking and off-road biking trails for the outdoor enthusiast.

Students are encouraged to participate in the more than 24 intramural and recreational offerings in competitive team and individual sports offered all year round. Interested students may obtain information at our website: <http://www.oneontaathletics.com/>. Aerobics, kickboxing, pilates, and/or boot camp conditioning are just a few of the classes offered daily. Locker and shower facilities are easily accessible.

Housing

The College's residence facilities consist of 15 halls that provide living arrangements with one- to six-student occupancy styles. A variety of optional lifestyles are offered for students to choose from, including first year experience, community service housing, a transfer living community, outdoor recreation residence and Living/Learning center. The halls are self-contained units where the daily needs of students can be conveniently met. There are washing machines and dryers, as well as vending machines in each hall. Lounges are equipped with study tables, and recreation rooms have televisions and a variety of recreational equipment. Additionally each residence hall has at least one computer lab, and all bedrooms are hardwired for voice, video, and data.

Inquiries about campus lifestyle options should be directed to the Residential Community Life Office.

The College does not own or operate any off-campus housing, nor does it inspect or approve available housing, or become involved in private landlord-tenant matters. However, to assist students and faculty, the Housing Office does maintain some listings and informational services regarding available private housing for rent.

THE GRADUATE PROGRAMS

Learning is a life-long pursuit—an experience that integrates theory and practice. SUNY Oneonta seeks balance between:

- self and community
- tradition and change
- structure and flexibility
- research and reflective practice

The College is committed to promoting graduate education, research, scholarly and creative activity of the highest quality. These activities nourish virtually all other major functions of the College, enhancing the quality of undergraduate education, the professional vitality of the faculty, and the College's ability to provide special public service appropriate to changing regional, national, and international needs. No less important are the opportunities for self-enrichment and personal development that are provided by the existence of most graduate programs. Through our graduate education programs, we endeavor to provide instructional programs and services which enhance area development, to work with other area educational institutions, and to pursue cooperative opportunities beyond the immediate region.

The College's graduate faculty are committed to developing graduate programs which embody standards of excellence. Graduate programs consistent with regional needs and institutional strengths are essential in fulfilling the mission of this College. These graduate programs provide advanced instruction in the arts and sciences and professional degree areas. Our graduate programs seek to strengthen the intellectual development and professional competence of post-baccalaureate students.

The Graduate Office cooperates with academic units at the College in initiating and developing responsible student recruitment and support programs, monitors the progress of graduate students, and helps provide a climate where learning can flourish.

Master's Degree Programs

Master of Arts (M.A.)

Mathematics
Museum Studies

Master of Science (M.S.)

Biology
Lake Management
Nutrition and Dietetics (on-line)

Master of Science in Education (M.S. Ed.)

Educational Technology Specialist (K-12) (on-line)
Literacy Education (Birth - Grade 6) (on-line)
Literacy Education (Grades 5-12) (on-line)
School Counselor (K-12 certification)
Special Education: Early Childhood (Birth - Grade 2)
Special Education: Childhood (Grades 1-6)
Special Education: 7-12 Generalist

Certificate of Advanced Study (C.A.S.)

School Counselor (on-line)

Advanced Graduate Certificate

Bilingual Education Extension, Pre K-12 - All Grades

Master of Arts Degree (M.A.) in Mathematics

Department of Mathematics

Department phone number: (607) 436-3708

Fax: (607) 436-2173

Website: <http://www.oneonta.edu/academics/mcss>

Faculty: Donald Allison, Leah Bridgers, Johnathan Brown, Constant Goutziers, Keith Jones, Grazyna Kamburowska, Angeliki Kazas-Pontisakos, Toke Knudsen, Laura Munteanu, Marius Munteanu, Joshua Palmatier, Charles Ragozzine Chair, James Ruffo, James Ryder, Jen-Ting Wang, Sen Zhang

Program purposes and philosophy: The Master of Arts in Mathematics is designed primarily for individuals who seek a terminal graduate degree in mathematics. However, students may in consultation with their advisor, design a program that will prepare them for a Ph.D. in mathematics. In addition, this program meets the New York State guidelines for permanent certification for those with initial teaching certification in secondary mathematics education. Non-degree students should not enroll in more than 9 s.h. of graduate courses before applying to a degree program.

Non-degree students should not enroll in more than 9 s.h. of graduate courses before applying to a degree program.

No more than 15 s.h. may be transferred into this program. Courses with grades of "B-" through "F" are not transferable.

Admission Requirements

All students applying for admission to degree status are required to:

1. Submit a completed application and the non-refundable fee.
2. Submit an official transcript of an earned Bachelor's degree from a regionally accredited college.
3. Submit letters of recommendation, two of which must be from individuals qualified to speak to the applicant's mathematical ability.
4. Have achieved an undergraduate GPA of 3.0 overall on a 4.0 scale.
5. Submit a letter of intent which includes a statement of professional goals.
6. If seeking permanent teaching certification in New York State: submit a copy of a NYS initial teaching certificate in Adolescence Mathematics.

It is strongly recommended that students have:

- A cumulative average of at least 3.0 in a major in mathematics or closely related field or a score at or above the 65th percentile on the GRE.
- Undergraduate coursework in modern algebra and analysis.

Degree Requirements: M.A. in Mathematics

The M.A. in mathematics will require 30 credits of graduate level mathematics, computer science, statistics, and/or mathematics education. Students will be required to take a sequence in abstract algebra, a sequence in modern analysis, a graduate seminar course, and an independent study course in mathematics or mathematics education. The program will culminate with either a project or a comprehensive examination. Accepted students must maintain a 3.0 grade point average in all coursework to remain in the program.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

Master of Arts Degree (M.A.) in Museum Studies

Department: Cooperstown Graduate Program

For more information about the Program, write to:

Director of Admissions
Cooperstown Graduate Program
PO Box 800
Cooperstown, NY 13326
Department phone number: (607) 547-2586

Fax: (607) 547-8926

E-mail: gretchen.sorin@oneonta.edu

Website: <http://cgp.oneonta.edu>

Faculty: Gretchen S. Sorin, *Director*, Cynthia Falk, William Walker, Brian Alexander, Carlyn Buckler, Kathryn Boardman, and staff of the New York State Historical Association and the Farmers' Museum: Paul D'Ambrosio, President and CEO, and Erin Richardson, Director of Collections.

The Cooperstown Campus: Students have full access to the resources and facilities of the College, but attend classes in Cooperstown, a village 25 miles northeast of Oneonta. Best known as the setting for some of James Fenimore Cooper's novels and for the National Baseball Hall of Fame and Museum, Cooperstown is also the home of the New York State Historical Association, The Farmers' Museum, and Fenimore Art Museum. The Farmers' Museum interprets agriculture, crafts, and domestic life in upstate New York, ca. 1845. Fenimore Art Museum contains genre and landscape paintings, decorative arts, textiles, Native American art, and one of the nation's leading collections of American folk art.

Program history: The Cooperstown Graduate Program (CGP) was established in 1964 in a unique public/private partnership between SUNY Oneonta and NYSHA. Many of its more than 950 alumni have attained prominence in museums and related fields as directors, educators, curators, or programming specialists.

Program Mission: The Cooperstown Graduate Program trains creative, entrepreneurial museum leaders committed to programs for the public good.

Premises: Museums should be essential community institutions dedicated to community service. CGP encourages students to use objects and ideas as catalysts for social discourse. CGP is grounded in the study of science, history, and culture. Graduates are scholars dedicated to developing strong institutions that are central to their communities.

CGP does not normally accept part-time or non-degree students.

Admission Requirements

Applicants must submit:

1. a completed application and the non-refundable fee. Applications must be on the program's on-line form.
2. official transcripts of all college work showing earned bachelor's degree.
3. official scores from the GRE General Test.
4. two letters of recommendation. Ideally, one will be from a college faculty member who can attest to ability to complete an M.A. program and one will be from a supervisor or individual qualified to evaluate relevant work experience.

Materials must arrive by January 10 to be considered for the class beginning the following August.

Admission is competitive. The Program accepts up to 30 students each year from three times as many applicants. CGP looks for people who are committed to public service in museums, science centers, historical organizations, and related institutions; who can succeed in an intensive program; and who can work cooperatively

with others. The Admissions Committee considers applicants' grade point average, GRE scores, recommendations, communication skills, and museum experience. A major or minor in history, science, or a related field is helpful, but not required. After reviewing all files, the Committee invites candidates for a weekend of orientation and interviews in Cooperstown in March. The Committee makes its final decisions by late March.

Curriculum: Students are admitted to either the history or science track. The curriculum is organized around a sequence of required courses in museum studies. Students also attend a professional seminar in leadership each semester in residence, and they are required to complete diversity and discipline-appropriate research courses.

Elective courses in science, American history, material culture, art, museum management, cultural competency, diversity/inclusion, historic preservation, digital technologies, special topics, and independent study are also offered.

Field trips, guest speakers, attendance at conferences, formal and informal involvement with the activities of area non-profits, career counseling, and internships supplement the curriculum.

Students must take a minimum of twelve credit hours each semester, earn a grade of "B-" in all required courses, and maintain an overall grade point average of 3.00.

Additional General Information

Students pay the State University Tuition and specified College Fees. CGP assesses its own Student Activity Fee.

Fellowships are awarded to students in residence, based on need and academic excellence. Paid assistantships and some tuition waivers are also available.

Degree Requirements: M.A. in Museum Studies - History Track

Required Courses:

HMUS 500	Introduction to Museums	3 s.h.
HMUS 501	Collections Acquisitions, Care & Management	1-3 s.h.
HMUS 502	Museum Administration	3 s.h.
HMUS 503	Introduction to Museum Education and Interpretation	3 s.h.
HMUS 510	Professional Seminar	4 s.h.
HMUS 515	Museum Project Management	1 s.h.
HMUS 520	Research and Field Work	3 s.h.
HMUS 521	Material Culture Methods	3 s.h.
HMUS 580	Internship I	1 s.h.

Required Total: 22-24 s.h.

6 s.h.

Research Courses - choose two:

ARTC 545	African American Art
HISC 545	Landscapes, Cultures, and the Environment
HMUS 513	Historic Preservation
HMUS 530	American Material Culture: Gender and Domesticity
HMUS 531	American Material Culture: Modernism and Anti-Modernism
HMUS 525	Civil Rights History

Diversity Course - choose one not used above:

2-3 s.h.

ARTC 545	African American Art
HISC 530	Identity and Activism
HISC 531	Migration and Community
HISC 570	The City in American Culture
HMUS 525	Civil Rights History
HMUS 534	Cultural Encounters
HMUS 535	Designing for Accessibility
HMUS 542	Boards & Governance

Electives

18-19 s.h.

 Total: 48 s.h.

Degree Requirements: M.A. in Museum Studies - Science Track
Required Courses:

HMUS 500	Introduction to Museums	3 s.h.
SMUS 501	Collections, Acquisitions, Care & Management of Natural History and Science Collections	1 s.h.
HMUS 502	Museum Administration	3 s.h.
SMUS 600	Science Learning	3 s.h.
HMUS 510	Professional Seminar	4 s.h.
HMUS 515	Museum Project Management	1 s.h.
SMUS 525	Science & Society	3 s.h.
SMUS 575	Science Museum Methods	3 s.h.
SMUS 580	Internship I	1 s.h.

 Required Total: 22 s.h.

Research Courses:

SMUS 690	Research I	6 s.h.
SMUS 695	Research II	

Diversity Course - choose one:

HMUS 525	Civil Rights History	2-3 s.h.
HISC 530	Identity and Activism	
HISC 531	Migration and Community	
HMUS 535	Designing for Accessibility	
HMUS 542	Boards & Governance	
HISC 545	Landscapes, Cultures, and the Environment	

Electives

 18-19 s.h.

 Total: 48 s.h.

Master of Science (M.S.) in Biology

Department of Biology

Department phone number: (607) 436-3703

FAX: (607) 436-3646

Website:

<http://suny.oneonta.edu/academics/majors-programs/graduate-programs/master-science-biology>

Faculty: Jeffrey Heilveil, *Chair*, Nancy Bachman, Elizabeth Bastiaans, Jill Fielhaber, Willard N. Harman, Vicky Lentz, Tsitsi McPherson, Florian Reyda, Sean Robinson, Kristen Roosa, Keith Schillo, Daniel Stich, Donna Vogler, Junryo Watanbe, Jennifer Withington, Kiyoko Yokota, Fredrick Zalatan

Program purposes and philosophy: The objectives of this program are to prepare students for doctoral studies and for professional careers in biology. A plan of study will be developed by the student and a committee, based upon student interest, undergraduate background and the results of a diagnostic examination taken in the first semester of the program.

The program emphasis is ecology and environmental science but open to any area within biology. Program quality is particularly enhanced by the facilities, opportunities for study, and research activities at the Biological Field Station in Cooperstown NY. This site provides students with a research complex that contains several multipurpose and analytical laboratories, two lakefront docks, boats, sampling equipment and access to over 2,600 acres of woodlands, bogs, marshes and ponds.

Non-degree students should not enroll in more than 9 s.h. of graduate courses before applying to a degree program.

No more than 16 s.h. may be transferred into this program from another college. Courses with grades of "B-" through "F" are not transferable.

Program Options

The *M.S. in Biology Thesis Option* was established to prepare students for undertaking doctoral studies at university centers and to train technicians for specialized career opportunities in the biological sciences. In this track, students focus on an independent research topic and develop a research thesis that is presented in written and oral forms to the college community.

The *M.S. in Biology Non-thesis Option* is designed to offer post-graduate education for biology teachers in secondary schools and two-year colleges, and for those who desire a broad understanding of biological topics at an advanced level. In this track, students select from a wider array of elective courses in biology, and produce a research paper directed on a single topic area within biology.

5-year Combined Bachelor's and Master's degree in Biology. SUNY Oneonta students majoring in Biology may apply to this five year dual-degree program in their 3rd-5th semesters. Admission into the dual program is competitive, normally requiring a 3.5 GPA with at least four Biology courses. At the current time the graduate program is focused on graduate studies in field biology, ecology or aquatic biology, and this includes the 5-year program. Students who qualify for this program in Biology have the opportunity to complete a B.S. in Biology in their fourth year (7th and 8th semesters) while simultaneously taking introductory graduate classes and beginning research. The fifth year is devoted to graduate work exclusively. Students accepted into this program may select either the Thesis Option or the Non-Thesis Option for the graduate degree and follow the degree requirements of those options. To apply, the student must submit an official transcript, 3 letters of reference including one from a member of the Biology graduate faculty willing to serve as an initial advisor.

Admission Requirements

All students applying for admission to degree status are required to:

1. Submit a completed application and the non-refundable fee.
2. Submit an official transcript of an earned Bachelor's degree from an accredited college with at least 25 s.h. in biology and 6 s.h. in chemistry. Students not meeting these requirements may be admitted on the condition that undergraduate deficiencies be made up.
3. Submit three letters of recommendation, one of which must be from a member of the SUNY Oneonta biology faculty willing to serve as Graduate Advisor.
4. Submit a written statement explaining the purpose/goal for seeking the degree.

Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance.

Degree Requirements: M.S. in Biology – Thesis Track

Core:	29 s.h.
BIOL 501 Experimental Design	
BIOL 617 Advanced Biological Literacy	
BIOL 678 Advanced Quantitative Methods	
BIOL 695 Graduate Seminar	
17 s.h. of additional graduate coursework approved by the student's Thesis Committee with a minimum of 3 s.h. of BIOL 500-594, BIOL 600-694	
Thesis:	3 s.h.
Minimum 3 s.h. of BIOL 698 Thesis	
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Total	32 s.h.

1. Minimum GPA of 3.0.
2. Diagnostic Examination.
3. Research Thesis (including Thesis Deposition).
4. Oral Presentation.

Degree Requirements: M.S. in Biology – Non-Thesis Track

Core:	29 s.h.
BIOL 501 Experimental Design	
BIOL 617 Advanced Biological Literacy	
BIOL 678 Advanced Quantitative Methods	
BIOL 695 Graduate Seminar	
17 s.h. of additional BIOL 500-594, BIOL 600-694, approved by students' committee	
Non-Thesis Project	3 s.h.
Minimum 3 s.h. of BIOL 696 or BIOL 699	
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Total	32 s.h.

1. Minimum GPA of 3.0.
2. Diagnostic Examination.
3. Project Write-up.
4. Oral Presentation.
5. Defense (Comprehensive Examination).

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

Master of Science (M.S.) in Lake Management

Department of Biology

Department phone number: (607) 436-3703

FAX: (607) 436-3646

Web-

site:<http://suny.oneonta.edu/academics/majors-programs/graduate-programs/master-science-lake-management>

Faculty: Jeffrey Heiveil *Chair*, Nancy Bachman, Elizabeth Bastiaans, Willard N. Harman, Vicky Lentz, Tsitsi McPherson, Florian Reyda, Sean Robinson, Kristen Roosa, Keith Schillo, Daniel Stich, Donna Vogler, Junryo Watanabe, Jennifer Withington, Kiyoko Yokota, Fredrick Zalatan

Program purposes and philosophy: The purpose of the Lake Management program, which will take full advantage of the natural resources and infrastructure at the College's Biological Field Station near Cooperstown, NY, and a newly renovated science building on campus, is to train students for careers as Lake Managers capable of modifying the character and quality of our aquatic resources to meet the concerns of water providers, lakeside municipalities, recreational lake users, as well as improving the quality of life of those who live, work and play on our tens of thousands of inland lakes, ponds, reservoirs and the streams tributary to them. Degree recipients will meet the requirements to apply for certification as Lake Manager (CLM) or Lake Professional (CLP) by the North American Lake Management Society (NALMS).

Admission Requirements

All students applying for admission to degree status are required to:

1. Submit a completed application and the non-refundable fee.
2. Submit an official transcript of an earned Bachelor's degree from an accredited college in a functionally related area.
3. Have achieved an undergraduate GPA of 3.0 in the major field.
4. Submit three letters of recommendation.

Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance.

Non-degree students should not enroll in more than 9 s.h. of graduate courses before applying to a degree program.

No more than 16 s.h. may be transferred into this program from another college. Courses with grades of "B-" through "F" are not transferable.

Degree Requirements: M.S. in Lake Management - Thesis Track

Core: 29 s.h.

BIOL 690 Lake Management

BIOL 691 Management of Aquatic Biota

BIOL 625 Lake Monitoring

BIOL 678 Advanced Quantitative Methods

BIOL 685 Studies in Limnology

BIOL 695 Graduate Seminar

4 s.h. graduate coursework approved by the student's Thesis Committee

Thesis: 3 s.h.

Minimum 3 s.h. of BIOL 698, BIOL 696, or BIOL 699

Total 32 s.h.

1. Minimum GPA of 3.0.
2. Diagnostic Examination.

3. Research Thesis (including Thesis Deposition).
4. Oral Defense.
5. Comprehensive Exam.

Degree Requirements: M.S. in Lake Management - Professional Science Track

Core: 23 s.h.

BIOL 690 Lake Management

BIOL 691 Management of Aquatic Biota

BIOL 625 Lake Monitoring

BIOL 678 Advanced Quantitative Methods

BIOL 685 Studies in Limnology

BIOL 695 Graduate Seminar

Experience: 9 s.h.

BIOL 693 Co-op Experiences in Lake Management

Total 32 s.h.

1. Minimum GPA of 3.0.
2. Diagnostic Examination.
3. Oral Comprehensive Exam.

Master of Science (M.S.) in Nutrition and Dietetics

(Online Combined Master's Degree and Dietetic Internship Program)

Department of Human Ecology

Department phone number: (607) 436-2705

M.S.-N+D Program phone number: (607) 436-2808

Website: www.oneonta.edu/academics/dieteticinternship-ms

Contact: MS-DieteticsProgram@oneonta.edu

Faculty: Theresa Loomis, Program Director, Jennifer Bueche, Mary Ann Dowdell, Kristen Hilpert, Oscar Oberkircher

Program purposes and outcomes: Graduate Student Interns who successfully complete this full-time three-semester online program will earn a M.S. in Nutrition and Dietetics and be eligible to take the national examination to become a Registered Dietitian. The online Combined Master's Degree and Dietetic Internship Program (M.S.-N+D Program), which emphasizes community nutrition and a culminating community health intervention project is a non-thesis masters program (36 credits) which includes 1220 hours of supervised practice hours. The program is designed to provide students with the expected clinical care, food service management, and other skills and competencies that the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics has established for entry-level practitioners. Students will gain experience in providing nutrition care and education for individual clients and communities to prevent or treat conditions such as heart disease, cancer and obesity.

Up to 20 graduate student interns are selected annually. Students of the SUNY Oneonta's undergraduate didactic program in dietetics have the option of participating in a Pre-select Option. Those students wishing to be considered in the Pre-select Option apply in the fall of their senior year. These students are notified of their acceptance in February of their senior year. In the event a student is not accepted to the SUNY Oneonta's Online Combined Master's Degree and Dietetic Internship Program, they still have time to proceed to the national application process. In the national application process, applications are due in early February and graduate student interns are notified of the admission decision in April. Graduate student interns begin their program in the summer with the start of the first summer session (typically early June). Students are required to attend an on-campus orientation (4 days) just prior to the start of the first summer session. The program is three-semesters in length; equivalent to 12 months and finishes the following spring semester (Mid-May).

The online M.S.-N+D Program permits students to remain in their own communities while completing a graduate program that includes required supervised practice hours. Students who apply must provide evidence that they have daily access to a computer, the Internet, and have identified Registered Dietitian preceptors and health-care and facilities willing to provide a learning environment and preceptors. All required courses will be accessed online through ANGEL, an online learning environment and a course delivery system supported through the Academic Information Technology Services Department.

Additional information about the online M.S.-N+D Program and application materials are available from the Program website at www.oneonta.edu/academics/dieteticinternship-ms

Admission Requirements

All students applying for admission to the M.S.-N+D Program are required to:

1. Submit a completed Graduate degree application and Program Application packet (application process and checklist

posted on the M.S.-N+D Program website) with a non-refundable \$125 fee. In addition to the Graduate degree application, the Program Application packet includes the following forms which must be submitted by the applicant:

- a. AND's Standard Supervised Practice Application form (2 copies)
- b. Letter of Application (2 copies)
- c. Preceptor/Facility Information Form (2 copies)
- d. Memorandum of Understanding for Primary Preceptor (1 copy)
- e. Memorandum of Understanding for Secondary Preceptor (1 copy)
- f. Memorandum of Understanding for Additional Preceptors (1 copy for each additional preceptor)
- g. 3 Letters of Recommendation (2 copies)
- h. "Intent to Complete" or "Verification of Completion" (1 copy)
- i. Official transcripts from all Colleges attended (2 copies)
- j. Technology Requirements
- k. Green card for non-citizen residents

Admission is competitive, and meeting the minimum admission criteria does not guarantee acceptance. Preference for admission will be given to applicants who are committed to becoming Registered Dietitians and who have:

- Developed the ability and willingness to assume considerable responsibility for their own learning
- Demonstrated the ability to solve problems and work and communicate effectively with others
- Demonstrated a commitment to community service and/or service-learning
- A strong academic record that provides ample evidence of the applicant's ability to complete both supervised practice and graduate work successfully. A GPA of 3.0 or better is required for acceptance into the program.

The online M.S.-N+D Program participates in DED Digital. Information regarding submission procedures is posted on the program website.

M.S. Nutrition and Dietetics Program Requirements

1. The M.S.-N+D Program includes a mandatory 4-day orientation on Oneonta's campus one week prior to the start of the program. Orientation is anticipated to take place the last week in May. The 4-day orientation will provide students an opportunity to orient to the online environment and any additional technology that will be utilized in the instruction of online courses.
2. Students must maintain a minimum of a "B" in each course to continue in the program.
3. Students must satisfactorily complete all supervised practice hours and ACEND competencies each semester.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in the online M.S.-Nutrition and Dietetics Program.

Degree Requirements: M.S. in Nutrition and Dietetics

(Online Combined Master's Degree and Dietetic Internship Program)

Curriculum/Supervised Practice Hours

First Semester (Summer)

NUTR 547	Interviewing Strategies	3 s.h.
	Includes 20 hours of supervised practice.	
NUTR 550	Nutrition Assessment & Intervention	3 s.h.

NUTR 551	Applied Nutrition Assessment & Intervention	3 s.h.
	Includes 240 hours of supervised practice.	
NUTR 548	Research Methods	3 s.h.

Total 260 supervised practice hours / 12 s.h.

Second Semester (Fall)

NUTR 555	Advanced Nutrition Therapy	3 s.h.
NUTR 556	Applied Nutrition Therapy	3 s.h.
	Includes 416 hours of supervised practice.	
NUTR 580	Service Learning Project Proposal	3 s.h.
	Includes 80 hours of supervised practice.	
NUTR 590	Current Issues in Dietetics	3 s.h.

Total 496 supervised practice hours / 12 s.h.

Third Semester (Spring)

FOOD 570	Advanced Foodservice Systems Management	3 s.h.
FOOD 571	Applied Foodservice Systems Management	
	Includes 240 hours of supervised practice.	
NUTR 581	Service Learning Project	3 s.h.
	Includes 80 hours of supervised practice.	
NUTR 545	Nutrition in the Community	3 s.h.
	Includes 144 hours of supervised practice.	

Total 464 supervised practice hours / 12 s.h.

Program Total 1220 supervised practice hours /
36 s.h.

Master of Science in Education (M.S. Ed.) – Educational Technology Specialist (K-12) (online)

Education

Department of Secondary Education and Educational Technology

Department phone number: (607) 436-3075

Website: <http://www.oneonta.edu/academics/ed/seced2>

Faculty: Elaine Lawrence, Chair of Secondary Education and Educational Technology, Dennis Banks, Paul Bischoff, Carol Dean, Jonathon Gratch, Cynthia Lassonde, Raymond Siegrist, Kjersti Van Slyke-Briggs, Jiang Tan, Nicole Waid

Other graduate teaching faculty may teach selected offerings.

Program purposes and outcomes: Graduates of this program have met the educational requirements to be recommended for professional teaching certification in the area of their initial certification. They will also be eligible for initial certification as Educational Technology Specialists. This program has been approved to be offered in distance education format.

This program builds upon initial skills and knowledge and further develops educational professional leaders who are committed to excellence, empowerment, diversity, and the best research-based teaching practices. Students will gain a greater understanding of the teaching-learning process to develop skills in employing the most up-to-date technologies to enhance student performance.

To ensure quality, students must be admitted to programs before registering for courses, unless they have permission from the graduate director or department chair.

No more than 9 s.h. may be transferred into this program. Courses with grades of "B-" through "F" are not transferable.

Admission Requirements

All students applying for admission to degree status are required to:

1. Submit a completed application and the non-refundable fee.
2. Submit a copy of your New York State initial teaching certification.* If initial certification was obtained prior to January 2014, proof of completion of DASA training must be submitted with application. Please see item #5 under degree requirements for further information.
3. Submit an official transcript of an earned Bachelor's degree from a regionally accredited college.
4. Have achieved an undergraduate GPA of 3.0 overall during the last two years of undergraduate work.
5. Submit evidence of passing scores on all sections of the NYS certification examinations with subtest scores showing passing scores on the analytical writing section of each exam. If this is not available, GRE score may be substituted.
6. Submit three letters of reference.
7. Have a personal interview at the discretion of the department.

*Teaching certificates from other states are considered.

Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance.

Degree Requirements: M.S. in Education – Educational Technology Specialist (K-12)

Core:

- EDUC 506 Introduction to Educational Research
- EDUC 655 Seminar in Graduate Study: Project Proposal
- EDUC 695 Seminar in Graduate Study: Master's Project and Practicum

Content Pedagogy:

- EDUC 545 Content Reading & Literacy in the Elementary Classroom ~or~
- EDUC 546 Reading and Writing to Learn in the Content Areas ~or~
- EDUC 623 Foundations of Literacy Development ~or~
- EDUC 626 Technology and Literacy in the Classroom
- EDUC 577 Issues in Diversity and Education
- EPSY 531 Advanced Educational Psychology ~or~
- EPSY 532 Cognition Motivation in Instruction
- SPED 517 Assistive Technology

12 s.h.

Technology:

- EDUC 580 Integrating Technology in Education
- EDUC 581 Instructional Technology Design Principles
- EDUC 583 Telecommunications and Online Learning
- EDUC 586 Multimedia and Instructional Product Design
- EDUC 587 Integrated Technology Applications and Issues
- EDUC 588 Instructional Technology—Management and Evaluation

18 s.h.

Total 39 s.h.

1. Minimum GPA of 3.0.
2. Students must successfully complete an action-based research project as specified in EDUC 695
3. Students must fulfill all requirements within six years and finish a minimum of 24 s.h. in residence.
4. The fully online program can be completed in a minimum of 18 months, beginning with the first summer session. More information is available on department's website. <http://aristotle.oneonta.edu/wordpress/edtechspec/courses/>
5. Effective January 2014, all teachers need 6 hours of training in the Dignity for All Students Act in order to qualify for Professional Certification. Within that training there must be at least 3 hours of face-to-face class. Graduate students in our online program are responsible for satisfying this requirement in whatever manner they have available. SUNY Oneonta will provide workshops each semester as appropriate, but students may complete the requirement elsewhere and notify the Graduate Office of completion.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

9 s.h.

Master of Science in Education (M.S. Ed.) – Literacy Education (Birth-Grade 6, Grades 5-12)

Education

Department of Elementary Education and Reading

Department phone number: (607) 436-3176

Website: <http://www.oneonta.edu/academics/ed/eled2>

Faculty: Leanne Avery, Carolyn Chryst, Nancy Currier, Gwen Frank, Penina Kamina, Cynthia Lassonde *Chair*, Anita Levine, Zanna McKay, Sasha Ramlal, Barbara Vokatis

Program purposes and outcomes: Graduates of these programs have met the educational requirements to receive professional teaching certification in New York State. The Graduate Literacy Education Programs build upon initial skills and knowledge and further develop professional literacy coaches and leaders who are committed to academic and professional excellence, the best research-based teaching practices, and empowerment, respecting diversity and social justice. The faculty are firmly committed to the philosophy that reading is comprehension, and that reading comprehension is a dynamic transactive process of constructing meaning as the reader brings prior knowledge to the text within the context of the reading situation. The programs are aligned to six ILA (2010) Standards.

Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2: Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a value of differences in our society.

Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility.

Two literacy programs are offered, leading to literacy certification in (Birth - Grade 6) or (Grades 5-12). To ensure quality, students must be admitted to programs before registering for courses, unless they have permission from the graduate director or department chair.

No more than 9 s.h. may be transferred into this program. Courses with grades of "B-" through "F" are not transferable.

Admission Requirements Master of Science in Education (M.S. Ed.) – Literacy Education

1. Submit a completed application and the non-refundable fee.
2. Submit a copy of New York State initial teaching certification in a functionally relevant area.*
3. Submit an official transcript of an earned Bachelor's degree from a regionally accredited college.

4. Have achieved an undergraduate GPA of 3.0 overall and 3.0 in the major field during the last two years of undergraduate work.
5. Submit evidence of passing scores on all NYS certification examinations.
6. Have earned at least 3 credits of developmental psychology, child or adolescent development.
7. Have earned at least 6 credits in reading or the teaching of reading.
8. Submit an essay outlining your specific academic areas of interest and your career goals. What do you anticipate doing in the next ten-year period?
9. Submit GRE scores.

Admission materials are accepted for summer, fall or spring semesters. At the present time, students can only be full time during the first academic year if admitted during the summer semester.

**Teaching certificates from other states are considered.*

Dignity for All Students

The Dignity for All Students Act (DASA) requires that public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students who have not yet completed this requirement during their undergraduate programs are responsible for seeing that this requirement is met prior to graduating from their program.

Degree Requirements: M.S. in Education – Literacy Education (Birth-Grade 6)

1. A minimum of 30 s.h. of planned and approved course work as follows:

Theoretical and Knowledge Base I: 12 s.h.

