

Welcome Message

Welcome to the Graduate Studies at Buffalo State!

Buffalo State has a proud tradition of offering graduate programs since 1945 and currently offers a wide array of over 60 outstanding academic opportunities. Our distinctive graduate degrees and certificate programs provide practical training and skills to advance in today's competitive job market. Our small classes promote productive faculty-student interactions and opportunities for professional and personal mentoring characteristic of the best graduate programs in the nation.

Historically known for our excellent teacher education programs, Buffalo State has become an institution with an ever-growing range of applied graduate programs. Included in our wide array of grad programs you will find such diverse fields as English, history, business management, creativity and change leadership, conflict analysis and resolution, applied behavior analysis, dietetics, art conservation, public relations, higher education and student affairs administration, public administration, criminal justice, speech language pathology, data science and analytics, applied economics, applied math, great lakes environmental science, forensic science, industrial technology, and multidisciplinary studies.

Upon matriculation graduate students become members of the Graduate Student Association (GSA). The GSA offers networking opportunities, and financial support for research, scholarly projects, and travel to professional conferences. It also helps to sponsor graduate student activities on campus.

SUNY Buffalo State

When the university opened its doors in 1871 as the Buffalo Normal School, its purpose was to train teachers to serve Buffalo's fast-growing student population in the public schools. Buffalo State was authorized in 1945 to establish its first master's degree program and began accepting students on July 1, 1946, with an initial registration of 70 graduate students. From the beginning, Buffalo State focused on making quality education accessible to students while addressing the needs of the Western New York community.

Today, Buffalo State educates the more than 6,000 undergraduate and graduate students enrolled each year in programs in education, arts, sciences, professional, and graduate studies. Buffalo State offers 64 graduate programs that include four certificate of advanced study programs and eight graduate certificate programs, as well as 79 undergraduate programs and eight postbaccalaureate teacher certification programs (undergraduate status). The university is known for its strong community engagement and continuing commitment to providing high-quality lifelong learning opportunities.

Convenient, Attractive Campus

Buffalo State's park-like setting features 125 acres of landscaped green space and outdoor gathering spots, along with an eclectic mix of modern and traditional architecture. With 38 buildings on one campus, every destination is within easy walking distance. Forming a "town square" for the university community, four core buildings, including E. H. Butler Library and the Campbell Student Union, are situated around a central, open quadrangle.

Vibrant, Metropolitan Neighborhood

Home to the Burchfield Penney Art Center and the Performing Arts Center at Rockwell Hall, Buffalo State's campus is a featured attraction of Buffalo's cultural corridor. Nationally recognized recreational and cultural amenities are within easy walking distance, including the Albright-Knox Art Gallery and the historic 367-acre Delaware Park. Distinctive shops and restaurants help give the Elmwood strip its characteristic flavor.

Buffalo and Beyond

Buffalo State students enjoy all the advantages of living in New York State's second-largest metropolitan area, and the good word is out! Travel & Leisure ranked Buffalo #7 in 2021 Best Places to Visit for the extent of Buffalo's vibrant city development, restaurants, arts, and culture. Also known as the City of Good Neighbors, the Queen City, the City of Light, and the Nickle City, Buffalo was listed #3 in 2017 America's Favorite Cities and voted in 2015 as one of the "hottest" cities for 25–34-year-olds because of job opportunities, cost of living, and the variety of social and recreational activities.

Downtown Buffalo features national touring productions at Shea’s Performing Arts Center, Triple-A minor-league baseball at Sahlen Field, Sabres hockey and major concerts at KeyBank Center, and trendy night life. The NFL’s Buffalo Bills play in nearby Orchard Park. Niagara Falls—one of the world’s most visited natural wonders—is a half-hour away; cosmopolitan Toronto, Canada’s largest city, is about a two-hour drive from campus.

Accreditations

Buffalo State is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801

The Middle States 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. Buffalo State also is accredited by the Board of Regents, University of the State of New York. In addition, the following professional organizations have determined that Buffalo State programs meet their accreditation requirements:

- Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics (ACEND)¹
- Accreditation Association for Ambulatory Health Care (Weigel Health Center)
- Accreditation Commission for Programs in Hospitality Administration (ACPHA)
- Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)
- American Academy of Forensic Sciences (AAFS) Forensic Science Education Programs Accreditation Commission (FEPAC)
- American Alliance of Museums (Burchfield Penney Art Center)
- American Chemical Society (ACS)
- Association of Technology, Management, and Applied Engineering (ATMAE)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)²
- Council for the Accreditation of Educator Preparation (CAEP)³
- Council for Interior Design Accreditation (CIDA) Council on Social Work Education (CSWE)
- Engineering Technology Accreditation Commission (ETAC)⁴
- International Association of Counseling Services (Counseling Center)
- National Association of Schools of Music (NASM) National Association of Schools of Theatre (NAST)
- Network of Schools of Public Policy, Affairs, and Administration (NASPAA) Commission on Peer Review and Accreditation (COPRA)

Accreditation papers may be reviewed in the Provost’s Office, Cleveland Hall 519.

¹SUNY-Buffalo State's Didactic Program in Nutrition and Dietetics is accredited by:
 The Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
 120 South Riverside Plaza, Suite 2000
 Chicago, IL 60606-6995
 (312) 899-0040 ext 5400
www.eatright.org/ACEND

SUNY-Buffalo State's Dietitian Education Program is accredited by:
 The Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
 120 South Riverside Plaza, Suite 2000
 Chicago, IL 60606-6995
 (312) 899-0040 ext 5400
www.eatright.org/ACEND

² CAA, Council on Academic Accreditation in Audiology and Speech-Language Pathology, is the accrediting body of the:

American Speech-Language-Hearing Association (ASHA)
 2200 Research Boulevard #310
 Rockville, Maryland 20850
 800-498-2071 or 301-296-5700.
<http://www.asha.org/academic/accreditation/>

³ The initial and advanced level education programs at SUNY Buffalo State are accredited by:

The Council for the Accreditation of Educator Preparation (CAEP)
 1140 19th St NW, Suite 400
 Washington, D.C. 20036
 (202) 223-0077

⁴ The Electrical Engineering Technology, Electronics and Electrical Engineering Technology Smart Grid programs are accredited by the Engineering Technology Accreditation Commission of ABET

<http://www.abet.org>

The State University of New York

As a comprehensive public university, the State University of New York provides a meaningful educational experience to the broadest spectrum of learners. Nearly 400,000 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.

Why a Graduate Degree?

The twenty-first century economy has become increasingly complex, with advanced study beyond the baccalaureate degree now preferred for various careers fields and a prerequisite for promotion and advancement in many others. Occupations requiring a graduate degree at entry level—including public-service oriented careers in fields such as education and health care—are projected to be among the fastest growing over the next decade. Buffalo State offers over 60 graduate programs that enhance a student's opportunities and career potential to meet these growing demands. The college has developed new degrees in dietetics, applied behavior analysis, conflict analysis and resolution, business management, data science and analytics, public relations, and Teaching English to Speakers of Other Languages (TESOL). These programs complement established areas of study such as education, speech language pathology, creativity and change leadership, criminal justice, multi-disciplinary studies forensic science, and higher education administration. Buffalo State is endlessly connecting to emerging areas in the economy to provide even more variety for students. Lastly, our graduate programs also prepare students to pursue doctoral studies if they choose, and our faculty maintain a robust research agenda in their fields. About 1,000 graduate students at Buffalo State discover an enriching and invaluable education when they enroll here.

Why a Graduate Degree at Buffalo State?

Buffalo State has been offering graduate degree programs since 1945 and currently offers 44 master's degree and 12 advanced certificate programs in a wide range of areas, with over twenty areas of specialization in the Master of Science in education—more choices in graduate education study than any other SUNY school.

Specialized graduate degree programs include applied behavior analysis, dietetics, creativity and change leadership, data science and analytics, literacy specialist, and art conservation. While teacher education remains a tradition at Buffalo State, graduate programs in business management, adult education, applied economics, conflict analysis and resolution, and higher education and student affairs administration are unique within SUNY. Applied programs in public relations, disaster and emergency management, Teaching English to Speakers of Other Languages (TESOL), urban education, music education, great lakes environmental science, public and nonprofit management (MPA), professional applied and computational mathematics, science education, and students with disabilities offer exceptional opportunities for professional advancement.

Other distinctive graduate degree programs include criminal justice, industrial technology, biology, English, history, and the nutrition track option within multidisciplinary studies.

Outstanding opportunities for internships and clinical practice abound. Because Buffalo State is an urban-engaged community located in New York State's second-largest city, the university can arrange many opportunities for field study or research.

Buffalo State's graduate teacher education programs are distinctive in their ability to provide training in urban, suburban, and rural settings. The training prepares teachers to work effectively in culturally diverse settings, enhance teaching and learning, and reach students with a variety of needs and abilities.

Through assistantships and externally funded research projects, an increased number of graduate students are able to attend full time and participate in research and scholarly activities. Most students complete an applied research project as a culminating activity for the master's degree.

The campus also offers numerous opportunities for specialized study and research with its [Great Lakes Center](#), the [Burchfield Penney Art Center](#), the [Speech-Language-Hearing Clinic](#), the [Patricia H. and Richard E. Garman Art Conservation Department](#), the [Center for China Studies](#), and various departmental initiatives.

Through the [Career and Professional Education Center](#), students can obtain help seeking employment, and Buffalo State's alumni network provides employment leads.

Admission to a Graduate Program

Buffalo State welcomes qualified applicants seeking intellectual enrichment and professional advancement through advanced study in its Master of Arts, Master of Music Education, Master of Public Administration, Master of Science, Master of Science in Education, Certificate of Advanced Study, Graduate Certificate, and Postbaccalaureate Teacher Certification programs.

Admission is granted jointly by Graduate Admissions and the academic department in which the student plans to pursue graduate studies. Individual departments establish specific standards by which they judge admission. These program requirements are listed in the program descriptions in this catalog.

Guidance through the admission process including the online application, additional requirements, and deadlines can be obtained electronically through the [Graduate Admissions Office website](#) in Moot Hall 110 (716-878-4017, graduateadmissions@buffalostate.edu).

Graduate students may be readmitted to the university only once after an academic dismissal. If readmitted, a student automatically returns to academic probation should the cumulative GPA fall below 3.0. The student then has one full-time semester or 9 credits of part-time study to achieve a 3.0 cumulative GPA and must maintain a minimum 3.0 GPA during each semester of academic probation. Failure to do so results in final academic dismissal.

Academic probation may also affect financial aid eligibility. Graduate students must meet Satisfactory Academic Progress (SAP) standards to receive federal financial aid. For more information contact the [Financial Aid office](#) in Moot Hall 230, 716-878-4902, email: finaid@buffalostate.edu.

Admission Classifications

Degree (Matriculated) Student—a student who has been accepted for matriculation in a master's degree, graduate certificate or certificate of advanced study. A departmental adviser develops the student's program of study in consultation with the student. All matriculated students in good standing move automatically to candidacy after 12 credits. Those students moved to candidacy are considered officially eligible for a degree because they have been cleared of all provisions and have demonstrated academic achievement suitable for a master's degree.

Premajor (Nonmatriculated) Student—a student who has been accepted to premajor status instead of the matriculated major due to a deficiency in admission credentials as determined by the academic department. A maximum of 6 credit hours may be applied toward degree requirements upon approval of the major department. Admission in this status does not imply or guarantee admission to a master's degree or certificate of advanced study program. Students accepted in this status may register for coursework with open seating only. Premajor students who wish to matriculate into a major must apply online to the appropriate master's program (unless otherwise directed by the academic department) once all admission deficiencies have been removed. Admission to programs is not automatic.

Postbaccalaureate Teacher Certification Program (Nonmatriculated) Student (Undergraduate Status)—a student who has earned a baccalaureate degree in a teaching-related content area (or equivalent coursework) from an accredited college or university and intends to complete required coursework for New York State teaching certification eligibility. Some teacher certification programs may include only undergraduate courses, while others may require coursework at both the undergraduate and graduate levels. If graduate coursework is completed during the certification program and with the approval of the department, these credit hours may be applied toward a master's degree program. After successfully completing the teacher certification program, students are eligible to apply online for [New York State certification](#). Contact the [Teacher Certification Office](#) in Chase Hall 222 (716-878-6121) with questions. No degree or certification is awarded by Buffalo State.

Admission in this status does not imply or guarantee admission to a master's degree program. Students must apply for admission to the appropriate master's program; admission is not automatic upon completion of the teacher certification program.

Nondegree (Nonmatriculated) Student—a student who has obtained a bachelor's degree and who wishes to enroll in graduate coursework for reasons other than completing a master's degree, graduate certificate, or certificate of advanced study. A student who has missed the application deadline for matriculation in a master's or certificate program may also apply for nondegree status. Students denied admission to a degree program may apply for nondegree status. All students are advised that a maximum of 6 credit hours taken as a nondegree student may be applied toward degree requirements upon approval of the major department. Not all programs/departments permit nondegree students to take coursework intended for their graduate degree students. Preference will be given to students matriculated in degree programs. Therefore, registration for all nondegree students is on a space-available basis only.

Acceptance in this status does not imply or guarantee admission to a graduate degree program. Coursework may not be applicable to a degree program; department approval is required.

Undergraduates Enrolling in Graduate Courses and Accelerated Pathways to Graduate Degrees

Buffalo State offers three distinct options for undergraduate students to register for and complete graduate courses—Standard Option, Accelerated Pathways, Combined Pathway Option. Each option allows Buffalo State undergraduates to take graduate-level courses as a senior, offering motivated students an expedited way to earn a bachelor's and a master's degree. Any student interested in taking graduate courses as an undergraduate should meet with their department's undergraduate adviser to learn more about their options. Graduate courses taken while completing undergraduate courses will be billed at undergraduate tuition rates and are subject to financial aid guidelines for undergraduates. Students are strongly advised to consult with their undergraduate advisers and a Buffalo State financial aid adviser prior to initiating and/or making any changes to their prescribed undergraduate programs of study.

1. **Standard Option:** Undergraduate students who have completed more than 106 credits by the end of the previous semester at Buffalo State can register for graduate-level courses if they have maintained a minimum 2.5 cumulative GPA. A request to enroll in a graduate course is made by contacting the academic department offering the course. Permission must be granted by the instructor and department chair. The total enrollment of undergraduate and graduate courses should not exceed 15 hours per semester. Graduate courses taken in the Standard Option manner will not apply toward an undergraduate degree. The graduate courses may be applied toward an advanced degree if they are acceptable to the graduate program and department. The six-year time limitation on the completion of the master's degree program applies to the earned graduate credits. Generally, a maximum of 6 graduate credit hours may be taken as a senior unless enrolled in a 4+1 Undergraduate to Graduate Pathways (Option 2) or Combined Undergraduate/Graduate Pathway (Option 3).
2. **Accelerated Undergraduate to Graduate Pathways Option:** An Accelerated Pathway provides seamless entry to an accelerated course of study leading to an advanced degree. Students must apply, be accepted into an Accelerated Pathway, and commit to following the curriculum (i.e., academic roadmap) detailed by the respective Accelerated Pathway. Admission into an Accelerated Pathway requires approval of the undergraduate program adviser and the appropriate graduate program director. Students in an Accelerated Pathway may take a maximum of 9 graduate credit hours as seniors. Graduate courses taken as part of a Accelerated Pathway will not apply toward an undergraduate degree. The graduate courses may be applied toward the advanced degree associated with the pathway. The six-year time limitation on the completion of the master's degree program applies to the earned graduate credits.
3. **Combined Undergraduate/Graduate Pathway Option:** Buffalo State offers some Combined Pathways between existing undergraduate and graduate degree programs. Combined Pathways are distinctly different from Accelerated Pathways, and admission is selective. The Accelerated Pathways allow undergraduates to take up to 9 credits of graduate coursework as seniors, but those courses cannot be used to fulfill undergraduate program requirements. A Combined Pathway is stackable. Up to 12 credits of designated graduate courses completed as part of a combined pathway can be used to fulfill both undergraduate and graduate degree program requirements. Examples are the [Criminal Justice Combined Pathway](#) (B.S. and M.S.) and [the Business Administration and Business Management](#) (B.S. and M.S.) programs. The six-year time limitation on the completion of the master's degree program applies to the earned graduate credits.

Admission Requirements

For admission to matriculated graduate study, a student must:

1. Hold an approved baccalaureate degree from an institution that is accredited by an approved regional accrediting agency.

2. Submit official transcripts from all previously attended institutions including a final transcript with degree posted. The Admissions Office will obtain a final transcript for applicants who hold a conferred baccalaureate degree from Buffalo State.
3. International students must hold a baccalaureate degree (or higher) or the equivalent from an accredited/government recognized college or university. Most such degrees will be four or more years in length. Buffalo State recognizes some three-year degrees, but not all.
4. Have a minimum cumulative GPA of 2.5 (4.0 scale) in the baccalaureate program or a 3.0 in previous graduate coursework. If the applicant has attended an institution using the quarter system, credit hours will be converted to semester hours using the following equivalencies:

Quarter Hours	=	Semester Hours
1 quarter hour	=	2/3 (0.66) semester hours
2 quarter hours	=	1-1/3 (1.33) semester hours
3 quarter hours	=	2 semester hours

Some departments may establish higher standards for admission or require applicants to submit additional materials, such as a department application, letter of intent, letters of recommendation, teaching certificate, or recent test scores. Refer to the Academic Programs section of this catalog or contact academic departments to determine any additional requirements for admission.

The GRE is not required for most programs; however, certain programs may require it if students do not meet admission requirements. Refer to the Academic Programs section of this catalog for information on specific program requirements. The [GRE](#) or [Miller Analogies Test \(MAT\)](#) website provide more information on each specific test. Standardized test scores will be accepted within a five-year period; older scores will not be accepted.

Admission to All Education Preparation Programs

Applicants to education programs are required to have a minimum collegiate GPA of 3.0. Other admissions criteria may also apply. Please consult the Academic Programs for admissions requirements for specific programs. Applicants who do not yet meet admission criteria should consult with advisors in the specific educator preparation program for suggested pathways to achieve successful candidacy.

Admission of Persons with Prior Felony Convictions Policy

No SUNY campus may include questions regarding criminal history on admissions applications. However, admitted students who are seeking campus housing, clinical placements, field experiences, internships, or study abroad programs will be asked if they have been convicted of a felony as part of the application process for those programs or services. Students who have previously been convicted of a felony should review the university policy and process provided on the [Dean of Students](#) website.

How to Apply

Buffalo State maintains a student-managed admissions process that requires an applicant to submit a complete application with all required components to the Graduate Admissions by the appropriate deadline. Thus, applicants are assured the admissions committee has all the necessary information to evaluate their qualifications to avoid delay in the application process. Submitted materials are the property of the Graduate Admissions Office. Copies of application materials will not be supplied to the student or any other institution.

Degree, Certificate, and Postbaccalaureate Teacher Certification Applicants: Complete and submit the [Graduate Admission Application Packet](#).

Nondegree Applicants: Complete the [Graduate Admissions Steps](#) (excluding supplemental application materials). Only the official transcript from the institution granting your highest degree is required.

Application Deadlines

Application deadlines vary by program. Some programs have specific deadlines while others may review applications on a continual basis. Applicants should allow up to four weeks for admissions processing (including the admission decision). Generally, applications must be received at least one week prior to the beginning of classes for programs with rolling admissions. Further information on deadlines can be obtained from the [Graduate Admissions Office](#) in Moot Hall 110 or by calling 716-878-4017.

Completed Application

A completed application packet includes:

1. A complete [Online Graduate Admission Application](#).
2. A \$65 nonrefundable application fee. Acceptable methods of online payment: Visa or MasterCard. Check or money order is also accepted made payable to Buffalo State.
3. Appropriate supplemental application materials, such as department application, letter of intent, letters of recommendation, copy of teaching certificate, or recent exam scores as stated in the program description. It is the applicant's responsibility to review the individual program admissions requirements before applying to determine if supplemental materials are required. Individual program descriptions may be found in the Graduate Programs section of the catalog. Supplemental materials can be uploaded into the online application, following submission.

Letters of recommendation can be sent electronically from the individual providing the recommendation by entering their email address into the online application. Additional materials are required from [International applicants](#).

4. Official transcripts from all colleges and universities attended must be sent to the Admissions Office. Official physical (paper) transcripts must be sent directly to the Graduate Admissions (1300 Elmwood Ave, Moot Hall 110, Buffalo, NY 14222). Official electronic transcripts must be sent directly from the institution to the Admissions Office. Buffalo State students are not required to submit transcripts, as the Admissions Office will obtain Buffalo State transcripts; however, if an applicant attended other institutions these transcripts must be provided even if sent at time of a previous application. In accordance with federal regulations, all students are required to submit a final transcript with a degree posted to Graduate Admissions by the start of their graduate work for financial aid eligibility. Failure to submit a final, degree posted transcript will result in prior acceptance to the college being rescinded.

Note: Failure to report all previous college or university attendance on the application is considered to be academic dishonesty. Discovery of such dishonesty can result in dismissal from Buffalo State.

Appeal Process for Denial of Admission

Applicants to graduate programs who have been denied admission should first contact the intended academic program or department directly if they wish to inquire as to the basis for the original decision or to request reconsideration. A written request for reconsideration must be received by the graduate program within 14 calendar days of denial. Evaluating the admissibility of applicants to its program is solely the responsibility of the admitting graduate program, and it will issue its reconsideration decision within 14 calendar days of receiving the reconsideration request from the applicant.

Applicants who wish to appeal an admission denial after they have requested reconsideration from the graduate program may submit a *written* appeal, which must include a statement of the basis for the appeal. The appeal is to be submitted to graduatestudies@buffalostate.edu within 45 calendar days after the date of the initial notice denying admission. Graduate admission appeals will be considered in terms of fair implementation of Buffalo State and program admission policies and only if based on appropriate cause, such as (a) procedural error or (b) judgments based on criteria other than those specified by Buffalo State. Disagreements over evaluation of academic quality or program fit will not be considered as an appropriate basis for such appeals. Academic Affairs will review all relevant documentation in consultation with the graduate program and the dean of the academic school to which the applicant applied. Final admissions decisions will be communicated to the applicant within 90 calendar days of receipt of the written appeal.

International Applicants

For admission to graduate study, international students must hold a baccalaureate degree (or higher) or the equivalent from an accredited/government recognized college or university. Most such degrees will be four or more years in length. Buffalo State recognizes some three-year degrees, but not all. Generally, an international student is an individual studying in the United States on a non-immigrant,

temporary visa that allows for academic study at the post-secondary level. Typically, international students will hold an F-type visa. International students must meet all [admission requirements](#) of the university.

Deadlines: All international applications requiring student visas must be completed by July 1 for fall admission, December 1 for spring admission, and April 1 for summer admission for all graduate programs (except Canadian applicants). Students should also be aware of the individual department application deadline when considering enrollment. In some cases, departments require applications to be submitted prior to the deadlines cited above. If there are questions, contact the Admissions Office for further information on deadlines.

A completed international application packet includes:

1. A completed [Online Graduate Admission Application](#).
2. A \$65 nonrefundable application fee. Acceptable methods of payment: Visa or MasterCard.
3. Official or certified true copies of transcripts along with a certified English translation of all transcripts from postsecondary schools outside the United States.
4. A copy of the applicant's passport bio page. Passport must be current and not expired.
5. Completed Financial Statement ([FSA-4.pdf](#)).
6. A degree evaluation. Applicants must submit official copies of postsecondary diploma(s)/transcripts to one of the following organizations for a course-by-course evaluation to determine equivalency to a United States bachelor's degree by using one of the following organizations:

[Josef Silny and Associates, Inc.](#)

International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173
Phone: 305-273-1616

[World Education Services Inc.](#)

P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
Phone: 800-937-3895

[The Evaluation Company](#)

450 7th Avenue, Suite 804
New York, NY 10123
Phone: 646-475-2570

The evaluation request form is available on the Graduate Admissions website.

Students should contact the organization or visit its website for the most current requirements and to request or download an application. Completed applications listing the Graduate Admissions Office as the recipient should be returned to the organization with the required fees and credentials. The organization will forward its evaluation report to Buffalo State. This evaluation can take up to four

weeks to complete after all documents are received. Check with the organizations for specific fee structure(s).

Canadian Applicants: Students holding undergraduate degrees from Canadian colleges or universities should submit official transcripts to the Admissions Office. If transcripts follow a system similar to that of the United States, they will be evaluated locally. If not, Canadian applicants will be required to comply with the above international student credential policy.

English Language Requirements: Applicants for whom English is a second language must submit a score of the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or Duolingo English Test as documentation of English language proficiency. Applicants with a minimum TOEFL score of 550 or higher on the paper exam or 79 on the Internet exam, an IELTS score of 6.0 or higher, or a Duolingo score of 100 or higher will be considered for admission.

English as a Second Language Program: International students who do not meet the required English language requirement can be admitted to the Buffalo State's Intensive English Language Institute (IELI) (subject to availability). Intensive English Language Institute students must complete required coursework in the [English as a Second Language \(ESL\) program](#) and take the [Test of English as a Foreign Language \(TOEFL\)](#), the [International English Language Testing System \(IELTS\)](#), or [Duolingo English Test](#) as documentation of English language proficiency.

The ESL program is a non-degree, non-credit bearing program designed to help students with varying levels of English proficiency through coursework, interaction with native speakers of English, and individualized language practice. The program consists of six levels of English language study. Each level consists of 20 hours of class time per week. Students may study up to one year in the ESL program.

Students who wish to pursue the ESL program must first submit a completed graduate admission application and have their application materials reviewed by an academic department. After careful review of the students' academic qualifications and their ability to succeed academically, the student is granted conditional acceptance into graduate studies and admission into the IELI. Students must notify the Admissions Office within 30 days of their acceptance whether they will pursue the ESL program option. Upon successful completion of these requirements, students may then enroll as full-time students in their programs of study.

For more information and to apply to the Intensive English Language Institute IELI, contact the [Center for Global Engagement](#). For specific questions regarding homeland security rules and regulations, student visas, and I-20 information, contact the [International Student and Scholar Services](#) Office.

Other International Student Enrollment Information: Contact the [International Student and Scholar Services](#) Office for more information about services for international students. The office is located in South Wing 410, 716-878-5331.

Student Visas: International students must show proof of financial support for the duration of studies on the Confidential Statement of Finances form. By the time they arrive on campus, international students should have arranged for the funds to cover their university career. Payment of all institution-

related expenses must be made prior to the beginning of each semester. The [International Student and Scholar Services](#) website provides information regarding the cost of attendance and visa requirements.

The Admissions Office will send an electronic acceptance letter once the applicant has been officially accepted into a degree program. The International Student and Scholar Services Office will contact the applicant regarding the necessary I-20 paperwork to obtain a (student) visa from the U.S. embassy or consulate in their home country.

Mandatory Student Health Insurance: International students are required to purchase [Health Insurance](#). Services at the Weigel Health Center are available to all registered students free of charge regardless of insurance coverage. Please call 716-878-6711 for more information.

Housing: International students may live on or off campus. On campus students may live in any residence hall. Break housing can be requested for an additional fee, and students may be relocated to the open buildings for breaks. Visit the [Residence Life Office](#) or call 716-878-3000 for more information.

Incomplete Transcripts

Conditional admission may be granted to applicants whose baccalaureate degree or master's degree has not yet been conferred, or if grades for the current term have not yet closed at the time of application. Applicants must have a final official transcript showing the awarding of the degree sent to the Admissions Office as soon as the degree is conferred but no later than 30 days after the beginning of the semester for which applicant was accepted. (The Admissions Office will obtain final transcripts for Buffalo State graduates.) Failure to meet this requirement will result in prior acceptance to the university being rescinded. A "hold" will also be placed on the student's record resulting in ineligibility for future enrollment. This may impact Financial Aid eligibility.

Readmission to Graduate Study

Discontinuance Registration Procedure

Students who do not register for and complete one graduate course within two academic semesters (fall/spring) must apply for readmission to graduate study in accordance with established deadline dates and current admission requirements. Students who do not register for course work within one year of initial acceptance must reapply for admission. Those seeking readmission must follow the steps below. All materials must be received by the Admissions Office by the [program deadline](#) unless otherwise specified by the program coordinator or department chair.

1. Submit a completed [Online Graduate Admission Application](#).
2. Submit a \$65 nonrefundable application fee. Acceptable methods of online payment: Visa or MasterCard. Check or money order is accepted made payable to Buffalo State.
3. Submit appropriate supplemental application materials, such as department application, letter of intent, letters of recommendation, copy of teaching certificate, or recent exam scores as stated in the program description. It is the applicant's responsibility to review the individual program admissions requirements before re-applying to determine if

supplemental materials are required. Individual program descriptions may be found in the [Graduate Programs](#) section.

4. Submit official transcripts from all colleges and universities attended that are not on file in the Admissions Office. Hard copy transcripts must be received in sealed envelopes. Official electronic transcripts must be sent directly from the institution to Graduate Admissions. Buffalo State students are not required to submit transcripts, as the Admissions Office will obtain Buffalo State transcripts; however, if the applicant attended other institutions these transcripts must be provided even if sent at the time of a previous application.

Academic Clemency Procedure

Academic clemency is designed for former students at Buffalo State University whose GPAs during previous enrollments make it impossible or highly unlikely for them ever to graduate. Academic clemency offers former students the opportunity to resume their university studies with a realistic possibility of completing their degree. Academic clemency removes courses from GPA calculations but retains them on the transcript. Graduate students with a Buffalo State graduate GPA of less than 3.0 are eligible to apply for academic clemency when they apply for readmission to the university. The student's last semester of enrollment must have been at least one year prior to the application for readmission. Students can request clemency for up to two semesters of work (consecutive or non-consecutive). These semesters are to be determined by the student in consultation with an adviser, program coordinator, or department chair. A decision of clemency includes all coursework taken within the semester(s) at Buffalo State; it is not selectively applied. Clemency is applied only after a student has registered for an upcoming semester.

1. Clemency may not be applied to any coursework for which a degree has been awarded.
2. Courses for which a student has requested academic clemency will remain on the student's transcript but will not be calculated into the overall cumulative average and will not count toward graduation. The student's transcript will contain a notation of academic clemency.
3. To apply for academic clemency, the student will be required to file a formal petition approved by the academic department.
4. Students whose academic clemency is approved will be required to meet with their academic advisers to determine the appropriate selection of courses.
5. The decision to file for academic clemency may affect a student's qualification for financial aid eligibility.
6. The student's decision to exercise the academic clemency provision is final and irreversible.

Readmission for Returning Service Members

Returning service members seeking readmission after an active-duty activation from a U.S. Reserve or National Guard will be readmitted with the same academic status if the following conditions are met:

1. The student gave advance notice (written or verbal) of the call to active duty or submitted a written attestation upon seeking readmission that such service was performed necessitating their absence.
2. The absence from school for active duty does not exceed five years.
3. The student submits a notification of intent to re-enroll within three years after the completion of service or within two years after recovery from an illness or injury incurred during the service.
4. The separation from service was not dishonorable.

Any questions regarding this policy, can be directed to the [Veterans and Military Services Office](#).

Change of Major

There is no automatic transfer from one major to another. Students wishing to transfer from one major to another must apply to the new degree program in accordance with established deadline dates and current admission requirements. Students must also adhere to the federal Satisfactory Academic Progress (SAP) guidelines. Those seeking readmission must follow the steps below. All materials must be received by the Admissions Office by the [program deadline](#) unless otherwise specified by the program coordinator or department chair.

1. Submit a completed [Online Graduate Admission Application](#).
2. Submit appropriate supplemental application materials, such as department application, letter of intent, letters of recommendation, copy of teaching certificate, or recent exam scores as stated in the program description. It is the applicant's responsibility to review the individual program admissions requirements before applying to determine if supplemental materials are required. Individual program descriptions may be found in the Graduate Programs section of the catalog.
3. Contact the [Financial Aid Office](#) for questions regarding financial aid eligibility.

Academic Requirements

Candidacy

Degree Candidacy is a status students receive after the successful completion of 12 credits at Buffalo State. By this time, all provisions that were stipulated at the time of admission must be removed, and students must be in good academic standing. (NOTE: Not all students have provisions placed on their record at the time of admission.) Students are automatically moved to candidacy unless provisions have not been removed or there are holds on the student record.

All graduate program completion requirements include:

1. Completion of at least 6 credit hours of graduate-level coursework at Buffalo State.
2. Completion of all required prerequisite courses.
3. A minimum cumulative GPA of 3.0 (B grade) in all graduate-level coursework.
4. At the graduate level, grades of C (2.0) or higher may be applied toward credit requirements for a master's degree. Typically, no more than 9 credit hours with a grade of C can be accepted toward a master's degree, and some degree programs permit even fewer than 9 credit hours of C work. Grades of C– (1.67) or lower are not used to satisfy degree requirements.
5. Removal of all deficiencies and incomplete (I) grades.
6. If requesting transfer credit, the transfer course(s) should be indicated in the note section of Degree Works. (For other policies effecting transfer credit, see the Transfer Credit section.)
7. A minimum of 15 credit hours of coursework at the 600- or 700-level is required in all degree programs.
8. A maximum of 6 credit hours of independent study (XXX 590) may be included in a degree program.
9. Coursework taken to fulfill degree requirements for one degree may not be applied to an equivalent degree.
10. A maximum of 6 credit hours of special topics (XXX 587/687) may be included in a master's degree program.
11. A maximum of 6 credit hours of workshops (XXX 594), conferences (XXX 596), and/or microcourses (XXX 598) may be included in a master's degree program.
12. A maximum of 6 credit hours of credits received through course challenges may be included in a master's degree program.