EDUC 535 Children's Literature & Reading
EDUC 545 Content Reading & Literacy in the Elementary Classroom
EDUC 584 Language Acquisition & Emergent Literacy
EDUC 631 Writing Process in Literacy Programs

Theoretical and Knowledge Base II: 6 s.h.

EDUC 634 Trends and Issues in Literacy
One Elective (select from the following):
EDUC 505 Early Childhood Curriculum & Assessment
EDUC 543 Elementary Mathematics Curriculum and Assessment
EDUC 552 Elementary Social Studies Curriculum and Assessment
EDUC 577 Issues in Diversity and Education
EDUC 592 Expressive Arts in the Elementary Classroom
EDUC 660 Elementary Science Curriculum and Assessment
SPED 516 Reading for Exceptional Students
EPSY 530 Human Development Across the Life Span
FLAN 510 Linguistics for Foreign Language Education
EDUC 580 Integrating Technology in Education
EDUC 516 Selecting and Designing Enrichment Experiences for Children

Assessment and Research I: 6 s.h.

EDUC 636 Literacy Assessment
EDUC 655 Seminar in Graduate Study: Project Proposal

Assessment and Research II: 6 s.h.

EDUC 641 Literacy Assessment Practicum (Birth - 6)

EDUC 695 Seminar in Graduate Study: Master's Project and Practicum

Total 30 s.h.

2. Minimum GPA of 3.0.
3. Students must successfully complete an action-based research project as specified in EDUC 695.
4. Students must fulfill all degree requirements within six years.

Degree Requirements: M.S. in Education – Literacy Education (Grades 5-12)

1. A minimum of 30 s.h. of planned and approved course work as follows:

Theoretical and Knowledge Base I: 12 s.h.

EDUC 546 Reading & Writing to Learn in the Content Areas

EDUC 623 Foundations of Literacy Development

EDUC 631 Writing Process in Literacy Programs

ENED 536 Literature for the Secondary Student

Theoretical and Knowledge Base II: 6 s.h.

EDUC 634 Trends and Issues in Literacy

One Elective (select from the following):

EDUC 577 Issues in Diversity and Education

SPED 516 Reading for Exceptional Students

EPSY 530 Human Development Across the Life Span

FLAN 510 Linguistics for Foreign Language Education

EDUC 580 Integrating Technology in Education

EDUC 516 Selecting and Designing Enrichment Experiences for Children

Assessment and Research I : 6 s.h.

EDUC 636 Literacy Assessment

EDUC 655 Seminar in Graduate Study: Project Proposal

Assessment and Research II : 6 s.h.

EDUC 645 Literacy Assessment Practicum (Grades 5 - 12)

EDUC 695 Seminar in Graduate Study: Master's Project and Practicum

Total 30 s.h.

2. Minimum GPA of 3.0.
3. Students must successfully complete an action-based research project as specified in EDUC 695.
4. Students must fulfill all degree requirements within six years.

Master of Science in Education (M.S. Ed.) – School Counselor (K-12)

Education

Department of Educational Psychology, Counseling and Special Education

Department phone number: (607) 436-3554

Website: <http://www.oneonta.edu/academics/ed/edpsych>

Faculty: Daqi Li, *Chair of Educational Psychology, Counseling and Special Education*, Alyse Anekstein, Brian Beitzel, Dawn Hamlin, Nithya Iyer, Ronald LaFrance, Anuradhaa Shastri, Ying Tang, Francis Thornton

Program purposes and philosophy: The Department offers a Master of Science in Education degree, School Counselor "K-12," which leads to New York State Provisional Certification in School Counseling.

A Certificate of Advanced Study (CAS) program is available for School Counselor students pursuing graduate work beyond the Masters degree toward permanent school counselor certification.

Degree Students: In general, any graduate student who wishes to transfer credit from another institution following admission must have written prior approval from the faculty advisor. Courses must be relevant to the field of school counseling, must be from an accredited college, must appear on a college transcript, must include a minimum of 37.5 semester hours *and must result in a grade of "B" or better*. No more than 9 s.h. may be transferred into this program. Transfer credits must meet specific guidelines. Check with your advisor or department chair. All degree students are required to take CNED 500 Introduction to School Counseling in their first fall semester.

Note: All education programs are under review to meet the needs of students and the requirements of the *National Council for Accreditation of Teacher Education (NCATE)*. In addition, the New York State Regents are making some policy changes that are likely to affect the requirements for certificate applicants. Students should check with their advisor concerning course or programmatic changes before matriculating into or registering for courses in these programs.

We can neither endorse for certification, nor write letters of recommendation for those students seeking independent certification through the State Education Department.

Admission Requirements

All students applying for admission to degree status are required to:

1. Submit a completed application and the non-refundable fee by February 1.
2. Submit an official transcript of an earned Bachelor's degree from a regionally accredited college, consisting of a minimum of 18 s.h. of behavioral and social science courses, including at least 12 s.h. in psychology and/or educational psychology and 6 s.h. in anthropology, sociology, or related studies.
3. Have an undergraduate grade point average of 2.80 overall.
4. Submit two professional letters of recommendation.
5. For those who meet the above, have a personal interview with members of the Counselor Education faculty.
6. Submit an essay outlining your specific academic areas of interest and your career goals. See application for details.

Our program has been designed for students matriculating full time in the fall semester. Part-time students will need to plan for additional time to complete the program as most courses are fall and spring only. CNED 596 School Counseling Practicum will be offered only in the spring semester. All application materials must be filed with the Graduate Office by February 1st.

Note: Students will be asked on the application form for admission as well as when applying for New York State School Counseling Certification, whether they have any prior or current felony or misdemeanor charges (other than a minor traffic violation). A yes answer to this question is not an automatic bar to admission or to placement in practicum.

An affirmative response will require that you provide official court documents regarding past or current felonies and/or misdemeanors and that you attend a review meeting of the graduate committee. See the Department Chair for guidelines. Any information that is falsified or omitted will result in denial. State regulations now require students to be fingerprinted before obtaining placement in schools.

Decisions on admission to the program are made based on all of the above information plus the admissions committee's judgment about the applicant's potential for success in the profession. Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance.

Disclosure Statement

SUNY Oneonta's School Counseling Program complies with the American Counseling Association's Code of Ethics 2014 (F.5,a,b,c,d).

Applicants to the school counseling program are assessed for interpersonal competence in the admission process. We will nominate for admission, only those candidates we believe demonstrate the personal/social qualities, as well as the academic qualities needed to be an outstanding counselor and who we believe have the best opportunity for impacting K-12 student success.

Beyond admission, the Department of Educational Psychology, Counseling and Special Education is ethically obligated to safeguard the school counseling profession by continuously monitoring students' performance. Students are assessed for academic and nonacademic fitness throughout their coursework, including practical experiential courses in which performance is an essential part of a grade.

Completion of the program is dependent not only upon academic performance but also on the demonstration of appropriate professional dispositions, interpersonal skills, professional demeanor, and social and ethical judgment. Courses are designed for self-reflection and self-evaluation. Self-reflection is a continuous requirement for counseling professionals.

Students who do not demonstrate professional competencies in the aforementioned areas will be required to complete a plan of remediation. For more details see the disclosure contract and the professional competencies for counselor education program.

Dignity for All Students Act

The Dignity for All Students Act (DASA) requires that all public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students in this program are responsible for demonstrating that they have satisfied this requirement. For students who have not completed this training during their undergraduate program, the College provides workshops to satisfy this requirement.

Degree Requirements: M.S. in Education – School Counselor (K-12)

- | | |
|--|--------|
| 1. Core Requirements | |
| *CNED 500 Introduction to School Counseling | 3 s.h. |
| *CNED 502 Career Development | 3 s.h. |
| *CNED 516 Statistics and Research Methods for Counselors | 3 s.h. |
| *CNED 525 Measurement and Appraisal for Counselors | 3 s.h. |
| *EPSY 530 Human Development Across the Life | 3 s.h. |

Span	
*CNED 540 Counseling Theories	3 s.h.
*CNED 541 Counseling Techniques	3 s.h.
CNED 545 Counseling Services for Students with Special Needs	3 s.h.
*CNED 560 Group Counseling	3 s.h.
CNED 561 Counseling Services for Children and Adolescents	3 s.h.
CNED 565 Self, Culture and Society in Counseling	3 s.h.
2. Additional Requirements	
CNED Approved Elective	3 s.h.
CNED 596 School Counseling Practicum*	3 s.h.
	<hr/>
	Total 39 s.h.

Notes:

A minimum grade of "B" in CNED 500, Introduction to School Counseling, CNED 541, Counseling Techniques, and CNED 560, Group Counseling, are required prior to placement in CNED 596, School Counseling Practicum.*

CNED 596, Practicum, must be passed with a grade of "B" or better.

CNED 596, Practicum, has all 33 hours of core courses as pre-requisites.

The Comprehensive Examination must be taken after or during the completion of the courses marked by the asterisk.

1. Students must attend a pre-practicum orientation meeting during the semester before they expect to enroll in this course. The Department reserves the right to determine the student's preparation and readiness to undertake the Practicum. A student may not be permitted to enroll in CNED 596 if the Department is unable to recommend that student without reservation. Placement decisions are based on numerous factors, including both academic and person/environmental match.

Refer to the *Practicum Guidelines* handout available through your advisor and in the Graduate and departmental offices for specific practicum information. This handout elaborates upon time and placement issues. No one may do a practicum in the district in which they went to school or where they work or have worked in the past five years.

2. A Comprehensive Examination (See department for guidelines). The Comprehensive Examination may be taken only when all courses with an asterisk have been completed. Students need an overall score of 70% and 70% on each sub-section as well in order to pass. Students may take the Comprehensive Exam no more than two times. Students who do not pass the Comprehensive Exam after the second try will not be able to finish the degree.

3. Minimum GPA of 3.0.

4. Students must complete all degree requirements within six years and complete a minimum of 33 s.h. in residence.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

*CNED 500, CNED 541, CNED 560 cannot be repeated more than once. Students may repeat no more than 6 credit hours of the required courses. Repeated required courses may not be used toward the degree.

Master of Science in Education Special Education: Early Childhood (Birth-Grade 2)

Education

Department of Educational Psychology, Counseling and Special Education

Department phone number: (607) 436-3554

Website: <http://www.oneonta.edu/academics/ed/edpsych>

Faculty: Daqi Li, *Chair of Educational Psychology, Counseling and Special Education*, Alyse Anekstein, Brian Beitzel, Dawn Hamlin, Nithya Iyer, Ronald La France, Anuradhaa Shastri, Ying Tang, Francis Thornton

Program purposes and outcomes: The purpose of this Special Education program is to provide certified teachers with greater understanding of the needs of students with disabilities and handicapping conditions, and to master techniques to provide the most effective education program for them. This program will lead to the professional license for teachers already certified in Early Childhood Education as well as initial licenses in Special Education.

This program builds on initial skills and knowledge and further develops skills and knowledge in special education and in applying these skills and knowledge to the content area of their initial certification. The program is designed to develop professional leaders who are committed to excellence, empowerment, diversity, and the best research-based teaching methods.

To ensure quality, students must be admitted to programs before registering for courses, unless they have permission from the department chair.

No more than 9 s.h. may be transferred into this program. SPED 600 may not be transferred in. Courses with grades of "B-" through "F" are not transferable.

Admission Requirements

- a. All students applying for admission to degree status are required to: Submit a completed application and the non-refundable fee.
- b. Submit a copy of a NYS initial teaching certificate in Early Childhood Education, or notify us that the certification is on your TEACH account. (Teaching certificates from other states are considered.)
- c. Submit an official transcript of an earned Bachelor's degree from a regionally accredited college.
- d. Have achieved an undergraduate GPA of 3.0 overall and 3.0 in the major field during the last two years of undergraduate work.
- e. Submit GRE scores.
- f. Submit an essay reflecting on your student teaching and/or teaching experiences with students with special needs and identify one area of special needs that you would like to learn more about. Describe some of the issues you would discuss with a parent/guardian. Also describe two teaching adaptations that you might make for a child with special needs. Include references to at least five professional articles or books.
- g. Submit three letters of reference.
- h. Complete a personal interview.
- i. Decisions on admission to the program are based on all of the above plus the admissions committee's judgment about the applicant's potential for success in the profession.

Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance. Applications are reviewed upon receipt by the department chair and his/her de-

signees. Applications are due March 1 for the following fall admission.

Dignity for All Students Act

The Dignity for All Students Act (DASA) requires that all public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students in this program are responsible for demonstrating that they have satisfied this requirement. For students who have not completed this training during their undergraduate program, the College provides workshops to satisfy this requirement.

Degree Requirements: MS in Education Special Education: Early Childhood

Degree requirements include a minimum of 9 courses in Special Education and Literacy and a 40-day student teaching course experience at two grade levels. Since all candidates will already hold an initial teaching license, no additional field work is required unless designated by course instructors. The courses are focused on skill development across the curriculum.

1. A minimum of 36 s.h. of planned and approved course work as follows:
 - SPED 510 Foundations of Special Education
 - SPED 511 Instructional Design for All Content Areas
 - SPED 512 Applied Behavioral Analysis
 - SPED 513 Teaching Learners with Severe and Multiple Special Needs
 - SPED 514 Teaching Math and Written Language to Learners with Special Needs
 - SPED 515 Assessment for Teaching Learners with Special Needs
 - SPED 516 Reading for Exceptional Students
 - SPED 517 Assistive Technology
 - SPED 518 Communication and Collaboration
 - SPED 519 Teaching Young Learners with Special Needs
 - SPED 600 Student Teaching in Special Education
2. Graduate students are required to maintain a 3.0 Cumulative GPA throughout their programs. Those whose GPA may fall beneath this minimum are placed on academic probation until either the grade point average meets that minimum or the student is academically dismissed. Full time students have one semester to bring the GPA to the minimum standard and part time students have until they complete an additional 12 credit hours.
3. Students must fulfill all degree requirements within six years and finish a minimum of 27 credits in residence.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

Master of Science in Education Special Education: Childhood (Grades 1-6)

Education

Department of Educational Psychology, Counseling and Special Education

Department phone number: (607) 436-3554

Website: <http://www.oneonta.edu/academics/ed/edpsych>

Faculty: Daqi Li, *Chair of Educational Psychology, Counseling and Special Education*, Brian Beitzel, Dawn Hamlin, Nithya Iyer, Ronald La France, Anuradhaa Shastri, Ying Tang, Francis Thornton

Program purposes and outcomes: The purpose of this Special Education program is to provide certified teachers with greater understanding of the needs of students with disabilities and handicapping conditions, and to master techniques to provide the most effective education program for them. This program will lead to the professional license for teachers already certified Childhood Education as well as initial licenses in Special Education.

This program builds on initial skills and knowledge and further develops skills and knowledge in special education and in applying these skills and knowledge to the content area of their initial certification. The program is designed to develop professional leaders who are committed to excellence, empowerment, diversity, and the best research-based teaching methods.

To ensure quality, students must be admitted to programs before registering for courses, unless they have permission from the department chair.

No more than 9 s.h. may be transferred into this program. SPED 600 may not be transferred in. Courses with grades of "B-" through "F" are not transferable.

Admission Requirements

- All students applying for admission to degree status are required to: Submit a completed application and the non-refundable fee.
- Submit a copy of a NYS initial teaching certificate in Childhood Education. (Teaching certificates from other states are considered.)
- Submit an official transcript of an earned Bachelor's degree from a regionally accredited college.
- Have achieved an undergraduate GPA of 3.0 overall and 3.0 in the major field during the last two years of undergraduate work.
- Submit GRE scores.
- Submit an essay reflecting on your student teaching and/or teaching experiences with students with special needs and identify one area of special needs that you would like to learn more about. Describe some of the issues you would discuss with a parent/guardian. Also describe two teaching adaptations that you might make for a child with special needs. Include references to at least five professional articles or books.
- Submit three letters of reference.
- Complete a personal interview.
- Decisions on admission to the program are based on all of the above plus the admissions committee's judgment about the applicant's potential for success in the profession.

Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance. Applications are reviewed upon receipt by the department chair and his/her designees. Applications are due March 1 for the following fall admission.

Dignity for All Students Act

The Dignity for All Students Act (DASA) requires that all public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students in this program are responsible for demonstrating that they have satisfied this requirement. For students who have not completed this training during their undergraduate program, the College provides workshops to satisfy this requirement.

Degree Requirements: MS in Education Special Education: Childhood

Degree requirements include a minimum of 9 courses in Special Education and Literacy and a 40-day student teaching course experience at two grade levels. Since all candidates will already hold an initial teaching license, no additional field work is required unless designated by course instructors. The courses are focused on skill development across the curriculum.

- A minimum of 36 s.h. of planned and approved course work as follows:
 - SPED 510 Foundations of Special Education
 - SPED 511 Instructional Design for All Content Areas
 - SPED 512 Applied Behavioral Analysis
 - SPED 513 Teaching Learners with Severe and Multiple Special Needs
 - SPED 514 Teaching Math and Written Language to Learners with Special Needs
 - SPED 515 Assessment for Teaching Learners with Special Needs
 - SPED 516 Reading for Exceptional Students
 - SPED 517 Assistive Technology
 - SPED 518 Communication and Collaboration
 - SPED 600 Student Teaching in Special Education

Complete:

SPED 519 Teaching Young Learners with Special Needs

~or~

SPED 520 Teaching Adolescents Strategies Content

- Graduate students are required to maintain a 3.0 Cumulative GPA throughout their programs. Those whose GPA may fall beneath this minimum are placed on academic probation until either the grade point average meets that minimum or the student is academically dismissed. Full time students have one semester to bring the GPA to the minimum standard and part time students have until they complete an additional 12 credit hours.
- Students must fulfill all degree requirements within six years and finish a minimum of 24 credits in residence.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

Master of Science in Education Special Education: 7-12 Generalist

Education

Department of Educational Psychology, Counseling and Special Education

Department phone number: (607) 436-3554

Website: <http://www.oneonta.edu/academics/ed/edpsych>

Faculty: Daqi Li, *Chair of Educational Psychology, Counseling and Special Education*, Alyse Anekstein, Brian Beitzel, Dawn Hamlin, Nithya Iyer, Ronald La France, Anuradhaa Shastri, Ying Tang, Francis Thornton

Program purposes and outcomes: The purpose of this Special Education program is to provide certified teachers with greater understanding of the needs of students with disabilities and handicapping conditions, and to master techniques to provide the most effective education program for them. This program will lead to the professional license for teachers already certified Adolescence Education as well as initial licenses in Special Education.

This program builds on initial skills and knowledge and further develops skills and knowledge in special education and in applying these skills and knowledge to the content area of their initial certification. The program is designed to develop professional leaders who are committed to excellence, empowerment, diversity, and the best research-based teaching methods.

To ensure quality, students must be admitted to programs before registering for courses, unless they have permission from the department chair.

No more than 9 s.h. may be transferred into this program. SPED 600 may not be transferred in. Courses with grades of "B-" through "F" are not transferable.

Admission Requirements

- All students applying for admission to degree status are required to: Submit a completed application and the non-refundable fee.
- Submit a copy of a NYS initial teaching certificate in Adolescence English, Math, Social Studies, Biology, Chemistry, Physics, Earth Science, Spanish or French. (Teaching certificates from other states are considered.)
- Submit an official transcript of an earned Bachelor's degree from a regionally accredited college.
- Have achieved an undergraduate GPA of 3.0 overall and 3.0 in the major field during the last two years of undergraduate work.
- Submit GRE scores.
- Submit an essay reflecting on your student teaching and/or teaching experiences with students with special needs and identify one area of special needs that you would like to learn more about. Describe some of the issues you would discuss with a parent/guardian. Also describe two teaching adaptations that you might make for a child with special needs. Include references to at least five professional articles or books.
- Submit three letters of reference.
- Complete a personal interview.
- Decisions on admission to the program are based on all of the above plus the admissions committee's judgment about the applicant's potential for success in the profession.
- Prerequisite coursework: two courses in English, two courses in Math, two courses in Social Studies, and two courses in Science at the college level.

- Students with a degree in a non-typical adolescence education program (e.g., Music, Physical Education) must also take and pass the CST Multi-Subject test for admission to the program.

Admission is competitive and meeting the minimum admission criteria does not guarantee acceptance. Applications are reviewed upon receipt by the department chair and his/her designees. Applications are due March 1 for the following fall admission.

Dignity for All Students Act

The Dignity for All Students Act (DASA) requires that all public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students in this program are responsible for demonstrating that they have satisfied this requirement. For students who have not completed this training during their undergraduate program, the College provides workshops to satisfy this requirement.

Degree Requirements: MS in Education Special Education: Adolescence

Degree requirements include a minimum of 10 courses in Special Education and Literacy and a 40-day student teaching course experience at two grade levels. Since all candidates will already hold an initial teaching license, no additional field work is required unless designated by course instructors. The courses are focused on skill development across the curriculum.

- A minimum of 36 s.h. of planned and approved course work as follows:

SPED 510	Foundations of Special Education
SPED 511	Instructional Design for All Content Areas
SPED 512	Applied Behavioral Analysis
SPED 513	Teaching Learners with Severe and Multiple Special Needs
SPED 514	Teaching Math and Written Language to Learners with Special Needs
SPED 515	Assessment for Teaching Learners with Special Needs
SPED 516	Reading for Exceptional Students
SPED 517	Assistive Technology
SPED 518	Communication and Collaboration
SPED 520	Teaching Adolescents with Special Needs: Learning Strategies in Content Areas
SPED 600	Student Teaching in Special Education
- Graduate students are required to maintain a 3.0 Cumulative GPA throughout their programs. Those whose GPA may fall beneath this minimum are placed on academic probation until either the grade point average meets that minimum or the student is academically dismissed. Full time students have one semester to bring the GPA to the minimum standard and part time students have until they complete an additional 12 credit hours.
- Students must fulfill all degree requirements within six years and finish a minimum of 27 credits in residence.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

Certificate of Advanced Study (CAS): School Counselor

Department of Educational Psychology, Counseling and Special Education

Department phone number: (607) 436-3554

Website: <http://www.oneonta.edu/academics/ed/edpsych>

Faculty: Daqi Li, Chair of Educational Psychology, Counseling and Special Education, Alyse Anekstein, Brian Beitzel, Dawn Hamlin, Nithya Iyer, Ronald La France, Ying Tang, Francis Thornton

Program purposes and philosophy: The CAS provides post-Master's study which, when combined with the SUNY Oneonta Master of Science in Education degree (School Counselor), satisfies the 60 s.h. academic requirement (Master's degree + CAS or related course work) of New York State for Permanent Certification in School Counseling. Two full years of professional experience as a school counselor are also required for permanent certification by New York State.

This program can be completed through part-time study. The College allows a maximum of six calendar years to complete all requirements for the program. Since the NYS Provisional Certificate is valid for 5 years, students are encouraged to complete their CAS within this time period.

National Counselor's Exam: Courses offered in the CAS program (school counselor) may be used to fulfill part of the eligibility requirements for the National Counselor's Exam.

In general, any students who wish to transfer credit from another college following admission must have written prior approval from their faculty advisor. Courses must be relevant to the field of school counseling, must be from an accredited college, must appear on a college transcript as a "B" or better, must include a minimum of 37.5 hours. No more than 9 s.h. may be transferred into this program. Transfer credits must meet specific guidelines. Check with advisor or department chair.

At least half of the s.h. toward the CAS program must be taken following admission to the program. For this reason students are encouraged to apply to the program in a timely fashion.

Application materials (application form, transcripts, provisional certificate) for summer and fall admission must be filed with the Graduate Office by February 1st for the fall semester and by November 1st for the spring semester.

Decisions on admission to the program are made based on all of the following information plus the admissions committee's judgement about the applicant's potential for success in the profession. Admission is competitive and meeting the minimum admission's criteria does not guarantee acceptance.

Dignity for All Students Act

The Dignity for All Students Act (DASA) requires that all public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students in this program are responsible for demonstrating that they have satisfied this requirement. For students who have not completed this training during their undergraduate program, the College provides workshops to satisfy this requirement.

Admission Requirements

All students applying for admission to this program are required to:

1. Submit a completed application and the non-refundable fee.
2. Submit an official transcript of an earned Master's degree from a regionally accredited college.
3. Submit a copy of their NYS Provisional Certificate in School Counseling or notify us that it exists on their TEACH account.

4. At the Department's discretion, have a personal interview with members of the Counselor Education faculty.
5. Submit two professional letters of recommendation (not required for M.S. Ed. Oneonta graduates).

Program Requirements: CAS School Counselor

1. At least 21 s.h. of approved courses beyond the Master's degree including:

CNED 604	Developmental Counseling Services	3 s.h.
CNED 563	Teaching Pro Social Skills	3 s.h.
CNED 655	Brief Approaches to Counseling	3 s.h.
CNED 602	Consultation in Educational Settings	3 s.h.
CNED 695	Internship in School Counseling*	6 s.h.
	An Approved Elective	3 s.h.
		<hr/> Total 21 s.h.

2. Minimum GPA of 3.0.

3. Students must complete all program requirements within six years and complete a minimum of 12 s.h. in residence.

**A minimum grade of "B" is required in this course. With departmental approval this course may be replaced by electives for students who have completed a minimum of 2 years of full-time employment as a school counselor.*

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program.

Required courses in this program with the exception of Internship, are offered as on-line classes. Occasional on campus meetings may be required by the instructor. Gainful Employment information on this academic program can be found here: <http://www.oneonta.edu/academics/grad-ed/CAS/Gedt.html>.

Advanced Graduate Certificate: Bilingual Education Extension, Pre K-12 - All Grades

Department of Elementary Education and Reading

Department phone number: (607) 436-3176

Website: <http://www.oneonta.edu/academics/ed/eled2>

Faculty: Leanne Avery, Carolyn Chryst, Nancy Currier, Gwen Frank, Penina Kamina, Cynthia Lassonde Chair, Anita Levine, Zanna McKay, Sasha Ramlal, Barbara Vokatis

Program purposes and philosophy: Appropriately certified bilingual teachers are in high demand. The U.S. Education Department (2014) identified bilingual education and English language acquisition as high-need fields that are experiencing nationwide teacher shortages at all developmental levels. Bilingual teachers work in districts with high numbers of non-native English-speaking students to help them succeed academically in English and in their home language.

The program has been designed to prepare individuals to become effective bilingual practitioners with high levels of competence using two languages as mediums of instruction. Courses in this program lead toward a New York State teaching certification extension annotation in bilingual education. The program is intended for teachers who hold New York State certification for teaching preschool, kindergarten, elementary, middle, or secondary education, a special subject, literacy, career and technical education, or students with disabilities and wish to earn a certification extension in bilingual education. The program is designed to blend on-line preparation with field experiences in the school settings.

Dignity for All Students Act

The Dignity for All Students Act (DASA) requires that all public school employees complete 6 hours of training/coursework that addresses harassment, bullying, and discrimination prevention and intervention. Students in this program are responsible for demonstrating that they have satisfied this requirement. For students who have not completed this training during their undergraduate program, the College provides workshops to satisfy this requirement.

Admission Requirements

All students applying for admission to this program are required to:

1. Submit a completed application and the non-refundable fee.
2. New York State Teaching Initial Certification in a functionally relevant area.
3. Bachelor's degree from a regionally accredited college.
4. Essay describing the candidate's philosophy of bilingual education and how it fits with the candidates commitment to participating in this program.
5. Demonstrated proficiency in a language other than English.

Program Requirements: Bilingual Education Extension

1. Complete all coursework listed below:

EDUC 577 Issues in Diversity, Multicultural Education & Bilingualism	3 s.h.
FLED 593 Advanced Research, Theories & Best Practices - Teaching English as a Second Language	3 s.h.
FLAN 510 Linguistics and Methods of Teaching Native Language Arts	3 s.h.
FLED 512 Second Language Acquisition and Literacy	3 s.h.
EDUC 595 Methods of Teaching and Assessing Core Subject Areas in the Native	3 s.h.

Language and English

Total 15 s.h.

2. Minimum GPA of 3.0.
3. Students must complete all program requirements within six years and complete a minimum of 9 s.h. in residence.

All College policies and procedures found in this *Graduate Catalog* will apply to students enrolled in this program. Gainful Employment information on this academic program can be found here: <http://www.oneonta.edu/academics/grad-ed/Bilingual/gedt.html>.

COURSE LISTINGS

Graduate-level courses are designated by 500 and 600 numbers, where 600 numbered courses represent upperlevel graduate courses. For most courses, Graduate Status (GrS) is required as a prerequisite.

Africana and Latino Studies Courses

ALS 551 Seminar: The Harlem Renaissance 3 s.h.

In depth examination of selected black writers from the Harlem Renaissance (1920 and 1929). Seminar examines the social, cultural and intellectual ideas and themes of black writers of the period as well as their relation to the political, social and cultural movements of the times.

Prerequisites: GrS and 6 s.h. of humanities.

ALS 561 Poverty, Social Structure and the American Family 3 s.h.

This course examines the long term persistence of family poverty in the United States. Viewed in its qualitative and quantitative dimensions, family poverty, and attempts to alleviate it, are first examined in the historical context, including the evolution of social welfare policies and practices. Class, ethnicity, residence patterns, family composition, educational issues, religion and rural/urban differences are also examined. Contemporary public and private responses to poverty serve as a context for examining current topics in family poverty, particularly those that effect professional educators.

Prerequisites: GrS and consent of instructor.

ALS 574 Seminar—Special Topics 3 s.h.

The seminar focuses on contemporary controversies, theoretical issues, as well as the practical implications of current events affecting Africana and Latino peoples. Topics vary by semester.

Prerequisites: GrS and consent of instructor.

ALS 575 Graduate Seminar: Africana and Latino Studies 3 s.h.

The seminar examines important theoretical and methodological issues which pertain to the contemporary and historical experiences of Africana and Latino peoples in the United States and internationally. Emphasis is on the examination of recent scholarship.

Prerequisite: GrS, 9 s.h. in ALS or consent of instructor.

Biology Courses

BIOL 501 Experimental Design 4 s.h.

Aimed at first semester graduate students, this course will familiarize students with the processes of experimental design and project management. Students will learn how to develop questions into research projects and to more efficiently plan and execute their projects. Offered fall semester.

Prerequisites: Graduate student status.

BIOL 575 Phytoplankton Ecology and Analysis 4 s.h.

This course covers ecology of freshwater phytoplankton and methods to evaluate phytoplankton communities, which comprises the base of aquatic food webs. Major ecological theories are discussed in conjunction with relevant primary literature in classical and modern aquatic ecology. The lab component includes field sampling, pigment-based lab analyses and microscopic identification of major taxa.

Prerequisites: Graduate student status.

BIOL 586 Conservation of Biodiversity 3 s.h.

Current concepts relating to the conservation of terrestrial, marine and freshwater communities covering such topics as population genetics, patterns of diversity and rarity, habitat fragmenta-

tion, causes of extinction and the practice of conservation. The course will have a seminar format with discussions centering on recent literature in conservation biology. Students will be required to write a term paper and make an oral presentation.

Prerequisites: BIOL 282 or permission of instructor.

BIOL 617 Advanced Biological Literacy 3 s.h.

An intensive scientific Literacy course designed to better prepare graduate students for comprehending, critically analyzing and writing papers for the Biological Sciences. Students will be required to read papers from a variety of subfields within biology, learn about the common elements and pitfalls. Students will also practice crafting journal-style papers to better familiarize themselves with the format.

Prerequisite: GrS.

BIOL 620 Advanced Field Botany 3 s.h.

This course is designed to further develop skills in botanical field techniques, and provide a more thorough understanding of the vegetation of North America, and the flora and vegetation of New York. Additionally the course will provide an understanding of principles and rules for proper botanical nomenclature. It combines information drawn from the disciplines of taxonomy, ecology, ethnobotany, physical geography, and wildlife ecology. Two weekend field trips required. Two hours of lecture and two hours lab per week. Lab format will include individual and small group projects, including a plant collection and research presentation.