Students should periodically check with advisers to review the anticipated completion dates.

Degree Audit System

Student academic progress toward meeting graduation requirements is recorded in the Degree Works online audit system. Students should review their audit in Degree Works prior to an academic advisement meeting. Audit sheets can be viewed by logging in to [Degree Works](#). Students should inform their academic advisers of any necessary corrections as soon as possible or consult advisers with any audit sheet questions.

Students should review Degree Works regularly to ensure they are enrolled in courses that will fulfill degree requirements. Only courses that fulfill degree requirements are eligible for federal and/or state financial aid, including loans.

Changes to Approved Degree Candidacy

Once the degree program has been approved, changes can only be made with the approval of the student's department and should be registered in [Degree Works](#). Any request for transfer credit must be indicated in the note section in Degree Works.

Graduate Thesis/Project Continuation Policy

Graduate students who do not complete their capstone thesis or project requirement by the end of the term in which they have registered will receive an IP grade on their transcript contingent on development of a completion plan approved by the instructor of record. This policy is applicable to students starting fall 2024 and after.

- Once a graduate student has received an IP grade in the required thesis or project course(s), the student must register for 722 Thesis/Project Extended * (non-credit-bearing and billable for 1 credit at existing graduate tuition rates) each of the following academic (fall and spring) semesters until the thesis or project has been completed. If a student does not register for the 722 course, then the student's status will become inactive, and the student will be required to reapply for admission to graduate their graduate program and pay an application fee before the capstone project or thesis can be completed. Students must also register for the 722 Thesis/Project Extended course the semester they are reapplying and every semester thereafter until the capstone requirement is completed. Reapplication must be made in accordance with the established deadline dates and current admission requirements.
- 722 Thesis/Project Extended courses will receive a grade of NR.
- Once a student has completed the thesis or project, the thesis or project advisor will submit change of grade request to change the IP to the appropriate grade.

Graduation Requirements

For a graduate student to be awarded a graduate certificate, master's degree or certificate of advanced study, the following minimum requirements must be met:

1. Completion of the online graduation application in Self-Service Banner by the published deadline for desired degree conferral semester. Failure to apply by the deadline may delay the granting of the degree and may result in the omission of the student's name from the commencement program and exclusion from the commencement ceremony.
2. Completion of all degree requirements within the six-year period immediately preceding the date of graduation, unless a waiver is granted.
3. Completion of all required courses and resolution of any courses with a grade status of I, IP, N, or X.
4. Completion of ancillary courses for which the student has registered but are not required for the degree.

5. Completion of at least the minimum of required graduate-level credit hours as determined by each academic program.
6. Completion of a minimum of 15 credit hours of 600- or 700-level coursework.
7. A minimum cumulative GPA of 3.00 (B) in all graduate coursework.

Additional requirements for degree conferral:

1. Students who write a master's thesis must submit their thesis and have it approved through the institutional repository (e.g., Digital Commons) before a diploma can be issued. Students should discuss the submission process with their thesis adviser.
2. Graduate Admissions must receive official transcript(s) of approved transfer credit. Transfer credit must meet all requirements as defined in the Graduate Catalog.
3. Coursework taken to fulfill degree requirements for one degree may not be applied to an equivalent degree. In rare cases, double counting coursework may be permitted for equivalent degrees in different professional areas contingent on department approval.
4. Students who do not meet the requirements for graduation by the semester for which they applied must submit a new online graduation application in accordance with established deadlines, for the semester in which the requirements will be completed.

Commencement

commencement.buffalostate.edu/

Commencement is held each May at the end of the spring semester to honor the current Buffalo State graduating class. Graduate students should file an application for degree or certificate by the posted deadline for the anticipated term of program completion.

The Academic Affairs Office sends commencement ceremony information to eligible participants, typically during spring recess, via Buffalo State student email and/or student permanent mailing addresses. It is possible that candidates who submit their graduation applications after the posted deadlines may not receive commencement information and/or have their names listed in the ceremony program. The commencement website provides ceremony details, ticketing procedures, cap and gown information, a section for families, and related events.

The commencement ceremony celebrates the recent graduates and spring and summer candidates for the current academic year. A student becomes a graduate once a successful degree/certificate audit is completed and the degree or certificate is awarded. Diplomas and certificates are not distributed at the commencement ceremony; they are mailed to permanent addresses up to six weeks following the final term of study. Students should be sure their address of record is up to date to avoid delay in receiving commencement information or their diplomas or certificates. The change of address form is provided on the [Registrar's website](#).

There are no academic honors distinctions or gold honors cords at the graduate level.

Initial/Professional Certification in Education

Buffalo State's graduate degree programs in education are registered with the New York State Department of Education. All graduates who meet state certification requirements are recommended by the university for

the appropriate certification. for more information, visit the [Teacher Certification Office](#), Chase Hall 222, 716-878-6121.

Project, Thesis, Comprehensive Examinations, and Defense of Graduate Portfolio

Degree programs require a project, thesis, comprehensive examination, or defense of graduate portfolio as evidence of mastery in the chosen field. Individual program descriptions in this catalog contain specific degree requirements. Contact hours stipulated for projects and theses will vary, depending on the nature of the work and departmental requirements.

Electronic Thesis Submission

Buffalo State University requires the electronic submission of final approved theses through [Digital Commons](#), an electronic publishing mechanism sponsored and maintained by [E.H. Butler Library](#). The submission is free to students and allows for wide distribution of student work. Students should discuss the submission process with their thesis adviser.

Time Limit for Degree Completion

All coursework and degree requirements must be completed within the six-year period immediately preceding a student's graduation. Coursework completed more than six years prior to date of graduation cannot be used to satisfy degree requirements unless approved by their adviser and department chair.

Transfer Credit

There is no automatic transfer of credit toward a graduate degree or certificate of advanced study. A maximum of 12 graduate-level credit hours of transfer work from an approved regionally or nationally accredited institution may be applied to a degree program or certificate of advanced study upon departmental/adviser approval. Academic departments reserve the right to allow fewer transfer credits. The applicability of transfer credit to a graduate certificate program is solely determined by the department. The 12-credit maximum does not apply to the master's degree program in multidisciplinary studies, which allows a maximum of 15 credit hours of transfer work upon the principal adviser and advisory committee (if required) approval.

Transfer credit requests should be presented for consideration at the time the student applies for admission to the college or as soon as the coursework is completed. Approved transfer credit(s) will be included in the Degree Audit System and communicated to Graduate Admissions.

Specific restrictions:

1. Transfer work must be a coherent part of the required program of study and be approved by the major department.
2. Transfer work must be completed within the six-year period immediately preceding the date of graduation.
3. Only courses with grades of B (3.0) or better are acceptable for transfer. Grades of S (satisfactory) or P (pass) are not acceptable.

4. Coursework taken to fulfill degree requirements for one degree may not be applied to an equivalent degree. In rare cases, double counting coursework may be permitted for equivalent degrees in different professional areas contingent on departmental approval.
5. For graduate certificate programs, at least 50% of the total credits must be completed through study at Buffalo State. Departments reserve the right to require more than 50% be completed through study at Buffalo State.
6. Official transcripts must be submitted to Graduate Admissions from the institution where the coursework being requested for transfer was completed.
7. Transfer credit requested from institutions using the quarter system will be converted to semester hours using the following equation:

Quarter Hours	=	Semester Hours
1 quarter hour	=	$2/3$ (.66) semester hours
2 quarter hours	=	$1-1/3$ (1.33) semester hours
3 quarter hours	=	2 semester hours

Upper Division Criteria for Graduate-Level Courses

A course that has upper-division designation (600- or 700-level) reflects evidence of at least two of the following criteria:

1. Prerequisite course or instructor permission.
2. Course content, assessment, and learning outcomes demonstrating evidence of greater focus or depth in the content than 500-level graduate courses.
3. Course content, assessment, and learning outcomes targeting a higher order of critical thinking (greater application, analysis, synthesis, and evaluation of subject) than 500-level graduate courses.

Course numbers indicate the level of the course and restrictions as follows:

- 500–599: Introductory or survey graduate courses (knowledge, understanding, and application of subject)
- 600–699: Courses that go beyond introductory level and involve in-depth study of a subject at the graduate level and that usually have prerequisites
- 700–799: Courses designed for and restricted to students matriculated in the departments' degree or certificate programs

Academic Policies

The following university academic procedures, policies, and guidelines apply to all graduate students and all institution sessions. Students are responsible for determining their academic programs and for meeting all degree requirements. Clarification of any requirements for a master's degree or advanced certificate may be obtained from the academic adviser, department chair, or academic dean. Requirements and programs are subject to change, and students must be aware of current regulations.

Academic Calendar

Students should consult the online [Buffalo State calendars](#)—both the Administrative Calendar and the Academic Calendar—for important dates, deadlines, term start and end dates, course registration and withdrawal dates, graduation application deadlines, all-university events, and student events.

Academic Misconduct

Academic Standards Office

Twin Rise South Wing 510

716-878-5222

academicstandards.buffalostate.edu

All students are expected to display honesty and integrity in completing course requirements and university academic regulations. "Academic misconduct" refers to any form of plagiarism, fraud, or cheating in connection with academic coursework and is inconsistent with the aims and goals of Buffalo State University.

Examples of academic misconduct includes but is not limited to the following:

- **Aiding in academic dishonesty.** Knowingly taking action that allows another student to engage in an act of academic dishonesty including but not limited to completing an examination or assignment for another student or stealing an examination or completed assignment for another student.
- **Cheating.** Includes but is not limited to (1) use of any assistance not authorized by the course instructor(s) in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the course instructor(s) in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) stealing tests or other academic material belonging to the course instructor(s).
- **Falsifying academic materials.** Fabricating laboratory materials, notes, reports, or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation that has been altered without the instructor's authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.
- **Misrepresenting documents.** Forgery, alteration, or misuse of any university or official document, record, or instrument of identification.
- **Plagiarizing.** Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.
- **Purchasing academic assignments.** Purchasing an academic assignment intended for submission in fulfillment of any course or academic program requirement.
- **Selling academic assignments.** Selling or offering for sale any academic assignment to any person enrolled at Buffalo State. No person shall offer any inappropriate assistance in the preparation, research, or writing of any

assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.

- **Submitting previously submitted work.** Submitting academically required material that has been previously submitted, in whole or in substantial part, without prior and expressed consent of the instructor.

Faculty may require students to use textual similarity detection software (e.g. [Turnitin.com](https://www.turnitin.com)) in courses at Buffalo State University. This software may be used as an educational tool to assist students in learning how to properly cite resources, decrease instances of academic misconduct, or assist in the identification of acts of academic misconduct.

Students are to refer to the [Academic Misconduct Policy](#) for the full policy that includes statements on notification, due process, and timeliness; composition of Academic Misconduct Committee; resolution of academic misconduct allegations; and the procedures for resolving an allegation of academic misconduct including potential outcomes. A statement outlining formal university policies and procedures to be followed in cases of alleged academic misconduct are available in each academic dean's office, in the Academic Standards Office, and in the Student Leadership and Engagement Office. Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Committee and may result in academic dismissal.

Academic Probation and Dismissal

All graduate students are required to maintain a minimum cumulative GPA of 3.0 (4.0 scale). A student is automatically placed on academic probation if the GPA falls below 3.0.

Matriculated full-time students are given one semester, and matriculated part-time students are given 9 credit hours to achieve a 3.0 GPA, provided total credit hours do not exceed the degree program by more than 6 credits. Failure to achieve a 3.0 GPA within the specified time results in academic dismissal. In addition, failure to maintain a minimum 3.0 GPA during each semester of academic probation results in academic dismissal.

Premajor (undeclared) students must have a 3.0 GPA by the completion of 12 or more credit hours. Failure to achieve a 3.0 GPA by the completion of 12 or more credit hours of graduate-level coursework results in academic dismissal. Students with fewer than 12 credit hours are automatically placed on academic probation should the GPA fall below 3.0. Failure to achieve a 3.0 GPA by the completion of 12 credit hours results in academic dismissal. In addition, failure to maintain a minimum 3.0 GPA during each semester of academic probation results in academic dismissal.

After being placed on academic probation, nondegree students have until the completion of the next semester in which they are enrolled to achieve a minimum 3.0 GPA. Failure to do so renders a student ineligible for further registration.

Graduate students who have been academically dismissed must wait one full year from the time of dismissal before applying for readmission.

Graduate students may be readmitted to the university only once after an academic dismissal. If readmitted, a student automatically returns to academic probation should the cumulative GPA fall below 3.0. The student then has one full-time semester or 9 credits of part-time study to achieve a 3.0 cumulative GPA and must maintain a minimum 3.0 GPA during each semester of academic probation. Failure to do so results in final academic dismissal.

Graduate students also may be dismissed from Buffalo State for determination of an academic misconduct offense.

Academic probation may also affect financial aid eligibility. Graduate students must meet Satisfactory Academic Progress (SAP) standards to receive federal financial aid. For more information contact the Financial Aid office (Moot 230, finaid@buffalostate.edu, 716-878-4902), or visit the [Financial Aid website](#).

Alternative Methods of Earning Credit

Course by Contract

Students who have been accepted to a graduate degree program and are in good standing may request to take a course by contract by contacting the department offering the course. The instructor must be a member of the university's graduate faculty, and the course must be among those already approved by the university. Courses may be taken by contract only if they are not offered in the regular schedule during the semester involved or if all course sections are filled and the student needs the course to graduate. Under this option, a graduate faculty member provides the student with a course outline, bibliography, and a statement of responsibilities and dates by which these are to be met. The number of student-instructor conferences, the type of evaluation, and the culminating activity are determined by the faculty member and the student prior to registration for the course. These requirements must be filed with the department chair. Before initiating a graduate course by contract, the student must register for the course using the [Individual Graduate Study Application form](#). This form must be signed by the instructor, the department chair, and the school dean prior to the Individual Study Application [deadline](#).

Course Challenge

A course challenge may be used to request university credit for a Buffalo State course when the course objectives and student learning outcomes have been previously met. Each department determines whether credit for a successful course challenge may be applied to the major.

The following rules apply:

1. A student must be matriculated to challenge a course.
2. Department determines challenge method, which may include but is not limited to examination, portfolio, performance, or presentation.
3. No credit will be awarded when the challenged course duplicates a course for which credit has already been earned (except in a specific case of repeatable course), a course for which a grade has already been earned, or a course in which a student is currently enrolled.
4. Credit earned will be recorded as credit (CR) only rather than as a grade.
5. A student may not receive more than 6 graduate credits through course challenge.
6. Course challenges for awarding micro-credentials are to be evaluated on a case-by-case basis at the discretion of the awarding department/school.

Cross Registration

The SUNY Cross-Registration Agreement is for active matriculated graduate-level students who wish to cross-register at another SUNY campus. Cross-Registration is available in fall and spring semesters and on a limited basis in summer and J-term. Transcripts are forwarded automatically to Buffalo State at the end of the semester. Courses are recorded as credits earned (credit hours count toward program completion and final grades count in cumulative GPA). Students participating in cross-registration at another SUNY college or university are charged tuition and fees by Buffalo State. Cross-registration eligibility is determined through an application process.

Detailed information about cross-registration can be on the [Registrar's website](#).

Independent Study (XXX 590)

Independent study provides an opportunity for a student to pursue a topic that may be covered only briefly or not at all in a regular course offering. Independent study is never a substitute for a regular course.

Independent study may be offered by any member of the university's graduate faculty. All independent study is listed by the appropriate content area prefix and the number 590 (e.g., CRJ 590). A maximum of 6 credit hours of independent study may be included in a master's degree program. Students must register for graduate-level independent study by completing the Individual [Graduate Study Application](#). The application must include a written paragraph describing the proposed course, including the purpose, objectives, method of instruction (e.g., readings, individual consultations with instructor, etc.), and method of evaluation (e.g., research paper, examination, etc.). The application must be signed by the instructor, the department chair, and the school dean by the Individual Study Application deadline.

Internship (XXX 688)

An internship is a credit-bearing applied learning experience where a student receives structured workplace activities that align with the major or area of interest. The minimum required GPA for a graduate student to register for an internship course is 3.00.

Topics Courses (XXX 587/687)

Special topics courses provide the opportunity for in-depth study and examination of rapidly and significantly changing disciplinary issues, topics, or practices, and may be used to accommodate requests of external agencies or the specialized resources of visiting faculty members. A maximum of 6 credit hours of special topics may be included in a master's degree program.

Workshops (XXX 594), Conferences (XXX 596), and Micro-courses (XXX 598)

Workshops, conferences, and micro-courses are graduate courses offered—at variable times and places—on particular themes outside the usual schedule of classes. These courses also carry variable credit. Special topics emphasize an in-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices. Workshops emphasize process and implementation of theory, and they involve participants in the accomplishment of individualized objectives on a specific theme. Conferences emphasize a unique, one-time experience on a given theme. Micro-courses offer intensive instruction with a specific, limited objective. A maximum of 6 credit hours of workshops, conferences, and micro-courses may be included in a master's degree program.

Assessment of Student Learning

Buffalo State is committed to providing high-quality educational experiences to its students through a process of [assessment and continuous improvement](#). Assessment of student learning and use of assessment results are core strategies used to continuously improve the effectiveness of all academic and support programs offered to students. Assessment processes are ongoing, systematic, and involve the use of direct and indirect sources of evidence that provide opportunities to recognize educational trends and develop a sound basis for academic planning. For more information, please visit the Institutional Research, Effectiveness, Planning, and Strategy Office in CLEV 519.

Auditing Courses

Persons may audit or take courses without earning credit on a space-available basis with the approval of the course instructor. The auditor's role beyond attending the course, such as completing assignments, receiving instructor feedback, and taking exams, should be agreed upon with the instructor but at no time will the student receive a grade in the audited course nor be charged tuition for the course. Non-degree-seeking auditor may be required to pay fees that could include, but are not limited to, a registration fee, a class or lab fee, and a fee to cover technology and library use on campus. All students wishing to audit a course must complete a Permission to Audit a Course form. Additionally, non-matriculated students must first complete an application process through the [Admissions office](#). Additional guidelines, requirements, and forms can be found on the [Registrar's website](#) before being enrolled.

Buffalo State Student Email

Students are required to check their Buffalo State email accounts regularly, especially during registration. Students on a waitlist should check their Buffalo State email accounts at least daily. Email notifications are sent when a seat becomes available. All correspondence to faculty members or university staff should be sent from your Buffalo State student email account. The Student Email Policy is available on the [Dean of Students website](#).

Course Load

1. Full-time status: Full-time academic status typically consists of a course load of 9 graduate-level credit hours per semester. Some departments, though, require that students take more credits for accreditation purposes (check with your department).
2. Graduate assistants: Full-time academic status for graduate assistants is 6–9 graduate-level credit hours per semester. Final assignments are determined by the department supervising the GA appointment.
3. Last semester of study: Full-time academic status is granted to students in their final semester of study if they are working full-time on a master's project or master's thesis. Advisers and department chairs must verify the student's workload in these cases.
4. Finances: In determining billing status, students pay tuition based on the number of registered credits—up to 12 credits.
5. Financial Aid: To be eligible for financial aid, students must be enrolled as matriculated students in an eligible program of study. Other guidelines vary depending on the type of aid. Various state and federal financial aid programs require that students be registered for 12 graduate credits; loans typically do not. Students should contact the [Financial Aid Office](#) or [Graduate Studies](#) for details and personalized counseling.
6. It is advisable for fully employed part-time students registered in the fall and spring semester to limit themselves to a maximum of two courses each semester.

Academic status designation does not guarantee eligibility for financial aid. Students should consult the [Financial Aid Office](#) for eligibility guidelines.

Grade Point Average (GPA)

To earn a graduate degree or certificate, a student must maintain a minimum cumulative GPA of 3.0 (B grade) on a 4.0 scale in all graduate courses completed at the university. Transfer credits are not included in grade point average. Undergraduate coursework completed while working toward the graduate degree is not included in the average but is shown on the transcript. Grades received for coursework completed at another institution through cross registration are included in the average.

At the graduate level, grades of C (2.0) or higher may be applied toward credit requirements for a master's degree. Typically, no more than 9 credit hours with a grade of C can be accepted toward a master's degree, and some degree programs permit even fewer than 9 credit hours of C work. Grades of C– (1.67) or lower are not used to satisfy degree requirements. Grades of B– or lower may be repeated for a better grade.

Grading

The university uses letter grades to indicate the status of a student at the completion of a course. All grades are awarded at the sole discretion of the faculty member responsible for the course. A grade must be submitted for every student on the course roster at the end of the semester. Students will be apprised of evaluation policies in each class at the beginning of every semester. This information also will include notification, where appropriate, that the plus/minus grading system will be used as determined by the instructor. Instructors will inform students of their standing in each course by the end of the ninth week of the semester, or two-thirds of a Summer Session or January Term. Mid-term

grades are available in Degree Works and Banner when submitted by the instructor. Questions regarding grading policies or an individual grade received in a particular course should be addressed to the instructor or to the department chair.

Grading System

Letter Grade	Description
A	Superior
A-	Above Average
B+	Above Average
B	Average (required minimum cumulative GPA)
B-	Below required average, may be used to meet degree requirements
C+	Below required average, may be used to meet degree requirements
C	Below required average, may be used to meet degree requirements
C-	Below required average, may not be used to meet degree requirements
D+	Below required average, may not be used to meet degree requirements
D	Below required average, may not be used to meet degree requirements
E	Failure or unofficial withdrawal
EV	Failure, never attended
S	Satisfactory
SD	Satisfactory with Distinction (graduate thesis only)
U	Unsatisfactory

The following letters are used to indicate status:

Letter Grade	Description
I	Incomplete

Letter Grade	Description
IP	In progress
N	Grade Delayed
NR	Grade not required
X	Grade not submitted
W	Withdrawal

Change of Grade

In case of a clerical error or other extenuating circumstance resulting in an incorrect grade, a request for a grade change must be submitted according to the following policies and procedures. This policy applies to both undergraduate and graduate students. This policy does not apply to incomplete (I), in-process (IP), grade delayed (N), grade not submitted (X), or withdrawal (W) grades. Appropriate reasons for grade changes may include but are not limited to the following:

1. Demonstrable arithmetic, editing, or factual error in calculating the grade.
2. Omission of assignments or parts of assignments in calculating the grade.
3. A grade demonstrably based on impermissible factors unrelated to student performance, such as discrimination, bias, retaliation, or retribution.

Inappropriate reasons for grade changes may include but are not limited to the following:

1. Saving a student from some academic penalty such as dismissal, probation, warning, or academic integrity problem.
2. Enabling a student to graduate.
3. Enabling a student to maintain academic eligibility for financial aid.
4. Enabling a student to graduate with academic honors or meet some other established minima.
5. Personal issues unrelated to academics.
6. Enabling a student to maintain academic eligibility for athletics or any other co-curricular activity.
7. Managing enrollment levels in order to preserve programs or revenue, or to increase retention rates.

Once a student has completed a degree, a final average for that degree is computed. Courses from that degree may not be repeated and that final average is not affected by any subsequent coursework at Buffalo State. No changes will be permitted after a student's degree is conferred except to correct a documented university error.

Explanation of Grades

S (Satisfactory), and U (Unsatisfactory) grades are reserved for graduate theses, student teaching or other field experience that is not readily evaluated by the normal letter grades and basic skills courses.

SD (Satisfactory with Distinction) is reserved for graduate theses. S, SD and U grades may be given only for courses so designated.

P (Pass) and F (Fail) grades are given for undergraduate courses taken on a pass-fail basis. They may not be used for graduate coursework.

W (Withdrawal) grades may be submitted only when a student has officially withdrawn from a course.

I (Incomplete) grades may be submitted only when the department chair or program coordinator has been properly notified. An instructor may submit a grade of I (Incomplete) only when circumstances leading to a student's failure to complete course requirements are known to be beyond the student's control (e.g., serious illness or unavailability of material). The student must complete course requirements, and the instructor must submit a grade change by the 10th week of the following spring or fall semester or the grade automatically converts to an E (Failure). In the event that the instructor who granted the I grade is unable to evaluate whether the student has fulfilled the course requirements during the stipulated time period, the chair or program coordinator takes responsibility for evaluating the student's work and changing the grade.

IP (In Progress) grades are reserved for graduate students who have not completed their thesis or project requirements. When work is completed, the instructor submits a grade change, replacing the IP grade with a final grade. A grade of N (Grade Delayed) may not be submitted for a thesis or project.

N (Grade Delayed) grades may be submitted in the case of research work or internship that carries over from one semester to another and when it is necessary to delay grading to a subsequent semester. N grades may be submitted only with the permission of the department chair or program coordinator. A grade of N (Grade Delayed) may not be used for a graduate thesis or project course. When the work is completed, the instructor submits a grade change, replacing the N with a final grade.

NR (Not Required) grades must be submitted for any Thesis/Project Continuation (721) or Thesis/Project Extended (722) course.

Repeating Graduate Courses

A student may repeat a given graduate course once for which a B-, C+, C, C-, D+, D, E, EV, F, or U grade was earned. The course must be repeated in the same grading mode as the first attempt and have the same prefix, number, and credit. The repeated course must be taken at Buffalo State. When a course is repeated, only the higher grade earned and associated credit hours will count toward the GPA.

Repeating Courses Over Six Years

All coursework and degree requirements must be completed within a six-year period beginning with a student's matriculation term into their graduate program.

Courses completed more than six years preceding a student's graduation, regardless of grade earned, cannot be used to satisfy degree requirements unless a waiver is approved by the adviser and department chair. Without a waiver, such courses must be repeated to be applied to the degree requirements, and only the grade and credit hours earned on the last attempt will apply to the GPA and degree or certificate program requirements.

All grades remain on the permanent record. A passing grade will not replace a U grade, since the U is not computed in the GPA. Courses repeated outside of the parameters listed above will not be used in the calculation of the cumulative GPA, and the credit hours will not be applied to degree or certificate program requirements.

Courses with letter grades A through B cannot be repeated. Illegally repeated courses are not used to calculate the cumulative GPA.

Policies regarding practicum courses may differ. Contact the academic department.

Repeating courses can affect financial aid. Contact the [Financial Aid Office](#) for the current policy.

Once a student has completed a master's degree or certificate of advanced study, a final average for that degree or certificate is computed. Courses for that degree or certificate may not be repeated, and that final average is not affected by any subsequent coursework completed at Buffalo State.

Graduate Certificate Programs

Buffalo State offers various graduate certificate programs. All programs are registered with the New York State Education Department as "Advanced Certificate" programs. The programs are offered and delivered by Buffalo State as Advanced Graduate Certificate or Certificate of Advanced Study. As required by NYS regulation, all graduate course work applicable to any of these certificate programs must be applicable to one or more graduate degree programs offered by Buffalo State.

Credit Requirement

Credit requirements for graduate certificate programs vary greatly and are established in program design at the time of establishment and registration. Generally, the Advanced Graduate Certificate requires in the range of 12–21 graduate credits; and the Certificate of Advanced Study, generally involving study beyond the master's level, requires 15–43 graduate credits beyond the baccalaureate degree.

Program Regulations

Individual graduate certificate programs may include various additional requirements beyond those stated here. The official curriculum as detailed in the Graduate Catalog should always be examined to determine if additional requirements exist within the graduate certificate program.

Residence Study Requirements

For graduate certificate programs, at least 50 percent of the total credits must be completed through study at Buffalo State. Departments reserve the right to require more than 50 percent be completed through study at Buffalo State.

Statute of Limitations and Advanced Standing

All requirements for the certificate must be completed within six calendar years from the date of initial registration in the program. Prior course work completed and presented by the student for advanced standing in the program at the point of admission shall be subject to review and approval for inclusion by action of the program faculty.

Graduate Unit of Credit (Credit Hour)

The semester hour is the unit of course credit. It represents completion of one 50-minute class period per week for one semester. A course having three class periods of direct instruction per week will earn 3 semester hours of credit. Studio and laboratory classes usually earn 1 credit for each 2-3 hours of attendance unless otherwise indicated. The university expects student preparation of two hours for each hour in class.

Quality Point System

The quality point system is used for determining GPAs, as follows:

Letter Grade	Description
A	4.0
A-	3.67
B+	3.33

B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
E	0.0
EV	0.0

No other letters carry quality point value.

Term GPA

A student's term GPA is computed by dividing the total number of quality points by the total number of credit hours attempted in one semester. Only grades carrying quality points are included. For example, consider a student with the following courses and grades at the end of a semester.

Course	Grade	Credit	Quality Point Value	Points
CRJ 602	B+	3	(x 3.33)	9.99
EDU 640	A	3	(x 4)	12.00
PSC 605	C+	3	(x 2.33)	6.99
SOC 501	A-	3	(x 3.67)	11.01
Total		12		39.99

The student has attempted 12 credit hours, successfully completed 12, and earned 39.99 quality points. The formula for computing this student's term average follows: $39.99 / 12 = 3.33$

$(\text{Term Quality Points} / \text{Term Credit Hours}) = (\text{Term GPA})$

Leave of Absence, Withdrawal from University

The Application for Leave of Absence/Withdrawal from University form is available online on the at the [Registrar's website](#).

Students should discuss this decision with their academic or professional advisor. Tuition refunds, if applicable, will be made on a prorated basis as outlined for that semester. Financial aid recipients who withdraw or take a leave of absence may owe a refund of aid they received for the semester. For additional information about financial aid, please visit the [Financial Aid Office](#) in Moot Hall 230.

Leave of Absence

Matriculated graduate students who wish to leave the university for academic, financial, medical, military, or personal reasons may be granted a leave of absence (LOA) for the fall and spring semesters only. A LOA is a temporary interruption in a student's program of study. A LOA cannot exceed 180 days in any 12-month period and may have a serious impact on a student's financial aid. Any student who received financial aid and is considering a LOA should consult with the Financial Aid Office to determine how their aid will be affected (e.g., grace period, repayment, failure to return as stipulated, etc.) prior to the LOA approval. In accordance with federal regulations, 34 CFR 668.22 (d), the following criteria outlines the requirements to process an approved LOA:

- The student must submit a completed Leave of Absence form for approval. The form must state the reason(s) for the LOA request. A LOA cannot be granted for academic reasons (i.e. to keep a student from failing).
 - When a student submits a leave of absence before the start of a semester, the leave will start on the first day of the next semester (fall or spring).
 - When a student wishes to take a leave of absence during a semester already in progress, they must submit the paperwork no later than the last day to drop without financial penalty. No leaves of absence will be granted after that date.
 - Retroactive leave of absence requests will not be approved.
 - Students can automatically remove their leave of absence by registering for the semester in which they had originally planned to take a leave or for the following semester after the approved leave of absence.
- There must be reasonable expectation that the student will return from LOA. A student granted a LOA is not to be considered withdrawn and no return of Title IV calculation is required.
 - Student borrowers are given a six-month grace period on most types of federal loans starting at the date enrollment ceases. During this time, lenders will treat the borrower's loans as if the borrower were still enrolled in school full-time
 - Once a grace period is used on a specific loan, it will not be given again.
 - At the end of this six-month grace period, the student will be required to enter repayment on their federal educational loans until they return to school. However, deferment or forbearance options may be available if the student makes a request to their lender.
- A student returning from a LOA must resume training at the same point in the academic program that they began the LOA.
- Students who change their majors when they return will be required to meet the curriculum of the new program in place at the time of their return.
- If a student does not register for classes within the 180 days requirement, the student is considered to have ceased attendance from the institution, and a title IV return of funds calculation is required if the student received federal aid.
- When a student returns from a LOA, the institution may not assess the student any additional institutional charges relative to reinstatement.
 - Students on an approved leave of absence who fail to return (for any reason) will be inactivated at the end of the following semester (fall or spring) and must apply for readmission to the university when they are interested in resuming their progress toward a degree.
 - Students who are not enrolled for three consecutive semesters will be readmitted using the catalog year of their readmittance.
- Students who do not register for courses for the semester after their leave expires will be deactivated as students and must apply for readmission to the University when they are interested in resuming their progress toward a degree.

- Upon return from a leave of absence, students will be allowed to complete the program requirements in place at the time they took the leave of absence. Students should seek financial aid eligibility consultation and academic advisement before registering for courses for their return semester.

Withdrawal from University

To maintain good academic standing and eligibility for readmission to the university, students finding it necessary to withdraw must do so officially. Failure to file for withdrawal will result in the recording of an E grade in each course in which the student is registered. Students withdrawing officially with no outstanding obligations or commitments to the university are considered to be in good academic standing.