Prerequisites: GrS and permission of instructor.

BIOL 625 Lake Monitoring 3 s.h.

Discusses the problems and solutions for monitoring inland freshwater lakes. Issues pertaining to collecting, managing and analyzing physical, chemical, and biological data will be covered. A project dealing with a lake data set will be assigned. A thorough understanding of statistical analysis and limnological concepts is assumed.

BIOL 632 Advanced Plant Taxonomy 4 s.h.

This course is designed to give students a strong grounding in the dynamic field of Plant Taxonomy. Students will be expected to gain a working knowledge of the identification and classification of members of the Plant Kingdom, emphasizing phylum and family characteristics. Major Bryophyte, Pteridophyte, Gymnosperm, and Angiosperm families are studied in lecture and laboratory formats. Additionally the course will provide an understanding of principles and rules for proper botanical nomenclature. Preparation of collections; field and laboratory experiences; one weekend field trip required. Three hours of lecture and two hours lab per week. Lab format will include individual or small group research projects culminating in presentation of projects.

Prerequisites: GrS and permission of instructor.

BIOL 642 Advanced Invertebrate Zoology 4 s.h.

Students will prepare and present papers weekly on various topics in invertebrate zoology. Techniques of scientific writing will be considered equally as important as subject matter. All papers presented will be duplicated so that students will have a full set of notes including references to research works throughout the field. Costs of duplication shall be borne by students.

Prerequisites: GrS and permission.

BIOL 644 Topics in Entomology 4 s.h.

Topics in entomology, the study of insects, including their natural history, anatomy, and functional morphology. Classification and ecology of forms found locally. Preparation of collections, field and laboratory research, papers typically required.

Prerequisites: GrS and permission of instructor.

BIOL 647 Principles of Systematics 3 s.h.

This course will introduce students to the basic concepts and methods employed in systematic biology: species descriptions and concepts, nomenclature, phylogenetic inference, and contemporary conceptual issues in the field. Relevance to various biological disciplines including ecology, conservation, and evolution will be addressed. The course will include lectures, discussions, and laboratory exercises.

Prerequisites: GrS.

BIOL 669 Advanced Methods in Population Genetics 4 s.h.

Through lecture and laboratory sessions, students will cover advanced applications of fundamental population genetic tests and phylogeography, as well as experimental design. Students will be required to individually design and perform a project in population genetics, ideally forming a portion of their thesis. At the end of the semester, students will give a scientific-meeting style talk on their project.

Prerequisite: GrS.

BIOL 678 Advanced Quantitative Biology 4 s.h.

This course is designed to provide a foundation in biostatistics to students in the Master of Science in Biology and Master of Science in Lake Management programs. Using biological sources of data and case studies in ecology, conservation, health sciences, lake management and monitoring, this course will cover the following topics: probability, distributions, estimation, hypothesis testing, analysis of variance, simple and multiple regression, basic multivariate techniques, and vital statistics. The course will appeal particularly to students who are trained to work as biologists who want experience in applying research methods in basic biological sciences and applied ecology. It will help biology graduate students in experimental design and data analysis for their own research projects. It is a combination of 3hr lecture and 2 hr lab in the classroom equipped with computer and software.

Prerequisites: Graduate student status.

BIOL 683 Wetland Plant ID and Delineation 4 s.h.

Survey of the major plant species of local freshwater wetlands, and methods for delineation under current State and Federal criteria. Extensive field trips include natural bogs, marshes, floodplains, as well as constructed or managed wetlands of the central NY region. Current papers from the literature of wetland management and ecology will be discussed in seminar format. Students must be able to hike through difficult terrain.

Prerequisites: GrS and permission of instructor.

BIOL 684 Advanced Aquatic Ecology 4 s.h.

The ecology and bionomics of the fresh-water biota with emphasis on the invertebrate macrobenthos and zooplankton. Local representatives, and the roles of phytobenthos, planktonic algae and fish are presented along with basic limnology in characterizing aquatic communities.

Prerequisites: GrS and permission of instructor.

BIOL 685 Studies in Limnology 4 s.h.

Studies of biology, physics, and chemistry of inland waters. Laboratory experience in limnological methods. Field trips required. Offered fall semester and during summer at the Biological Field Station. (*Sustainability Focused course*)

Prerequisites: GrS and permission of instructor.

BIOL 687 Advanced Aquatic Entomology 4 s.h.

This course will examine in detail the identification, life history, anatomy, functional morphology, and physiology of aquatic insects, with special emphasis placed on the unique adaptations to life in aquatic habitats. Students will be required to collect and properly curate an aquatic insect collection, and to perform an

independent field project to be presented as both a scientific paper and a scientific-meeting style talk.

Prerequisites: GrS and permission of department.

BIOL 688 Experimental Stream Ecology 4 s.h.

Experimental studies in stream ecology. Experiments cover concepts of the biological, physical, and chemical features of stream ecosystems. An independent research project is required.

Prerequisites: GrS and permission of instructor.

BIOL 689 Bioassessment and Biocriteria 4 s.h.

Quality of surface waters can be assessed through physical, chemical, and biological variables. Evaluation of the biological condition of a waterbody using biosurvey data and other direct measurements of resident biota in surface waters. Assessing the biological integrity of freshwaters via EPA-approved field and laboratory methods will be emphasized. Topics may include developing bioassessment programs, current methods, and data analyses. A thorough understanding of statistics is assumed.

BIOL 690 Lake Management 4 s.h.

An introduction to the science of lake management and the economic and the social/regulatory framework within which the professional practice takes place. Science: Topics include limnology, diagnosis of problems, management objectives, management techniques, plan organization and development, implementation and evaluation. Social/regulatory framework: Public education, perception, regulatory management techniques. Field and laboratory experiences, term paper required.

Prerequisites: GrS and permission of instructor.

BIOL 691 Management of Aquatic Biota 4 s.h.

An introduction to aquatic ecology: Freshwater algae, benthic macrophytes, zoobenthos, zooplankton, the fishes. Topics include: Physical, chemical, biological and regulatory management techniques. Classic aquatic plant and fisheries management. Contemporary concepts in whole lake management. Field and laboratory experiences, collection and term paper required.

Prerequisites: GrS and permission of instructor.

BIOL 693 Co-op Experiences in Lake Management 8-12 s.h.

Full-time meaningful work experiences, 8-16 weeks in length, directly related to the field of student and career interests of the students. Students work directly for the employer and are held to the same standards and expectations as other employees. Activities emphasize real-world tasks and responsibilities. Feedback will be provided concerning performance, assessment of strengths and weaknesses and recommendations for further professional and academic development. Offered every semester.

Prerequisites: BIOL 691.

BIOL 694 Special Topics in Biology 1-4 s.h.

Three to ten day experiences in regional biology to be offered off campus or at the Biological Field Station, Cooperstown. Course content will vary with instructors and the topics studied. Students may enroll in different "topics" under this course number but no more than 6 hours may be applied to the biology program requirements.

Prerequisites: GrS; 3 s.h. of general ecology or permission of the instructor.

Special Costs: Costs of transportation, room and board, when necessary, will be shared by students.

Intended Clientele: Graduate students in the science disciplines or science education.

BIOL 695 Graduate Seminar 1-2 s.h.

Discussion and investigation of major events, discoveries, problems, and current topics through the media of group conferences, library research, and presentation of project reports by staff,

graduate students, and visiting scholars. Normally taken more than one term up to maximum of 2 s.h. of credit.

Prerequisites: GrS and permission of department.

BIOL 696 Directed Research 1-15 s.h.

Directed research with supervision and training, to develop, carry out and report on a module of sponsored research as part of a team, often including faculty, and other students at various academic levels. Experiences include research and monitoring theory, interactions with others in field and laboratory environments, methods of access to work sites and logistics involved in scientific research, exposure to field equipment and laboratory instrumentation and the development of communication skills. Productivity, that is results relevant to sponsors and the community, is required and its generation is an important part of the experience. Registration is often competitive and requires faculty permission. Research is typically conducted for at least 10 weeks, 35 hours per week. Monetary awards are normally offered. Offered summers and other times by special arrangement.

Prerequisites: GrS.

BIOL 698 Thesis 1-12 s.h.

A thesis in a degree candidate's field of specialization is prepared under the supervision of his faculty advisor. No more than 12 s.h. of Independent Study and/or Thesis may be counted toward degree requirements.

Prerequisites: GrS and permission of department.

BIOL 699 Advanced Independent Study: Biology 1-6 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Earth Science Courses

ESCI 500 Core Concepts in Earth Science 3 s.h.

Students will explore a broad array of Earth Science content from the New York State Physical Setting Core Curriculum with emphasis on examples from New York State. Topics in geology, meteorology and astronomy will be examined through inquiry-based laboratory experiences, field trips and use of real-time data from the internet. Course is intended for those that desire a deeper foundation in Earth Science content.

ESCI 510 Exploring Earth's Integrated Systems 3 s.h.

Graduate students will examine the impacts of Earth events on the lithosphere, hydrosphere, atmosphere and biosphere from the perspective of Earth Systems Science. The course is structured as a series of collaborative experiences in Problem-Based Learning in a dynamic online environment. This course is available solely through distance learning. The course is intended to foster a more holistic understanding of the Earth and it's linking processes.

Prerequisite: New York State teaching certification or equivalent.

ESCI 511 Earth System Science Seminar 1 s.h.

This graduate seminar will examine the various spheres of the Earth System through the prism of local geology and landscape. It will also consider the role of informal educational institution in informing the public on issues of global change. The course is structured as a series of collaborative experiences in a dynamic online environment. The course is intended to foster a more holistic understanding of the Earth System and it's linking process and the application of this understanding to informal educational venues.

Prerequisite: Affiliation with museum or other informal educational venue.

ESCI 594 Graduate Special Topics in Earth Science 1-3 s.h.

A specially designed graduate level study of the most recent advances in various areas of the earth sciences.

Prerequisites: GrS and permission of the instructor.

ESCI 699 Advanced Independent Study in Earth Science 1-6 s.h.

Graduate level independent study of a topic in the earth sciences under faculty supervision. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Geology Courses

GEOL 521 Advanced Paleontology 4 s.h.

Detailed examination of the morphology, taxonomy, and ecology of fossil organisms in field and laboratory settings. Knowledge of historical geology and/or biology are assumed.

Prerequisite: GrS.

GEOL 530 Geologic Structures 4 s.h.

Examination of the major groups of structural elements—joints, folds, faults, contacts, foliations and lineations—their origin and geometry. Analysis of concepts of stress and strain; laboratory application of standard geometric techniques used in structural analysis. A knowledge of historical geology and competence in rock identification and basic geologic map interpretation is assumed.

Prerequisite: GrS.

GEOL 534 Geotectonics 3 s.h.

Examination of modern tectonic principles and fundamental tectonic elements of the earth's lithosphere—orogenic belts, cratons, island arcs, rift zones, continental margins, etc. Discussion of geotectonic models emphasizing modern plate tectonic concepts. A knowledge of structural geology is required.

Prerequisite: GrS.

GEOL 560 Advanced Stratigraphy 4 s.h.

A detailed study of stratigraphic principles. Course includes identification, classification, and correlation of various types of stratigraphic units. Topics such as the use of fossils in interpretation, geophysical correlation methods, facies concepts, depositional environments, geologic history, sequence stratigraphy and basin analysis are examined. A working knowledge of historical geology is required.

Prerequisite: GrS.

GEOL 562 Advanced Sedimentology 3 s.h.

An in-depth study of all the processes, products, and environments involved in the formation of sediments and sedimentary rocks, using quantitative methods, physical models, and comparative studies of ancient and modern rocks.

Prerequisite: GrS.

GEOL 570 Surface Processes and Landform Development 3 s.h.

An in-depth analysis, based on an understanding of geomorphic principles, of fluvial, eolian and glacial processes and resulting landforms; dynamic equilibrium and related factors of climate and geologic setting.

Prerequisite: GrS.

GEOL 571 Geologic Interpretation of Aerial Photographs 3 s.h.

The analysis of aerial photographs for bedrock, structure and landform identification; geological interpretation of regional geomorphic events and tectonic history.

Prerequisite: GrS.

GEOL 574 Quaternary Geology**3 s.h.**

The study of environments of deposition, stratigraphic relations, landforms and the interpretation of glacial history based on the application of geomorphic concepts; methods of investigation and classic site analysis.

Prerequisite: GrS.

GEOL 580 Geophysical Field Techniques**3 s.h.**

Theory and field application of refraction and reflection seismology, gravity, electrical resistivity, and magnetics, as well as discussion of related field techniques and well logging. All topics are developed in the following sequence: (a) fundamental physical theory, (b) description of instruments and their use, (c) application of theory to geologic field problems. Although a basic working knowledge of physics and calculus is expected, the necessary concepts are reviewed during the course to bring all students to the same level of comprehension. A term report covers the geologic and hydrologic interpretation of a glaciated valley based on seismic, gravity, and resistivity surveys made during several of the outdoor lab sessions.

Prerequisites: GrS; two semesters each of physics and calculus.

GEOL 582 Hydrology**3 s.h.**

Fundamentals of surface water and groundwater, with emphasis on water supply and water quality. Current hydrologic problems are discussed, along with a variety of approaches to their solution. Topics include the hydrologic cycle, surface-water characteristics, the water balance, the concept of hydraulic head, surface-water and groundwater hydraulics, flow-net analysis, water quality, and economic and legal aspects of hydrology. Although this course does not have a scheduled laboratory period, lab demonstrations and a short field trip to nearby hydrologic features are included within the normal class schedule. This course provides a broad introduction to water resources, as well as the necessary background for more advanced hydrology courses.

Prerequisites: GrS; two semesters of physics, one semester of calculus.

GEOL 584 Hydrologic Basin Analysis**3 s.h.**

Statistical, analytical, and experimental approaches to watershed management, with particular emphasis on measurement of hydrologic variables in the field, probability of hydrologic events, the water balance, flood prediction, water-supply analysis, groundwater monitoring strategies, water treatment, and contaminant tracking and remediation. Field work includes flow measurement of surface streams. A term paper provides experience in the preparation of consultant-level reports that deal with typical hydrologic problems requiring application of principles from the class.

Prerequisites: GrS and GEOL 582.

GEOL 586 Aqueous Geochemistry**3 s.h.**

Geochemistry of natural surface water and groundwater. The main focus is the interpretation of dissolved components and their interpretation in terms of the flow history of the water and the interaction of water with its environment. Topics include measurement and interpretation of the common dissolved constituents in natural water, chemical equilibrium, mineral stability and solubility, the mass balance, carbonate chemistry and pH control, dissolution kinetics, redox reactions, interpretation of stable isotopes, and application of thermodynamic principles. Computer interpretation of field measurements includes equilibrium calculations and reaction-path analysis. A field project, which incorporates field analyses contributed by all students in the class, concerns the geochemical interpretation of surface water and groundwater in the Oneonta area.

Prerequisites: GrS; two semesters of college-level inorganic chemistry.

GEOL 621 Paleobiology**3 s.h.**

Consideration of advanced techniques and theoretical approaches in the study of fossils, including paleoecology, population genetics, and statistical paleontology. Familiarity with basic paleontological techniques is assumed.

Prerequisite: GrS.

GEOL 630 Advanced Structural Geology**3 s.h.**

An in-depth examination of rock deformation and the geometry, origin, and evolution of structural elements. Laboratory application of advanced techniques in strain analysis and balanced cross-sections.

Prerequisites: GrS; one semester of undergraduate structural geology.

GEOL 641 Economic Geology**3 s.h.**

An in-depth study of the occurrence and formation of selected ore deposits, utilizing ore microscopy techniques.

Prerequisite: GrS.

GEOL 642 Igneous and Metamorphic Geology**3 s.h.**

An advanced study of the origin of igneous and metamorphic rocks, utilizing evidence from geochemical studies and field occurrences of these types of rocks.

Prerequisite: GrS.

GEOL 662 Sedimentary Petrology**3 s.h.**

An examination of the structures, textures and composition of sedimentary rocks, with an emphasis on sandstones, carbonates and diagenesis. Problems of origin of the principle types of sedimentary rocks are discussed. Laboratories consist of microscopic examination of thin sections plus an introduction to other techniques of sedimentary petrology.

Prerequisite: GrS.

GEOL 664 Seminar in Sedimentology and Stratigraphy**3 s.h.**

The distribution of sedimentary rocks is a reflection of numerous processes. In this course we will select various topics and analyze them in some detail. Student will present selected topics for discussion. A working knowledge of sedimentologic and stratigraphic principles is presumed.

Prerequisite: GrS.

GEOL 670 Topics in Advanced Geomorphology**3 s.h.**

An in-depth investigation of geomorphologic concepts, principles, and processes emphasizing North American regions of significance; contemporary topics and classical problems based on the application of geomorphic principles.

Prerequisite: GrS.

GEOL 674 Advanced Glacial Systems**3 s.h.**

A seminar course involving the in-depth investigation and discussion of concepts and principles as they apply to regional and global perspectives; topics to include evidence for paleoclimatic interpretations from the sea floor, ice sheets and paleoecology; Quaternary dating techniques and stratigraphic correlation.

Prerequisite: GrS.

GEOL 682 Geochemistry**3 s.h.**

The application of chemical principles to the investigation of the earth, including the hydrosphere: topics include chemical equilibria, thermodynamics, and isotope geology.

Prerequisite: GrS.

GEOL 688 Aquifer Hydraulics**3 s.h.**

Quantitative techniques in groundwater hydrology, with emphasis on analytical, graphical, experimental, and numerical approaches to aquifer interpretation. A lengthy introduction relates groundwater to other flow types, including open-channel flow and pipe flow. Field work includes pumping tests, slug tests and their analysis. Laboratory work includes measurements of hydraulic

conductivity and computer simulation of aquifer hydraulics. Students are expected to have two semesters each of physics and calculus.

Prerequisites: GrS, GEOL 582.

GEOL 689 Hydrologic Modeling 3 s.h.

Use of the finite-difference approach to solving hydrologic problems, with emphasis on computer applications to modeling groundwater flow and contaminant transport. Model design and execution are discussed in detail, although the main emphasis is on acquisition of field data and interpretation of modeling results. Problems of simulating geologic and hydrologic conditions with numerical models are discussed, as are the hazards of misinterpretation. A major goal is to provide guidelines and examples of how to design a hydrologic field study and present the results. Project results are presented in oral and written reports. Computer applications make use of a variety of standard programs such as MODFLOW, MOC, PLASM, and FLOWPATH, as well as models developed in class. No experience in computer programming is required, and although previous experience in the use of personal computers is helpful, the necessary background is provided in class.

Prerequisites: GrS, GEOL 582.

GEOL 698 Thesis 1-6 s.h.

Typical thesis procedures will be followed: submission of a formal proposal, committee review of the proposal, assignment of a thesis advisor, close supervision of the research activity by the advisor, and oral defense of the final product.

Prerequisite: GrS.

GEOL 699 Advanced Independent Study in Geology 1-6 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Education Courses

EDUC 501 Critical Thinking, Reading and Writing 3 s.h.

This course will help students develop their critical thinking, reading, and writing skills as they interact with texts relevant to current topics in education. Students will study critical thinking theory and learn strategies that will help them extend and express critical insights into academic discourse, utilize self-reflective evaluation of critical literacy skills, develop reading comprehension and scholarly critical writing skills through the writing process, construct well-written critical essays, and confer and collaborate with peers to improve critical literacy skills.

Prerequisite: Degree graduate student status.

EDUC 505 Early Childhood Curriculum and Assessment 3 s.h.

In this course foundations of early childhood education and the theoretical frameworks are discussed. Students develop projects in curriculum integration in the classroom including literacy, social studies, science, math and expressive arts. Strategies to meet the diverse needs of children and families are explored. The course includes a practicum component in an early childhood classroom.

Prerequisite: Degree graduate student status.

EDUC 506 Introduction to Educational Research 3 s.h.

This course is designed to provide foundation skills and understandings about educational research methodologies. The graduate student will locate and critically review primary sources of information and complete a review of literature on a topic related to education social policy. The course serves as an introductory course for majors in childhood education and adolescence edu-

cation master's degree programs. The course is evaluated by a letter grade.

Prerequisite: Degree graduate student status.

EDUC 507 Introduction to Research and Teaching Languages Other than English 3 s.h.

This course is designed to provide foundation skills and understandings about the teaching of Language Other Than English (LOTE) and the architecture of the profession. Students will synthesize the evolution of research methodologies in the field of foreign language education and policy within the greater context of American public education. This serves as an introductory course for teacher candidates in the M.S.T. in Foreign Languages program and also for practicing LOTE teachers.

Prerequisite: FLED degree graduate student status.

EDUC 515 Differentiating Instruction to Enrich Classroom Learning 3 s.h.

This course will provide instruction and practice in how to affect the learning and growth over time of all students through differentiated instruction. Educators will learn and practice how to analyze selected work samples to make instructional choices based on students' learning profiles, readiness, and interests. Strategies and materials will be designed to develop the potential of all learners across content areas. Emphasis will be placed on practicality in developing plans and materials.

Prerequisite: Degree graduate student status.

EDUC 516 Selecting and Designing Enrichment Experiences for Children 3 s.h.

Designing an enriched program for elementary school children in all areas of the curriculum. Special attention will be given to development of creativity on the part of the educator. The course is designed to guide educators in developing specific materials/program to address their needs and concerns.

Prerequisite: Degree graduate student status.

EDUC 533 Meeting the Needs of Exceptional Children in Reading 3 s.h.

This course considers the teaching of reading to children with various abilities and disabilities which impact their learning. Using current research the course will include assessment techniques, the construction of materials and principles of tutoring in reading.

Prerequisite: Degree graduate student status.

EDUC 534 Seminar in Reading: Identifying Problems, Learning and Instructional 3 s.h.

Identified for investigation and refinement will be specific areas of concern and difficulty relative to the execution of effective developmental reading programs within the elementary classroom setting. Topics of study will be determined and explored with attention to analysis of involved factors, means of overcoming, noted problems and use of findings.

Prerequisite: Degree graduate student status.

EDUC 535 Children's Literature and Reading 3 s.h.

This course will examine the role of children's literature in the curriculum and explore a wide variety of genres. Emphasis will be on the selection and examination of multicultural literature for children. Attention will be given to extending and evaluating children's response to literature and planning a literature program that stimulates interest, motivation, and the ability to read for a wide variety of purposes.

Prerequisite: Degree graduate student status.

EDUC 536 Meeting the Needs of the Linguistically Diverse Learner Through Literacy Instruction 3 s.h.

This course examines the academic, social and emotional needs of a population which is increasingly linguistically diverse. Techniques for providing effective programs in reading and writing will

explore current theories, materials and strategies for ESL and non-standard dialect speakers.

Prerequisite: Degree graduate student status.

EDUC 543 Elementary Mathematics Curriculum and Assessment 3 s.h.

An experiential, research-based exploration on how to guide children's meaningful learning of mathematics with a focus on classroom climate, children's thinking, curriculum planning and performance assessment.

Prerequisite: Degree graduate student status.

EDUC 545 Content Literacy in the Elementary Classroom 3 s.h.

This course extends candidates' understandings and applications of the foundational knowledge, elementary instructional strategies, and curriculum materials effective in integrating literacy into the content areas. Attention is given to seminal and historic studies in literacy and the content areas; the use of a wide range of curriculum materials, technology, and assessment tools to evaluate and meet the needs of all students across skill levels, content areas, and cultural and linguistic backgrounds; and methods to motivate all students. This course encourages candidates to develop as reflective educators and focuses on professionally developing the candidate as a reading specialist who leads and assists colleagues to expand their uses of knowledge-based practices when teaching across the content areas.

Prerequisite: Degree graduate student status.

EDUC 546 Reading and Writing to Learn in the Content Areas 3 s.h.

This course extends candidates' understandings and applications of the foundational knowledge, instructional strategies, and curriculum materials effective in teaching literacy skills across the content areas in middle- and high-school settings. Attention is given to seminal and historic studies in literacy and the content areas; the use of a wide range of curriculum materials, technology, and assessment tools to evaluate and meet the needs of all students. This course encourages candidates to develop as reflective educators and focuses on professionally developing the candidate as a reading specialist who leads and assists colleagues to expand their uses of knowledge-based practices when teaching across the content areas.

Prerequisite: Degree graduate student status.

EDUC 552 Elementary Social Studies Curriculum and Assessment 3 s.h.

The student will develop an understanding of the contents of the social studies, integrating the most current methods of teaching social studies in the elementary school. Students will model strategies and techniques, develop materials and activities for use and explore technology related to current practices.

Prerequisite: Degree graduate student status.

EDUC 564 Workshop: New York State Elementary Science Program 3 s.h.

This course focuses on recent development in curriculum, instruction and assessment as they relate to science education in the elementary classroom. Course format is an interactive laboratory and discussion that models constructivism.

Prerequisites: Degree graduate student status and permission of instructor.

EDUC 577 Issues in Diversity, Multicultural Education and Bilingualism 3 s.h.

This course prepares teachers to be global citizens of the 21st century who are aware of diversity issues that touch the individual learners as well as educational institutions, and to use that understanding to improve teaching and learning. Issues to be discussed include ethnicities, races, languages, socioeconomic status, regional/geographic backgrounds, and exceptionalities

(physical, mental, emotional), and teaching for social justice, with a special focus on emergent bilingual learners.

Prerequisite: Degree graduate student status.

EDUC 580 Integrating Technology in Education 3 s.h.

A hands-on laboratory experience exploring the potential of computer technology and a multimedia approach to facilitate curriculum integration, problem-solving and the teaching and learning of various content area knowledge. The focus is on software exploration and facilitation, the development of technology integration plans, and a review of current research pertaining to technology in education.

Prerequisite: Degree graduate student status.

EDUC 581 Instructional Technology Design Principles 3 s.h.

This course focuses on the varied relationships between learning theory and human-computer interaction. Students investigate interactions of learning theories, human-computer instructional design, and evaluating various methods of student achievement when computer-based technologies are utilized. Students will examine the value of computing technology as instructional methods for modeling learning theories. There will be an emphasis on current trends and issues within the exponential growth of technology. This course includes a supervised field experience with accomplished technology facilitators and/or directors.

Prerequisites: EDUC 506 and EDUC 580.

EDUC 582 Art Experiences in Education Classroom 3 s.h.

This class is designed for the classroom teacher to seek new solutions and stimulate students with visual arts. Techniques to motivate and build confidence with design are taught. Cultural diversity, the environment and individual differences are blended into the application of arts in the classroom. Students will design and create visual projects for classroom use. They will be asked to study trends and analyze the impact of the visual environment on children. The class will experiment with materials and tools. A study of children's art work is required as part of the final evaluation.

Prerequisite: Degree graduate student status.

EDUC 583 Telecommunications and Online Learning 3 s.h.

This course explores a variety of communications systems and their impact on online learning design. Students will explore the theory and practice of networking and data communications in an educational environment. Topics include: network design and protocols, hardware, software, Learning Management Systems (LMSs), trends in online learning research, successful online learning characteristics, the teaching and learning process in an online learning environment, and transitioning to online teaching.

Prerequisites: Graduate status and EDUC 580 (can be taken concurrently).

EDUC 584 Language Acquisition and Emergent Literacy 3 s.h.

This course focuses on the relationship of language, cognition, and culture. Language acquisition theories, linguistic and ethnic diversity, the effects of home environment on language acquisition, and the stages of oral and written language development will be addressed. The course content includes the history of language, uses of language for a variety of purposes, grammar, dialect, and language usage within a global society. A focus will be on critical analysis of current research literature on language acquisition and emergent literacy and its implications for best teaching practices. Includes a field component.

Prerequisite: Degree graduate student status.

EDUC 585 Seminar: Current Issues in Early Childhood Education 3 s.h.

Current issues in the field of early childhood education are explored including developmentally appropriate practice, meeting the needs of diverse populations of children and families, social

and affective concerns, curriculum and assessment, accreditation and professionalism.

Prerequisites: Degree graduate student status.

EDUC 586 Multimedia and Instructional Design 3 s.h.

This course explores the use of multimedia platforms utilized in support of learning. Students will be introduced to theory, ethics, and trends in the design and use of multimedia educational computing. Students will investigate techniques of courseware applications throughout grade levels and content, planning, designing, and creating a content-rich, progressive, interactive instructional product. Evaluation of the product will include: adaptation to learners and learning environments, curricular relevance, integration applicability, and usability.

Prerequisites: Graduate status and EDUC 580.

EDUC 587 Integrated Technology Applications and Issues 3 s.h.

This course focuses on advanced strategies for technological integration into the classroom curriculum within elementary/adolescent environments. Hands-on experiences allow students to apply teaching practices, curricular standards, and research to specific learning needs of all learners. Topics include an in-depth study of education technologies with emphasis on the selection of appropriate education technologies, various uses of infusing software applications into the classroom, and the impact of technologies to develop and deliver instruction.

Prerequisites: Graduate status and EDUC 580.

EDUC 588 Instructional Technology – Management and Evaluation 3 s.h.

This course explores methods and options for evaluating the technological needs of schools, how school administrators, teachers, and students can best utilize available technologies to meet the multiple needs of staff and students. Hands-on experiences allow students to apply teaching practices, curricular standards, and research to specific learning needs of all learners. Topics include an in-depth study of education technologies with emphasis on various uses of software applications for administrative and classroom assessment, selection of appropriate education and assessment technologies, and the impact of technologies to develop and deliver instruction as well as for professional development.

Prerequisites: Graduate status and EDUC 580.

EDUC 592 Expressive Arts in the Elementary Classroom 3 s.h.

Designed to help students to articulate the value of expressive arts in the classroom and to integrate the various expressive arts into the content areas. The Reggio Emilia model and its relevance to early childhood education in the US is discussed. A workshop format is utilized to explore the following: art, music, movement, dance, creative drama, dramatic play, puppetry, storytelling, children's literature, and language arts.

Prerequisites: Degree graduate student status.

EDUC 594 Graduate Special Topics in Education 3 s.h.

Students choose to pursue topics of special interest or to overcome designated areas of weakness.

Prerequisites: Degree graduate student status.

EDUC 595 Methods of Teaching and Assessing Core Subject Areas in the Native Language and English 3 s.h.

Curriculum, assessment and methods of teaching used to teach core subject areas (mathematics, science, and social studies) to students who are English Language Learners, including those with disabilities, at both the elementary and secondary levels. This course content includes adapting methodologies to meet the language arts modalities (listening, speaking, reading, and writing) for Native Language (NL) and English as a Second Language (ESL) instruction. Offered summer only.

EDUC 599 Education: Independent Research and Study 3 s.h.

Students may pursue independent research and study of topics of individual interest. This elective is pursued with the consent of the department chair and the appropriate instructor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

EDUC 604 Fostering Cooperation and Caring in the Early Childhood Classroom 3 s.h.

This course is designed for early childhood teachers who want to help children develop positive feelings and ways of behaving toward others. Classroom organization, practices and experiences which foster caring, sharing, helping, and cooperation (prosocial behavior) are explored. Research findings on the roots of prosocial behavior in cultural values and child rearing practices are reviewed. This course is discussion and activity oriented for practical application in participants' classroom.

Prerequisites: Degree graduate student status.

EDUC 612 Supervision of Student Teachers and Interns 3 s.h.

Designed to assist supervising teachers, public school administrators and supervisors, and college personnel in their activities in connection with student teaching and intern programs. Included are such topics as: 1) the role of the public school in teacher education; 2) trends in teacher education; 3) experiences essential in becoming a teacher; 4) guiding a student teacher's and intern's work in organizing a classroom, selecting and organizing instruction materials, and guiding children in learning; 5) applying principles of supervision; 6) guiding the student teacher's professional growth; 7) evaluating the student teacher and intern; and 8) studying the literature and research in the field.