Microcredentials

Microcredentials verify, validate, and attest that specific skills and/or competencies have been achieved and are endorsed by the issuing institution, having been developed through established faculty governance processes and designed to be meaningful and high quality. SUNY Buffalo State recognizes four types of microcredentials which can be credit or non-credit bearing and stackable.

1. **Curricular Microcredentials:** Curricular microcredentials involve minimally 1 credit hour and no more than 15 credit hours, and may combine credit-bearing courses and non-credit-bearing activities. These microcredentials must be reviewed and approved through the regular process of curriculum approval for their level. These microcredentials may be awarded and found on a transcript or co-curricular document.
2. **Professional Pathways:** Mapped to skills and competencies desired in a particular professional field, these pathways generally include academic courses and experiential learning. Often they will be interdisciplinary. Specific academic assignments will be identified in each course that map to the skills and competencies identified for the particular professional field.
3. **Skill and Competency Badges:** Offered to current students and complementing the curriculum, these are smaller badges that help earners obtain and demonstrate skills. These badges can be stand-alone or built into a course.
4. **Continuing Education Badges:** Used for lifelong learning, professional training in collaboration with employers, or a smaller version of a larger graduate or certificate program.

Anyone who is eligible to take the required credit or non-credit courses/programs or engage in the required co-curricular activities may earn a microcredential. At the discretion of the faculty, the eligibility requirements might include a minimum GPA or other criteria for matriculated students, and/or an application process for non-matriculated students. Microcredentials are awarded upon successful completion of the specific requirements for that credential. Microcredentials have clear, measurable outcomes, assessments aligned to the outcomes, and evidence of mastery of the outcomes through reliable and valid assessments. Only credit bearing microcredentials may be stacked for credit. SUNY Buffalo State microcredentials may or may not be transferable to other campuses. Verification of successful completion of a microcredential may result in a grade within a course or a notation of satisfactory completion.

Notification of Rights under the Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place

where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the University Council; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; and National Student Clearinghouse officials. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the university. Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Buffalo State hereby designates the following categories of student information as public or directory information. Such information may be disclosed by the institution for any purpose, at its discretion.

- A. Name, address, electronic mail address, telephone listing, dates of attendance, enrollment status (e.g., undergraduate or graduate, full-time or part-time), class level, and academic adviser.
 - B. Most recent educational agency or institution attended; major field of study; degrees, honors, and awards received.
 - C. Participation in officially recognized activities and sports, weight and height of members of athletic teams, date and place of birth, photographs. Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received by September 15 in the Registrar's Office, Moot Hall, Buffalo State, 1300 Elmwood Avenue, Buffalo, NY 14222-1095. Nondisclosure of information will commence thereafter and be effective until September 14 of the following year. Written notification to withhold disclosure must be made each academic year. Buffalo State assumes that failure on the part of any student to specifically request the withholding of categories of directory information by the deadline date indicates individual approval for disclosure.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Buffalo State to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Ave., SW
 Washington, DC 20202-5901

Registration

All currently registered students who will continue their studies during the next regular semester are expected to register within two weeks of their first day of registration eligibility. Procedures for registering can be found on the [Registrar's Office](#) website where course listings are posted in March for fall registration and in October for spring registration.

Students should check their Buffalo State email accounts regularly, especially during registration. Students on waitlists should check their Buffalo State email at least daily as email notifications are sent when seats become available. All correspondence to faculty members and university staff should be sent from a student's Buffalo State email account.

To receive accurate information about registration eligibility and to maintain registration eligibility, students should remember the following:

- Academic advisement is strongly encouraged for all matriculated graduate students. It is the student's responsibility to seek advisement prior to registration each semester.
- Students subject to possible academic probation or dismissal should contact their academic adviser for guidance regarding course selection and registration eligibility.
- Students on academic probation/dismissal will receive official notification from the Graduate Studies Office regarding their status and registration eligibility at the close of the semester. Students may contact the office for guidance and questions.
- Students with holds (student accounts, Weigel Health Center, parking, etc.) on their accounts may be prevented from registering. Students can view holds (if applicable) directly in self-service (SSB) Banner and should follow up with the respective office.
- Not attending the first class meeting does not withdraw a student from a class, however the student should follow up with the instructor before the next class meeting.
- Graduate students with 3.0 or higher GPAs may discontinue enrollment without taking a leave of absence for one semester (fall or spring) from which they were last registered without applying for readmission. Continuous enrollment is strongly encouraged.

Advisement

The department chair/graduate coordinator designates a member of the graduate faculty to serve as an adviser to the student and to assist in planning the course of study. It is the student's responsibility to seek a conference with the adviser before registration, moving into degree candidacy, and application for graduation.

Change of Name, Address

Students are responsible for notifying the Registrar's Office of any name or address changes so that registration information and other mailings can be properly directed. Visit the [Registrar's Office](#) to complete the appropriate form and submit any required documentation.

Adding or Dropping Courses

Registration is continuous from the opening of registration through the end of the first week of classes. Dropping a course during that time removes all record of the course from the student's transcript. Registration dates and instructions are updated each semester on the [Registrar's website](#). By the close of registration, students should recognize that they have made a commitment to complete the courses for which they are registered. It is expected that students will complete any necessary changes to their schedules before the first day of classes in a semester or Summer

Session. Changes during the first week of classes, or the first two days of a Summer Session or January Term are allowed, but should be the exception.

Immunization Requirement

All students must be in compliance with New York State law regarding immunizations to be able to register for classes. The [Weigel Health Center](#) provides measles, mumps, and rubella immunizations at no charge for students who need vaccinations. New York State Public Law and Buffalo State University also require all students enrolled to complete and return the Meningitis Information Response Form. The meningitis form and the New Student Health Form are available online and are to be returned to the health center. If vaccines were provided in NYS, Weigel Health Center should be able to retrieve the records from the state's immunization systems. Students should call 716-878-6711 to verify that Weigel can obtain their vaccine records.

Withdrawal from Courses

Instructors are required to notify students of their academic standing no later than the end of the ninth week of the semester, or after two-thirds of a summer session or January Term. A student who wishes to leave a course after the drop/add period and before the final withdrawal date may withdraw via Self Service Banner. If a student does not officially withdraw from a course and stops participating, a grade of E will be recorded. Non-attendance at the first meeting of the class does not withdraw a student from a class. Withdrawal deadlines for each semester are published on the [Registrar's website](#).

Under some conditions, students withdrawing from coursework may be eligible for a refund in accordance with the university refund schedule, which is posted each term on the [Student Accounts website](#). Beyond the end of the refund schedule's time limit, full charges are assessed. Student-teaching courses have different deadlines. These students should check with their departments.

Withdrawals remain on the transcript and are recorded with a W but do not count in credit hours or GPA calculations. Withdrawal from a course may affect eligibility for financial aid in the current semester and in future semesters. For additional information about financial aid eligibility, refer to the financial aid section of this catalog, or visit the [Financial Aid Office](#) in Moot 230.

Before withdrawing from a course, careful thought should be given to the reasons for withdrawing and possible consequences. Course withdrawals can have a negative impact on both progress toward graduation and eligibility for financial aid. Withdrawal from a course should be used infrequently and considered an action of last resort. It is to the student's advantage to meet with an advisor and the instructor before withdrawing.

State Mandated Seminars for Education Programs

In addition to academic requirements, students who are enrolled in teacher education programs leading to Initial Certification or Initial/Professional certification are required to complete all seminars specifically required by New York State for program completion and graduation.

Candidates should consult the [Teacher Certification website](#) for current seminar and workshop requirements.

Student Complaints, Grievances, and Appeals

Buffalo State complies with New York State Education regulations requiring that campuses have procedures in place for filing complaints and seeking resolution of perceived problems.

Academic Petition Appeals: Waiver of Academic Regulations

Students are expected to adhere to all regulations of the university. However, unusual and extenuating circumstances may warrant a modification of certain regulations.

Students should not request a waiver of any regulations without very strong evidence to justify the waiver. Requests for waivers are made by completing an Academic Appeals Petition from the [Academic Standards website](#). For assistance with filing an Academic Appeals Petition, students should contact their academic advisers or the Academic Standards Office, Twin Rise 100. with filing an Academic Appeals Petition, students should contact their academic advisers or the Academic Standards Office, 510 South Wing.

The Academic Standards Office makes decisions on requests for waivers that do not relate to a student's major after consulting with the Academic Appeals Committee. The Academic Standards Office decision is final. A minimum of one month is necessary to process academic appeal petitions.

Decisions on requests for a waiver related to a student's major are made by the appropriate department chair in accordance with procedures established by the department or area faculty. Requests for application of AP and/or transfer credit should be taken directly to the Admissions Office; these requests do not require an Academic Appeals Petition.

Student Complaints Regarding Discrimination

If the complaint involves alleged harassment or discrimination based on race, sex, ethnicity, national origin, sexual orientation, gender identity, religion, age, disability, or marital or veteran status, the student should use procedures administered through the [Office of Institutional Equity, Diversity, and Inclusion](#). Acts of discrimination should be reported immediately to this office for confidential discussion of the alleged acts. Students have 90 days from the alleged act of discrimination or 90 days after receipt of a grade to file a complaint. A copy of the procedures may be obtained in CLEV 204.

Student Complaints Regarding Nonacademic Issues

If the complaint involves nonacademic issues, the student should follow procedures administered by the [Dean of Students Office](#), Campbell Student Union 311. However, students are encouraged to seek resolution of the perceived problem directly in the unit in question before initiating processes that are more formal.

Student Complaints Regarding Academic Issues

The procedures outlined in the next section pertain to complaints about academic issues other than those pertaining to waiver of university -wide academic regulations or graduation issues, which are addressed by petitions to the Academic Appeals Committee. The university seeks to resolve student grievances as promptly and informally as possible. No adverse action will be taken against any student initiating a complaint.

Students who feel aggrieved regarding any aspect of the academic program have a right to request a resolution by bringing the matter to the attention of appropriate university personnel. The academic appeals process regarding a waiver of academic regulations is outlined under the Waiver of Academic Regulations section. If the perceived problem pertains to a grade or the conduct of a particular course, students should follow the Student Academic Grievance Procedures, below.

Student Academic Grievance Procedures

The procedures that follow pertain to alleged violations or misapplication of university and/or course policies. They are also directed at a student grievance alleging that the student has been treated unfairly, in violation of established academic policy or practice. These procedures reflect the university's commitment to a fair and prompt resolution of

student academic grievances. These procedures begin with an informal process but include a formal process that centers on hearings and recommended resolution of the grievance in a way that maximizes the opportunity for a full and impartial solution. Request to waive or otherwise alter university academic policies shall continue to be the province of the Academic Appeals Committee (see Waiver of Academic Regulations).

The procedures below do not deal with grievances that are based on issues of sexual harassment or discrimination. Such grievances are handled through the Equity and Diversity Office. Similarly, complaints that deal with other nonacademic issues are administered by the Dean of Students Office (see previous section).

For academic grievances, students are advised to retain all documentation from the course, including (but not limited to) the syllabus, tests, quizzes, papers, and any graded evaluations. These materials are required to substantiate any grievance.

1. Jurisdiction
2. A grievance shall include, but not be restricted to, a complaint by a student
 - a. that university regulations and/or policies have been violated or misapplied to him or her, or
 - b. that he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the university.
3. Time Limit
 - a. At the informal level before the fifth week of the following semester, or
 - b. at the formal level before the 10th week of the following semester.
4. Grievance Resolution Process
5. The process includes the possibility of hearings at two levels: the department and the faculty.
 - a. At the department level, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the chair may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process no later than five weeks into the following semester.

The student who is not able to achieve resolution with the instructor may initiate a formal grievance or grade appeal process no later than 10 weeks into the following semester by preparing a written statement, which includes the following:

 - i. a statement of the case in detail,
 - ii. all information about the conference with the instructor,
 - iii. a statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered,
 - iv. all relevant supporting materials, which should be identified and listed in an index.

The student shall submit complete copies of the written statement and attachments to the chair of the department and the faculty member identified in the grievance. The chair shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The chair may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The chair's response must be made within 10 academic days of the date of the student's request.

In conformance with state regulations, the department shall maintain adequate documentation about each formal complaint and its disposition for at least six years after final disposition of the complaint. If the department chair is the party against whom the grievance is brought, the student should initiate a review at the dean's level, which follows:

- b. If the matter is not resolved to the student's satisfaction at the departmental level, he or she may request a hearing at the faculty level by writing to the dean of the faculty and forwarding the

documentation to that office. The request must be made within 10 academic days of the receipt of the recommendation of the department chair. The dean or designee shall convene a three-person committee drawn from a panel of available faculty within 10 academic days. Such committee shall include one faculty member from the department in which the faculty member resides. Furthermore, after the committee is constituted, the faculty member and the student have the right to review the committee membership and request alternative members in the event it is believed a member of the committee is not neutral. The committee shall meet and review the materials presented and solicit a response from the instructor to each count of the student's case. In the case of a grade appeal, the committee will familiarize itself with the standards and objectives of the course and evaluative material presented. Concerns shall be limited to consideration of the fairness of the application of the standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue.

The burden of proof shall be on the student, who may be asked to appear before the committee. In the case of a grade appeal, if the majority of the committee feels no case can be made, the original grade will remain. If it finds that the standards and objectives were not reasonably known to the student or were unfairly applied, it may recommend a different grade and give its reasons for so recommending. The committee shall report its findings in writing to the student, the instructor, and the dean. If the panel recommends a different grade, the instructor shall have 10 academic days from receipt of the panel's report to inform the dean of the faculty of the intent to change the grade. If necessary, the dean may direct that the grade be changed. A change of grade shall not be interpreted as an admission of unfairness in grading.

In the case of a grievance, if the majority of the committee members adjudge the grievance to be without foundation, written notification of their findings will be forwarded to the student, the instructor, and the dean of the faculty. If, in the judgment of the committee, there is a basis for the grievance, a written report will be forwarded to the dean of the faculty with specific recommendations for redress. Copies shall be forwarded to the student and the instructor.

The dean of the faculty will notify all parties of his or her final decision regarding the grievance within 10 academic days of receipt of the committee's findings and recommendations.

In conformance with state regulations, the dean's office shall maintain adequate documentation about each formal complaint and its disposition for at least six years after the final disposition of the complaint.

Committees

Committee members shall be drawn from a list of faculty nominated by departments. In naming the committee to hear a grievance, the dean shall take care to ensure that no member has an interest in the case being heard.

Confidentiality

Once the grievance committee has been convened to hear a complaint, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials presented.

Review

This procedure must be reviewed after two years. The review process should identify any irregularities in grade changes. To facilitate this review, a copy of all documentation/findings at the formal level shall be retained in the department office.

Student Complaints Regarding Distance Learning

Student Complaints Regarding Distance Learning

Students should attempt to resolve any issues or complaints directly with Buffalo State by contacting the campus office responsible for the area relevant to the complaint. If dissatisfied with the response, the student may contact the relevant area supervisor, director, department chair, or dean for resolution. Please refer to the Student Complaints, Grievances, and Appeals section in the appropriate course catalog ([Undergraduate](#) or [Graduate](#)) on the [Academic Affairs](#) website which describes the appropriate complaint procedures or the [Online Student Complaint Process](#).

Buffalo State University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies and procedures outlined within the [SARA Policy Manual](#) and [summarized here](#). SARA is a voluntary agreement among its member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The purpose of SARA is to make it less challenging for students to take online courses and programs offered by postsecondary institutions based in another state.

Consumer protection complaints resulting from distance education courses, activities, and operations may be submitted to the [Provost/VP for Academic Affairs and the Director of Distance Learning for investigation and resolution](#) for investigation and resolution. If a student is dissatisfied with the campus-based resolution, a concern may be submitted to System Administration of the State University of New York as [outlined here](#). And, if still not satisfied, a complaint may be submitted within two years of the incident about which the complaint is made, [to the New York State Education Department as outlined here](#).

Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures.

Complaints to State Education Department

Any individual who continues to feel aggrieved after pursuing the options outlined previously, is unable to resolve the problems, or believes the institution has not properly addressed the concerns may file a written complaint with one of the following:

Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Room 960 EBA
Albany, NY 12234
[OCUE Filing a Complaint about a College or University webpage](#)

State University of New York Central Administration
State University Plaza Albany, NY 12246
[SUNY System Administration Student Concerns](#)

Middle State Commission on Higher Education
3624 Market Street
2nd Floor West
Philadelphia, PA 19104
<https://www.msche.org/complaints/>

Students Unable to Attend Classes on Certain Days Because of Religious Beliefs

The following NY State law address conflicts that might arise between class and observance of religious holidays. For more information, contact the [Office of Institutional Equity, Diversity, and Inclusion](#) in Cleveland Hall 204.

Section 224-A of the New York State Education Law

No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

1. Any student in an institution of higher education who is unable, because of his or her 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.
2. 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 or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she 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.
3. If registration, 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 or opportunity to register 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 or registration held on other days.
4. In effectuating 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 or her availing himself or herself of the provisions of this section.
5. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials 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 or her rights under this section.
 - a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she 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 such student such equivalent opportunity.
6. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the state of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

At Buffalo State, we sharpen the mandate of the state and endorse the policy that prohibits administering evaluative examinations on Rosh Hashanah, Yom Kippur, and Good Friday.

Transcript of Academic Record

Official Transcripts

Official transcripts are ordered online. There is a \$9 fee per request. Online transcript orders that select the Buffalo State Registrar's Office pick-up option. There is a \$9 fee per request. Online transcript orders that select the Buffalo State Registrar's Office pick-up option require proper photo ID at the time of pick-up photo ID at the time of pick-up.

Unofficial Transcripts

Current students who know their Banner ID and PIN can access self-service Banner to view or print an unofficial transcript to assist in academic planning. There is no fee for viewing or printing an unofficial transcript. Unofficial Transcripts are not available to students in the spring and fall term during the final grading period. Unofficial transcripts are not available to students who do not have access to the Self-Service Banner (SSB) portal.

Verification of Records

Current students who have access to the Banner SSB portal (under the student records tab) can print online enrollment verifications through Self Service Banner.

Facilities, Services, and Special Programs

Barnes & Noble at Buffalo State Bookstore

Campbell Student Union
716-878-5509
buffalostate.bncollege.com

The bookstore carries a wide range of merchandise, including textbook rental, new, used, and digital textbooks; trade books; special-order books; emblematic clothing; art, school, and office supplies; greeting cards; gifts and gift cards; computer supplies; and commencement student regalia and graduation gifts. The store features a Starbucks Cafe with wireless access. The store accepts cash, credit cards, and Bengal Bucks. A bookstore deferment program is available. The bookstore is a service of Barnes & Noble College Bookstores Inc.

Burchfield Penney Art Center

716-878-6011
burchfieldpenney.org

The collection of the Burchfield Penney Art Center at Buffalo State University includes 12,500 works by more than 700 artists from Buffalo and the region, including the largest public collection of works by Charles E. Burchfield. The Burchfield Penney exhibitions include historic and contemporary art ranging from the 19th century to today. Painting, photography, sculpture, video, and craft art are represented in their ongoing programs. Every second Friday of the month there are performances, and art making workshops.

Today, the modern museum is located at the corner of Elmwood Avenue and Rockwell Road. The museum is the first "green" art museum in New York State.

The Burchfield Penney is accredited by the American Alliance of Museums. Admission is free for students, faculty, and staff of Buffalo State and hours are posted [online](#). The Museum Store and Roux Soup Bar & Café are open during gallery hours and they offer delicious lunch options and one-of-a-kind gifts by Western New York artisans and merchandise celebrating Burchfield.

Campbell Student Union

[Student Union website](#)

The Campbell Student Union is located in the center of campus and is the hub for student activity at Buffalo State. The building houses a number of amenities, including the Barnes & Noble at Buffalo State Bookstore, Milligan's Food Pantry, retail and residential dining, lounges, and meeting rooms. Hundreds of events take place there annually including many hosted by student organizations. The Campbell Student Union also houses the offices of the Dean of Students, Student Leadership and Engagement, United Students Government, Veteran's Lounge, and several student organizations in the Student Organization Resource Center.

Campus Dining Services

Campbell Student Union 223
716-878-5152
dineoncampus.com/bsu

Buffalo State Dining understands and caters to the unique needs and expectations of today's college students. We ensure that each student's dining experience is distinctive, memorable, and satisfying. We nourish students with great food and healthy menu options and stimulate their minds by meeting and exceeding their expectations. Buffalo State Dining offers many dining locations throughout campus, including the Bengal Kitchen dining hall, Starbucks, Drink the Moment featuring SPoT coffee, The PlanetariYUM featuring Smoothie Lab, Market 1300, and a food court containing eight venues that include Subway, SPoT Coffee, Create Smoothies & Bubble Tea, True Burger, Sushi Do, Tu Taco, KT Caribbean, and Buffalo's very own Frank & Theresa's Anchor Bar! We also have a partnership with WEDI that allows us to feature a local authentic restaurant each semester!! We understand the on-the-go lifestyle of our guests and have implemented our Transact Mobile Ordering app in the food court and Bengal Kitchen providing fast, quality dining solutions at the tap of a button.

Meal plans are available with many resident and commuter plan options. Each plan provides the convenience, variety, and savings that fit every student's needs. All dining locations accept tax-free Dining Dollars, credit cards, and Bengal Bucks. Cash is accepted at select locations. Go to dineoncampus.com/bsu, visit the Bengal Card Office in Campbell Student Union 223A, or call 716-878-5152 to purchase a meal plan or to add funds to your student account.

Career and Professional Education Center

Cleveland Hall 306
716-878-5811
cape.buffalostate.edu

The Career and Professional Education Center (CAPE) provides a full range of career counseling services to help students select a major, plan a career, apply to graduate school, and identify internship and employment opportunities. They also connect students with information about career options with Buffalo State majors. Assessment and exploration programs are available to assist in selecting a career well-suited to individual student interests, strengths, and other personal characteristics. In addition to hosting Buffalo State's Online Job Board where students can find full-time, summer, and part-time jobs, as well as internship opportunities, the CAPE links students with employers and successful alumni through job fairs, on-campus interviews, and job-search programs.

Center for Applied Imagination

Chase Hall 244
716-878-6223
creativity.buffalostate.edu

The Center for Applied Imagination is an internationally recognized unit within Buffalo State. Faculty conduct research, teach, and work with a variety of groups and organizations to improve the understanding of creativity and creative problem-solving.

The history and development of the center are tied to the work of Alex F. Osborn, developer of the brainstorming technique and the creative problem solving (CPS) process. Osborn, director of the New York City-based advertising agency Batten, Barton, Durstine, and Osborn, used his work to encourage innovative thinking among his associates and, later, among young people. His successor, Sidney J. Parnes (professor emeritus), along with former mathematics professor and computer scientist, Ruth Noller, founded the center at Buffalo State in 1967. The academic program is enhanced by the Alex F. Osborn Visiting Professorship, which has attracted to campus some of the most celebrated minds in creativity research to date.

The Center for Applied Imagination is known for its more than 50 years of research, development, and teaching in the field of creativity studies. Documentation of the program's effectiveness shows a positive impact on students' personal

and professional growth. The educational program consists of courses that can lead to an undergraduate minor or a Master of Science degree or a graduate certificate in creativity and change leadership. Courses help students to become better thinkers and problem solvers and to work more effectively with groups. Skills developed in creativity and change leadership courses help improve performance in other classes and provide a competitive edge in the job market. Alumni work in business and industry, education (all levels), the social sciences, technology, and the arts. Companies or organizations interested in change or change management find creativity and change leadership skills to be particularly desirable. In fact, the World Economic Forum identified creativity as the third most important workplace skill for the 21st century.

In conjunction with Butler Library, the [Creative Studies Special Collection](#) is the world's largest collection of materials on creativity world and includes noncirculating print and nonprint resources: books, curricular materials, software programs, dissertations, research projects, and theses on creative thinking and its cultivation.

Child Care Center (Buffalo State Child Care Center)

Buckham Hall
716-878-5335

childcarecenter.buffalostate.edu

The Buffalo State Child Care Center is open to children of Buffalo State students, faculty, and staff, as well as to children of community members. The center is accredited by the National Association for the Education of Young Children (NAEYC) and is licensed by the New York State Office of Children and Family Services. Children between the ages of 6 weeks and 5 years are accepted on a first-come, first-served basis. A summer school-age program is also available for children up to age 12. The center is committed to providing developmentally appropriate programs in a safe, predictable environment, where children can develop socially, emotionally, cognitively, and physically.

Community Partnerships and Engagement

Academic Affairs
716-878-5550

cce.buffalostate.edu

Community Partnerships and Engagement form the core of the urban-engaged anchor mission of Buffalo State. Buffalo State builds and maintains numerous reciprocal community partnerships that promote equity; address community-identified priorities through research, volunteerism, teaching, and direct engagement; and provide experiential learning opportunities to our students. Buffalo State faculty offer an extensive array of service-learning courses, which give students the opportunity to apply lessons from the classroom to address real-world problems.

Along with the engagement activities of many individual faculty and academic departments, Buffalo State relies on its array of anchor institution offices and initiatives to maintain [Carnegie Elective Classification for Community Engagement](#). For more information, visit the Community Partnerships and Engagement [website](#).

Continuing Professional Studies

Cleveland Hall 210
716-878-5907

continuingstudies.buffalostate.edu

Continuing Professional Studies is the campus resource for a wide variety of programs that serve multiple campus and community constituencies. In partnership with on-campus academic departments and community-based entities, the office provides high-quality credit and noncredit courses, workshops, and certificate programs using a variety of

locations, schedules, and technologies. The College Access Program (CAP) is housed within Continuing Professional Studies, which facilitates collaborations with school districts across New York State to engage high school students in earning college credits while also working with those districts to provide additional teaching credentials to instructors in support of changing programmatic needs. Office staff assist in developing and implementing specialized programming to meet current and evolving workforce needs.

Continuing Professional Studies is the campus resource for credit for experiential learning options, including the College-Level Examination Program (CLEP).

Dean of Students

Campbell Student Union 311

716-878-4618

deanofstudents.buffalostate.edu

The Dean of Students Office supervises the areas of Inclusion and Equity, Residence Life, Student Conduct and Community Standards, Student Leadership and Engagement, Orientation Transition and Family Programs, and student needs such as the Emergency Grant and Milligan's Food Pantry. The Dean of Students Office provides leadership for defining and promoting campuswide expectations that are expressed through the Buffalo State Compact for a Civil and Caring Academic Community. The compact is a set of principles that describes how those who live, study, and work together as members of the college community should treat each other—with civility and respect, with care and concern, and with a commitment to the academic purpose for which Buffalo State exists. The compact is meant to foster conversation, interaction, and reflection on behavior to promote understanding of self and others in the context of a shared community. Use of the compact is encouraged to help promote the expectations arising from its premise that Buffalo State is and should be a community grounded on the principles of civility and care.

The Dean of Students Office works closely with students and student groups to further their intellectual, emotional, and social development. The Dean serves as an advocate for the rights of students; offers individual student support; provides programs, services, and co-curricular opportunities; contributes to policy development; and serves as the Title IX Deputy Coordinator assisting to ensure compliance with student rights under Title IX of the Civil Rights Act. The dean of students convenes a Students of Concern Care Team to respond when a student's behavior appears troubled or disturbed and is creating cause for concern. The Students of Concern Care Team is comprised of a selection of administrators and staff across campus, investigates reports, and determines appropriate action or referral to best assist our students.

Equipment Loan

Bulger Communication Center 204

716-878-4535

[A/V Equipment Loan Service Request](#)

Classroom Equipment Loan provides various types of A/V equipment for use on campus—including sound systems, and certain A/V accessories. The office also offers training and consultation for event setups involving audio or video needs. Faculty, staff, students, and student groups at Buffalo State may borrow equipment for on-campus use, free of charge. Loan requests should be placed a minimum of one business day in advance. Please note that the office is unable to provide walk-in service. All services are by appointment only.

Maurene Callahan Bouras Center for Global Engagement

South Wing 410/430

716-878-5331

international.buffalostate.edu

The Maurene Callahan Bouras Center for Global Engagement is home to the International Student and Scholar Services, Study Away (International Education), the Intensive English Language Institute, and Sponsored International Programs. The office's mission is to provide leadership for the comprehensive internationalization of the Buffalo State community by fostering the growth and development of our international programs and services. We recognize and support the efforts of our colleagues to provide a variety of programs and activities that integrate an international dimension into student, faculty, and staff learning, discovery, and engagement. Together we prepare students for diverse professions, while emphasizing informed citizenship, community involvement, and public service to meet the challenges of a globally connected society and be good citizens and stewards of the world. By leading the charge for campus internationalization—where immersive cultural experiences both locally and globally impact students' abilities to respectfully engage with and learn from difference—we promote and encourage a vibrant international campus culture.

International Student and Scholar Services

South Wing 410

716-878-5331

isss.buffalostate.edu

The International Student and Scholar Services Office (ISSS) supports international students with services that include academic advisement; personal counseling; assistance with visas, work permits, and Curricular Practical Training/Optional Practical Training (CPT/OPT); and compliance with regulations from the Department of Homeland Security. An international orientation program is provided for new international students at the beginning of each semester. ISSS coordinates the Visiting Scholars Program, Global Mentor Program, and the university's international scholarships. The office organizes international cultural events, workshops, and seminars throughout the year on campus with special programming during International Education Week, the third week of November.

International Education (Study Away)

South Wing 430

716-878-5331

studyabroad.buffalostate.edu

The Office of International Education provides a variety of high-impact, applied-learning international and domestic programs to serve the differing needs and academic careers of Buffalo State Students. Dedicated to industry standard best practices, we ensure through on-campus, virtual, and hybrid programming that our students are confident and supported throughout the lifecycle of studying away. Our signature events are the SUNY-wide Study Away Fair in the fall and connecting our practices back to the United Nations Sustainable Development Goals with week-long programming in the Spring.

Faculty-led Programs: Faculty-led programs are credit-bearing study abroad experiences that are developed and led by Buffalo State faculty and/or staff. These programs deliver specific Buffalo State courses and are completed partially or entirely abroad, tending to include time abroad from one to six weeks.

International Exchange programs: International Exchange programs allow Buffalo State students to study for a semester or academic year at one of many partner institutions abroad. Participants take courses with local students at the host institution on a space available basis. Buffalo State students continue to pay Buffalo State full-time tuition and fee rates as they normally would according to their residency.

Study Abroad programs: Students participating in study abroad programs do not exchange places with students from partner universities and therefore pay tuition and fees at host institution rates. If a student desires to study at an

exchange partners institution and all the spaces have been filled, the student will still be able to attend the university as a study abroad participant.

National Student Exchange (NSE): NSE provides accessible collegiate study away to undergraduate students at member colleges and universities in the United States as well as Canada, Guam, Puerto Rico, and Virgin Islands. Students can take classes not available at Buffalo State, experience different geographic and cultural settings, investigate potential graduate schools, make connections in a potential job market, and much more.

State University of New York (SUNY) programs: Students unable to find a program offered through Buffalo State that meets their academic needs are eligible to participate in a program offered through another SUNY institution.

Intensive English Language Institute

South Wing 410

716-878-5331

international.buffalostate.edu/intensive-english

The Intensive English Language Institute (IELI) administers the English as a Second Language (ESL) program at Buffalo State. Students whose first language is not English participate in the ESL program to develop the language skills in reading, writing, listening, and speaking they need to succeed in their academic programs. This non-degree, non-credit-bearing program is particularly useful for students seeking admission to an academic program at Buffalo State as they prepare to enhance their language skills.

Sponsored International Programs

South Wing 430

716-878-5331

international.buffalostate.edu/sponsored-international-programs

Sponsored International Programs provide support to students, faculty, and staff for participating in international research opportunities. The two main programs are the Fulbright and the Rhodes Scholar programs. To date, 19 Buffalo State faculty from a wide range of disciplines have been selected to participate in the Fulbright Program. The ultimate promise of the Fulbright Program is to increase mutual understanding between the people of the United States and people around the world. Buffalo State proudly plays a part in this process. The Rhodes Scholarships are the oldest and most celebrated international fellowship awards in the world, with the program annually selecting 32 young students from the United States. These Rhodes Scholars are chosen for their outstanding scholarly achievements, as well as for their character, commitment to others and to the common good, and for their potential for leadership in whatever domains their careers may lead.

Graduate Student Association

The Graduate Student Association (G.S.A.) is the representative body for matriculated graduate students at Buffalo State. It was established by a vote of the graduate students in 2012. The organization was developed to provide a voice for graduate students and to represent the interests of the graduate student population at Buffalo State. The GSA directly supports graduate student travel and can also provide funding to offset expenses for graduate student research, scholarship, and professional development activities. The GSA also provides support for the annual Student Research and Creativity Conference. Matriculated graduate students are encouraged to become involved in the GSA as an executive board member or a senator. Contact the [Graduate Student Association](#) for more information.

Graduate Student Housing

Buffalo State College provides housing for graduate students based on requests and availability. If interested in on-campus housing, please contact the housing secretary of Residence Life at 716-878-3000 or visit the [Residence Life Office](#). There are several off-campus options for students. Students are also encouraged to utilize [Commuter Student Services](#).