Prerequisites: Degree graduate student status and two years successful teaching experience.

EDUC 623 Foundations of Literacy Development 3 s.h.

This course in literacy development will provide the philosophical, psychological, social, and cognitive foundations for the study of the many facets of literacy. Students will gain an understanding of the relationship between students' learning and the many factors in language development, literacy acquisition, and technology.

Prerequisites: Degree graduate student status.

EDUC 626 Technology and Literacy in the Classroom 3 s.h.

This course will examine the professional issues related to literacy, technology, and instruction. The impact of new literacies, media, and other technologies on school and literacy is a focus. Emphasis is also placed on developing understandings of what it means to be literate in a multimedia culture and integration of technology to enhance literacy skills.

Prerequisites: ETEC Degree graduate student status.

EDUC 631 Writing Process in Literacy Programs 3 s.h.

This course will focus on 1) developing students' confidence and skills in writing, 2) expanding students' understanding and knowledge of the writing process, 3) the relationship between writing and reading, and 4) current instructional approaches to teaching writing at all grade levels. Students will engage in the writing process throughout the course, and examine current theory and research related to instruction and assessment. The course will include observation and documentation of the writing process and writing development of a young writer/learner.

Prerequisites: Degree graduate student status.

EDUC 632 Improving Language Arts Programs in the Elementary School 3 s.h.

Examination of current research and related literature in the areas of listening, oral and written expression, spelling, and handwriting. Attention is not given to reading in this course. Em-

phasis is on the ways of extending and enriching children's learning experiences in listening, speaking, and writing.

Prerequisites: Degree graduate student status.

EDUC 634 Trends and Issues in Literacy 3 s.h.

This course explores historical and current trends and issues in literacy education, with a focus on the impact that diverse learners and the growing cultural diversity in a global society have upon literacy instruction and learning in today's schools. An opportunity to work with literacy curriculum design and professional development plans will be provided. Includes a field component.

Prerequisites: EDUC 584 or EDUC 623.

EDUC 636 Literacy Coaching and Assessment 3 s.h.

Emphasis will be on acquiring knowledge from the research literature and examples from the field of reliable, valid and fair assessment procedures that are available to inform literacy instruction. Candidates will come to understand standardized tests and informal assessments, including technology-based assessments, and to develop the knowledge, skills, and dispositions that will enable them to coach classroom teachers in the administering and interpreting of these assessments. Included will be guidance in writing appropriate reports for various audiences and learning methods of diagnosis and assessment for both accountability and instructional reasons, with a focus on looking critically at the purposes and uses of assessment. Field component is required.

Prerequisites: EDUC 584 or EDUC 623, EDUC 545 or EDUC 546.

EDUC 641 Literacy Coaching and Assessment Practicum (Birth – Grade 6) 3 s.h.

This practicum course is designed to provide students with first-hand experience in utilizing knowledge, skills, and dispositions obtained in EDUC 636. Candidates will work in supervised instructional settings with the goal of coaching classroom teachers. Coaching will focus on using assessments to evaluate and revise effective instruction and to facilitate classroom teachers' administration and interpretation of assessment. Included will be guidance in communicating with a variety of audiences, such as administration and families. Experiences will involve the completion of a case study.

Prerequisite: EDUC 636.

EDUC 645 Literacy Coaching and Assessment Practicum (Grades 5 – 12) 3 s.h.

This practicum course is designed to provide students with first-hand experience in utilizing knowledge, skills, and dispositions obtained in EDUC 636. Candidates will work in supervised instructional settings at the middle school and high school level with the goal of coaching classroom teachers. Coaching will focus on using assessments to evaluate and revise effective instruction and to facilitate classroom teachers' administration and interpretation of assessment. Included will be guidance in communicating with a variety of audiences, such as administration and families. Experiences will involve the completion of a case study.

Prerequisite: EDUC 636.

EDUC 655 Seminar in Graduate Study: Project Proposal 3 s.h.

This course is designed to develop students' skills and understandings in education research developed in EDUC 506: Introduction to Educational Research. Students will have an opportunity to explore research interests, become actively involved in the research process, and examine their roles as effective teachers, researchers, and evaluators. Each student will select a topic, choose a research methodology, and prepare a research proposal to be implemented in EDUC 695 (Master's Project and Practicum). In addition, each student will collaborate with peers in the process of analyzing and reflecting upon teaching practice.

Prerequisites: Graduate degree status, completion of 12 s.h. in a graduate program.

EDUC 656 Seminar in Graduate Study: ETEC Project

Proposal

2 s.h.

This course will build on the skills and understandings developed in EDUC 506, and refined throughout the sequence of graduate coursework, particularly EDUC 581. Students will have an opportunity to explore research interests, become actively involved in the research process, and examine their roles as effective teachers, researchers, and evaluators. In EDUC 581 students will have selected a topic and done a review of the literature. In this course, they will choose a research methodology (action research versus evaluation research), and prepare a research proposal to be implemented in EDUC 695 (Master's Project and Practicum). As appropriate, each student will collaborate with peers in the process of analyzing and reflecting upon effective teaching practice as part of the research pilot.

Prerequisites: ETEC graduate student status and completion of 24 s.h. including EDUC 581.

EDUC 660 Elementary Science Curriculum and Assessment 3 s.h.

Designed for elementary school teachers and others interested in the development of learning centers, science corners and appropriate materials for the informal classroom situation. Emphasis will be given to the development of laboratory situations which promote inquiry and discovery, with some attention to new programs.

Prerequisites: Degree graduate student status.

EDUC 694 Advanced Graduate Special Topics in Education 1-3 s.h.

May be offered as a series of one semester hour courses or a single 2 or 3 s.h. course. Topics selected will vary with each offering and will be indicated by the specific title. The objective is to maximize flexibility for students to pursue graduate level study of specific topics in areas of weakness or interest. Topics will be approved by the department graduate committee, the department chair and appropriate dean for a specific semester or other period of time not to exceed one year.

Prerequisite: Degree graduate student status.

EDUC 695 Seminar in Graduate Study: Master's Project and Practicum 3 s.h.

This course consists of two integrated components: a) Research Project – The student will conduct the research study designed in EDUC 655, and b) Professional Development – The student will engage in an on-going process of reflection and self-evaluation to monitor teaching behaviors and to document professional growth. Class time will consist of four to five large group sessions, at least seven small group meetings, and a final conference. Individual meetings will also be held as needed. In addition to meeting with the course instructor(s), students will also be encouraged to solicit advice and feedback from their advisors and from other faculty members. Students should be prepared to revise the initial proposal, as recommended. The purpose of this course is to actively engage beginning and practicing teachers in the research process. Each teacher will plan, design, and carry out a research project based upon current research practices and the teacher's own professional background and experience. Current national standards emphasize the role of the teacher as an agent of change in creating a meaningful learning environment. To adopt this role, the teacher must engage in an on-going process of analysis and self-evaluation. It is the intent of this graduate program to assist the student in connecting theory and practice to enable him/her to perform the dual roles of researcher and reflective practitioner. As with all teaching and learning, most of the responsibility falls upon the student. The course professor is but one of many resource people that the student should call upon for assistance; e.g., student advisor, other faculty.

Prerequisites: EDUC 655, and permission of the department.

EDUC 699 Advanced Independent Study: Education 1-6 s.h.
Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.
Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Foreign Language Education Courses

FLED 512 Second Language Acquisition and Literacy 3 s.h.
This course consists of a general introduction to the study of second language acquisition and literacy development in light of linguistic theory and research. Topics will include a review of linguistic theories related to first and second language acquisition, as well as bilingual upbringing, and bi-culturalism. It includes understanding terminology and modes of research; L1 interference in L2 learning, inter-language and code-switching; processes of language transfer and literacy skills between L1 and L2; emotional and psychological factors in L2 learning; fossilization and error analysis; cognitive effects of different types of bilingualism; cognitive processes involved in synthesizing and internalizing language rules for second language acquisition.
Prerequisites: GrS and permission of instructor.

FLED 592 Advanced Research, Theory and Practice: Middle/HS Foreign Language 4 s.h.
The theory and practice of teaching modern foreign languages in the classroom to English speakers is the focus of this course. Emphasis is placed on psychology and problems of language learning; techniques of language teaching, modern research and practice in language testing, audiolingual-visual materials, recorders, and language laboratory in the language learning and teaching situation. Includes 50 hours field experience requirement.
Prerequisites: FLED 512, FLAN 594, EPSY 551 and EDUC 506.

FLED 593 Advanced Research, Theories & Best Practices - Teaching English as a Second Language 3 s.h.
Methods, materials and assessment criteria used to teach English as a Second Language (ESL) to students with limited English proficiency. This course will prepare candidates to teach their students at the elementary and secondary levels to meet the English as a Second Language Learning Standards (listening, speaking, reading and writing) and assessment requirements in the state of New York. Along with an exploration of the research and theories of first and second language acquisition, candidates will be involved in numerous hands-on activities and practice in teaching methods, planning, peer teaching, student evaluation and test preparation management, materials design and preparation with a view toward meeting the needs of a diverse population of learners, parent and community relations. Candidates will leave the course with a file of authentic materials, unit and lesson plans, assessments and activities they have assembled for classroom use as well as a collection of professional readings and materials related to the teaching of ESL. Offered Fall only.

Educational Psychology Counseling and Special Education Courses

Counselor Education Courses

CNED 500 Introduction to School Counseling 3 s.h.
This course provides an introduction to the school counseling field for Division of Education Students, with an emphasis on counselor characteristics, the counselor's role in K-12 settings, the history of school guidance, and the relationships among counselors and other school personnel. Guest speakers who work in school settings provide a hands-on and regional perspective of the pro-

fession. Videos, professional journals, and newsletters are used to keep students abreast of the many issues and challenges facing school counselors. Students will be expected to begin a counseling portfolio in this course. This portfolio will be monitored throughout their graduate program by their advisor. Students will be expected to complete a minimum of 25 hours in the field with a practicing school counselor. A minimum grade of "B" in this course is required prior to placement in Practicum (CNED 596).
Prerequisite: SCNS Degree student status.

CNED 502 Career Development 3 s.h.
A study of the major theories and models of career development and choice, with an emphasis on a developmental approach to career guidance and counseling in educational settings. The nature and value of work, occupational requirements and labor trends, assessment and career counseling activities and techniques are examined. The course also reviews the career development needs and characteristics of special populations of clients. Students will be required to develop the professional background section of their portfolio in this class.
Prerequisite: SCNS Degree student status or permission of department chair.

CNED 516 Statistics and Research Methods for Counselors 3 s.h.
A survey of research, statistics, and program evaluation for the Counselor. Students will be able to create and/or use basic descriptive and inferential statistics, identify basic types of research, and be able to critically review and evaluate research and design an evaluation in the field of counseling.
Prerequisite: SCNS Degree student status or permission of department chair.

CNED 525 Measurement and Appraisal for Counselors 3 s.h.
Basic principles of test construction and use are illustrated principally by reference to standardized tests. Such major fields of measurement as achievement, intelligence, personality, interest, and aptitude are considered. Test results are summarized and interpreted in terms of pupil guidance. The use of standardized tests in school settings is examined.
Prerequisites: SCNS Degree student status, department chair approval, and CNED 516.

CNED 540 Counseling Theories 3 s.h.
Major approaches to counseling and psychotherapy are surveyed. Each approach is examined according to its conceptualization of human nature and personality development, the theory of symptomatic behavior, and the process and techniques of counseling. A comparative framework will be emphasized to help students evaluate the strengths and limitations of each model of counseling. Students will be expected to develop their emerging professional orientation and to describe their own attitudes and beliefs about counseling theory and practice.
Prerequisite: SCNS Degree student status or department chair approves.

CNED 541 Counseling Techniques 3 s.h.
This course is designed to integrate the theoretical and practical dimensions of counseling. The major objective is to provide the counselor trainee a pre-practicum experience in which various counseling techniques can be applied in a laboratory setting via learning devices such as role-playing, modeling, and analyzing taped interviews. Basic attending skills and more advanced counseling skills of confrontation, focusing, influencing, and reflecting with meaning will be explored. Students will be required to self-critique their work, to provide in-class feedback to peers, and to present some of their role-play work to the class. The goal is for students to be able to identify their profile of strengths and areas of improvement. A minimum grade of "B" in this course is required prior to placement in Practicum (CNED 596).
Prerequisites: SCNS Degree student status, completion of, or

concurrent enrollment in, CNED 540.

CNED 543 Theories of Family Therapy 3 s.h.

This course is designed to provide, for graduate students and professionals in the mental health and human service fields, a comprehensive theoretical overview of the field of family therapy. Included is an examination of the nature of families and their development, the nature of family dysfunction or symptom development in family members, and the nature of the treatment process inclusive of goals, objectives, techniques, and outcomes. Issues pertaining to gender differences and ethnic or cultural variation in the assessment and treatment of family functioning will also be explored.

Prerequisites: SCNS or SCHC Degree student status or permission of department chair, and CNED 540.

CNED 544 Alcohol and Substance Abuse Counseling and Prevention 3 s.h.

This course is designed to provide students with: (a) an understanding of a developmental approach to recovery; (b) an overview of the different treatment approaches to alcoholism and substance abuse counseling such as self-help groups (AA), residential treatment programs, therapeutic communities, individual, group, and family therapy, and; (c) an exploration of various approaches to alcohol and drug abuse awareness and prevention in the schools and community.

Prerequisite: SCNS or SCHC degree student status or permission of department chair.

CNED 545 Counseling Services for Students with Special Needs: The CSE Process and Exceptional Children 3 s.h.

This course explores the basic forms of exceptionality including students who are gifted and at risk and prepares the counselor for the major counseling and educational interventions needed by these students. Also, the CSE process and IDEA guidelines will be explored.

Prerequisites: SCNS or SCHC Degree student status or permission of department chair, CNED 500 and CNED 540.

CNED 560 Group Counseling 3 s.h.

The course focuses on theories, techniques, strategies, procedures, processes, problems and principles of group work in the counseling field. The course incorporates didactic and experiential components aimed at the facilitation of an understanding of group dynamics and self-awareness/personal growth through group interaction. Students will be required to design a proposal for a group experience which would be appropriate for the school setting. A minimum grade of "B" in this course is required prior to placement in Practicum (CNED 596).

Prerequisites: SCNS Degree student status, CNED 540 and CNED 541.

CNED 561 Counseling Services for Children and Adolescents 3 s.h.

The course is concerned with developing a working knowledge of various counseling approaches with at-risk youth. Participants will learn about various counseling and therapeutic theories applicable to children. Use of support group models, parent consultation, and meeting the needs of exceptional children will be addressed. Students will be exposed to a process of case conceptualization and will work in consultant groups to design a treatment plan for a mock child counseling case using approaches that include counseling, consulting, curriculum, and coordinator/collaboration modalities.

Prerequisites: SCNS or SCHC Degree student status or permission of department chair, CNED 540 and CNED 541.

CNED 563 Teaching ProSocial Skills to Youth 3 s.h.

This course is intended to be an advanced group counseling course. It provides students with the expertise needed to develop curriculum for pro-social skill development, a greater under-

standing of group work from an educational support model. Most youth with social problems referred to the school counselor would benefit from having a social milieu in which to address areas of deficit and to practice new skills. Research has shown that for students to transfer learning from the therapeutic environment of a group or counseling experience into the broader educational world, more attention needs to be given to models which specifically address transfer of training and recruitment of supportive models.

Prerequisites: SCNS or SCHC Degree student status and completion of CNED 541 and CNED 560, or permission of department chair.

CNED 564 Abuse/Neglect Prevention Curricula 3 s.h.

This course will be geared toward school counselors interested in implementing a comprehensive abuse prevention program. Students will become aware of signs of early abuse and will be exposed to a wide variety of tools, programs, and kits used in the school setting on the topics of abuse and neglect.

Prerequisites: SCNS or SCHC Degree student status and CNED 604.

CNED 565 Self, Culture and Society in Counseling 3 s.h.

This course is designed to help future school and community counselors prepare for meeting the needs of individuals from various diverse populations. Issues related to race, religion, ethnicity, sexual orientation, socioeconomic status, and abilities will be examined. Special emphasis will be placed on the influence of these issues on the school environment.

Prerequisites: SCNS or SCHC Degree student status or permission of department chair and CNED 540.

CNED 571 Death, Dying, Bereavement and Crisis Management 3 s.h.

School counselors are asked to provide and manage crisis responses to both personal and community situations involving death, dying and bereavement on a regular basis. They also provide both individual, small group, and large group guidance counseling and presentations related to these issues. This seminar provides them with the opportunity to proactively learn about and plan for such eventualities. As such, it is a valuable course for both Master's and CAS level students.

The Psychological Impact of Crisis on the School Community: Students will be able to 1) implement a crisis response team plan in their school, 2) understand, have empathy for, and be helpful in educating/counseling children and/or adolescents in grief responses, and 3) be able to facilitate meaningful support groups for children/adolescents who have experienced loss through death or a traumatic experience.

Prerequisites: SCNS or SCHC Degree student status and CNED 596, or permission of department chair.

CNED 577 Technology for School Counselors 3 s.h.

The use of Student Information Systems in public schools has brought a revolutionary change in how school counselors manage their daily tasks. This course is an introduction to the information technology that will optimally enhance the school counselor's ability to creatively promote and implement a school counseling program, to efficiently connect with students and parents, and to research and develop resources.

Prerequisite: M.S.Ed. School Counselor graduate student, CAS student or permission of department chair.

CNED 592 Counselor Education Workshop 3 s.h.

Workshops for advanced graduate students in counselor education who wish to refine their skills and techniques in an atmosphere combining theory with application, and practitioners in the field who wish to upgrade their skills or develop new skills in order to meet the changing demands in their work settings. Scheduling of workshops will depend upon availability of faculty and evidence

of need. The content of each workshop will be identified by an appropriate subtitle, *i.e.*, Counselor Education Workshop: Public Relations for Counselors. The usual prerequisites are completing of core studies of the counselor education programs or employment as a counselor. However, prerequisites may vary depending on the workshop topic. A maximum of 6 s.h. in workshops may be credited toward the Certification of Advanced Study in counseling. *Prerequisite: SCNS or SCHC Degree student status or permission of department chair.*

CNED 596 Counseling Practicum (School Counseling) 3 s.h.

This course incorporates a small groups seminar, peer and individually supervised counseling experiences in a public school site. As an essential element of the course, students are required to tape (cassette) counseling sessions for review by peers and the instructor. Other instructional materials on counseling trends and issues, handouts on guidelines for practice, and professional development activities will be provided. Students complete regular self-evaluations of their counseling techniques and development in class presentations, peer, and individual supervision. Students are evaluated by the instructor and the field supervisor and also have the opportunity to evaluate their site and field supervisor as well. Students spend a minimum of 180 hours/semester in a school setting under a school certified, tenured school counselor. Students will be expected to complete and display their counseling portfolios by the end of practicum. Students must attend a mandatory pre-practicum orientation the semester before they plan to do Practicum and must meet specific guidelines regarding placement. Practicum grade must be "B" or better to complete the degree program.

Prerequisites: SCNS Degree student status, permission of instructor, CNED 500 (with a minimum grade of "B"), 502, 540, 541 (with a minimum grade of "B"), 560 (with a minimum grade of "B"), and EPSY 530. Students who are on Academic Probation will not be permitted to take Practicum.

CNED 597 Seminar in Counselor Education 1-3 s.h.

The seminar provides an opportunity for continued study, research and discussion which is directly related to professional growth in the areas of school counseling, marriage, and family therapy, and community health counseling. Seminar topics will be identified by an appropriate sub title, *i.e.*, Topics in Multicultural Counseling. Scheduling of seminars will depend on availability of faculty and evidence of need.

Prerequisites: SCNS or SCHC Degree student status or permission of department chair. Additional prerequisites vary depending on the particular seminar topic. (Note: A maximum of 9 s.h. in Seminars may be credited toward the Certificate of Advanced Study.)

CNED 599 Independent Graduate Study 1-3 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: SCNS or SCHC Degree student status. Must have successfully completed at least 6 s.h. of coursework, with a G.P.A. of at least 3.0, toward their graduate degree in School Counselor before taking this course and comply with all other requirements as printed on the Graduate Independent Study form.

CNED 602 Consultation in Educational Settings 3 s.h.

This course is designed for graduate students preparing for careers as school counselors, educators, and school administrators. Using a systems approach, its context transcends the conventional boundaries of the school, as we know it. The course is viewed as one in which equilibrium between the various players is essential for optimum "health." Learning effective consultation skills vis-à-vis understanding each other's roles is a broad-based strategy necessary for achieving/maintaining that balance. Students will learn about different models of consultation, internal

and external consultation, collaborative work, empowerment, and successful intervention techniques.

Prerequisite: Literacy (L512 or LB6), EDUC, SCNS or SCHC Graduate Degree student status or permission of department chair.

CNED 603 Play Techniques for the School Counselor 3 s.h.

In this course students will be exposed to various theoretical models of play therapy, with particular attention paid to the non-directive approach. The uses of play, selection of appropriate materials, and issues of limit setting within the context of the school environment will be addressed. Students will not be trained as play therapists but will be expected to participate in mock play sessions and will be required to submit videotapes of practice play sessions.

Prerequisites: SCNS or SCHC Degree student status, CNED 540 and CNED 541.

CNED 604 Developmental Counseling 3 s.h.

A survey of the guidance services and their implementation in the school setting. Emphasis is placed on preparing candidates for their prevention roles through exposure to and practice with curriculum, through establishing concrete standards-based programs, and servicing the guidance needs of developing children and adolescents. The organization and administration of guidance services as well as the most frequently used tools and techniques of guidance are considered.

Prerequisites: CAS student status or permission of department chair with minimum of CNED 500, CNED 530, CNED 540, CNED 541.

CNED 655 Brief Approaches to Counseling 3 s.h.

This course is designed to provide students with the knowledge and understanding of a variety of short-term, strategic approaches to change. Students will become familiar with a variety of authors/therapists who specialize in brief approaches to counseling. These approaches provide a necessary foundation for working with individual and family problems as they are presented to counselors in a variety of school and clinical settings.

Prerequisites: SCNS or SCHC Degree student status or permission of department chair, CNED 540 and CNED 541.

CNED 690 Current Problems and Issues in Counseling 3 s.h.

A consideration of current problems and issues on both national and state levels as well as to consider methods of handling practical problems faced by counselors and interns in the field.

Prerequisite: Matriculated SCHC Degree student status or permission of department chair.

CNED 695 Internship in School Counseling 3 or 6 s.h.

Supervised experience in an applied professional setting under the supervision of a college faculty member and a qualified site supervisor. The course emphasizes the development of skills and competencies expected of school counselors. The intern is expected to become involved in all aspects of the site's functions. Students also attend a small group seminar that focuses on effective school counselor interventions, relevant readings, and professional development. Typically taken as a full-time placement over one semester for a total of 6 s.h.

Prerequisites: Matriculated SCHC Degree student status and permission of department chair.

Educational Psychology Courses

EPSY 515 Measurement in Instruction 3 s.h.

This course focuses on basic measurement concepts, design of classroom assessments, interpretation of results from traditional or alternative assessments and their application in instructional planning and evaluating student performance. It develops skills in: the use, construction, and interpretation of teacher made tests; the patterns of norm and criterion referenced tests; con-

struction of test items, their analysis, and revision; and the enhancement of content validity.

Prerequisite: MST, ADOL, CHED, or Literacy (L512 or LB6) graduate status and EPSY 506.

EPSY 525 Measurement and Appraisal for Teachers 3 s.h.

Basic principles of test construction and use are illustrated principally by reference to standardized tests. Such major fields of measurement as achievement, intelligence, personality, interest, and aptitude are considered. Test results are summarized and interpreted in terms of pupil guidance. The use of standardized tests in school settings is examined.

Prerequisites: EDUC or FCSE or ADOL graduate status and EDUC 506.

EPSY 530 Human Development Across the Life Span 3 s.h.

This course introduces students to the theories, models, and perspectives associated with life span human development. Emphasis is placed on cognitive, social, emotional and physical changes throughout the life span, their causes and their influence on subsequent development. Special attention is given to applied aspects of developmental psychology, especially as they pertain to children and families.

Prerequisite: SCNS or EDUC Degree student status or departmental approval.

EPSY 532 Cognition and Motivation in Instruction 3 s.h.

Review of recent advances in cognitive and motivational psychology as applied to instruction. Emphasis is placed on two topics: 1) how to adapt these advances to design effective instruction, and 2) how to help students become autonomous learners.

Prerequisite: EDUC Degree student status and EDUC 506 or 507.

EPSY 541 Advanced Child Growth and Development 3 s.h.

A study of human development from infancy through early adolescence, including the physical, intellectual, social and emotional aspects. Consideration is given to the nature of learning as it applies to the growing child.

Prerequisite: Graduate student status.

EPSY 551 Advanced Adolescent Growth and Development 3 s.h.

Physical, intellectual, social, and emotional development of youth, with emphasis on adjustment and learning, attitudes, interests and problems of the home, school and community as they relate to the teenager.

Prerequisite: SCNS, SCHC or EDUC Degree student status.

EPSY 590 Educating Children with Special Needs 3 s.h.

Education policy and procedures addressing all categories of special needs under PI 94-142 are addressed. In addition, curricular adaptations, classroom environmental conditions and relations with family and other service-providers are considered. Various models for providing services are evaluated: mainstreaming, inclusion, resource room, self-contained programs and treatment centers.

Prerequisite: SCNS or EDUC Degree student status.

EPSY 594 Graduate Special Topics in Educational Psychology 3 s.h.

Exploring historical, contemporary, and controversial issues in Educational Psychology; topics and instructors announced prior to pre-registration.

Prerequisite: SCNS or EDUC Degree student status.

EPSY 599 Independent Graduate Study 1-6 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: EDUC Degree student status and compliance with all other requirements as printed on the Graduate Independent

Study form.

Special Education Courses

SPED 510 Foundations of Special Education 3 s.h.

This is an introductory course in Special Education. Course topics include identification of various disabilities, typical classroom adaptations, varieties of service delivery, education policy and procedures, relations with families and other service providers, legal issues.

Prerequisite: Graduate status in FLED, SPAD, SPEC, SPED, or department chair approval.

SPED 511 Instructional Design for All Content Areas 3 s.h.

This course in Instructional Design for (ALL) Teaching Learners with Special Needs in All Content Areas includes the development of understand/identifying forms of knowledge (e.g. facts, rules, strategies) and linking those to instructional design; the model of effective/explicit instruction (model/prompt/check) including effective questioning techniques and unison responding. The course also includes multiple opportunities for students to develop and teach using in-class simulations of multiple lessons in the following content areas of the NYS Learning Standards: English Language Arts, Mathematics, Science and Technology, and Social Studies. This content is appropriate for when designing lessons for learners with severe special needs as well as mild with the basic nature of the skill/knowledge being taught. Assignments in this course will be differentiated for students with different initial certifications so they will be working on instructional design at the grade levels of their initial certification.

Prerequisite: Graduate status in SPAD, SPCD, SPEC.

SPED 512 Applied Behavior Analysis 3 s.h.

The focus of this course is on the principles of applied behavior analysis and applications of those principles to the classrooms and other learning environments. This course also includes Positive Behavioral Interventions at both the individual and school-wide levels.

Prerequisite: Graduate status in SPAD, SPCD, SPEC, Literacy (LB6, L512).

SPED 513 Teaching Learners with Severe Needs 3 s.h.

This course builds on previous courses in instructional design, assessment, and applied behavior analysis in the context of learners with severe special needs (including autism, severe cognitive disabilities, and physical and multiple disabilities). Content includes topics related to stimulus control, establishing operations, task analysis, discrimination training procedures, prompt and prompt fading, shaping, chaining, discrete trials, systematic instruction, language acquisition, and communication training procedures as appropriate to assist learners with severe disabilities to achieve the NYS Standards or Alternative Learning Standards.

Prerequisites: SPED 511, Graduate status in SPAD, SPCD, SPEC.

SPED 514 Teaching Math and Written Language 3 s.h.

Content on teaching writing includes handwriting, spelling, grammar, and written expression; and mathematics content includes number sense and early numeracy, basic facts and operations, applied skills, problem-solving, fractions, decimals and percents. Students will have multiple opportunities to practice what they are learning in "real life" or simulated instruction to insure their mastery of effective teaching skills.

Prerequisite: Graduate status in SPAD, SPCD, SPEC.

SPED 515 Assessment for Special Needs 3 s.h.

Assessment for teaching learners with special needs includes monitoring progress in the NYS learning standards, developing appropriate objectives and goals in the context of Curriculum Based Measurement (CBM) and Curriculum Based Assessment (CBA) and progress monitoring. Primary emphasis is on curricu-

lum based measures, creating probes across the NYS Learning Standards' content areas, charting/graphing results, and making instructional decisions based on learner data. Secondary topics include a review of standardized diagnostic and achievement tests.

Prerequisite: Graduate status in SPAD, SPCD, SPEC.

SPED 516 Reading for Exceptional Students 3 s.h.

Content includes: evidence-based practices for instruction in early reading (e.g., decoding, phonemic awareness, phonic and structural analysis, and vocabulary); and reading comprehension at the primary and intermediate levels (e.g. text structure, content-specific vocabulary, and narrative and expository reading in content domains).

Prerequisite: Degree graduate student status and SPED 510 and 511.

SPED 517 Assistive Technology 3 s.h.

Focus in this course is on principles of universal design for learning (UDL), as well as building familiarity with the range of assistive, alternative, and augmentative technology available, as well as build some fluency with its use to assist with learners with special needs access the curriculum across the life span.

Prerequisite: SPED 510 or EDUC 580, Graduate status in ETEC, SPAD, SPCD, SPEC.

SPED 518 Communication and Collaboration 3 s.h.

This course covers basic communication skills (listening, postures, eye contact, verbal responses, gaining information) to assist special educators be effective listeners and clear communicators with other professionals and parents. Additionally, team models and dynamics would be explored. Content on these skills is embedded in content on IFSP, IEP, and transition planning which requires input from many team members.

Prerequisite: SPED 510, Graduate status in SPAD, SPCD, SPEC.

SPED 519 Teaching Young Learners With Special Needs 3 s.h.

This course includes early identification, methods, assessment, curricula, and program evaluation for exceptional infants, toddlers, and preschoolers in mainstreamed or segregated settings and include coverage of methods and materials for assessing infants and preschoolers with developmental delays and disabilities, as well as address differing requirements for programs and services for students at this developmental level across the content areas.

Prerequisites: SPED 510, 511, and 515; Graduate status in SPEC, SPCD.

SPED 520 Teach Adolescents – Strategies Content 3 s.h.

For students with initial certification in adolescence education, will look at any content of the NYS Learning Standards as well as the specific content to be taught, determine the nature of that content and then prepare appropriate instruction. This foundation prepares teachers to include the content developed by the University of Kansas on Learning Strategies and Content Enhancement Routines. This includes ways of planning and delivering instruction to help all students, including those with learning problems, understand and retain critical course content. Topics include using graphic organizers, options for presenting content, mnemonics; task specific learning strategies; cooperative groups and peer focused interventions; study guides and guided notes; advance organizers; text structures for narrative and expository text; single and multiple approaches for reading comprehension; writing mechanics, prompts, and rubrics; narrative, informative, and persuasive writing; problem solving; analogies; elaborative interrogation; and practice for problem solving.

Prerequisites: SPED 510, 511, and 515; Graduate status in SPEC, SPCD.

SPED 521 Education Law Requirements 1 s.h.

This course provides education majors with essential information in accordance with NYSED regulations related to identifying and reporting suspected child abuse, identification and prevention of drug, alcohol and tobacco related problems of the school age population, school violence prevention and intervention, fire and arson prevention, and general safety education. It is also designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required under the Dignity for All Students Act. This course also provides essential information regarding prevention and intervention in school violence including statutes, regulations and policies relating to a safe nonviolent school climate; effective classroom management techniques, and other academic supports that promote a nonviolent, inclusive school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; anti-bullying techniques; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Offered Fall and Spring.