Great Lakes Center

Science and Mathematics Complex 319, and
Field Station on Porter Avenue, Buffalo
716-878-4329
greatlakescenter.buffalostate.edu

The Great Lakes Center (GLC) mission is to improve the quality of the environment by providing comprehensive and up-to-date science to enhance and sustain the ecological function of the Great Lakes' ecosystems into the future. Facilities include a suite of laboratories in the Science & Math Complex, an aquatic research laboratory (field station) on a 7.5-acre site at the junction of Lake Erie and the Niagara River, and a fleet of research vessels.

Graduate students can complete either an M.A. or M.S. program in Great Lakes Environmental Science. Courses are offered by GLC or GLC-affiliated faculty and feature field trips to local lakes/streams or to the field station, use contemporary laboratory or field sampling equipment, engage in experiential learning aboard one of the GLC research vessels, or engage in educational experiences along the beautiful waterfront scenery at the field station.

The GLC supports research and education at Buffalo State, securing millions of dollars in external funding over its history. The GLC is comprised of a Director, staff researchers, support staff, affiliated faculty from four academic departments at Buffalo State, and external collaborators (both international & domestic). This collection of individuals conducts research in aquatic ecology, fisheries, toxicology and chemistry, urban ecology, watershed dynamics, invasive species management, and environmental education. The GLC provides excellent opportunities for Buffalo State undergraduate and graduate students to participate in various research and educational projects related to the Great Lakes environment and annually employs more than 40 students, research assistants, and seasonal employees.

Information Technology

IT Help Desk, E.H. Butler Library, First Floor
716-878-4357
it.buffalostate.edu

Information Technology supports computing hardware, software, and networking for instruction, research, and administrative activities on campus. Public and department-specific networked labs are available for student use. Secure and guest wireless access are available across campus. Labs are equipped with up-to-date computers and a variety of standard and curriculum-specific state-of-the-art software to support the educational needs of the campus. The [IT Knowledge Base](#) provides answers to campus computing and technology related questions. The [IT Service Catalog](#) provides additional information and supporting materials. The campus community may also call the Help Desk (716-878-4357) for assistance.

Instructional Design and Distance Learning

Butler Library 315
716-878-3877
instructionaldesign.buffalostate.edu

[IT Portal](#)

Instructional Design and Distance Learning (IDDL) provides guidance and leadership for teaching in the online environment and delivering engaging high-quality courses, while providing support for the use of educational technology and promoting innovative practices to improve the quality of educational experiences.

Additional assistance with Brightspace is available through the SUNY Online Support Services Help Desk, 1-844-673-6786 (1-844-OPENSUNY), or by submitting an online request through the [Open SUNY website](#).

Intercollegiate Athletics

Houston Gym 248

716-878-6533

buffalostateathletics.com

Buffalo State's 70,000-square-foot Sports Complex is home to the NCAA Division III Buffalo State Bengals and includes the Sports Arena, Ice Arena, Houston Gymnasium, and Kissinger Wrestling & Acro Facility. The Sports Arena boasts a 3,500-seat basketball arena, a one-tenth-mile (160-meter) indoor track, the 1,800-seat Ice Arena (Buffalo's only collegiate ice rink), and the SUNY Buffalo State University Intercollegiate Athletics Hall of Fame. Houston Gym includes the Kissinger Multi-Use Facility; the campus fitness center; a multi-purpose room; group cycling studio; and basketball, racquetball, and volleyball courts. Surrounding athletics facilities include Coyer Field and press box for football, lacrosse, and soccer competition with spectator bleacher seating for 3,000; a softball field; practice fields; and a quarter-mile (400-meter) outdoor track. In spring 2024, Buffalo State will break ground on a second turf facility to house soccer, lacrosse and additional intramurals and recreation.

Men's Division III sports include basketball, cross country, football, ice hockey, soccer, swimming and diving, track and field, and volleyball. Women's Division III sports include acrobatics and tumbling, basketball, cross country, ice hockey, lacrosse, soccer, softball, swimming and diving, track and field, and volleyball, with wrestling. Students can sign up for intramural activities (including team and individual sports) or use athletic facilities for recreation with their current Buffalo State Bengal ID.

International Graduate Programs for Educators

South Wing 420

716-878-3811

igpe.buffalostate.edu

The International Graduate Programs for Educators Office (IGPE) develops, manages, and delivers the master of science program in multidisciplinary studies and provides professional development for education professionals working at American/International Schools. Courses are delivered at the school site, either electronically or through a combined approach of on-site/online instruction depending on the course and the needs of the cohort.

Microcredentials

IGPE-facilitated micro-credentials verify, validate, and attest that specific skills and/or competencies have been achieved and are endorsed by Buffalo State departments and programs. Approved micro-credentials have been developed through established faculty governance processes to be meaningful in application and high quality in design and implementation. IGPE facilitates four Buffalo State-recognized micro-credentials: (1) curricular, (2) professional pathways, (3) skill and competency, and (4) continuing education.

Library (E. H. Butler Library)

716-878-6300

library.buffalostate.edu

Butler Library is committed to providing welcoming and inclusive spaces, services, and resources that support learning, research, and creativity at Buffalo State. With access to millions of scholarly resources, including books, e-books, journals, videos, and more, Butler Library serves as the academic heart and hub of the campus.

The library is home to a variety of specialized collections, including the [Curriculum Materials Lab](#), which contains books for children and adolescents, and the [Creative Studies Library](#), a one-of-a-kind collection that supports creativity at Buffalo State. [Archives and Special Collections](#) houses scores of unique and rare collections of local importance, regional interest, and national significance. Librarians are available to answer questions, locate materials, and provide research assistance, both in person and online.

The three-story building provides a variety of options for individual and group work, including reservable group study rooms, individual study carrels, and quiet areas. The StudyQuad computer lab is open until midnight for late-night study during the fall and spring semesters. Our technology-enhanced spaces feature desktop computers, specialized software, scanners, printers, and an assistive technology lab. Laptops and other technology equipment are also available for [check-out](#).

The Academic Commons on the first floor of the library brings together additional support services for students, including Advising, Writing Center, Math Center, Tutoring, EOP Academic Center for Excellence, IT Help Desk, and Student Accessibility Services. A full-service Starbucks allows students to relax and fuel up for long study sessions without having to leave the building.

Maud Gordon Holmes Arboretum

<https://arboretum.buffalostate.edu>

The Maud Gordon Holmes Arboretum at SUNY Buffalo State was formally dedicated in 1962 with the ceremonial planting of a Scots elm in honor of Maud Gordon Holmes, founder of the Garden Center Institute of Buffalo. Since then, the arboretum has grown from 300 trees to over 1,400. The Arboretum includes many varying species of trees and numerous landscape beds featuring vibrant flowering shrubs, perennials, and annuals. The campus displays greenery year-round while marking the seasons with fragrant blossoms, shade-giving trees, and luminous autumn colors.

Buffalo State University is recognized by the [Arbor Day Foundation](#), as a [Tree Campus Higher Education](#) campus. This designation shows Buffalo State University's commitment to maintaining its trees and general sustainability practices of the campus and surrounding neighborhood. Buffalo State University has in place a tree care guideline, that is used as a standard for tree installation and care.

Parking & Campus Shuttles

Parking Services Office

Moot Hall 260

716-878-3041

<https://suny.buffalostate.edu/parking>

The operation of a motor vehicle on Buffalo State property is covered under New York State Education Law, Section 360, which authorizes the State University to adopt and make applicable to its campuses any and all provisions of the Vehicle and Traffic Law. Regulations have been developed and are enforced to provide for the safety and convenience of students, faculty, employees, and visitors while on the Buffalo State campus.

All vehicles parked on campus are required to display valid parking permits according to permit instructions. Permits applied for before the Add/Drop period concludes have their cost applied to their student bill.

Vehicles may not park near fire hydrants or in fire lanes or other emergency zones; create any hazard; or interfere with the free and proper use of roadways, walkways, driveways, or parking areas.

Parking is prohibited:

- on campus roads, except where permitted by sign.
- on sidewalks, walkways, and pedestrian areas.
- on lawns and grounds.
- in load zones.
- in areas posted with signs or pavement markings that prohibit or restrict parking.
- in areas not clearly designated as parking spaces.
- in parking lot aisles, entrances, or exits.
- on or over painted parking lines.
- in areas of the campus specifically restricted by barricades or other traffic-control devices.

Violators of campus traffic and parking rules and regulations are subject to the issuance of a summons, returnable to Buffalo State. Fines must be received within 30 calendar days. Fines not received within 30 calendar days are assessed late fees.

Unpaid fines may be deducted from the wages of an offending university employee. Student registration may be placed on hold if they carry an outstanding delinquent balance with Parking Services. Vehicles with outstanding parking summonses are subject to immobilization or towing.

For Information on parking permits, citation appeals, rules, regulations, EV Charging Stations, safe escort services and the student shuttle services can be found on the Parking Services Office website.

Performing Arts Center

Rockwell Hall 210
 Box Office: 716-878-3005
buffalostatepac.org

The Performing Arts Center (PAC) at Rockwell Hall is an 856-seat multipurpose theater that enhances the cultural vitality of the Buffalo State campus and Western New York community. Renovated in 2019, The PAC hosts a variety of events each year. Lectures, concerts, comedy shows, musicals, dance recitals, and more highlight the annual calendar of more than 180 events in a typical year, attracting over 50,000 guests including students, faculty, staff, and community members from Buffalo and beyond. The Great Performers Series showcases world-class artists from a diverse range of performance genres. The Buffalo State Music Department presents dozens of concerts each year at the PAC, featuring the Philharmonia; Percussion, Wind, and Jazz ensembles; and Choral presentations. The PAC Box Office also provides ticketing services for all Music and Theater Department performances.

Speech-Language-Hearing Clinic

Caudell Hall 149
 716-878-3530
speech.buffalostate.edu/speech-language-hearing-clinic

The Speech-Language-Hearing Clinic at Buffalo State University provides speech, language, and hearing services to individuals of all ages. Evaluation and therapy services are provided by graduate students in the Speech-Language

Pathology Department under the direct supervision of faculty and professional staff who are licensed by New York State and hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association.

State-of-the-art equipment aids clinic staff in the diagnosis and remediation of a variety of disorders, including articulation and phonological disorders; language impairments in children and adults; aphasia; hearing; voice and resonance; and stuttering; fluency disorders; motor speech; and traumatic brain injury. Staff also work with individuals who wish to modify their accents. Services are currently free.

The Speech-Language-Hearing Clinic does not discriminate in the delivery of clinical services on the basis of race, or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.

Sponsored Programs

Buckham Hall B206

716-878-3047

sponsoredprograms.buffalostate.edu/

The Sponsored Programs Office at Buffalo State exists to promote, support, and administer research, scholarship, and creative and entrepreneurial activities as a commitment to Buffalo State, SUNY, and the broader community. Specifically, the Sponsored Programs office provides assistance to faculty, staff, and students in identifying federal, state, and private support for research, proposal preparation, fiscal administration of funded grants and contracts, and the completion of financial reports. All grant proposals or requests for funding must be submitted to the funding agencies by the Sponsored Programs staff.

Externally funded research at the college provides opportunities for graduate and research assistantships.

The Sponsored Programs Office works closely with the Research Foundation for the State University of New York, a nonprofit educational corporation, centrally located in Albany. Please refer to the Sponsored Programs website for additional tools and guidance.

Student Accessibility Services Office

Butler Library 160

716-878-4500

sas.buffalostate.edu

Buffalo State ensures access to its academic programs, services, and activities on campus to otherwise qualified individuals with disabilities in accordance with guidelines established by the Rehabilitation Act of 1973, Section 504, and by the Americans with Disabilities Amendment Act of 2009. Student Accessibility Services provides advocacy and coordinates appropriate accommodations for students with disabilities. Students seeking services should contact the Student Accessibility Services Office and provide appropriate disability-related documentation. Students who believe they may have an undiagnosed disability should contact the office for referral to the appropriate resources.

Student Conduct and Community Standards Office

Bengal Hall 14

716-878-3051

studentconduct.buffalostate.edu

The Student Conduct and Community Standards Office is committed to promoting student accountability and instilling a sense of civic responsibility through the enforcement of the Student Code of Conduct. The code is administered by the Student Conduct and Community Standards Office to provide students with a due process review of any complaints

made by or against them. Hearing boards comprise students, faculty, and staff and consider evidence and issue findings to respond to disciplinary violations.

Buffalo State encourages students to practice positive and productive behavior both in and outside the classroom. Students are responsible for reading, understanding, and abiding by the policies outlined in the code, and the office works with multiple departments across campus to address student concerns and provide support where needed.

Teacher Certification Office

Chase Hall 222

716-878-6121

teachercertification.buffalostate.edu

The Teacher Certification Office is a resource for Buffalo State students, faculty, and staff in verifying program completion so that Buffalo State graduates can apply for New York State teacher certification. The office also verifies completion of teacher education programs for graduates applying for out-of-state certification and is a resource for education departments in all 50 states.

New York State Certification

All students who successfully complete an approved educator preparation program may be recommended to the New York State Education Department for a teaching certificate. The New York State Education Department requires additional steps, including a background check through a fingerprinting process and satisfactory performance on a series of examinations, before a certificate can be issued.

Graduates can apply for a New York State Teacher Certificate online through [TEACH Online Services](#). For the Teacher Certification Office to provide verification of program completion to the New York State Office of Teaching Initiatives, students must provide the certification office permission to release this information. Release forms are available on the Teacher Certification Office website or in the certification office.

Teacher Certification Examinations

Successful completion of identified New York State Teacher Certification Examinations (NYSTCE) is required for New York teaching certificates in all areas. Information can be obtained from the Teacher Certification Office.

Interstate Certification

As a participant in the Interstate Certification Project, New York State has reciprocity agreements with a number of other states, allowing Buffalo State graduates to seek certification and employment in other states. These include reciprocity for classroom teachers, vocational teachers, and administrative personnel. The New York State Teacher Certification Examinations may not be acceptable in other states. Students should check with individual states to determine specific requirements.

Certification for B.A./B.S. Degree Holders

Holders of B.A. or B.S. degrees who wish to become certified may receive advisement from the Teacher Certification Office regarding available options, which may include postbaccalaureate certification programs, master's degree including initial teacher certification, and alternate pathways

University Police

Karner Hall

716-878-6333

police.buffalostate.edu

The University Police Department (UPD) at Buffalo State is the law-enforcement agency responsible for the maintenance of public order on campus. UPD responds to all criminal, fire, and medical emergencies and enforces traffic laws and parking regulations. UPD operates on a community policing philosophy- promoting a partnership between the campus community and UPD.

UPD offers many services and educational programs to promote personal safety, increase campus security, and deter crime.

A list of the available programs and request forms can be found on the [UPD](#) website.

Crime Statistics Availability

The Buffalo State University campus crime statistics are reported annually to the U.S. Department of Education and are available on the UPD website. A printed copy will be provided upon request. Direct all requests to:

Chief of University Police
Karner Hall, Buffalo State University
1300 Elmwood Avenue
Buffalo, NY 14222
716-878-6333

Information also can be obtained from the [U.S. Department of Education](#) website or the [University Police](#) website.

Veterans and Military Services Office

Inclusion and Equity Office

Campbell Student Union 417
716-878-3504

[Veterans and Military Services](#)

The Veterans and Military Services Office provides one-stop support services for military aligned students entering college. The office coordinates support services for current and prospective students who are veterans, Reserve/Guard servicemembers, and/or military dependents (spouses/children). Support services include recruitment and advisement, admissions processing and financial aid counseling, GI Bill certification, and official advisement to the Student Veterans of America organization. The office also provides campus benefits such as free parking, securing in-state tuition rates, priority registration, no late fee payments, and a separate military orientation.

Military, veteran, and/or dependent (spouse or child) students may be eligible to receive aid for approved postsecondary programs and certificates. Awards include GI Bill benefits, Department of Defense (DoD) Tuition Assistance (TA), New York State Higher Education Services Corporation (NYS HESC) scholarships, and multiple local college scholarships. Students should contact the Veterans and Military Services Office for assistance in determining eligibility for these programs.

Weigel Health Center

716-878-6711
weigel.buffalostate.edu

The Weigel Health Center provides health and wellness services, testing, and education resources for all registered students. In addition to diagnosing and treating illness and injury, the professional staff stresses health education and preventive medicine. Students are seen on an appointment basis or a walk-in basis if a clinician is available. There is no

charge for most services. Laboratory services are available at Weigel Health Center. Some services may be sent to an outside lab and may result in insurance co-pays.