Prerequisites: Graduate status.

SPED 600 Student Teaching in Special Education 6 s.h.

This half-semester student teaching experience is divided into two sessions, offered at two grade levels. The levels parallel the levels of the candidate's initial teaching certificate. To be admitted to student teaching all course prerequisites and approval of the department chair are required.

Prerequisites: SPED 510, 511, 512, 513, 514, 515, and 516.

Those whose initial certificate is Early Childhood will also need to have completed SPED 519. Those whose initial certificate is Adolescence Education will also need to have completed SPED 520.

Prerequisite: Graduate status in SPAD, SPCD, SPEC.

English Courses

American Literature Courses

ALIT 505 Studies in American Literature: Beginnings to 1900

3 s.h.

Study of genres, major writers, or themes of the period. Content and emphasis to be scheduled.

Prerequisite: GrS.

ALIT 510 Studies in 20th-Century American Literature 3 s.h.

Studies of genres, major writers, or themes of the period. Content and emphasis to be scheduled.

Prerequisite: GrS.

ALIT 571 Cooper's Works, Life and Times 3 s.h.

The study of the works, life, and times of James Fenimore Cooper. Offered only as an intensive one-week course, and only during summer session.

Prerequisite: GrS.

ALIT 699 Advanced Independent Study in American Literature 1-6 s.h.

Individualized study at a graduate level; course content to be negotiated to reflect the needs and interests of both student and faculty sponsor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Composition Courses

COMP 699 Advanced Independent Study: Composition 1-6 s.h.

Individualized study at a graduate level; course content to be negotiated to reflect the needs and interests of both student and faculty sponsor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

English Education Courses

ENED 536 Literature for the Secondary Student 3 s.h.

Students will explore 1) the rich body of literature particularly appropriate for and intended for the secondary school-aged student, and 2) theoretical and research implications of studying that literature in secondary classrooms. Expectations will include developing an extensive repertoire of young adult literature in a variety of genres (novel, drama, nonfiction, short story, poetry, non-text media) and cultures; considering current best practice in literature study as represented through theory and research; and connecting research, theory and practice in actual classroom settings through contextualized inquiry projects.

Prerequisite: GrS.

ENED 694 Advanced Graduate Special Topics in English Education 3 s.h.

This course is designed to focus study upon a particular topic of immediate, timely interest in the field of English Education. Expectations will include a literature review, action research project, or curriculum proposal.

Prerequisite: GrS.

ENED 699 Advanced Independent Study: English Education 1-6 s.h.

Individual students may design, with instructor approval, a special course of study focused upon a particular area of interest or need in connection with their professional work in literacy instruction. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

English Literature Courses

ELIT 505 Studies in English Literature Beginning to 1900 3 s.h.

Study of genres, major writers, or themes of the period. Content and emphasis to be scheduled.

Prerequisite: GrS.

ELIT 510 Studies in English Literature 1900 to Present 3 s.h.

Study of genres, major writers, or themes of the period.

Prerequisite: GrS.

ELIT 571 Shakespeare and Context 3 s.h.

An intensive study of Shakespeare's works, life, and historical context. Content and emphasis to be scheduled.

Prerequisite: GrS.

ELIT 694 Advanced Graduate Special Topics in English Literature 3 s.h.

Content and emphasis to be scheduled.

Prerequisite: GrS.

ELIT 699 Advanced Independent Study in English Literature 1-6 s.h.

Individualized study at a graduate level; course content to be negotiated to reflect the needs and interests of both student and faculty sponsor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Linguistics Course

LING 699 Advanced Independent Study in Linguistics 1-6 s.h.

Individualized study at a graduate level; course content to be negotiated to reflect the needs and interests of both student and faculty sponsor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Literature Courses

LITR 500 Introduction to Literary Research 3 s.h.

Introduction to the aims, problems and methods of literary research in the study of literature. Work will include research and bibliographic exercises and writing research papers.

Prerequisite: GrS.

LITR 505 Seminar in Literature 3 s.h.

Study of a specialized literary topic chosen according to student and instructor interest.

Prerequisite: GrS.

LITR 610 Literary Criticism 3 s.h.

Content and emphasis to be scheduled; may focus on a survey of the history of criticism, or on a single theme or period or critic.

Prerequisite: GrS.

LITR 698 Thesis 1-6 s.h.

A master's degree candidate may elect to write a thesis in his/her field of specialization under the supervision of one or more faculty members. The work must be completed within a calendar year of the time of initial registration in the course. Enrollment by arrangement with the graduate advisor and by permission of the department chair.

Prerequisite: GrS.

LITR 699 Advanced Independent Study in Literature 1-6 s.h.

Individualized study at a graduate level; course content to be negotiated to reflect the needs and interests of both student and faculty sponsor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

World Literature Courses

WLIT 510 Early Modern and Modern World Literature 3 s.h.

Studies in genres, major writers, or themes of world literature from the seventeenth century to the present. Topics may include but are not limited to Nature in Asian Literature, Colonial and Post-colonial landscapes, World Utopias, and Beasts and Gardens in Middle-Eastern Literature. Content and emphasis to be scheduled.

Prerequisite: GrS.

WLIT 594 Graduate Special Topics in World Literature 3 s.h.

Content and emphasis to be scheduled.

Prerequisite: GrS.

WLIT 699 Advanced Independent Study in World Literature 1-6 s.h.

Individualized study at a graduate level; course content to be negotiated to reflect the needs and interests of both student and

faculty sponsor. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Foreign Languages and Literatures Courses

FLAN 510 Linguistics and Methods of Teaching Native Language Arts 3 s.h.

This course introduces linguistics and linguistic diversity, emphasizing the history of linguistics (e.g. Behaviorism, Cognitivism), prescriptive and descriptive modes of language study (e.g. de Saussure vs Chomsky), the various branches of linguistics (i.e. Phonology, Morphology, Syntax, etc.) and how each branch varies between language families. Sociolinguistic concepts on Bilingualism will be observed in classrooms through the design of activities aimed to nurture the Native Language Arts (NLAs) in bilingual students.

Prerequisites: GrS and permission of department.

FLAN 594 Graduate Special Topics: Foreign Languages 1-6 s.h.

Graduate-level research and study in a foreign language, literature or culture carried out under the direction of appropriate college faculty.

Prerequisites: GrS and permission of department.

Geography Courses

GEOG 541 Advanced Topics in Geographic Information Systems 3 s.h.

Examines various advanced geographic and data-processing methods associated with the use and development of geographic information systems. Topics include geographical data selection, analysis, and presentation using various cartographic algorithms and remotely sensed data.

Prerequisites: GrS; 9 s.h. of geography including at least one course in geographic information systems, remote sensing, or cartography. Courses in statistics, computer science, biology, earth science, and planning may satisfy 3 s.h. of the requirement.

History Courses

HIST 500 Historiography 3 s.h.

The history of the writing of history; the great historians, problems and techniques of writing history.

Prerequisites: GrS; also 24 s.h. of history or permission of the instructor.

HIST 537 Graduate Studies: Men's History 3 s.h.

A study of Anglo-American masculinity as envisioned and practiced since the late 18th century. Topics include cross-cultural perspectives, sexuality and society, courtship and marriage, fatherhood, war and sport, class distinctions, the male life cycle.

Prerequisite: GrS.

HIST 547 History of the New Deal Era 3 s.h.

Study of the depression and economic crisis of the thirties, the election and administration of Franklin Roosevelt, the program of relief, recovery and reform which comprised the New Deal and the response to it. In addition, the course will cover the important intellectual and social changes of the period including the rise of labor and the challenge of radical movements. The last fourth of the course will be devoted to the diplomacy of the era, the coming of World War II, and the role of FDR as wartime leader.

Prerequisite: GrS.

HIST 548 Major Topics: History of the U.S. Since 1945 3 s.h.

A study of United States history since 1945 which examines the major changes in the United States as a world power; the origin of

the cold war and the highlights of the Soviet-American confrontation from the Truman to the Reagan era. The course also deals with the domestic changes in the United States from Truman to Reagan.

Prerequisite: GrS.

HIST 560 Analysis of American Economic Development 3 s.h.

A study of economic institutions, their origin, development, and success in meeting economic problems in the United States during the last hundred years. Included are the emergence of large-scale business enterprise, the development of nationwide markets, the evolution of modern monetary and financial institutions, government control of business, labor relations, and others. Emphasis will be placed on the growth of government activity as it affects the various segments of our economy.

Prerequisite: GrS.

HIST 603 Seminar-Colloquium in Medieval History 3 s.h.

A study in-depth will be made of selected topics in Medieval history. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 604 Seminar-Colloquium in Modern European History Before 1815 3 s.h.

A study in-depth will be made of selected topics in European history before 1815. The topics will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 605 Seminar-Colloquium in Modern European History Since 1815 3 s.h.

A study in-depth will be made of selected topics in European history since 1815. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 620 Seminar-Colloquium in French Civilization 3 s.h.

A study in-depth will be made of selected topics in French civilization. The topics studied will be selected on the basis of secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 621 Seminar-Colloquium in Modern German History 3 s.h.

A study in-depth will be made of selected topics in modern German history. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 626 Seminar-Colloquium in the History of English People Since 1485 3 s.h.

Selected topics in politics, economic, social, cultural, religious, and intellectual history from the Restoration to the present. A reasonable working acquaintance with both English history and English literature during the last three centuries is presupposed.

Prerequisite: Open only to those who have had 12 s.h. of Euro-

pean history, or by permission of the instructor. Course is designed for graduate students.

HIST 630 Seminar-Colloquium in European Intellectual History 3 s.h.

A study in-depth will be made of selected topics in European intellectual history. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 632 Seminar-Colloquium in Russian History 3 s.h.

A study in-depth will be made of selected topics in Russian—Soviet history. The topics studied will be chosen on the basis of secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 640 Seminar-Colloquium in American History Before 1800 3 s.h.

A study in-depth will be made of selected topics in American History before 1800. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 641 Seminar-Colloquium in Nineteenth-Century American History 3 s.h.

A study in-depth will be made of selected topics in nineteenth century American History. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 642 Seminar-Colloquium in Twentieth Century American History 3 s.h.

A study in-depth will be made of selected topics in twentieth century American history. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 650 Latin America 3 s.h.

A seminar/colloquium in Latin American history that focuses on research and literature review. Topic will vary from semester to semester.

Prerequisites: GrS; Open to those who have had 12 s.h. of European History or permission of instructor.

HIST 656 Seminar-Colloquium in American Intellectual and Social History 3 s.h.

A study in-depth will be made of selected topics in American intellectual and social history. The topics studied will be selected on the basis of the secondary and primary materials available and the interests of the students.

Prerequisite: Open only to those who have had 12 s.h. of European history, or by permission of the instructor. Course is designed for graduate students.

HIST 666 Seminar in New York History 3 s.h.

Selected topics: bibliography, biography, cultural changes, regional development, and other topics to suit individual needs.

Prerequisites: GrS; also History of New York State or the equivalent or permission of the instructor.

HIST 694 Special Topics in History 3 s.h.

Group studies under faculty supervision.

Prerequisite: GrS.

HIST 698 Thesis 2-6 s.h.

Prerequisite: Completion of M.A. course work.

HIST 699 Independent Study in History 1-6 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Independent Study" form in the Graduate Office.

Prerequisites: At least 12 s.h. of graduate study completed at Oneonta, with a minimum GPA of 3.00 in the area of the proposed independent study (or in closely related areas), 6 s.h. of which must be in 500- and 600-level courses.

Human Ecology Courses

Fashion Course

FASH 623 History of Costume 3 s.h.

The study of costume, textiles, and textile designs with special focus on interrelationships among the history of western civilization, developments in socio-cultural aspects, technology, and art forms on the evolution of styles. Opportunity exists to delve into particular aspects of dress through library research and museum field trips.

Prerequisites: GrS; 3 s.h. of art history or costume history.

Food Courses

FOOD 570 Advanced Foodservice Systems Management 3 s.h.

Study and discussion of the foodservice systems approach to operation and management of a foodservice operation. Topics include: recipe/menu development and modification; supply and procurement; food production and service systems; sanitation and safety; quality management; management tools, functions, skills; resource management; information management and reporting; and training and education.

Prerequisites: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 555 and NUTR 556 or permission of instructor.

Corequisite: FOOD 571.

FOOD 571 Applied Foodservice Systems Management 3 s.h.

Application and evaluation of the foodservice systems approach to operation and management of a foodservice operation. Areas of focus include: recipe/menu development and modification; supply and procurement; food production and service systems; sanitation and safety; quality management; management tools, functions, skills; resource management; information management and reporting; and training and education. Registration restrictions include: Required SUNY Affiliation Agreement signed by appropriate representatives of SUNY Oneonta and the cooperating facility/community agencies. (*Sustainability Focused course*)

Prerequisites: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 555 and NUTR 556 or permission of instructor.

Corequisite: FOOD 570.

Nutrition Courses

NUTR 542 Recent Advances in Nutrition 3 s.h.

Recent advances and scientific findings related to nutrition diet, fitness and health. In addition to lectures/discussions on current issues, students will independently research selected topic areas. *Prerequisites: GrS; 3 s.h. in nutrition.*

NUTR 545 Nutrition in the Community 3 s.h.

Principles of community needs assessment, and knowledge of consumer behavior. Study, application, and evaluation of methods, techniques and tools used by the community nutritionist in program planning, management, leadership, budgeting, social marketing, evaluation. Consideration of legislation and nutrition policy. Participation in federal and non-governmental agencies, consumer and advocacy groups, and professional and service organizations designed to provide food and nutrition services and information. Registration restrictions include: Required SUNY Affiliation Agreement signed by appropriate representatives of SUNY Oneonta and the cooperating facility/community agency. *Prerequisite: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 551.*

NUTR 547 Interviewing Strategies 3 s.h.

Techniques of nutrition interviewing including: establishing nutrition-related goals, theoretical approaches for lifestyle awareness, and overview of behavior change models and approaches. Study of the characteristics of effective interviewers and the components of an effective helping relationship. Methods for enhancing interviewing and communication effectiveness, basic counseling responses and components of effective nutrition interventions. Techniques for enhancing social support and maintaining professionalism in the helping relationship. Registration restrictions include: Community Nutrition and Nutrition Education or the equivalent within the past three years. *Prerequisites: M.S. in Nutrition and Dietetics degree graduate student or permission of the instructor.*

NUTR 548 Research Methods 3 s.h.

Components and requirements for dietetics research questions, requirements for conducting and presenting research ethically, typical steps for preparing proposals, analytical and descriptive research, procedures and considerations for evidence-based research, evaluation methods in research, key aspects of research in food, nutrition, and dietetics, sample size considerations and statistical applications. Discussion of the various techniques and approaches for presenting research data and the issues encountered in bridging research to dietetics practice. Registration restrictions include: Introductory research methods or statistics course or the equivalent within the past three years. *Prerequisite: M.S. in Nutrition and Dietetics degree graduate student or permission of the instructor.*

NUTR 550 Nutrition Assessment and Intervention 3 s.h.

Application of the national nutrition care process model - including nutrition assessment and institution-specific assessment practices; nutrition diagnosis; nutrition intervention; monitoring, evaluation, and outcomes assessment in a variety of patient care settings. Use of various methods for assessing nutrition education needs; developing appropriate objectives for educating various clients; planning, preparing, and presenting nutrition and/or food related lessons; evaluating the content and objectives of various electronic and print materials as well as programs and products; selecting appropriate materials to support content; and evaluating the effectiveness of educational programs. Registration restrictions include: Required Advanced Nutrition and Medical Nutritional Therapy or the equivalent within the past three years. *Prerequisite: M.S. in Nutrition and Dietetics degree graduate student or permission of the instructor.* *Corequisite: NUTR 551.*

NUTR 551 Applied Nutrition Assessment and Intervention 3 s.h.

Application of the national nutrition care process model in one or more clinical settings. With supervision from Registered Dietitians, students will: conduct nutrition assessments using national models and institution-specific assessment practices; construct clinical nutrition diagnoses; carry out nutrition interventions; and be responsible for monitoring, evaluation, and outcomes assessment of assigned patients/clients. Application of various methods for assessing nutrition education needs. Students will: develop appropriate objectives for educating various clients; plan, prepare, and present nutrition and/or food related lessons to individuals and groups; evaluate the content and objectives of various electronic and print materials as well as programs and products; select appropriate materials to enhance learning; and evaluate the effectiveness of food and nutrition education programs. Registration restrictions include: Required SUNY Affiliation Agreement signed by appropriate representatives of SUNY Oneonta and the cooperating facility/community agencies. Advanced Nutrition and Medical Nutritional Therapy or the equivalent within the past three years. *Prerequisite: M.S. in Nutrition and Dietetics degree graduate student or permission of the instructor.* *Corequisite: NUTR 550.*

NUTR 555 Advanced Nutrition Therapy 3 s.h.

Study and evaluation of methods and techniques for identifying patients at nutritional risk and maintaining or improving nutritional status of patients through the nutritional care process based on evidence-based practice guidelines. Principles of implementation, monitoring, and evaluation of alternative means of nutrition support where indicated. Development of outcomes for food and nutrition services and practices as part of a continuous quality improvement plan. Formulate personal learning objectives and goals as well as those of the course in relation to the mission, function, and organization of a critical care health service agency. Students must have completed Advanced Nutrition and Medical Nutrition Therapy or their equivalents within past three years. *Prerequisite: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 550 and NUTR 551 or permission of instructor.* *Corequisite: NUTR 556.*

NUTR 556 Applied Nutrition Therapy 3 s.h.

Application and evaluation of methods and techniques for identifying patients at nutritional risk and maintaining or improving nutritional status of patients through the nutritional care process based on evidence-based practice guidelines. Implementation, monitoring, and evaluation of alternative means of nutrition support where indicated. Measurement of outcomes for food and nutrition services and practices as part of a continuous quality improvement plan. Fulfill personal learning objectives and goals as well as those of the course in relation to the mission, function, and organization of a critical care health service agency. In order to enroll in this course, the required SUNY Affiliation Agreement must be signed by appropriate representatives of SUNY Oneonta and the cooperating facility/Community, agency and students must have completed Advanced Nutrition and Medical Nutrition Therapy or their equivalent within past three years. *Prerequisite: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 550 and NUTR 551 or permission of instructor.* *Corequisite: NUTR 555.*

NUTR 580 Service Learning Project Proposal 3 s.h.

Comprehensive study and application of the fundamental philosophy and organizing concepts of service-learning including needs assessment, collaboration and partnering, reflection, assessment, and risk management. Analysis of representative 'best practice' in service learning scenarios. Development of personal learning outcomes for knowledge and skills to be acquired as a

result of service-learning project as well as goals and objectives for required service-learning project. Preparation and presentation of a complete service-learning project proposal including appropriate title, problem statement, summary of present status of situation and analysis of needs, objectives, review of literature and bibliography, identification of resources needed and methods to be used, timeline, and human subjects review and approval as needed. Planning for assessment and evaluation of service-learning project. Registration restrictions include: Required SUNY Affiliation Agreement signed by appropriate representatives of SUNY Oneonta and the cooperating facility/community agencies.

Prerequisite: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 548, NUTR 550 and NUTR 551 or permission of instructor.

NUTR 581 Service Learning Project 3 s.h.

Implementation of service-learning project as proposed and approved. Preparation of written summary and analysis of project activities and results as well as oral presentations of pertinent findings to relevant audiences. Preparation of reflective journal that includes all project-oriented activities including needs assessment, implementation, and assessment as well as reflections regarding achievement of student's individual goals and objectives for acquisition of knowledge and skills. Registration restrictions include: Required SUNY Affiliation Agreement signed by appropriate representatives of SUNY Oneonta and the cooperating facility/community agencies.

Prerequisite: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 555, NUTR 556, and NUTR 580 or permission of instructor.

NUTR 590 Current Issues in Dietetics 3 s.h.

Consideration of current issues such as trends and advances in nutrition care and support, needs assessment, drug nutrient interactions, functional foods, community screening and education, medical nutrition therapy, food service systems management. Students will read and critique information from a variety of professional sources including journals, reputable websites, and government documents. Registration restrictions include: Community Nutrition and Nutrition Education or the equivalent within the past three years.

Prerequisite: M.S. in Nutrition and Dietetics degree graduate student and a "B" or better in NUTR 550 and NUTR 551 or permission of instructor.

Mathematics, Computer Science and Statistics Courses

Computer Science Courses

CSCI 521 Numerical Computing Methods 3 s.h.

Computational methods for continuous mathematical structures. Convergence of sequences and series, truncation error, roundoff error and error propagation. Methods, both direct and iterative, for the solution of various problems in linear algebra and analysis. Possible topics include algebraic and transcendental equations, systems of linear equations, interpolation, differentiation, integration, and eigen-value problems. All students will be expected to do a special project.

Prerequisites: GrS; 3 s.h. of FORTRAN, Pascal or C programming and 12 s.h. of calculus.

CSCI 523 Computer Modeling and Simulation 3 s.h.

Deterministic and probabilistic models of complex systems, discrete and continuous, and simulation of the system by computer implementation of the model. All students will be expected to do a special project.

Prerequisites: GrS; 3 s.h. of BASIC, FORTRAN or Pascal Programming and 3 s.h. of statistics.

Mathematics Courses

MATH 501 History of Mathematics 3 s.h.

Studies the development of mathematics as a part of our intellectual and cultural heritage. Emphasizes the more fundamental aspects of mathematics. All students will be expected to do a special project.

Prerequisites: GrS; 12 s.h. calculus.

MATH 509 Theory of Numbers 3 s.h.

Primes, congruences, quadratic reciprocity, Diophantine equations, number theoretic functions. All students will be expected to do a special project.

Prerequisites: GrS; 8 s.h. calculus.

MATH 522 Modern Theory of Equations 3 s.h.

Properties of rings, integral domains and fields. Introductory Galois theory, Abel's theorem, theory of equations, Euclidean constructions. All students will be expected to do a special project.

Prerequisites: GrS; 3 s.h. of modern algebra/theory of equations.

MATH 523 Linear Algebra I 3 s.h.

Finite dimensional vector spaces; linear transformations and their matrix representations; characteristic values; rational and Jordan canonical forms; inner product spaces; quadratic and bilinear forms; applications. All students will be expected to do a special project.

Prerequisites: GrS; 8 s.h. calculus.

MATH 524 Linear Algebra II 3 s.h.

Finite dimensional vector spaces; linear transformations and their matrix representations; characteristic values; rational and Jordan canonical forms; inner product spaces; quadratic and bilinear forms; applications. All students will be expected to do a special project.

Prerequisites: GrS; MATH 523.

MATH 525 Abstract Algebra I 3 s.h.

Introduction to theory of groups, including the Sylow theorems and the fundamental theorem of abelian groups, the theory of rings and modules, especially modules over a principal ideal domain; field extension, and an introduction to Galois theory. All students will be expected to do a special project.

Prerequisites: GrS; 8 s.h. calculus.

MATH 526 Abstract Algebra II 3 s.h.

Introduction to theory of groups, including the Sylow theorems and the fundamental theorem of abelian groups, the theory of rings and modules, especially modules over a principal ideal domain; field extension, and an introduction to Galois theory. All students will be expected to do a special project.

Prerequisites: GrS; MATH 525.

MATH 527 Applied Algebra 3 s.h.

Sets, binary relations, induction, partially ordered sets, weak orders, Boolean algebra, switching circuits, finite state machines, state diagrams, formal languages, context-free languages, groups, semi-groups, permutations, group codes, modular arithmetic. Additional topics may include linear machines, Turing machines, finite fields, automata, latin squares, and block design. All students will be expected to do a special project.

Prerequisites: GrS; 8 s.h. of calculus.

MATH 535 Geometry I 3 s.h.

A postulational approach to some Euclidean and non-Euclidean geometries. Topics include incidence and separation properties of planes and space, constructions with compass and straightedge, geometric inequalities, the parallel postulate, similarity theorems, circles, properties of triangles, and metric relationships. All students will be expected to do a special project.

Prerequisites: GrS; 6 s.h. calculus.

MATH 536 Geometry II 3 s.h.

A postulational approach to some Euclidean and non-Euclidean geometries. Topics include incidence and separation properties of planes and space, constructions with compass and straightedge, geometric inequalities, the parallel postulate, similarity theorems, circles, properties of triangles, and metric relationships. All students will be expected to do a special project.

Prerequisites: GrS; MATH 535.

MATH 577 Methods of Advanced Calculus I 3 s.h.

A study of topics from calculus including topological concepts, limits, continuity, convergence of sequences and series, functions of several variables, theory of differentiation and integration, special integrals, vector analysis, and differential equations. All students will be expected to do a special project.

Prerequisites: GrS; 12 s.h. calculus.

MATH 578 Methods of Advanced Calculus II 3 s.h.

A study of topics from calculus including topological concepts, limits, continuity, convergence of sequences and series, functions of several variables, theory of differentiation and integration, special integrals, vector analysis, and differential equations. All students will be expected to do a special project.

Prerequisites: GrS; MATH 577.

MATH 585 Modern Numerical Analysis 3 s.h.

Equations in one variable: fixed-point iteration, slope methods, convergence analysis. Real and complex zeros of polynomials. LU decomposition, iterative improvement, condition numbers. Least square approximation. Numerical integration, one and multi-panel formulas. All students will be expected to do a special project.

Prerequisites: GrS; 2 semesters of calculus and knowledge of a programming language.

MATH 587 Modern Analysis I 3 s.h.

Point set topology in metric spaces, continuity, differentiability, uniform convergence, the Riemann-Stieltjes integral, functions of several variables, analytic functions, Cauchy integral theorem, singularities, residues, analytic continuation, conformal mapping. All students will be expected to do a special project.

Prerequisite: GrS.

MATH 588 Modern Analysis II 3 s.h.

Point set topology in metric spaces, continuity, differentiability, uniform convergence, the Riemann-Stieltjes integral, functions of several variables, analytic functions, Cauchy integral theorem, singularities, residues, analytic continuation, conformal mapping. All students will be expected to do a special project.

Prerequisites: GrS; MATH 587 Modern Analysis I.

MATH 594 Graduate Special Topics in Mathematics 3 s.h.

Topics in upper-level mathematics chosen by instructor. All students will be expected to do a special project.

Prerequisites: GrS and 6 s.h. upper-level math.

MATH 598 Graduate Seminar in Mathematics 1-3 s.h.

Research and reading. All students will be expected to do a special project.

Prerequisites: GrS; 3 s.h. algebra and 3 s.h. upper-level analysis.

MATH 599 Independent Graduate Study in Mathematics 1-3 s.h.

Individual studies or research activities carried out under the direction of appropriate departmental faculty. All students will be expected to do a special project. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

MATH 627 Topics in Algebra 3 s.h.

Selected topics from higher algebra. May be repeated for credit with departmental permission.

Prerequisites: GrS; upper level algebra sequence or permission of the instructor.

MATH 637 Topics in Geometry 3 s.h.

Preselcted topics from advanced geometry. May be repeated for credit with departmental permission.

Prerequisites: GrS; 3 s.h. of modern geometry or permission of the instructor.

MATH 687 Topics in Analysis 3 s.h.

Selected topics from advanced analysis. May be repeated for credit with departmental permission.

Prerequisites: GrS, 6 s.h. in upper level analysis including introduction to modern analysis or permission of the instructor.

MATH 699 Advanced Independent Study 1-6 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form and at least 12 s.h. of graduate study completed at Oneonta, with a minimum GPA of 3.00 in the area of the proposed independent study (or in closely related areas), 6 s.h. of which must be in 600-level courses.

Math Education Courses

MTHE 584 Computer Usage in Secondary School Mathematics 3 s.h.

Emphasizes the special needs of the secondary mathematics teacher as a user and teacher of the microcomputer. Includes an overview of Secondary School mathematics software, appropriate mathematics and related problems solved using the computer, computer-assisted instruction and computer-managed instruction, as well as general management programs and word processing. Open to early secondary and secondary education majors. All students will be expected to do a special project.

Prerequisite: GrS.

MTHE 599 Independent Graduate Study in Mathematics Education 1-3 s.h.

Individual studies or research activities carried out under the direction of appropriate departmental faculty. All students will be expected to do a special project. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

MTHE 604 Algebra in School Mathematics 3 s.h.

A study of the place of algebra in the N-12 school program. An in-depth view of teaching the concepts of algebraic structure, operation, relation and function.

Prerequisite: GrS.

MTHE 692 Mathematics in the Secondary School 3 s.h.

A survey of the secondary school curriculum from the historical, philosophical, pedagogical, and mathematical points of view. In this context, effective strategies for the teaching of mathematical skills, processes, concepts and problem solving will be studied as well as appropriate techniques for evaluating mathematical learning.

Prerequisites: GrS; provisional certificate in Secondary Math teaching.

MTHE 694 Advanced Graduate Special Topics in the Teaching of Mathematics 3 s.h.

Selected topics in the teaching of mathematics. May be repeated for credit with departmental permission

Prerequisites: GrS; teaching experience or permission of the instructor.

MTHE 699 Advanced Independent Study: Mathematics Education 1-6 s.h.

Individualized study at a graduate level in topics not covered in a regular course offering. Open to graduate students only. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form and at least 12 s.h. of graduate study completed at Oneonta, with a minimum GPA of 3.00 in the area of the proposed independent study (or in closely related areas), 6 s.h. of which must be in 600-level courses.

Statistics Courses

STAT 561 Theory of Probability and Statistics I 3 s.h.

Set theory, sample space, probability, distribution functions and their properties, sampling distributions, discrete and continuous distributions, moment generating function, bivariate normal, multivariate distribution. All students will be expected to do a special project.

Prerequisites: GrS; 12 s.h. calculus.

STAT 562 Theory of Probability and Statistics II 3 s.h.

Inference from finite and infinite populations, theory of estimation, tests of hypothesis, linear hypothesis theory, regression and correlation, non-parametric methods, introduction to theory of analysis of variance.

All students will be expected to do a special project.

Prerequisites: GrS; STAT 561.

STAT 605 Statistics in Research 3 s.h.

Design, conduct, and analysis of experimental and observational studies, selected current topics dealing with multivariate techniques applied to real-life data sets derived from research projects, including the use of modern statistical and computing tools and statistical reporting.

Prerequisite: GrS.

Museum Studies Courses

Art Courses

ARTC 530 Survey of American Folk Art 3 s.h.

This course will explore the contribution of the untrained artist to American art and history by surveying the many styles and forms in folk art from the 17th century to the present day. The emphasis will be on folk painting and sculpture, both traditional and eccentric, covering its validity as art and its role in American life. Class time will be divided between slide lectures, examination of objects in NYSHA's premiere folk art collection, and discussion of relevant issues—theoretical and practical—related to the study of folk art. Several field trips are planned.

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

Fall elective, alternate years.

ARTC 540 Survey of American Art 3 s.h.

This survey course will explore American painting from the Colonial era to the present and will make extensive use of the collections at Fenimore Art Museum. Emphasis will be placed on museological issues relative to American art history. Classes include lectures, object examination, and field trips. Requirements include a class presentation and a ten-page research paper.

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

Fall elective, alternate years.

ARTC 545 African American Art 2-3 s.h.

From the very beginning of the American experiment African Americans, first as enslaved persons and later as free men and women charting their own destinies, created art in multiple forms. Whether textiles, prints, film, paintings, sculpture, or pottery, the work of these artists represents diverse American experiences and a synthesis of many cultural traditions. Grounded within the context of American history and art history and focusing on black cultural themes, this course examines the breadth of African American art from the colonial period to the present. A research and writing intensive course, each student will explore a major theme in African American art and produce a paper and a visual presentation that uses multiple media and narrative to demonstrate the presentation of abstract ideas in visual formats. Each exhibition will be presented to a general audience at the culmination of the class.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

ARTC 550 Topics in Art 1-3 s.h.

Students may request a course pertinent to the Program's areas of interest but not regularly offered. The course will be given only if three or more students request it, and a faculty member is able and willing to offer it.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

ARTC 551 Independent Study: Art 1-3 s.h.

Students are eligible to pursue special studies for graduate credit as an Independent Study. No more than three semester hours may be elected in any one semester. Students must complete an Application for Independent Study form and have it signed by the instructor before registering for the course.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

History Courses

HISC 502 American Cultures I 3 s.h.

This course explores the development of thought, culture and society from the period of encounter through the outbreak of the Civil War. Students read and discuss critical documents and historical and cultural works that illuminate the major themes and tensions in American life before Emancipation.

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

HISC 503 American Cultures II 3 s.h.

A continuation of American Cultures I, this course examines the political, cultural and social issues and conflicts confronting the United States from the Civil War to the present day. Readings will explore the development of racial ideologies since slavery, and the rise of the United States as an economic, cultural and diplomatic superpower during the "American Century."

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

HISC 530 Identity and Activism 3 s.h.

In this course, students analyze documents, historical and cultural works, images, objects, and museum exhibitions that illuminate the experiences and perspectives of a wide range of individuals and groups in American history. Focusing on narratives of identity and activism, students probe intersections of class, race, ethnicity, gender, sexuality, and ability. In addition, they interrogate the construction of multiple identities and the roots of social, political, and cultural activism. Class assignments and exercises

encourage students to develop cultural competency and hone inclusive strategies for museums to work effectively with the diverse populations they serve.

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

Spring elective.

HISC 531 Migration and Community 3 s.h.

This course explores narratives of migration and community in American history. Through the analysis of historical works, literature, images and objects, students examine migrations, both trans-national and internal, that have shaped the United States. Students investigate diasporic communities, as well as individual narratives, and analyze the intersections of race, class, gender, sexuality, ability, and ethnicity among various groups that have settled in urban, suburban, and rural places. Class assignments and exercise encourage students to develop competency and hone inclusive strategies for museums to work effectively with the diverse populations they serve.

HISC 545 Landscapes, Cultures, and the Environment 3 s.h.

This course explores the ways in which human societies and cultures are intertwined with environmental histories. Through an examination of works that analyze North American environments from the seventeenth century to the twenty-first century, students develop a foundation for interpreting landscapes and cultures. The course involves class meetings at off-site locations and a substantial project in environmental history.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

HISC 550 Topics in History 1-3 s.h.

Students may request a course pertinent to the Program's areas of interest but not regularly offered. The course will be given only if three or more students request it, and if a faculty member is able and willing to offer it.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

HISC 551 Independent Study: History 1-3 s.h.

Students may take up to three hours of Independent Study per semester. Students must design the study in consultation with the appropriate faculty member and complete an Application for Independent Study form and have it signed by the instructor before registering for the course.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

HISC 570 The City in American Culture 3 s.h.

Building on the work of urban and cultural historians, this course is designed to analyze and describe the city's contribution to American culture. The course thematically surveys "cultural moments" from the late 18th to the 20th century through the perspective of a wide range of urban artists, poets, writers, journalists and musicians. The course explores how city life influenced a variety of urbanites who put pencil to paper, brush to canvas, and lyrics to music, and in so doing, played significant roles in the production of American culture.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

History Museum Studies Courses

HMUS 500 Introduction to Museums: The Purpose, Function and History of Museums 3 s.h.

Introduction to Museums will provide students with an overview of the purpose, function, and history of museums and their role in society. Students will be introduced to all of the disciplines within the museum and will discuss recent issues in the field. The course also includes an introduction to the assessment tools used by the profession for self-evaluation. A group project, a research project,

two class presentations and field trips are required in this course. Students are expected to complete weekly readings and to participate in class discussions.

Prerequisite: Open only to full-time CGP students.

Fall, required first semester.

HMUS 501 Collections Acquisitions, Care and Management 1 or 3 s.h.

This course will cover the essential responsibilities of museum professionals for their institutions' collections. Topics include collections planning, creating a meaningful collection, refining existing collections, creating new collections as well as ethical and legal issues involved in those activities. Students will also gain knowledge and practical experience in cataloging, caring for, housing, storing and handling objects for a variety of museum purposes including exhibition, programming, and shipping.

Prerequisite: Open only to full-time CGP students.

HMUS 502 Museum Administration 3 s.h.

This course will provide students with an overview of management history, theory, and practice focusing on the issues involved in managing a non-profit organization. Topics to be covered include planning, ethics and governance, membership, earned income and marketing, and non-profit finance. Students will complete a finance assignment and an in-depth museum management case study.

Prerequisite: Open only to full-time CGP students.

Fall, required first semester.

HMUS 503 Introduction to Museum Education & Interpretation 3 s.h.

Public Education is at the core of the service that museums provide. This course focuses on all aspects of the educational role of museums from the mission and decision-making process through an exploration of museum learning, the development of public programs, and evaluation.

Prerequisite: Open only to full-time CGP students.

Spring, required second semester.

HMUS 504 Applied Museum Education and Interpretation 3 s.h.

This course is intended to give supervised practical experience to students who wish to pursue a career in museum education. They will spend several days working in area schools and develop two education programs.

Prerequisite: Open only to full-time CGP students.

Fall elective.

HMUS 505 Museum Exhibition 4 s.h.

Museum exhibition requires students to apply their mastery of museum education, American material culture, and American history to creative visual presentation. This course will focus on the development of interpretive museum exhibitions including theory, planning, methodology, design, construction, and installation. Students will work individually on a label writing workbook and work as a member of an exhibition team to produce an interpretive exhibition or exhibition plan.

Prerequisite: Open only to full-time CGP students.

Spring, required fourth semester.

HMUS 506 Fundraising and Development 3 s.h.

This course will focus on all aspects of fundraising and development in the museum. Topics will include prospect research, proposal development, donor cultivation, major gift solicitation, annual and capital campaigns, membership programs, planned giving mechanisms, grant development and administration, and individual, foundation and corporate giving, among others. The class will be highly experiential in nature, with students expected to compose and complete grant applications, letter proposals, annual fund letters, donor acknowledgment letters and an institutional development plan. Students will be required to present and defend a funding proposal at a mock foundation board meeting.

Prerequisite: HMUS 502.

HMUS 507 Building Professional Identity 1 s.h.

Proper conduct at work is essential to achieve and advance a successful career. Effective interaction with museum colleagues, constituents, funders, governmental officials and other stakeholders plays a major role in organizational and individual success. This course will explore how to present yourself professionally; how to find, apply and interview for a job; how integrity, accountability and high ethical standards are essential; and how successful social interaction can play a pivotal role in your career and the success of a museum. The course will emphasize in-class exercises, mock employment interviews, and an evening reception with community leaders.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

HMUS 508 Strategic Planning in Museums 3 s.h.

Students will learn a disciplined approach to plan and develop institutional strategies in a rapidly changing cultural landscape. The class will utilize tools to help bring clarity to institutional purpose; focus energy and resources; assess political, technological and economic factors; set priorities; create common goals; and adjust changing institutional direction into a plan of action. The major class project will be to work with a cultural institution to develop an actual strategic plan.

Prerequisite: HMUS 502.

HMUS 510 Professional Seminar 1 s.h.

Each semester CGP brings in a group of colleagues to lecture and teach on a variety of subjects of interest to museum professionals. These scholars have distinguished themselves through years of experience, professional service and/or advanced study in a particular subject. The seminars are scheduled according to the availability of guest faculty, generally on Fridays. The Professional Seminar may also include special conferences, events, activities, seminars, or workshops that are of significant or timely interest to the CGP community.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

Fall and Spring, required each semester.

HMUS 513 Historic Preservation 3 s.h.

Museums are often the caretakers of historic buildings and their staff work in conjunction with preservation professionals. This course will provide an overview of historic preservation practice in the United States, including governmental programs such as the National Register of Historic Places, the Secretary of the Interior's Standards, and tax credit incentives as well as the work of private non-profits involving advocacy, preservation easements, and community revitalization. Students will additionally gain skills in architectural research, building and site documentation, stylistic and use trends, and alternatives to turning every old building into a museum. Student work will include projects in the local community.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

HMUS 515 Museum Project Management 1 s.h.

An experiential introduction to project management concepts and skills applied in a museum setting. Topics include planning, monitoring, budgeting, personnel assignment, delegation, accountability, implementation, and evaluation. Operational planning tools will be applied to special events, exhibits, and major CGP projects.

HMUS 520 Research and Field Work 3 s.h.

Students will develop a research project and learn how to locate, analyze, and interpret a wide variety of written, oral, and visual sources. A research prospectus and bibliography and shorter assignments are required.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

Fall, required first semester.

HMUS 521 Material Culture Methods 3 s.h.

Material Culture can be considered from a variety of different perspectives. This course introduces students to different approaches to the study and interpretation of objects, ranging from ethnography to connoisseurship, semiotics to pattern recognition. Students develop skills in visual and multi-sensory learning, and they gain experience in the analysis of museum collections. Assignments include hands-on as well as written projects.

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

Spring required.

HMUS 522 Culture and Collections 3 s.h.

This hands-on course familiarizes students with objects made or used in the United States from the 17th to the 21st century. It introduces museum collections as evidence in understanding topics such as foreign policy, labor politics, technological advancement, gender roles, wealth distribution, cultural difference, and aesthetics. Assignments encourage students to learn skills necessary for object-driven research using both material culture and documentary sources.

Prerequisites: Permission of the instructor and the director is required for students not enrolled in CGP.

Fall elective.

HMUS 525 Civil Rights History 3 s.h.

This course explores selected topics from the history of civil rights struggles in the United States. Students read major works of civil rights history and complete a substantial research project using primary and secondary sources. The topics will be selected on the basis of the materials available and the interests of the students.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

HMUS 530 American Material Culture: Gender and Domesticity 3 s.h.

Contrasts in male and female roles often correspond with differences in the material world, perhaps most notably in clothing and activities within the home. This course focuses on the importance of gender in American material life, the variations among cultural groups, and both change and continuity over time. Students are introduced to the decorative arts canon, but core readings and class discussion extend both the types of goods and the cultural perspectives covered with an emphasis on items women made and used and images meant to represent them during the long nineteenth century. Students complete a final research project related to American material life.

Prerequisites: GrS. Permission of the instructor and the director is required for students not enrolled in CGP.

Elective.

HMUS 531 American Material Culture: Modernism and Anti-Modernism 3 s.h.

This course examines Americans' sometimes conflicting and often concurrent tendencies to look forward as well as backward in crafting their material worlds. Beginning with the late Victorian period and continuing through the present, students explore the role of modernism as well as the reactions to it, including the colonial revival movement and its effect on museums. Students are introduced to the decorative arts canon, but core readings and class discussion extend both the types of goods and the cultural perspectives covered. The roles of both modernism and craft revivals in racial politics of the period are highlighted. Students complete a final research project related to American material life.

Prerequisites: GrS. Permission of the instructor and the director is

required for students not enrolled in CGP.
Elective.

HMUS 534 Cultural Encounters 3 s.h.

This class explores material culture through the lens of global exploration and settlement from the sixteenth century to the nineteenth century. Emphasis is on the experiences and interactions of Native peoples, various European groups, and Africans and African Americans in North America, as well as the legacy of these encounters. Students are introduced to the decorative arts canon, but core readings and class discussion extend both the types of goods and the cultural perspectives covered. Students complete a final research project related to American material life.

Prerequisites: GrS. *Permission of the instructor and the director is required for students not enrolled in CGP.*

HMUS 535 Designing for Accessibility 3 s.h.

This course explores the history and theory of design as it relates to issues of accessibility. Topics include the history of assistive devices, the rise of universal design, Americans with Disabilities Act requirements, and new trends in the field. Emphasis will be on the physical environment as it relates to mobility, activity, and visual and auditory experience. Students leave the course with an enhanced understanding of how to better serve people of a variety of abilities both within and outside the confines of the museum.

Prerequisite: GrS, *Permission of the instructor and the director is required for students not enrolled in CGP.*

HMUS 536 Major Historical Issues for Museums 3 s.h.

This course explores key historical topics, themes, and issues that American museums routinely address. Students analyze primary documents and historical works with the goal of building critical skills and knowledge needed for the conceptualization of exhibitions and programs on historical topics from the era of contact to the present. Major topics include changing interpretations of Native American histories and cultures, the political uses of the American Revolution, confronting slavery and race in museums and historic sites, the contested histories of the Civil War and Reconstruction, shifting debates over immigration, the legacies of the Civil Rights Movement, the role of environmental history in the environmental movement, and the challenges of narrating the history of terrorism.

Prerequisite: *Permission of the instructor and the director is required for students not enrolled in CGP.*

Fall elective.

HMUS 538 Introduction to Museum Marketing 3 s.h.

Museums compete with everything from big box stores to the internet for the public's time, attention, and dollars. This course will examine why it's both true and dangerous to believe that a museum's best prospects are the ones that most resemble its current patrons and supporters. Students will learn how to stretch the marketing envelope while comparing why marketing methods that work for one institution might fail for another. In addition to building a plan for expanding membership, patronage, and support, each student will study how to weigh the value of marketing tools such as conventional advertising, snail mail, electronic magazines, e-mails, and internet sites such as YouTube, MySpace, and others.

HMUS 540 Applied Museum Marketing 1 s.h.

Museums compete with everything from big box stores to the Internet for the public's time, attention, and dollars. This course will examine why it's both true and dangerous to believe that a museum's best prospects are the ones that most resemble its current patrons and supporters. Students will learn how to stretch the marketing envelope while comparing why marketing methods that work for one institution might fail for another. In addition to

building a plan for expanding membership, patronage, and support, each student will study how to weigh the value of marketing tools such as conventional advertising, snail mail, electronic magazines, e-mails, and Internet sites such as YouTube, MySpace, and others.

Prerequisite: HMUS 538.

HMUS 541 Human Resources/Human Capital 1 s.h.

Whether in times of limited or abundant resources and opportunities, museum staff must remain on top of their jobs while also finding time for professional growth and added responsibility. This course surveys a variety of methods and resources for taking care of your own professional qualifications as well as those who turn to you for leadership and support. Students will compare various professional development philosophies and tools such as in-service training, Continuing Education Units (CEU) providers, conferences, online courses, professional organizations, and returning to school.

Prerequisite: HMUS 500.

HMUS 542 Boards and Governance 2 s.h.

This course will explore in depth the critical role the Board of Trustees plays in the museum. We will examine the failures and successes of museum trusteeship, with a particular emphasis on the use of actual case studies. The class will assume the role of board members to help them understand the role and fiduciary responsibilities of those serving on boards. Students will attend an actual board meeting, as well as research and identify prospects for a museum board. The class will also explore the legal and ethical responsibilities of trustees, the proper relationship between boards and staff, and key roles and expectations of board members.

Prerequisite: HMUS 500 and 502.

HMUS 543 Boards and Governance II 1 s.h.

Building upon prior course work this course will delve deeper into the workings and related issues of board structures, make-up, ethical dilemmas, and practices that impact an organization's daily and long term successes. Students will assess how well boards functioned in actual case studies, the intended vs. actual impact of a board's actions, and how the board can improve its chances of repeating success or preventing future failures. As in the prerequisite course, teams will study and report on case studies, accompanied by a final paper reflecting on what they have learned in board operations, personalities, and motivations.

Prerequisites: HMUS 500 and HMUS 542.

HMUS 544 Grant Writing 1 s.h.

Effective grant writing is an important aspect of a museum's development program. Readings and discussions in the course will focus on government, corporate, foundation, and private funding as primary grant sources. Students will choose one of the four sectors and develop a paper on the requirements and opportunities within. The grant writing process will be explored to determine roles and responsibilities of the museum board, executive director, staff, and grant writer.

Prerequisite: HUMS 500.

HMUS 545 Museum Leadership 1 s.h.

Regardless of our role or responsibility as museum professionals, we will be called upon to follow and to lead coworkers, volunteers, and others. This course will examine leadership roles, styles, strengths, and weaknesses that are likely to be found in museums and not-for-profit organizations. By means of case study, students will explore why it is essential for each of us to know our personal leadership strengths and weaknesses, and to be able to recognize the styles of others if we intend to succeed in ever-changing situations and organizations.

Prerequisite: HMUS 500.

HMUS 546 The Visitor Experience**1 s.h.**

If we are to expect the public to visit, learn from and support our museum, historic house, or educational institution, we must work to understand who "they" are, and how we can best serve their interests while supporting our mission. Thanks to the flourishing use of technology by museum marketing, admissions, and membership professionals, we have the ability to learn more than ever about those who patronize our institutions...and those who don't. By examining a variety of audience assessment tools ranging from surveys and interviews, to the use of geographic information system (GIS) technology, this course will engage students in the art and science of visitor studies and the visitor experience with the intent that they come away with the appreciation of how important it is to identify, serve, and expand our customer base.

Prerequisite: HMUS 500.

HMUS 547 Museum Finance**3 s.h.**

Regardless of an individual's role in the museum, an understanding and appreciation of museum finances is essential. This class will explore the major financial issues currently facing museums, how museums are funded and how they spend their funds, the problems encountered in trying to balance mission and finances, and the role of staff and trustees in financial management. Students will learn to read financial statements and understand basic terminology and reporting documents. Development and management of operating budgets will be emphasized, and students will be asked to analyze and interpret actual budgets. As the major project and working in teams, students will develop and defend a major operating budget in a mock board of trustees meeting.

Prerequisite: HMUS 502.

HMUS 548 Cultural Entrepreneurship**1 s.h.**

Cultural entrepreneurship is the philosophy and practice of systematically growing a following, belief, or brand until it creates a self-sustaining environment with enough energy and synergy to positively impact every facet of an institution. This course will explore the cyclical dynamic of the phenomenon that occurs when a product, movement, or organization takes on a life of its own and seemingly has one success after another. Though we might envision music genres, fashion trends, or political parties as having brand recognition, museums also benefit from concentrated efforts to develop a following, i.e. the Smithsonian, the MET and the National Baseball Hall of Fame and Museum, for example. This course will explore how a museum large or small can develop a following to benefit its members, supporters, and itself by putting to use some of the tools of the trade.

Prerequisite: HMUS 500.

HMUS 550 Topics in Museum Studies**1-3 s.h.**

Three or more students may petition for a course pertinent to the Program's fields of study and not offered regularly. The course will be given only if a faculty member is willing and competent to teach it.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

HMUS 551 Independent Study: Museum Studies**1-3 s.h.**

Students may take up to three hours of Independent Study per semester. Students must design the study in consultation with the appropriate faculty member and complete an Application for Independent Study form and have it signed by the instructor before registering for the course.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

HMUS 580 Internship I**1 s.h.**

All students are required to complete an internship of between eight and twelve weeks in a museum or related organization

during the summer between their first and second years in residence. Interns undertake and complete a special project approved by the host museum and the Program, and make periodic reports on their experience. Students are responsible for finding their own internships, although the Program assists by informing them about opportunities and recommending alumni contacts. The Program reserves the right to reject any student-arranged internship. The overall internship program is coordinated by the Program, but individual interns are supervised by museum professionals at the host institution. Internships are generally funded 100% by the host institution, which should pay the student \$12.00 - \$15.00 per hour depending on the economy and cost of living in a given area. If a student elects an unpaid internship in an urban area, which has a significant public component, some funding may be available through CGP's Rural/Urban Partnership. Students pay tuition for the internship at the rate of one (1) semester hour.

Prerequisite: Open only to full-time CGP students.

Summer, required.

HMUS 581 Internship II**1-3 s.h.**

Internship II is an elective which offers students additional practical experience working at local museums and other cultural institutions. Students establish these internships in consultation with the Program Director and the Internship Supervisor and the host institution. They may be paid or unpaid. They require fifteen hours of supervised work and thirty hours of additional work for each semester hour.

Prerequisite: Open only to full-time CGP students.

Fall or Spring elective.

HMUS 639 Digital Technologies in Museums**3 s.h.**

Can I produce my own museum project? What are the current technologies for providing Braille or Captioning for museum outreach? How can technologies like IDigBio, Arium Technologies, Aurasma, and 3D printing help contextualize collections and programs for access to diverse audiences? Digital Projects for Museums will cover the most current digital technologies for use in the museum field, as well as a look forward to new technologies being developed for education and outreach, collections management, and other aspects of the museum profession. Basic programming skills will be covered to create simple iPad/Phone and Android applications for museum tours, virtual collections, webcasts/podcasts, online exhibitions, and more. This course is very hands-on and includes several small projects throughout the course, trialing and testing the limits of various technologies. Students will complete a final project in the form of an education/informational podcast, YouTube video, Virtual Fieldwork, iPad/Phone/Android application, virtual reality program, or other approved digital technology project.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

HMUS 698 Thesis or Special Project – Research**3 s.h.**

Students will complete a Thesis or Project based on original research. The suggested length of the thesis is fifty pages, exclusive of illustrations, appendixes, bibliography, etc. Projects involve a similar amount of research, but result in a different end product, such as an exhibition script or an interpretive program. Students choose an area of interest by the beginning of their second semester. For HMUS 698, students narrow the area of interest into a thesis topic; write a draft proposal; conduct a major portion of their research; and, by the end of the semester, submit a final proposal, chapter summary or outline, and a working bibliography.

Prerequisite: Open only to full-time CGP students.

Fall or Spring, required.

HMUS 699 Thesis or Special Project – Writing 3 s.h.

Students continue to work on their thesis or project, submitting a first draft early in the semester and a completed thesis by the end.

Prerequisite: Open only to full-time CGP students.

Fall or Spring, required.

Science Museum Studies Courses**SMUS 501 Collections, Acquisitions, Care and Management of Natural History and Science Collections 1 s.h.**

This course will cover the essential responsibilities of museum professionals for their museum's collections. Topics include collections planning, systematic collections, creating a meaningful collection, refining existing collections, creating new collections, as well as ethical and legal issues involved in these activities. Students will also gain knowledge and practical experience in cataloging, caring for, storing and housing objects for a variety of museum purposes including research, exhibition, programming and shipping. Special attention will be given to an understanding of the collection, care and management of wet specimens, natural history collections, human remains, and a brief overview of the management of living collections.

SMUS 525 Science and Society 3 s.h.

The Science and Society course explores some of the most pressing science issues facing the human condition today and considers how those issues can be discussed and interpreted through museum programs and exhibitions. Through lectures, readings, and discussions, the class explores such issues as climate change, alternative energy, genetic engineering, emerging infectious diseases, evolution, health, and the overall forecast for the human condition in the next several decades. Students will gain a greater appreciation of how science can inform policies that will shape our society, and the role that museums play as teachers of citizen science.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

SMUS 575 Science Museum Methods 3 s.h.

Museums and their collections are the scientific basis for our understanding of the past, the present, and also the future. These collections are inventories of our cultural, biological and geological heritage. Science Museums hold collections in a wide variety of disciplines including archeology, astronomy, physics, biology, entomology, botany, geology, herpetology, ichthyology, invertebrates, mammalogy, mycology, ornithology, palynology, paleontology, and zoology, among others. Understanding the history of various types of Science Museums - their culture and collections - is the aim of this course and will encompass collecting, conservation, mission statements, research and education value to society, project management, administration and regulations pertaining to Science Museum collections and materials. This course will cover a variety of readings, lectures, class discussions, a field trip, visits to scientific collection on campus and a practical lab experience.

Prerequisite: SMUS 525; permission of the instructor and the director is required for students not enrolled in CGP.

SMUS 580 Science Museum Internship 1 s.h.

Students are required to complete an internship of at least 8 weeks in a science museum or other science-related institution that interprets science to the public, during the summer between their first and second years in residence. The goal is to gain real-world experience. Interns undertake and complete a special project approved by the host museum and the Program and make periodic reports on their experiences. Students are responsible for finding their own internships, although the Program assists by informing them of opportunities. The Program reserves the right

to reject any student-arranged internship that does not meet the guidelines. Individuals are supervised and evaluated by museum professionals at the host institution and the internship supervisor.

Prerequisite: Open only to full-time CGP students and 6 s.h. of graduate level coursework.

SMUS 600 Science Learning 3 s.h.

This course comprises an exploration of science as a process of inquiry with a focus on the unifying concepts and processes of science. The history of science and its socially embedded nature will be explored. Students will participate in small-scale scientific research and analyze museum exhibitions in terms of how well they convey science as a process.

SMUS 690 Research I 3 s.h.

Students in Research I will develop competencies with laboratory procedures and protocols in order to be successful in the research lab environment. The course will be divided to achieve basic skills in lab procedures and protocols for chemistry, ecology (wet labs), micro and molecular biology, and physics, to give students an overview of each discipline's use of laboratory space. Students will achieve competency in following State, MSDS and OSHA safety standards and requirements, as well as competency in sterile technique, use of basic lab equipment (pipettes, aspirators, centrifuges, compound and dissecting/stereoscopic microscopes, etc.), sampling, and following, designing and writing research protocols.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

SMUS 695 Research II 3 s.h.

Research II will put into practice the skills learned in Research I and involve students in science labs at SUNY Oneonta and other partner institutions. Students will work in research laboratories in Earth Science, Biology, Chemistry, and Physics, as well as the Biological Field Station. Students will complete an individual project that reflects that lab's research, or that is part of an existing research project within the lab, and do a final report to contextualize the experimental process and results of the project.

Prerequisite: Permission of the instructor and the director is required for students not enrolled in CGP.

Music Courses**MUSC 505 Music in the Classroom 3 s.h.**

Develops practical music skills and explores ways of bringing music to the classroom. Students create resources both for using music as a reinforcement to other classroom activities and as a separate musical activity. A basic performance level is achieved on at least two primary instruments.

Prerequisites: GrS and permission of instructor.

MUSC 570 Advanced Performance 1-3 s.h.

Graduate-level individual or class study of vocal or instrumental repertoire. Particular emphasis placed on stylistic and artistic interpretation of music, based on mature musicianship and knowledge of correct performance practice. Presentation of a recital would be the normal outcome.

Prerequisites: GrS; audition, and permission of instructor. May be repeated for credit.

MUSC 580 Advanced Ensemble Performance 1-3 s.h.

Graduate-level study of selected musical works for both large and small instrumental and vocal ensembles. Particular emphasis placed on stylistic and artistic interpretation for the chosen medium through performance.

Prerequisites: GrS; audition, and permission of instructor. May be repeated for credit.

MUSC 588 Advanced Studies in Legal Issues in the Music Industry 3 s.h.

Students will brief cases, summarize contracts, write deal proposals, and do research in all facets of intellectual property, including electronic transmission of data. These cases and contracts will deal with copyright law, patent laws, competition litigation, music and entertainment case law, and other issues or agreements basic to the music industry. At least one major research paper required.

Prerequisites: GrS; 3 s.h. in legal issues of the music industry or permission of instructor.

MUSC 599 Independent Graduate Study: Music 1 s.h.

Special studies under department supervision for students who have shown unusual ability in music. May be continued for successive semester. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Philosophy Courses**PHIL 594 Graduate Special Topics in Philosophy 1-6 s.h.**

Advanced study of selected topics in philosophy.

Prerequisite: GrS.

PHIL 598 Graduate Seminar in Philosophy 1-6 s.h.

Small group explorations of classical and contemporary issues in philosophy.

Prerequisite: GrS.

PHIL 599 Independent Graduate Study: Philosophy 1-6 s.h.

Individualized study at a graduate level in topics not covered by regular course offerings. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

PHIL 699 Advanced Independent Study: Philosophy 1-6 s.h.

Individualized study at an advanced graduate level in topics not covered by regular course offerings. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

Physics and Astronomy Courses**Astronomy Course****ASTR 599 Independent Graduate Study: Astronomy 1-3 s.h.**

Independent studies under faculty supervision. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form and 6 s.h. of stars, galaxies and the solar system.

Physics Courses**PHYS 513 Quantum Mechanics 3 s.h.**

Basic theory of quantum physics, including the Schrodinger equation and its solution for various forms of potential function for one-, two-, and three-dimensional problems. Applications to atomic and nuclear systems and elementary particles. A paper on application of quantum mechanics will be submitted.

Prerequisites: GrS; 3 semesters of general physics, 1 semester of intermediate mechanics and 1 semester of elementary differential equations, completed or concurrent.

PHYS 520 Thermodynamics and Statistical Mechanics 3 s.h.

Examines thermodynamic systems and processes; four laws of thermodynamics, equations of state for ideal and real gases, and magnetic systems; internal energy, enthalpy, entropy and free energy, kinetic energy, and applications. Computers will be used to deal with statistical mechanics.

Prerequisites: GrS; 2 semesters of general physics and 12 credits of calculus.

PHYS 533 Electricity and Magnetism 3 s.h.

Vector calculus is used to study electric and magnetic fields and their interactions. Maxwell's Equations are used to study the nature of electromagnetic waves. Various DC and AC electrical circuits will be studied. A major research paper will be required.

Prerequisites: GrS; 2 semesters of general physics and 1 semester of intermediate mechanics.

PHYS 535 Applications of Electronics 4 s.h.

Analysis of circuits, including DC and AC circuits and problems involving transients. Operational amplifiers. Introduction to semiconductors, diodes, transistors, and digital logic. Laboratory experience. A major research project will be required.

Prerequisites: GrS; 2 semesters of general physics and 1 semester of differential equations.

PHYS 575 Biophysics and Health 3 s.h.

Covers molecular forces, energetic and statistical relationships in living cells, measurement and instrumentation including spectroscopy, physical aspects of muscles and nerves, radiobiology, imaging systems and information theory. A research paper must be developed to relate these concepts to the medical field.

Prerequisites: GrS; 2 semesters of general physics and permission of instructor.

PHYS 594 Graduate Special Topics in Physics 1-3 s.h.

Selected topics of current interest in Physics.

Prerequisites: GrS; 8 semester hours of advanced physics courses or permission of department and instructor.

PHYS 599 Independent Graduate Study in Physics 1-3 s.h.

Independent studies under faculty supervision. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form and 12 graduate s.h. at 3.00 GPA in physics or a closely related area.

Political Science Courses**POLS 594 Graduate Special Topics in Political Science 3 s.h.**

Detailed analysis of specific topics, issues, and/or developments in political science. Specific topic and instructor announced by preregistration.

Prerequisites: GrS and permission of instructor.

POLS 598 Graduate Seminar in Political Science 3 s.h.

A limited-enrollment seminar focusing on a specific topic in a subfield of political science. Working from a common core of readings, students complete specific research projects to be presented and discussed in class.

Prerequisites: GrS and permission of instructor.

POLS 599 Independent Graduate Study in Political Science 1-6 s.h.

Faculty-supervised individual studies of specific topics. Enrollment by completion of "Application for Graduate Independent Study" and registration forms in the Graduate Office.

Prerequisites: Degree graduate student and compliance with all other requirements as printed on the Graduate Independent Study form.

CHANCELLOR'S AWARDS AND BOARD MEMBERS

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Ashok S. Malhotra	Philosophy
Patrick H. Meanor	English
John H. Relethford	Anthropology

The State University Chancellor's Award for Excellence in Teaching

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Charlene Christie	2013-14	Psychology and Women's & Gender Studies
Gwen Crane	2004-05	English
Arthur F. Dauria	2000-01	Communication & Media
James R. Ebert	1992-93	Earth and Atmospheric Sciences
Todd D. Ellis	2014-15	Earth and Atmospheric Sciences
Cynthia G. Falk	2005-06	History Museum Studies
Julie D. Freeman	2005-06	History
Willard N. Harman	1974-75	Biology
Leslie Hasbargen	2013-14	Earth and Atmospheric Sciences
Karen Joest	2015-16	Human Ecology
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Richard E. Lee	2003-04	English
Ashok S. Malhotra	1993-94	Philosophy
Patrick H. Meanor	1995-96	English
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Daniel Payne	2011-12	English
Charles B. Ragozzine	2014-15	Math, Computer Science and Statistics
John H. Relethford	1994-95	Anthropology
Yolanda R. Sharpe	1993-94	Art
William M. Simons	2001-02	History
Kjersti VanSlyke-Briggs	2014-15	Secondary Education and Educational Technology
William Vining	2013-14	Chemistry and Biochemistry
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Renee Walker	2008-09	Anthropology
William S. Walker	2012-13	History Museum Studies
Stephen M. Walsh	2007-08	Management, Marketing & Information Systems

The State University Chancellor's Award for Excellence in Faculty Service

Jerome Blechman	2011-12	Earth & Atmospheric Sciences
Michael Koch	2013-14	Philosophy
Achim D. Köddermann	2004-05	Philosophy
Theresa J. Russo	2014-15	Human Ecology
John Schaumlöffel	2015-16	Chemistry and Biochemistry
William Simons	2012-13	History

The State University Chancellor's Award for Excellence in Librarianship

Mary Lynn Bensen	2005-06	Library
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The State University Chancellor's Award for Excellence in Scholarship & Creative Activities

Robert S. Barstow	2004-05	Music
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Gregory Fulkerson	2015-16	Sociology
Brian Haley	2013-14	Anthropology
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Gretchen S. Sorin	2001-02	Cooperstown Graduate Program

The State University Chancellor's Award for Excellence in Professional Service

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Monica Grau	2015-16	New Student Services
James Greenberg	2014-15	TLTC
Eileen M. McClafferty	2002-03	Academic Advisement
Kathleen Meeker	2012-13	Grants Development
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Thomas M. Rathbone	2007-08	Facilities
Elizabeth Tirado	2013-14	Finance and Administration

The State University Chancellor's Award for Excellence in Adjunct Teaching

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Cynthia Klink	2013-14	Anthropology

The State University Chancellor's Award for Excellence in Classified Service

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STATE UNIVERSITY OF NEW YORK

State University Plaza, Albany, New York 12246

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 State University of New York at Stony Brook

University Colleges

State University College at Brockport
 State University College at Buffalo
 State University College at Cortland
 State University Empire State College
 State University College at Fredonia
 State University College at Geneseo
 State University College at New Paltz
 State University College at Old Westbury
 State University College at Oneonta
 State University College at Oswego
 State University College at Plattsburgh
 State University College at Potsdam
 State University College at Purchase

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 State University Health Science Center at Syracuse

Colleges of Technology

State University College of Technology at Alfred
 State University College of Technology at Canton
 State University College of Agriculture and Technology at Cobleskill
 State University College of Technology at Delhi
 State University College of Agriculture and Technology at Morrisville

Specialized Colleges

State University College of Environmental Science and Forestry
 State University College of Technology at Farmingdale
 State University Maritime College
 State University College of Optometry
 State University Institute of Technology at Utica/Rome

Statutory Colleges

New York State College of Ceramics at Alfred University
 New York State College of Agriculture and Life Sciences at Cornell University
 New York State College of Human Ecology at Cornell University
 New York State School of Industrial and Labor Relations at Cornell University
 New York State College of Veterinary Medicine at Cornell University

Community Colleges

Adirondack Community College
 Broome Community College
 Cayuga County Community College
 Clinton Community College
 Columbia Greene Community College
 Corning Community College
 Dutchess Community College
 Erie Community College
 Fashion Institute of Technology at New York City
 Finger Lakes Community College
 Fulton-Montgomery Community College
 Genesee Community College
 Herkimer County Community College
 Hudson Valley Community College
 Jamestown Community College
 Jefferson Community College
 Mohawk Valley Community College
 Monroe Community College
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 North Country Community College
 Onondaga Community College
 Orange County Community College
 Rockland Community College
 Schenectady County Community College
 Suffolk County Community College
 Sullivan County Community College
 Tompkins Cortland Community College
 Ulster County Community College
 Westchester Community College

GENERAL STATEMENT – STATE UNIVERSITY OF NEW YORK

State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education.

When founded in 1948, the University consolidated 29 state-operated but unaffiliated institutions whose varied histories of service dated as far back as 1816.

Today, more than 467,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College. The State University enrolls 40 percent of all New York State high school graduates.

The distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world. Their efforts are regularly recognized in numerous prestigious awards and honors, including the Nobel Prize.

State University's research contributions are helping to solve some of today's most urgent problems. State University researchers pioneered nuclear magnetic resonance imaging and the supermarket bar code scanner, introduced time-lapse photography of forestry subjects and isolated the bacteria that causes Lyme disease.

The University's program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs and Educational Opportunity Centers, has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education.

The 30 locally-sponsored two-year community colleges offer local citizens programs that are directly and immediately job-related as well as degree programs that serve as job-entry educational experience or a transfer opportunity to a baccalaureate degree at a senior campus.

In 2004, the Governor and the Legislature approved a second multi-year, \$1.8 billion capital construction program for the University. The first plan, adopted in 1998 provided \$2 billion in capital investments in the University system. This investment in critical maintenance will protect the University's infrastructure and enable the University to keep pace with modern technology for the benefit of students and faculty.

In 1995, the Board of Trustees developed the document *Rethinking SUNY*, in response to a call from the Legislature for a "multi-year, comprehensive system wide plan to increase cost efficiency."

Underlying *Rethinking SUNY* is the theme of increasing efficiency by empowering campuses to manage directly more of their academic and financial affairs and by eliminating disincentives to the prudent use of campus and system resources.

State University's involvement in the health science education is extensive. Hundreds of thousands of New York's citizens are served each year by faculty and students in University hospitals, clinics or affiliated hospitals. The University's economic development services programs provide research, training and technical assistance to the state's business and industrial community. State University libraries, which support teaching and research activities, are an important community resource.

State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University's motto is: "To Learn—To Search—To Serve."

MISSION AND VISION

Mission

SUNY Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community.

Vision

Our College strives to be a leader in:

- Teaching with distinction and innovation through diverse academic programs grounded in the liberal arts and enhanced by technology, scholarship, and service;
- Engaging students in exceptional learning experiences, within and beyond the classroom;
- Nurturing the development of individuals who contribute to local and global communities;
- Building an increasingly diverse, welcoming, and inclusive campus community; and
- Operating sustainably for the well-being of our College, community, and planet.

Values

Our core values provide the foundation for all that the College does:

- Excellence in teaching, learning, and scholarship
- Student engagement
- A liberal arts foundation
- An inclusive community
- Global connectedness
- Stewardship

Distinctiveness

Our College is distinguished by the following attributes:

- A reputation as an excellent academic institution with a strong commitment to teaching and learning
- High levels of participation, involvement, and engagement on the part of students
- High level of participation in service by faculty, students, and staff
- An environment with distinctly positive physical and psychological characteristics

DIRECTORY OF FACULTY AND PROFESSIONAL STAFF

General Administration

Nancy Kleniewski, *President of the College*

A.B., Emmanuel College;
M.A., Ph.D., Temple University

Paul J. Adamo, *Vice President for College Advancement & Executive Director, College Foundation*

B.A., SUNY Oneonta;
M.A., SUNY Empire State College

Maureen P. Artale, *College Registrar*

B.S., SUNY Oneonta;
M.A., State University of New York, Empire College
The State University Chancellor's Award for Excellence in Professional Service, 2014-2015

Lynda D. Bassette-Farone, *Director of Office of Special Programs*

B.A., Hartwick College;
M.A., State University of New York at Albany
The State University Chancellor's Award for Excellence in Professional Service, 2010-2011

Amy L. Benedict, *Director of Career Development and Student Employment*

B.A., Elmira College; M.A., Boston College; Ed.D., University of Pennsylvania

Mary Lynn Bensen, *Head of Reference and Instruction, Library*

B.A., Rockford College; M.A. in L.S., Rosary College;
M.A., SUNY Oneonta;
Ph.D., State University of New York at Binghamton
The State University Chancellor's Award for Excellence in Librarianship, 2005-2006

Lesley A. Bidwell, *Director, ITS Networking and Telecommunications*

B.A., SUNY Oneonta

Philip S. Bidwell, *IT Specialist, Facilities*

B.S., M.S., SUNY Oneonta

Ellen M. Blaisdell, *Director of Gift Planning*

B.A., Tufts University

Jan Bowers, *Dean, School of Education and Human Ecology*

B.S., M.S., Central Washington University; Ph.D., Kansas State University

Colleen E. Brannan, *Senior Assistant to the President*

B.S., M.S.Ed., SUNY Oneonta

Karen A. Brown, *Director of Admissions,*

The State University Chancellor's Award for Excellence in Professional Service, 2006-2007
B.S., SUNY Oneonta;
M.A., New York University

Daniel Chambers, *Chief, University Police*

B.S. Elmira College

Franklin Chambers, *Vice President for Student Development*

B.A., California State;
Med., PhD., Howard University

Susan S. Clemons, *Controller*

B.A., SUNY Oneonta

Linda M. Drake, *Director of the Center for Social Responsibility and Community*

B.S., SUNY Oneonta

Graig Eichler, *Assistant Director, Business Services*

B.S., SUNY College at Cortland; M.A., Western Kentucky University

Melissa Fallon-Korb, *Director, Counseling and Health Center*

B.A., Livingston College, Rutgers University;
M.A., Ed.M., Teachers College, Columbia University;
Ph.D., State University of New York at Albany

Todd D. Foreman, *Vice President for Finance and Administration*

A.A.S., Mohawk Valley Community College;
B.S., M.S., SUNY Institute of Technology at Utica/Rome

Alison Fugit, *Director, CADE*

B.A., M.A., SUNY New Paltz

David W. Geasey, *Director of Creative Media Services*

A.A.S., SUNY College at Alfred;
B.A., University of Northern Colorado

Marita Gilbert, *Director, Gender & Sexuality Resource Center*

B.A., Auburn University;
M.A., PhD., Michigan State University

Clyde W. Goodhue, *Director of Financial Aid*

B.S., Syracuse University;
M.B.A., Sage Graduate School

Monica C. Grau, *Director of New Student Services*

B.S., SUNY Oneonta;
M.A., New York University

James B. Greenberg, *Director, ITS Teaching, Learning & Technology Center*

B.A., SUNY Oneonta

William G. Harclerod, *Director of Campus Activities*

B.A., M.S.Ed., University of Rochester

Timothy Hayes, *Senior Advancement Officer, College Advancement*

A.B., Bowdoin College
M.A., SUNY Empire State College

Kevin Jensen, *Associate Vice President for Enrollment Services*

B.A., M.B.A., Northwest Nazarene University

Karlis Kaugars, *Chief Information Officer*

B.A., Kalamazoo College; M.S., Ph.D., New Mexico State University

Christine L. Krueger, *Payroll Manager*

B.S., Keuka College

Vernon Larson, *Director, International Education*

B.A. Gordon College; M.A., Michigan State University; Ph.D. Kansas State University

Hal Legg, *Executive Director of Communications*

B.A., SUNY Geneseo; M.P.A. SUNY Brockport

Craig J. Levins, *Director, Students with Disabilities*

B.A., Elmira College;
M.A., Antioch New England Graduate School

Laura M. Lincoln, *Director of Alumni Engagement*

B.A., M.S., Syracuse University

Diane Loveland, *Director, Foundation Finance*

B.A., SUNY Oneonta

Michele E. Luetzger, *Director of Residential Community Life*

B.S., SUNY College at Geneseo;
M.S., State University of New York at Albany

James Mackin, *Provost and Vice President for Academic Affairs*

B.S., M.S., University of Michigan; Ph.D., University of Chicago

Steven J. Maniscalco, *Director, ITS Customer Support*

B.S., SUNY Oneonta

Eileen M. McClafferty, *Director of Academic Advisement*

The State University Chancellor's Award for Excellence in Professional Service, 2002-2003
B.A., University of Notre Dame;
M.P.A., State University of New York at Albany

Deborah L. McClenon, *Director, ITS Servers & Applications*
A.S., SUNY College at Delhi;
B.S. SUNY Institute of Technology at Utica/Rome

Kathleen L. Meeker, *Director, Grants Development Office*
B.A., SUNY Oneonta

Patrick Mente, *Director of Graduate Studies*
B.S., Mansfield University; M.S., SUNY Binghamton

Lisa Miller, *Communications Specialist*
B.A., Tufts University

Terrence Mitchell, *Chief Diversity Officer*
BA, Med, University of Central Oklahoma

Eileen Morgan-Zayachek, *Associate Provost for Academic Programs*
B.A., Colgate University; M.A., Ph.D., Indiana University

Charles O'Bryan, *Director of Libraries*
B.S. Brigham Young University, M.S., Southern Connecticut State University; M.L.S. SUNY Albany

Rebecca A. Porter-O'Donnell, *College Accountant*
A.A.S., SUNY College at Cobleskill; B.S., SUNY Oneonta

Tracey M. Ranieri, *Director of Athletics*;
The State University Chancellor's Award for Excellence in Professional Service, 2003-2004
B.S., Ithaca College; B.S., Binghamton University; M.S., East Stroudsburg University

Thomas M. Rathbone, *Associate Vice President for Facilities*
The State University Chancellor's Award for Excellence in Professional Service, 2007-2008
B.S., U.S. Naval Academy

Joao Sedycias, *Dean, School of Arts & Humanities*
BA, MA, PhD, SUNY Buffalo

Venkat Sharma, *Dean, School of Natural & Mathematical Sciences*
B.S., M.S., Sri Venkateswara University; Ph.D., University of Madras, India

Gretchen S. Sorin, *Director, The Cooperstown Graduate Program; Professor; SUNY Distinguished Service Professor*
B.A., Douglass College, Rutgers University;
M.A., SUNY Oneonta
Ph.D., State University of New York at Albany

Denise A. Straut, *Director, Business Affairs, Sponsored Programs Administration*
A.A., Edison Community College;
B.S., SUNY Oneonta;
M.B.A., State University of New York at Binghamton

Michele W. Thibault, *Director of Continuing Education and Summer Session*
B.A., SUNY College at Oswego; M.S., SUNY College at Buffalo

Robert R. Thibault, *Director of Student Activities/Student Union*
B.S., Western Michigan University;
M.S., Indiana State University

Terri L. Thomas, *Manager, Procurement & Travel*
B.S., University of Redlands

Wade Thomas, *Associate Provost, Institutional Assessment*
B.A., University of Pittsburgh; M.S., Pittsburgh State University
Ph.D., University of Nebraska

Faith Tieman, *Director, Center for Multicultural Experience*
B.A., Hartwick College; M.B.A., SUNY Empire State

Elizabeth M. Tirado, *Director, Business Services*

B.A., Hartwick College
The State University Chancellor's Award for Excellence in Professional Service, 2013-14

Susan Turell, *Dean, School of Social Science*
B.A., University of Texas at Austin; M.Ed., Ph.D., University of Houston

Barry P. Warren, *Associate Vice President for College Advancement*
B.A., The Catholic University of America;
M.A., Columbia University;
Ph.D., University of Connecticut

Kathleen Webster, *Assistant to the President*
B.S., SUNY Oneonta

Lisa M. Wenck, *Senior Executive Employee Services Officer*
A.A.S., Herkimer County Community College;
B.S., SUNY Oneonta

David Yen, *Dean, Economics and Business*
B.S., M.B.A., Central State University; Ph.D. University of Nebraska

Terry A. Zimmer, *Director, Maintenance, Administration*
A.S., Broome Community College; B.S., SUNY Binghamton

Library Services

Lois M. Baldwin, *Instructional Support Associate*
B.S., SUNY Oneonta;
M.S., Texas Woman's University

Heather J. Beach, *Associate Librarian*
B.A., M.L.S., Syracuse University

Mary Lynn Bensen, *Head of Reference & Instruction Librarian*
The State University Chancellor's Award for Excellence in Librarianship, 2005-2006
B.A., Rockford College;
M.A. in L.S., Rosary College; M.A., SUNY Oneonta;
Ph.D., State University of New York at Binghamton

Molly Brown, *Senior Assistant Librarian*
BA, Mount Holyoke College;
MA, Simmons College, Library Science

Cheng Cheng, *Senior Assistant Librarian*
A.A., B.A., Lingnan University, Hong Kong;
M.L.S., SUNY Buffalo

James Coan, *Head of Bibliographic and Digital Services*
B.A., M.A., M.L.S., Rutgers University

Robin English, *Instructional Support Technician*
B.S., Keene State College

James Friery Jr., *Instructional Support Assistant*
B.A., Union College; M.L.S. University Albany

Andrea F. Gerberg, *Head of Access Services*
B.A., M.L.S., SUNY College at Geneseo

Michelle Hendley, *Librarian*
B.A., Queens University, Canada;
M.A., McMaster University, Canada;
M.I.St., University of Toronto, Canada

Eunkyoung Lee, *Senior Assistant Librarian*
B.L.S., B.A., Duksung Women's University
M.A. in Library & Info Science, University of Arizona

Nancy J. Meade, *Instructional Support Assistant*
B.S., SUNY Oneonta

Jodi Oaks, *Senior Assistant Librarian*
B.S., SUNY Oneonta;
M.S. in Information and Library Science, SUNY Buffalo

Charles O' Bryan, *Director of Libraries*
 B.S., Brigham Young University;
 M.S. Southern Connecticut State University;
 M.L.S., SUNY Albany

Lyndsie Robinson, *Senior Assistant Librarian*
 B.A. Hartwick College;
 M.L.S. State University of New York at Albany

Full-Time Graduate Faculty

(Alphabetical Listing)

Allen, Tracy H., *Associate Professor, Geography and Environmental Sustainability; The State University Chancellor's Award for Excellence in Teaching, 2003-2004*
 B.A., M.S., George Mason University;
 Ph.D., Oregon State University

Allison, Donald, *Assistant Professor, Mathematics, Computer Science & Statistics*
 B.S., Bethany Nazarene College;
 M.S., National Technological University;
 M.S., University of Illinois;
 Ph.D., Georgia Institute of Technology

Alexander, Brian, *Visiting Professor, Cooperstown Graduate Program*
 B.A., M.A., University of Illinois-Springfield

Anderson, Sven H., *Associate Professor, Art*
 B.F.A., University of Hawaii;
 M.F.A., Cranbrook Academy of Art

Anekstein, Alyse M., *Assistant Professor, Educational Psychology, Counseling and Special Education*
 B.A. University at Albany;
 M.S. University of Nevada, Las Vegas; Ph.D. Idaho State University

Angell, Katherine G., *Associate Professor, Human Ecology*
 B.A., Simmons College;
 M.Ed., Ed.D., University of Minnesota

Antwi, Janet, *Assistant Professor, Human Ecology*
 B.S., Kwame Nkrumah University; M.S., SDA Bocconi School of Management; Ph.D., Florida International University

Applin, Samantha, *Lecturer, Sociology*
 B.A., St. Joseph's College; Ph.D., State University of New York at Albany

Arango, Gustavo, *Associate Professor, Foreign Languages & Literatures*
 B.A., U.P.B. Medellin, Colombia;
 M.A., Ph.D., Rutgers University

Ashbaugh, William B., *Professor, History*
 The State University Chancellor's Award for Excellence in Teaching, 2007-2008
 B.A., University of California, San Diego;
 M.A., San Diego State University;
 Ph.D., Temple University

Avery, Leanne, *Associate Professor, Elementary Education and Reading*
 M.S., State University College, Albany;
 M.S.Ed., Ph.D., Cornell University

Bachman, Nancy J., *Associate Professor, Biology*
 B.A., Macalester College;
 Ph.D., The University of Michigan

Bagby, John, *Associate Professor, Theatre*
 B.A., University of Northern Iowa;
 M.F.A., University of Texas, Austin

Banks, Dennis, *Professor, Secondary Education and Educational Technology*
 B.A., John Hopkins University;
 M.A.T., Jacksonville University;
 Ph.D., University of Florida

Barberio, Richard, *Associate Professor, Political Science*
 B.S., SUNY Oneonta;
 M.A., Ph.D., Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany

Barstow, Robert, *Professor, Music; The State University Chancellor's Award for Excellence in Scholarship and Creative Activities, 2004-2005*
 B. of Music, Fort Hays Kansas State College;
 M.A., Ph.D., The Ohio State University

Bastiaans, Elizabeth, *Assistant Professor, Biology*
 B.A., University of Chicago; Ph.D., University of California, Santa Cruz

Bauer, Paul, *Assistant Professor, Economics, Finance and Accounting*
 B.A., Texas Christian University; Ph.D., University of North Carolina at Chapel Hill

Beal, Thomas, *Assistant Professor, History*
 B.A., University of Tennessee;
 M.A., Ph.D., State University of New York at Stony Brook
 The State University Chancellor's Award for Excellence in Teaching, 2015-2016

Beitzel, Brian, *Professor, Educational Psychology, Counseling and Special Education*
 The State University Chancellor's Award for Excellence in Teaching, 2008-2009
 B.S., Colorado State University, Pueblo;
 M.S., Ph.D., University of Wisconsin, Madison

Bennett, Jacqueline, *Assistant Professor, Chemistry & Biochemistry*
 B.S., West Virginia University;
 M.S., Ph.D., University of California

Bernardin, Susan K., *Professor, English; The State University Chancellor's Award for Excellence in Scholarship and Creative Activities, 2012-2013*
 B.A., Princeton University;
 M.A., Ph.D., University of California, Santa Cruz

Betsinger, Tracy, *Associate Professor, Anthropology*
 B.A., University of North Dakota;
 M.A., University of Tennessee;
 Ph.D., The Ohio State University

Bielert, Craig F., *Professor, Psychology; The State University Chancellor's Award for Excellence in Teaching, 1999-2000*
 B.A., Wabash College;
 Ph.D., Michigan State University

Bischoff, Paul J., *Professor, Secondary Education and Educational Technology*
 B.S., Monmouth College;
 Ed.D., Columbia University

Black, Suzanne, *Associate Professor, English*
 A.B., A.M., University of Chicago;
 Ph.D., University of Michigan

Blau, Julia J.C., *Assistant Professor, Psychology*
 B.A., Ph.D., University of Connecticut

Blechman, Jerome B., *Professor, Earth and Atmospheric Sciences*
 B.S., New York University;
 M.S., Ph.D., University of Wisconsin, Madison
 The State University Chancellor's Award for Excellence in Teaching, 1990-1991

- The State University Chancellor's Award for Excellence in Faculty Service, 2011-2012
- Blinne, Kristen C., *Assistant Professor, Communication & Media*
B.A., Goddard College; M.A. Universiteit Van Amsterdam
Ph.D., University of South Florida
- Bottomley, Andrew, *Assistant Professor, Communication & Media*
B.A., Hunter College of the City University of New York; M.A., University of Wisconsin; Ph.D., University of Wisconsin
- Bouman, Nathaniel, *Assistant Professor, Communication & Media*
B.A., Vassar College;
M.F.A., Columbia University
- Bridgers, Leah, *Assistant Professor, Mathematics, Computer Science & Statistics*
B.A., Hamilton College;
M.S., Ph.D., Syracuse University
- Brown, Jonathan, *Assistant Professor, Mathematics, Computer Science and Statistics*
B.S. Virginia Tech;
M.S., Ph.D., University of Oregon
- Brown, Michael J., *Assistant Professor, Psychology*
B.A., John Jay College of Criminal Justice (CUNY);
M.A., Ph.D., Brooklyn College (CUNY)
- Brunstad, Keith, *Assistant Professor, Earth and Atmospheric Science*
B.S., University of Puget Sound;
Ph.D., Washington State University
- Bruscella, Jacqueline, *Assistant Professor, Communication & Media*
B.A., LaFayette College; M.A., Hofstra University; Ph.D., University of Oklahoma
- Buchan, Howard, *Associate Professor, Economics, Finance & Accounting*
B.A., M.B.A., University of Windsor;
Ph.D., State University of New York at Binghamton
- Buckler, Carlyn S., *Assistant Professor, Cooperstown Graduate Program*
B.S. California State University, East Bay;
Ph.D. University of Missouri, Columbia
- Bueche, Jennifer L., *Professor, Human Ecology*
B.S., SUNY Oneonta;
M.S., C.W. Post Long Island University;
Ph.D., Syracuse University
- Callahan, Nancy J., *Professor, Art; The State University Chancellor's Award for Excellence in Teaching, 2000-2001*
B.A., SUNY Oneonta;
M.F.A., Syracuse University
- Carter, Paul S., *Assistant Professor, Music*
B.A., Allegheny College; M.M., University of Massachusetts;
Ph.D., University of Cincinnati
- Chen, Fan, *Assistant Professor, Economics, Finance and Accounting*
B.A., M.A., Xiamen University, China
M.S., Singapore Management University, Singapore
Ph.D. University of Oklahoma
- Chen, Kai, *Assistant Professor, Economics, Finance and Accounting*
B.E., Huazhong University of Science & Technology; Wuhan, China
M.A., Renmin University of China; Beijing, China
Ph.D. Sheldon B. Lubar School of Business, University of Wisconsin-Milwaukee.
- Chiang, Joseph F., *Professor, Chemistry & Biochemistry*
B.S., Tunghai University, China;
M.S., Ph.D., Cornell University
- Chiang, Shiaoyn, *Associate Professor, Communication & Media*
M.A., Yunnan University;
M.A., Duquesne University;
M.A., Ph.D., State University of New York at Albany
- Chiweshe, Annacleta, *Associate Professor, Human Ecology*
B.Ed., University of Zimbabwe;
M.Sc., Ph.D., University of Nebraska
- Choi, Yun-Jung, *Associate Professor, Human Ecology*
M.S., Ph. D., Iowa State University
- Christie, Charlene, *Associate Professor, Psychology*
B.A., Bard College;
M.A., Ph.D., State University of New York at Albany
The State University Chancellor's Award for Excellence in Teaching, 2013-14
- Chryst, Carolyn, *Assistant Professor, Elementary Education & Reading*
B.A., George Mason University;
M.Ed., Ph.D., University of Toledo
- Comerford, Doreen, *Assistant Professor, Psychology*
B.A., Hartwick College;
M.A., University of Hartford;
Ph.D., Kansas State University
- Compton, Robert W., *Professor, Africana and Latino Studies and Political Science*
B.A., Bowie State University;
M.A., Bowling Green State University;
M.P.A., Ph.D., State University of New York at Binghamton
- Crane, Gwen E., *Professor, English; The State University Chancellor's Award for Excellence in Teaching, 2004-2005*
B.A., University of California, Los Angeles;
Ph.D., Princeton University
- Cui, Jian, *Assistant Professor, Art*
B.F.A., The Central Academy of Fine Arts, Beijing, China;
M.A., Savannah College of Art and Design;
M.F.A., Pennsylvania State University
- Curch, Lisa, *Associate Professor, Sociology*
B.A., Hollins University;
M.A., University of South Florida;
Ph.D., University of Kentucky
- Currier, Nancy, *Lecturer, Elementary Education and Reading*
M.S., SUNY Plattsburgh
- Dauria, Arthur F., *Professor, Communication & Media; The State University Chancellor's Award for Excellence in Teaching, 2000-2001*
B.S., M.A., Ph.D., The Pennsylvania State University
- Day, Janet, *Assistant Professor, Political Science*
B.A., Hope College;
M.A., Ph.D., Purdue University
- Dean, Carol S., *Associate Professor, Secondary Education and Educational Technology*
B.A., University of Nebraska at Kearney;
M.A., Ed.D., State University of New York at Binghamton
- Dixon, Benjamin, *Associate Professor, Geography and Environmental Sustainability*
B.A., Shippensburg University;
M.A., University of Kansas;
Ph.D., University of Oklahoma
- Doughty, Amie A., *Associate Professor, English*
B.A., Ripon College;
M.A., Indiana State University; Ph.D., University of Oklahoma
- Dowdell, Mary A., *Assistant Professor, Human Ecology*
B.S., Kent State University;
M.S., The Ohio State University;
Ph.D., Syracuse University

- Dphrepauzez, Omar, *Assistant Professor, Africana and Latino Studies/History*
B.A. Humboldt State University, M.A., Ph.D., University of Connecticut
- Ebert, James R., *Distinguished Teaching Professor, Earth and Atmospheric Sciences*;
The State University Chancellor's Award for Excellence in Teaching, 1992-1993
B.S., SUNY College at Fredonia;
Ph.D., State University of New York at Binghamton
- Falk, Cynthia G., *Professor, Cooperstown Graduate Program; The State University Chancellor's Award for Excellence in Teaching, 2005-2006*
B.A., The Pennsylvania State University;
M.A., Ph.D., University of Delaware
- Fall, Leigh M., *Assistant Professor, Earth and Atmospheric Sciences*
B.S., University of New Mexico; M.S., Indiana University; Ph.D., Texas A&M University
- Faux, Michael, *Associate Professor, Physics & Astronomy*
B.S., The Pennsylvania State University;
Ph.D., University of Pennsylvania
- Feliciano-Ortiz, Raul, *Lecturer, Communication & Media*
B.A., University of Puerto Rico; M.A., Sacred Heart University
Ph.D., University of Western Ontario
- Feng, Jie, *Assistant Professor, Management, Marketing and Information Systems*
B.A., Zhejiang University; M.A., University of Alabama, Birmingham;
Ph.D., University of Wisconsin - Milwaukee
- Ferrara, Mark, *Associate Professor, English*
B.G.S., M.A., Virginia Commonwealth University;
Ph.D., University of Denver
- Fielhaber, Jill, *Assistant Professor, Biology*
B.S., Concordia University/College of Alberta; Ph.D., McGill University
- Fieni, David, *Assistant Professor, Foreign Languages and Literatures*
B.A., University of California at Berkeley
Ph.D., University of California at Los Angeles
- Finin, Kathryn, *Associate Professor, English*
B.A., M.A., SUNY Oneonta;
Ph.D., State University of New York at Binghamton
- Flynn, Lisa, *Associate Professor, Economics, Finance & Accounting*
B.A., Ithaca College;
M.S., Ph.D., State University of New York at Binghamton
- Foley-Deno, Christine, *Assistant Professor, Economics Finance and Accounting*
AAS, Hudson Valley Community College
B.S., Russell Sage College
M.S., Potsdam State University of New York
M.B.A., Clarkson University
- Frank, Gwen, *Assistant Professor, Elementary Education and Reading*
B.S., M.Ed., Southwest Texas State University; Ed.D., University of Houston
- Freeman, Julie, *Assistant Professor, History; The State University Chancellor's Award for Excellence in Teaching, 2005-2006*
B.A., Brock University, Ontario, Canada;
M.A., Ph.D., State University of New York at Buffalo
- French, Paul, *Associate Professor, Physics & Astronomy*
B.A., B.S., Boston University;
Ph.D., Cornell University
- Fuller, Trevor, *Assistant Professor, Geography and Environmental Sustainability*
B.S., Purdue University; M.A., Indiana State;
Ph.D., University of Illinois at Urbana-Champaign
- Gallagher Jr., Hugh A., *Associate Professor, Physics & Astronomy*
B.A., College of the Holy Cross;
Ph.D., Boston College
- Gallagher, Kelly, *Associate Professor, Chemistry & Biochemistry*
B.S., Boston College;
Ph.D., University of Pennsylvania
- Gallup, Andrew, *Assistant Professor, Psychology*
B.A., State University of New York at Albany;
Ph.D., Binghamton University
- Gardner, John W., *Associate Professor, Communication & Media*
B.A., St. Vincent College;
M.A., Pittsburgh State University;
Ph.D., The Pennsylvania State University
- Geisler, Heike, *Assistant Professor, Chemistry and Biochemistry*
B.S., M.S., Ph.D., Ruhr Universität
- Gibbins, Thor, *Assistant Professor, Secondary Education*
B.A. University of Utah
M.A. Ed., California State University
Ph.D. University of Maryland
- Godek, Melissa, *Assistant Professor, Earth and Atmospheric Sciences*
B.A., Syracuse University;
M.S., Ph.D., University of Delaware
- Goutziers, Constant J., *Professor, Mathematics, Computer Science & Statistics*
M.S., Ph.D., Delft University of Technology, The Netherlands
- Green, Michael K., *Professor, Philosophy*
B.A., University of Kansas, Lawrence;
Ph.D. University of Chicago
- Hadsell, Lester, *Assistant Professor, Economics, Finance & Accounting*
A.A.S., SUNY College at Cobleskill;
B.A., M.A., State University of New York at Albany;
Ph.D., Rensselaer Polytechnic Institute
- Haley, Brian D. *Professor, Anthropology*
B.A., M.A., Ph.D., University of California, Santa Barbara
The State University Chancellor's Award for Excellence in Scholarship & Creative Activities. 2013-14
- Hamlin, Dawn, *Associate Professor, Educational Psychology, Counseling and Special Education*
B.A., St. Lawrence University;
M.S., Le Moyne College;
Ph.D., The Pennsylvania State University
- Han, Sallie S., *Associate Professor, Anthropology*
B.A., Williams College;
M.A., Ph.D., University of Michigan
- Harder, Mette, *Associate Professor, History*
B.A., University of Stirling, UK;
M.A., Ph.D., University of York, UK
- Harman, Willard N., *Distinguished Service Professor, Biology; Endowed Chair: Rufus J. Thayer Chair for Otsego Lake Research; The State University Chancellor's Award for Excellence in Teaching, 1974-1975*
B.S., State University of New York College of Forestry;
Ph.D., Cornell University
- Harper, April, *Associate Professor, History*
B.A., University of Colorado;
M.Litt., Ph.D., University of St. Andrews

- Hasbargen, Leslie, *Associate Professor, Earth and Atmospheric Sciences*
B.S., University of California, Santa Barbara;
Ph.D., University of Minnesota, Twin Cities
The State University Chancellor's Award for Excellence in Teaching, 2013-2014
- Hecht, Roger, *Associate Professor, English*
B.A., University of Maryland;
M.F.A., University of Arizona;
Ph.D., Syracuse University;
- Heilveil, Jeffrey, *Associate Professor, Biology*
B.S., University of Michigan, Ann Arbor;
M.S., Ph.D., University of Illinois, Urbana-Champaign
- Heindl, Brett, *Associate Professor, Political Science*
B.A., Ithaca College;
M.A., Ph.D., Syracuse University
- Helser, Terry L., *Professor, Chemistry & Biochemistry*
B.A., Manchester College;
Ph.D., University of Wisconsin, Madison
- Hendley, Matthew C., *Professor, History*
B.A., Queen's University, Canada;
M.A., McGill University, Canada;
Ph.D., University of Toronto, Canada
- Hill, Donald R., *Professor, Africana & Latino Studies/Anthropology*
B.A., Pomona College;
M.A., San Francisco State University;
Ph.D., Indiana University
- Hilpert, Kirsten, *Associate Professor, Human Ecology*
B.S.c., Indiana University of Pennsylvania;
Ph.D., The Pennsylvania State University
- Hovis, George, *Associate Professor, English*
B.S., North Carolina State;
M.A., Ph.D., University of North Carolina at Chapel Hill
- Iyer, Nithya, *Associate Professor, Educational Psychology, Counseling and Special Education*
B.S., Bangalore University;
M.Ed., Ed.D., University of Cincinnati
- Jaklitsch, Maizy, *Lecturer, Educational Psychology, Counseling and Special Education*
M.S. Ed., SUNY Oneonta
C.A.S., SUNY Oneonta
A.G.C., Stony Brook University
- Jean-Charles, Alex, *Assistant Professor, Education*
B.S. CUNY, M.S. Virginia Tech; Ph.D., University of Illinois at Urbana-Champaign
- Joest, Karen S., *Associate Professor, Human Ecology; The State University Chancellor's Award for Excellence in Teaching, 2015-2016*
B.S., Indiana State; M.S., Chaminade University; Ph.D., Virginia Polytechnic Institute and State University
- Johnson, Kenneth A., *Associate Professor, Geography and Environmental Sustainability*
B.A., Hunter College;
M.R.P., Ph.D., Syracuse University
- Jones, Keith, *Assistant Professor, Mathematics, Computer Science and Statistics*
A.S. Ulster County Community College
B.S./M.S. Rochester Institute of Technology
Ph.D. Binghamton University
- Kahl, Andrew, *Assistant Professor, Theatre*
B.A., St. Mary's College of Maryland;
M.F.A., University of Minnesota
- Kalikanda, Jane, *Lecturer, Chemistry and Biochemistry*
B.S., University at Nairobi; Ph.D., Binghamton University
- Kamburowska, Grazyna, *Associate Professor, Mathematics, Computer Science & Statistics*
M.S., Wroclaw Technical University, Poland;
M.S., Ph.D., Bowling Green State University
- Kamina, Penina, *Associate Professor, Elementary Education and Reading*
B.Ed., M.Ed., Kenyatta University;
Ph. D., Syracuse University
- Kazas-Pontisakos, Angeliki, *Associate Professor, Mathematics, Computer Science & Statistics*
B.A., Pace University;
Ph.D., State University of New York at Albany
- Keegan, Christopher W., *Assistant Professor, Philosophy*
B.A., Union College;
M.A., Ph.D., State University of New York at Buffalo
- Keel, Gina, *Associate Professor, Political Science*
A.A., American River College;
B.A., University of California, Berkeley;
Ph.D., Brandeis University
- Kim, Ashley, *Assistant Professor, Human Ecology*
B.S., Yonsei University, South Korea; M.A., California State University; Ed.D., Argosy University Seattle
- Knudsen, Toke, *Associate Professor, Mathematics, Computer Science & Statistics*
B.Sc., M.Sc., University of Copenhagen, Denmark;
Ph.D., Brown University
- Koch, Michael P., *Associate Professor, Philosophy*
B.A., Bard College;
D.A., State University of New York at Albany
- Koeddermann, Achim D., *Associate Professor, Philosophy;*
The State University Chancellor's Award for Excellence in Faculty Service, 2004-2005
B.A., Gutenberg-Gymnasium, Wiesbaden, Germany;
M.A., Ph.D., Johannes-Gutenberg-Universität, Mainz, Germany
- Labroo, Sunil, *Associate Professor, Physics & Astronomy*
M.Tech., Indian Institute of Technology;
M.S., Ph.D., Southern Illinois University
- LaFrance, Ronald, *Associate Professor, Educational Psychology, Counseling and Special Education*
B.S.E.d., Worcester State College;
M.Ed., Ed.D., University of Massachusetts
- Lascell, Wendy, *Assistant Professor, Geography and Environmental Sustainability*
B.S., SUNY Oneonta;
M.S., Oregon State University;
Ph.D., Rutgers, State University of New Jersey
- Lassonde, Cynthia A., *Professor, Elementary Education and Reading; The State University Chancellor's Award for Excellence in Teaching, 2009-2010*
B.S., College of Arts and Sciences, Plattsburgh;
M.S., Ph.D., State University of New York at Albany
- Lavin, Melissa F., *Assistant Professor, Sociology*
B.A., University of Colorado - Boulder;
M.S., Southern Connecticut State University;
Ph.D., University of Connecticut
- Lawrence, Elaine M., *Associate Professor, Secondary Education and Educational Technology*
B.A., M.S., State University College, Oneonta;
Ph.D., Nova Southeastern University
- Lee, Ji Young, *Assistant Professor, Human Ecology*
B.S./, M.A. Ewha Womans University, South Korea
Ph.D., University of Minnesota
- Lee, Richard E., *Professor, English; The State University Chancellor's Award for Excellence in Teaching, 2003-2004*

- B.A., M.A., SUNY Oneonta;
Ph.D., Rutgers University
- Lentz, Vicky, *Assistant Professor, Biology*
B.S., University of Delaware;
Ph.D., University of Pennsylvania
- Leon, Miguel, *Associate Professor, History*
B.A., San Marcos University, Lima-Peru;
M.A., Ph.D., Columbia University
- Leung, Ho Hon, *Professor, Sociology*
B.A., M.A., Acadia University, Canada;
Ph.D., McGill University, Canada
- Levine, Anita, *Assistant Professor, Elementary Education and Reading*
B.A., Rutgers University; M.Ed., Ph.D., Kent State University
- Li, Daqi, *Associate Professor, Educational Psychology, Counseling and Special Education*
M.A., Beijing Foreign Languages Institute;
M.Ed., Ed.D., Texas Tech University
- Licata, Julie, *Assistant Professor, Music*
B.M., Capital University;
M.M., University of South Carolina;
D.M.A., University of North Texas
- Lokshina, Izabella, *Associate Professor, Management, Marketing & Information Systems*
B.A., Moscow State University; M.S., Moscow Oil and Gas Institute; Ph.D., Moscow State Mining University
- Loomis, Theresa, *Assistant Professor, Human Ecology*
B.S. University of Rhode Island
M.S. University of Medicine and Dentistry of New Jersey
D.C.N. University of Medicine and Dentistry of New Jersey
- Lowe, Brian, *Associate Professor, Sociology*
B.A.H., M.A., Queen's University at Kingston;
Ph.D., University of Virginia
- Macaluso, Patrice M., *Associate Professor, Theatre*
B.S., SUNY Oneonta;
M.F.A., The Pennsylvania State University
- Mahanta, Kamala, *Associate Professor, Physics & Astronomy*
B.S., M.S., Gauhati University;
M.S., Ph.D., University of Manchester, UK
- Malhotra, Ashok K., *Distinguished Teaching Professor, Philosophy; The State University Chancellor's Award for Excellence in Teaching, 1993-1994*
B.A., M.A., University of Rajasthan, India;
Ph.D., University of Hawaii
- Malikov, Yuri, *Associate Professor, History*
Specialist Diploma, Pavlodar Teachers' Training Institute, Pavlodar, Kazakhstan;
M.A., Central European University, Budapest, Hungary;
Ph.D., University of California, Santa Barbara
- McAvoy, Michael, *Assistant Professor, Economics, Finance & Accounting*
B.A., M.A.S., Ph.D., University of Illinois at Champaign-Urbana
- McCaslin-Doyle, John, *Associate Professor, Theatre*
B.A., University of Colorado-Boulder;
M.A. in Teaching, University of Puget Sound;
Ph.D., Bowling Green State University
- McKay, Zanna D., *Associate Professor, Elementary Education and Reading*
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- McPherson, Tsitsi, *Lecturer, Biology*
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- Mills, James E., *Associate Professor, Geography and Environmental Sustainability*
B.S., University of Wisconsin;
M.A., Ph.D., University of Minnesota
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M.S., Eastern Washington University;
M.A., Ph.D., University of Oregon
- Montoya, Maria C., *Assistant Professor, Foreign Languages and Literatures*
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- Morgan-Zayachek, Eileen M., *Associate Professor, English*
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M.A., Ph.D., Indiana University
- Munteanu, Laura, *Associate Professor, Mathematics, Computer Science and Statistics*
B.A., Al I Cuza University; M.A., Ph.D., University of Oklahoma
- Munteanu, Marius I., *Associate Professor, Mathematics, Computer Science & Statistics*
B.A., University of IASI;
M.A., Ph.D., University of Oklahoma
- Nahson, Daniel, *Associate Professor, Foreign Languages & Literatures*
B.A., Hebrew University of Jerusalem;
M.A., Ph.D., Columbia University
- Nepkie, Janet, *Distinguished Service Professor, Music*
B.Music, M.Music, University of Michigan;
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- Newton, Timothy, *Assistant Professor, Music*
B.A., M.M., Ithaca College;
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B.A., Bigham Young University; M.A., University of Utah; Ph.D., Georgetown University
- Nowak, Rhea, *Associate Professor, Art*
B.A., Bennington College;
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B.S., Bucknell University; M.S., University of Massachusetts
- O'Dea William, *Professor, Economics, Finance & Accounting*
B.A., Assumption College;
M.A., Indiana University;
M.A., Ph.D., State University of New York at Albany
- O'Mara, Kathleen K., *Professor, Africana & Latino Studies/History/Women's & Gender Studies*
B.S., Loyola University of Chicago;
M.A., Roosevelt University;
M.Phil., Ph.D., Columbia University
- O'Shea, Wm. Geoffrey, *Associate Professor, Psychology*
B.A., Hiram College;
M.A., University of Northern Colorado;
Ph.D., Colorado State University
- Ozer, Mine, *Assistant Professor, Management, Marketing & Information Systems*
B.A., M.A., Bilkent University;
Ph.D., University of Texas at Dallas
- Palmatier, Joshua, *Associate Professor, Mathematics, Computer Science & Statistics*
B.S., M.A., The Pennsylvania State University;
Ph.D., State University of New York at Binghamton
- Payne, Daniel, *Professor, English*

- B.A., Union College;
J.D., Albany Law School;
M.A., Ph.D., State University of New York at Buffalo
The State University Chancellor's Award for Excellence in Teaching, 2011-2012
- Proulx, William R., *Associate Professor, Human Ecology*
B.S., Andrews University;
M.S., Ph.D., Purdue University
- Ragozzine, Charles B., *Professor, Mathematics, Computer Science & Statistics*
B.S., Fairfield University;
Ph.D., The Ohio State University
- Ramkumar, Bharath, *Assistant Professor, Human Ecology*
B.S., Bangalore University; M.S., Oklahoma State University
- Ramlal, Sasha R., *Assistant Professor, Elementary Education and Reading*
B.S., M.S., St. John's University; Ph.D., Hofstra University
- Rastogi, Rachel, *Assistant Professor, Communication & Media*
B.A., University of Lucknow; M.A., The English and Foreign Language University; Ph.D., Purdue University
- Relethford, John H., *Distinguished Teaching Professor, Anthropology; The State University Chancellor's Award for Excellence in Teaching, 1994-1995*
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- Reyda, Florian B., *Associate Professor, Biology*
B.A., Augustana College;
M.S., University of Nebraska;
Ph.D., University of Connecticut
- Robinson, Sean C., *Assistant Professor, Biology*
B.A., Hartwick College; M.S., SUNY College of Environmental Science and Forestry; Ph.D., SUNY Albany
- Roosa, Kristen, *Assistant Professor, Biology*
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B.A., B.S., University of Rochester;
M.A., University of Massachusetts;
Ph.D., Texas A&M University
- Russo, Theresa J., *Professor, Human Ecology*
B.S., Saint Vincent College;
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Ph.D., Kansas State University
The Chancellors Award for Excellence in Faculty Service, 2014-2015
- Ryder, James, *Associate Professor, Mathematics, Computer Science & Statistics*
B.A., State University of New York at Albany;
M.S., Ph.D., State University of New York at Binghamton
- Sadow, Jonathan, *Associate Professor, English*
B.A., Hampshire College;
Ph.D., University of Massachusetts, Amherst
- Sakoulas, Thomas, *Professor, Art*
B.A., Miami Dade Community College;
B.F.A., Florida International University;
M.F.A., Maryland Institute, College of Art
- Schaumloffel, John C., *Professor, Chemistry & Biochemistry*
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B.S., Cornell University;
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- Sharpe, Yolanda R., *Professor, Art; The State University Chancellor's Award for Excellence in Teaching, 1993-1994*
B.A., B.F.A., Michigan State University;
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- Shastri, Anuradhaa, *Professor, Educational Psychology, Counseling and Special Education*
B.A., St. Xavier's College, India;
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M.Phil., University of Madras, India;
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- Siegrist, Raymond, *Associate Professor, Secondary Education and Educational Technology*
B.A., Lycoming;
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- Simons, William M., *Professor, History; The State University Chancellor's Award for Excellence in Teaching, 2001-2002*
B.A., Colby College;
M.A., University of Massachusetts, Amherst;
D.A., Carnegie-Mellon University
- Siregar, Dona, *Associate Professor, Economics, Finance & Accounting*
B.S., Industrial Technology, Bogor Agricultural;
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B.T., SUNY Cobleskill; M.S., Virginia Tech; Ph.D., The University of Maine
- Storrie, Christine, *Assistant Professor, Economics, Finance and Accounting*
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- Tan, Jiang, *Assistant Professor, Secondary Education and Educational Technology*
B.A., Liaoning Normal University
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- Tang, Ying, *Associate Professor, Educational Psychology, Counseling and Special Education*
B.A., Providence University;
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- Thomas, Alexander R., *Professor, Sociology*
B.A., Utica College of Syracuse University;
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Ph.D., University of South Carolina

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B.A. SUNY Cortland; B.S. SUNY Oneonta
M.S. Ed., University of New England
Ed. D. Walden University

Walker, Renee B., *Professor, Anthropology; The State University Chancellor's Award for Excellence in Teaching, 2008-2009*
B.A., Indiana University of Pennsylvania;
M.A., Ph.D., University of Tennessee

Walker, William, *Associate Professor, The Cooperstown Graduate Program: The State University Chancellor's Award for Excellence in Teaching, 2012-2013*
B.A., Cornell University;
Ph.D., Brandeis University

Walsh, Stephen, *Associate Professor, Management, Marketing & Information Systems*
B.A., Loyola University of Los Angeles;
M.B.A., California State University;
Ph.D., University of California, Riverside

Wambui, Betty, *Assistant Professor, Africana and Latino Studies and Women and Gender Studies*
B.A., M.A., University of Nairobi; Ph.D., State University of New York at Binghamton

Wang, Jen-Ting, *Professor, Mathematics, Computer Science & Statistics*
B.S., National Cheng-Kung University;
M.A., Ph.D., University of California

Wang, Qiong, *Assistant Professor, Philosophy*
B.A., M.A., Beijing University;
Ph.D., University of Connecticut

Watanabe, Junryo, *Assistant Professor, Biology*
B.S., Reed College; Ph.D. SUNY Stony Brook

Wilkinson, William R., *Associate Professor, Political Science*
B.A., State University of New York at Albany;
Ph.D., Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany

Withington, Jennifer M., *Associate Professor, Biology*
B.S., Heidelberg College; M.S., University of Iowa; Ph.D., Pennsylvania State University

Wu, Juanjuan, *Assistant Professor, Human Ecology*
B.E., Shanghai University of Engineering Science;
M.A., China Textile University;
Ph.D., University of Minnesota

Yang, Jing, *Assistant Professor, Management, Marketing, and Information Systems*
B.E., M.S., Zhongnan University of Economics and Law
M.S., Ph.D., Oklahoma State University

Yatsushashi, Akira, *Assistant Professor, English*
B.A., Beloit College; M.A., Dartmouth College; M.A., Tufts University; Ph.D., Duke University

Yen, David Chi-Chung, *Dean and Professor, School of Economics & Business*
B.Sc., M.B.A., Central Oklahoma State University
M.Sc., Ph.D., University of Nebraska-Lincoln

Yokota, Kiyoko, *Assistant Professor, Biology*
B.S., Saint Cloud State University; Ph.D., University of Minnesota

Zalatan, Frederick M., *Associate Professor, Biology*
B.A., Hamilton College;
M.S., Ph.D., University of Rochester

Zhang, Sen, *Professor, Mathematics, Computer Sciences & Statistics*
M.S., South China University of Technology;
Ph.D., New Jersey Institute of Technology

Zhong, Hua, *Associate Professor, Management, Marketing & Information Systems*
B.S., M.S., Tianjin University;
Ph.D., Rutgers University

HEGIS CURRICULUM CODES

SUNY Oneonta's curriculum offerings are in compliance with the following HEGIS Codes and are reported to the appropriate agencies in the following categories:

Note: Do not use these numbers for declaring curriculums. This chart is for institutional reporting only.

Biology MS	0401
Educational Technology Specialist MSED	0899
History Museum Studies MA	1099
Lake Management MS	1916
Literacy Education (B-6) MSED	0830
Literacy Education (5-12) MSED	0830
Mathematics MA	1701
Nutrition and Dietetics MS	1306.00
School Counselor (K-12) MSED	0826.01
School Counselor CAS	0826.01
Special Education: Early Childhood (B-2) MSED	0808
Special Education: Childhood (1-6) MSED	0808
Special Education: 7-12 Generalist MSED	0808

EDUCATION LAW

224.a. Students unable because of religious beliefs to attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuation the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his rights under this section.
- 6-a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
7. As used in this section, the term "institution of higher education" shall mean schools under the control of the board of trustees of the state university of New York or of the board of higher education of the city of New York or any community college.

POLICY ON STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect certain college educational records pertaining to them as individuals and to obtain copies for a fee. Students are also accorded the 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 tuition and fee obligations and those specifically exempted by law.

There is certain directory information which the college may release without the student's permission.

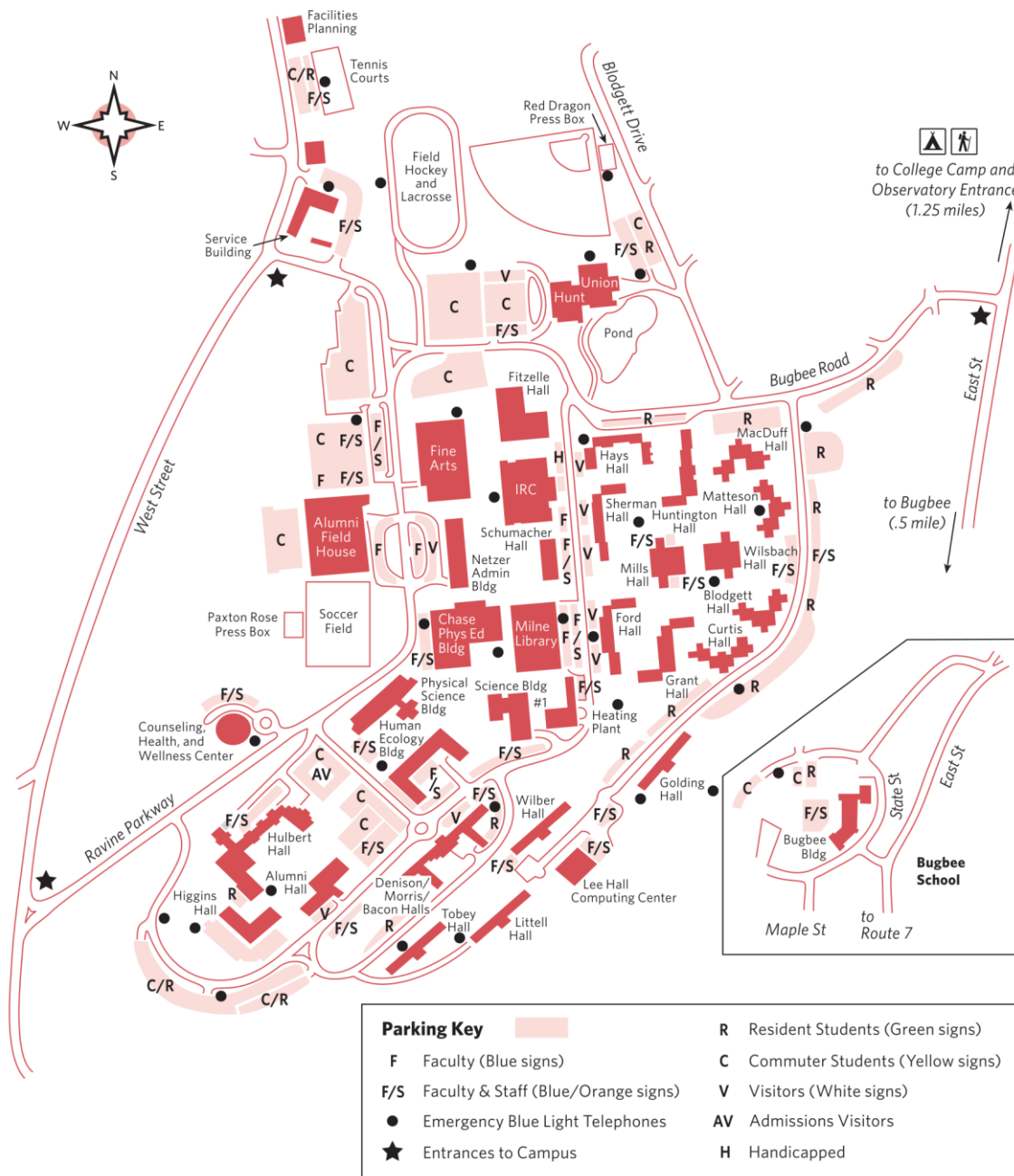
Directory Information at SUNY Oneonta is defined as the following:

1. student name, postal addresses (not residence hall addresses), phone numbers and electronic mail addresses
2. major field(s) of student, class year, academic advisor, dates of attendance, full/part-time enrollment status; degrees and awards received
3. previous educational agencies or institutions attended

4. participation in officially recognized activities and sports; height, weight, and photographs of members of athletic teams.

A student wishing to prevent directory information from being released must contact the College Registrar, in writing or in person, to request that a "confidential" flag be placed on his or her record. These confidential flags will be placed within 48 hours of receipt of the request and will be in effect until the student provides the College Registrar with a written request to remove the confidential flag.

The Institutional FERPA Policy Statement, containing complete College policies and procedures for exercising student rights under the Family Educational Rights and Privacy Act of 1974, is available from the College Registrar. Inquiries or complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, D.C. 20202-4605.



INDEX

2

2016-2017 Graduate Catalog.....	2
---------------------------------	---

A

Academic Grievances	15
Academic Policies and Regulations	17
Academic Programs	8
Academic Retention Standards.....	16
Academic Standards.....	15
Accreditation	2
Activity Fee	22
Adding and Dropping Courses.....	14
Admission	11
Admission as a Non-Degree Student	12
Admission into a Master's Degree Program	11
Admission into Certificate of Advanced Study Programs (CAS) ..	11
Admission to a Second Degree or Second Certificate Program ..	12
Advance Deposits	22
Advanced Graduate Certificate	
Bilingual Education Extension, Pre K-12 - All Grades.....	45
Advisement.....	17
Africana and Latino Studies Courses.....	46
American Literature Courses.....	58
Application Deadlines	13
Application Process for Degree Programs	13
Application to All Graduate Programs	13
Application to the M.S. Nutrition and Dietetics Program	13
Art Courses	65
Astronomy Course	71
Athletic, Intramural and Recreation Facilities	26

B

Biology Courses.....	46
----------------------	----

C

Calculating Tuition and Fees	22
Campus Safety Report.....	25
Career Development Center	26
Center for Academic Development and Enrichment.....	26
Certificate of Advanced Study	20
Certificate of Advanced Study (CAS)	
School Counselor	44
Chancellor's Awards and Board Members.....	73
Change of Major	17
Child Care	26
Civil Holidays	7
Code of Academic Conduct	18
College at Oneonta Campus Map	90
College Fee.....	22
College Learning Center	26
College Writing Center	26
Commencement.....	21
Composition Courses	59
Comprehensive Student Fee	22
Computer Science Courses	63
Conditional Admission	12
Continuous Enrollment Policy.....	14
Correspondence Directory	5
Counseling Center	25
Counselor Education Courses	54
Course Auditing.....	17
Course Challenge.....	17
Course Listings.....	46

Course Repeat Policy	15
----------------------------	----

D

Deferment of Expenses.....	22
Diploma Application Procedure	20
Directory of Faculty and Professional Staff	78
Discrimination Policy	2
Distinguished Service Professor	73
Distinguished Teaching Professor	73
Diversity Statement.....	2

E

Earth Science Courses	48
Education Courses	50
Education Law	88
Educational Psychology Counseling and Special Education	
Courses.....	54
Educational Psychology Courses	56
English Courses	58
English Education Courses	59
English Literature Courses.....	59

F

Facilities	8
Fashion Course.....	61
Financial Aid Adjustments.....	23
Financial Aid and Awards.....	24
Financial Aid Refunds.....	23
Food Courses.....	61
Foreign Language Education Courses.....	54
Foreign Languages and Literatures Courses	60
Full-Time Graduate Faculty	80

G

General Statement – State University of New York	76
Geography Courses	60
Geology Courses.....	48
Grade Change Policy	15
Grade Point Averages.....	15
Grading Scale	15
Grading System	15
Graduate and Teaching Assistantships	12
Graduate Expenses	22
Graduate Opportunity Program.....	24
Graduate Record Examination.....	13
Graduate Registration.....	14
Graduate Study Policies and Procedures.....	11
Graduation	20
Grants and Assistantships	24

H

Health Fee.....	22
HEGIS Curriculum Codes.....	87
History Courses.....	60, 65
History Museum Studies Courses.....	66
Housing.....	27
Human Ecology Courses	61

I

Incompletes	15, 18
Independent Study Guidelines	17
Individual Course Enrollment.....	17
Installment Plan Option.....	22
International Student Admission	11

L

Late Registration	14
Library Services	79
Linguistics Course.....	59
Literature Courses	59
Loans.....	24
Location of SUNY Oneonta.....	8

M

Master of Arts Degree (M.A.) in Mathematics	29
Master of Arts Degree (M.A.) in Museum Studies.....	30
Master of Science (M.S.) in Biology	32
Master of Science (M.S.) in Lake Management.....	33
Master of Science (M.S.) in Nutrition and Dietetics.....	34
Master of Science in Education (M.S. Ed.) – Educational Technology Specialist (K-12) (online).....	36
Master of Science in Education (M.S. Ed.) – Literacy Education (Birth-Grade 6, Grades 5-12)	37
Master of Science in Education (M.S. Ed.) – School Counselor (K-12)	39
Master of Science in Education Special Education 7-12 Generalist.....	43
Childhood (Grades 1-6)	42
Early Childhood (Birth-Grade 2)	41
Master's Degree Programs	20, 28
Math Education Courses.....	64
Mathematics Courses	63
Mathematics, Computer Science and Statistics Courses	63
Mission and Vision.....	77
Museum Studies Courses	65
Music Courses	70

N

Nutrition Courses.....	62
------------------------	----

O

Office of Health Education	25
Office of International Education (OIE)	11
Oneonta Auxiliary Services (OAS).....	10
Oneonta College Council	74

P

Pass/Fail Grading.....	15
Payment of Tuition and Fees	22
Philosophy Courses	71
Physics and Astronomy Courses	71
Physics Courses.....	71
Policies on Grades	15
Policy for Shared-Resource Course Offerings	14
Policy on Student Records	89
Policy on Use of Human Subjects in Research	18
Political Science Courses	71

R

Refunds.....	23
Registration.....	14
Requirements for Program Completion.....	20
Residence Requirements.....	20

S

Scholarships and Fellowships.....	24
Science Museum Studies Courses	70
Seniors Taking Graduate Level Courses for Graduate Credit.....	18
Services for Students with Disabilities	26
SMUS 580 Science Museum Internship	31
Special Charges.....	22
Special Considerations for Education Majors Applying for Graduation	20
Special Education Courses	57

Special Examination Schedule.....	7
State University of New York	75
State University of New York Board of Trustees.....	74
Statistics Courses	65
Student Health Services	25
Student Registration Status	14
Student Rights and Responsibilities for Financial Aid	24
Student Services	25
Study Abroad	18
SUNY Oneonta Alumni Association Board of Directors	74

T

Technology Fee	22
The Alumni Association.....	10
The Campus	8
The Center for Social Responsibility and Community	9
The College.....	8
The College and the Community	8
The College Calendar	7
The College Foundation	10
The Graduate Programs.....	28
The Oneonta Area	8
The State University Chancellor's Award for Excellence in Adjunct Teaching.....	73
The State University Chancellor's Award for Excellence in Classified Service.....	73
The State University Chancellor's Award for Excellence in Faculty Service.....	73
The State University Chancellor's Award for Excellence in Librarianship	73
The State University Chancellor's Award for Excellence in Professional Service	73
The State University Chancellor's Award for Excellence in Scholarship & Creative Activities	73
The State University Chancellor's Award for Excellence in Teaching	73
Time Limit for Completing Degree Requirements	20
Transcript Fee	22
Transcripts.....	18
Transfer Credits.....	13, 20
Tuition and Other Fees	22
Tuition Waivers.....	22
Tuition/Fee Liability	23

W

Withdrawal.....	18
Withdrawals.....	23
World Literature Courses	59