Health Promotions

The Health Promotions program provides the campus community with workshops, training, events, and health promotion campaigns. Topics include bystander intervention, wellness, stress, sexual health, tobacco prevention, and alcohol and other drug abuse prevention. Internship and volunteer opportunities are available to students, and educational resources are available for student research or classroom projects.

Immunization Compliance

All students must be in compliance with New York State law regarding immunizations to be able to register for classes. All students born on or after January 1, 1957, are required to submit proof of current requirements for immunization against measles, mumps, and rubella. The health center provides measles, mumps, and rubella immunizations at no charge for students who need vaccinations. New York State Public Law and Buffalo State College also require all students enrolled to complete and return the Meningitis Information Response Form. The meningitis form and the New Student Health Form are available [online](#) and are to be returned to the health center. As of fall 2021, all students are required to be fully vaccinated for COVID. If vaccines are provided in NYS, Weigel should be able to retrieve them on the state's immunization systems. Call 716-878-6711 to verify that Weigel can obtain your vaccine records.

Nutrition Education Counseling Center

The Nutrition Education Counseling Center (NECC) is located in Caudell 214 (716-878-671) and provides competent, comprehensive, and compassionate nutrition counseling and therapy to the community of SUNY Buffalo State. For more information, please visit the [NECC website](#).

Whitworth Ferguson Planetarium

Science and Mathematics Complex
Geosciences Department
planetarium.buffalostate.edu

Our state-of-the-art planetarium is a unique campus resource continuing the tradition of bringing astronomy education to the Buffalo State and Western New York communities since 1964. The planetarium seats up to 48 visitors under its 35-foot diameter dome and includes several types of projectors. The planetarium uses a Spitz SciDome 4K digital projection system, a Zeiss ZKP4 opto-mechanical star projector, an AVI SkyLase laser system, a ChromaCove LED lighting system, and a 5.1 stereo surround sound system to offer audiences exciting experiences in astronomy, earth science, and other topics.

Students studying astronomy, geology, and other courses use the planetarium as an immersive visualization laboratory in which to view course topics in ways not possible elsewhere. The planetarium also offers programs for school groups, scout groups, and the general public where audiences view the night sky and are transported across our solar system and out into the universe.

Finances

Graduate Finances and Billing

Student Accounts Office
Moot Hall 260
716-878-4121
studentaccounts.buffalostate.edu

Electronic bills (e-bills) are the exclusive billing method for all Buffalo State student account balances. Paper bills are not mailed to students. Students should print their QuikPAY statement if needed. All e-billing notifications are emailed to the student's Buffalo State email address.

Students are required to pay tuition and fees upon receipt of invoice with cash, credit card, or through a deferred payment plan. Deductions will be made under various financial aid programs upon approval of the Financial Aid Office.

Room and board charges must be paid prior to arrival on campus and are typically included in the e-bill covering tuition and fees. Published tuition and fee rates are subject to review and may change without prior notice.

Further information concerning payment, including important billing dates and how to pay by students or by authorized payers (e.g., parents) is provided on the Student Accounts billing page.

Explanation of Terms

Full Time

A graduate student who is registered for 12 or more credit hours a semester is considered a full-time student.

Part Time

A student who is registered for 1 to 11 credit hours a semester is considered a part-time student.

Semester

An academic year at Buffalo State consists of a fall semester and a spring semester. Yearly expenses are twice the semester rate.

Resident (for tuition purposes)

As established by the State University of New York Board of Trustees, an individual university registrant is considered a New York State resident and is charged in-state tuition rates when that individual is determined to have a permanent and principal home in New York State for 12 months prior to registration. Those who do not meet this requirement are presumed to be out-of-state residents and are charged out-of-state tuition rates unless satisfactory proof is presented to show that domicile in New York State has, in fact, been established.

Graduate Tuition

Graduate tuition and fees are listed on the Student Accounts website, as well as billing information and in-state residency requirements. The Financial Aid Office provides estimated cost of attendance information and a net cost calculator.

Please note: Rates listed are subject to review and may change without prior notice.

Tuition for Undergraduate Coursework

Matriculated (degree-seeking) graduate students pay graduate tuition rates for any undergraduate coursework taken, regardless of its applicability to the student's degree program.

Postbaccalaureate, premajor, undeclared, and nondegree students are charged undergraduate tuition rates for undergraduate coursework and graduate tuition rates for graduate coursework. Full-time registration cannot be less than \$3,535 or more than \$5,655 (New York State resident tuition rates).

Please note: Rates listed are subject to review and may change without prior notice.
Refer to New York State Debt Collection Mandate.

Online Tuition Rates

The non-resident online tuition rate is charged to students taking courses in exclusively online academic programs. This rate is applicable only to programs (not individual courses) that have been previously approved as "exclusively online" by the Provost's Office and registered as such by the New York State Education Department in distance education format. Students who are considered non-resident (out-of-state) and enrolled in online courses are not eligible for the "online only rate" if they are not matriculated in one of the programs designated as "exclusively online" by both the University Provost, and the New York State Education Department. Students studying remotely (enrolled in one or more online course) who are not matriculated in an "exclusively online program" will be assessed the standard tuition amount relevant to their residency (i.e., in-state or out-of-state).

Graduate Fees

Moot Hall 260
716-878-4121
Student Accounts Office

Fees listed are pending approval from the State University of New York Board of Trustees and subject to change.

Mandatory Graduate Fees

College Fee*

A mandatory college fee of \$25.00 per semester for full-time graduate students and \$1.70 per credit hour for part-time graduate students is collected by all units of the State University of New York system to finance the operating budget. The mandatory college fee is non-refundable.

Graduate Student Association Fee*

A mandatory graduate student fee of \$42.00 per semester for full-time students and \$3.50 per credit hour for part-time students is collected from matriculated students to fund the Graduate Student Association (GSA). The GSA is the sole administrator of this fee.

Health Fee*

All full-time graduate students are required to pay a \$187.50 per semester health fee. Part-time students pay \$15.65 per credit hour per semester. A mandatory health fee is collected by all units of the State University of New York system. Buffalo State's health fee supports services both on campus and remote, including health and counseling services, health promotions, nutrition counseling, and programs that maintain compliance with state regulations. These services are available to every student, whether in person or remote, and telehealth options are available for students outside the WNY area. Thus, the health fee is not waivable.

Technology Fee*

A mandatory technology fee of \$194.50 per semester for full-time students and \$16.25 per credit hour for part-time students is collected to provide enhancements to campus technology.

*These fees are refunded only when registration is canceled during drop/add period.

Broad-based Fee Waivers

Information regard waivers for certain broad-based fees may be found at the [Student Accounts Office](#).

Graduate Nonmandatory Fees, Late Fees, and Service Charges**Parking Costs**

Students who wish to park on campus pay \$70 per academic year (fall through spring semesters) and \$10 for summer-only permits. Payment for parking is refundable within the first two weeks of class upon surrender of the parking permit.

Academic Transcript Fee

There is a \$9 fee for each transcript request.

Billing Fee

A billing fee of \$30 is assessed to each delinquency notice sent by the college. Late filing of financial aid does not waive this fee.

Graduate Admission Application Fee

A nonrefundable \$65 processing fee must accompany the application for admission to a graduate program at Buffalo State. Payment of the fee is not contingent on any action or decision the college may render on the application, or on any subsequent decision by the applicant to withdraw the application.

Late Drop/Add Fee

A \$20 late drop/add fee is charged for each transaction after the first week of classes. Independent study, special projects, or contracts added after the second week of classes also are charged this fee.

Late Payment Fee

A \$30 fee is charged when the semester bill is not paid by the due date.

Late Registration Fee

Registrations on "late registration day" (the first day of classes) or later are charged a mandatory \$40 late registration fee that cannot be waived or deferred. Exceptions are registrations for graduate workshops, independent study, special projects, contracts, and courses requiring performance auditions. Registrations for independent study, special projects, or contracts turned in after the second week of classes that generate the only registration for a student also are assessed the \$40 late fee.

Prior Learning Credit Fee

Prior learning credit may be earned for a Buffalo State course when the course objectives and student learning outcomes have been previously met through life experiences and/or employment history. A \$170 fee is charged for each evaluation of prior learning for course credit. The department determines the method for awarding experiential learning/course challenge credit, which may include but is not limited to: examination, portfolio evaluation, performance, or presentation.

Returned-Check Fee

A \$20 fee is charged for each check returned by the bank or any declined credit card transaction. The fee is nondeferrable and cannot be waived. An additional billing fee is charged on any transaction covering a course and/or

room registration. If payment is not received within 10 days from the date of notification, the account is referred to the New York State Attorney General's Office for collection and handling.

New York State Debt Collection Mandate

Refer to New York State Debt Collection Mandate section of the catalog

Course Fees

Some courses may have additional course fees. Student Accounts provides a complete [listing](#).

Room and Board

residencelife.buffalostate.edu/housing-costs

Graduate students are eligible to live in apartment-style housing in the Moore Complex and Student Apartment Complex (STAC). Moore Complex starts at \$5,340 per semester for double occupancy. Moore Complex Family College is \$6,115 per semester. The STAC rate is \$6,031 per semester. Meal plan rates vary per semester <https://dineoncampus.com/bsu>. Residence hall room rates and meal plan rates are subject to change.

Miscellaneous Expenses

Miscellaneous expenses will vary depending on the student's academic program, personal spending habits, and commute distance.

International Student Health Insurance

International Student and Scholar Services
South Wing 410
716-878-5331
iss.buffalostate.edu

United Health Care Insurance

Health insurance is mandatory for all international students at Buffalo State, and all enrolled international students must purchase the health insurance plan the college offers. Requirements and enrollment information are provided at International Student and Scholars Services [website](#).

Summer Session Tuition and Fees

Tuition and fees for all courses taken during Summer Session are charged at the credit-hour rate. Student Accounts lists current graduate [Summer Session costs](#).

Automatic Payment Plan

Student Accounts Office
Moot Hall 260
716-878-4121
studentaccounts.buffalostate.edu

Buffalo State offers a payment plan to assist students and their families in meeting the costs of tuition, fees, room, and board. Tuition payment plans break down your tuition balance into affordable monthly payments without interest. Information and online enrollment are available on the [Student Accounts website](#).

Refund Policies

Student Accounts
Moot Hall 260
716-878-4121
[Refunds website](#)

All financial refunds are sent to students in the following order:

1. Refunds are transferred electronically to the student's bank account if a direct deposit application is on file in the Student Accounts Office.
2. Refunds are mailed to the permanent address of record on file in the Registrar's Office. Students are responsible for informing the Registrar's Office of any address changes.

Graduate Tuition Refunds

Tuition refunds will be processed only when the student officially withdraws through the Registrar's Office. Students given permission to cancel their registration are responsible for payment of tuition and fees according to the following schedule:

Fall and Spring Semesters

Date of Course Withdrawal	Tuition Liability
First week of classes	0%
Second week	30%
Third week	50%
Fourth week	70%
After fourth week	100%
Tuition Refunds	

Summer Sessions

Date of Course Withdrawal	Tuition Liability
First two days of Sessions ES or LS	0%
Third day through end of first week of Sessions ES or LS	50%

Date of Course Withdrawal	Tuition Liability
Second week of Sessions ES or LS	100%
Session VS varies on actual start date of class.	

Board Charge Refunds

Campus Dining Services Office
Campbell Student Union 223
716-878-5152
<https://dineoncampus.com/bsu>

Board refunds (meal plans) are calculated according to college and federal regulations and guidelines, less a \$20 service charge for processing. No refunds are given after the drop/add session at the start of each semester. Contact the Buffalo State Campus Dining Services Office for additional information.

Room Rental Refunds

During the fall and spring semesters, room rental refunds can be made only when students withdraw due to circumstances beyond their control. Residents may be charged additional housing-related charges if they withdraw after hall opening and according to the college's tuition refund policy and [refund and financial liability schedule](#). Questions covering refunds are addressed in the residence hall license.

Refer to [Campus and Residence Life Policies](#).

New York State Debt Collection Mandate

Unpaid accounts are, in due course, turned over to an external collection agency.

Teacher Waiver Certificates

Supervising (critic) teacher tuition waiver certificates may be redeemed in accordance with the regulations printed on the certificate. A student must be a full-time teacher in the district to use a waiver certificate. A certificate may be redeemed for any term scheduled to begin after the effective date but before the expiration date on the certificate.

Waivers may be transferred between professional employees of the same school district. Transferred certificates must be signed by the district administrator.

If a student withdraws from a course at a time when partial or full tuition liability exists, the waiver certificate is forfeited. Waiver certificates do not cover college fees, which must be paid by the student. Transferred waivers are not accepted after the fourth week of classes. For Summer Session, transferred waivers are not accepted after the first registration date of any session.

Financial Aid

The goal of the Financial Aid Office is to assist students with securing sufficient funding to cover their educational expenses. According to our records, most graduate students receive some form of financial aid (federal; state; institutional; private) while attending SUNY Buffalo State University.

Staff members in the Financial Aid Office, Moot Hall 230, are available year-round to assist students and their families with the financial aid application process. The staff strictly adheres to the industry's Codes of Conduct.

For the most thorough and up-to-date information, contact the Financial Aid Office by phone (716-878-4902), email (finaid@buffalostate.edu), or visit the [Financial Aid website](#).

Application Procedures

There are multiple steps in the financial aid application process. Students must file the Free Application for Federal Student Aid (FAFSA) after Oct. 1st of each year to apply for aid for the upcoming year. Students are encouraged to apply by Buffalo State's priority filing deadline date.

The FAFSA can be found on-line at fafsa.gov. To expedite this process, students (and parents, if dependent student) will need to have an FSA ID. Apply at <https://studentaid.gov/fsa-id/create-account/launch>. The FSA ID serves as the electronic passport to federal student aid online.

After submitting the FAFSA, students receive a FAFSA Submission Summary which provides your official Student Aid Index (SAI) calculation. This summarizes the information provided on the FAFSA. Review the summary carefully for errors (the form highlights items that may need attention) and follow directions for making corrections. Students are encouraged to submit corrections promptly to avoid long delays in processing the application. Retain a copy of the summary for record purposes.

Financial Need

Based on financial information provided on the FAFSA, a thorough analysis of the students' and/or parents' financial strength, including income, assets, and number of family members, will be conducted by the federal processor, and the applicants' Student Aid Index (SAI) is computed. The SAI is a number used to determine your federal student aid eligibility and to build your aid offer.

Financial need is determined by subtracting the Student Aid Index (SAI) from the Cost of Attendance (an estimated budget that includes tuition, fees, room, board, books, supplies, transportation, and a personal allowance) . Students can only be funded up to the amount of the [Cost of Attendance](#).

Approximately 30% of Buffalo State students will be required to complete the review of a student's financial aid eligibility. This may include the submission of the IRS Tax Return Transcript and other supporting documents. This verification process is required to ensure the accuracy of information provided on the FAFSA. If selected, students (and parents, if dependent) will be required to provide the office with the requested documentation before aid will be disbursed to the student's account.

It is very important for students to respond to all requests for additional documentation in a timely fashion.

Federal Student Aid

Eligibility for financial aid is based on many factors, including but not limited to citizenship status, matriculation status, enrollment status, financial need, and satisfactory academic progress.

To be considered eligible for federal financial aid, students must:

- be in good academic standing.
- be a U.S. citizen or eligible noncitizen.
- be matriculated.
- be registered for at least 6 credit hours (except for TEACH Grant.)
- not be in default on a previous educational loan.

Matriculation

To be eligible for most forms of financial aid, students must be U.S. citizen or eligible noncitizen and matriculated into degree or a certificate program approved by the Department of Education. Only courses required for a student's current program of study are eligible for federal financial aid. Students taking continuing education courses, some visiting students, and special status students who have been allowed to take courses but have not been formally accepted by the university are considered non-matriculated and are ineligible for federal financial aid.

Students with bachelor's degrees taking courses required by the state for teacher certification may borrow a Federal Direct Loan at the fifth-year undergraduate limits, even though they are not actually pursuing a degree. Undeclared (pre-major) graduate students can take out loans at the fifth-year undergraduate limits for one year if they are enrolled in preparatory coursework. Preparatory coursework does not include courses taken solely to raise the student's GPA to meet graduate admission standards and the courses must be part of an eligible program. The courses must be part of an eligible program.

Enrollment Status

Students must be enrolled at least half time (6.0 credit hours) in courses required for their program to be eligible for federal aid at the graduate level (except for TEACH Grant) each term.

SUNY Graduate Diversity Fellowship Program

The Graduate Diversity Fellowship Program (GDFP) is designed to direct aid to graduate students who have demonstrated academic achievement and overcome a disadvantage or other impediment to success in higher education. Candidates will contribute to the diversity of the student body by demonstrating their commitment to facilitating and enhancing diversity, equity, and inclusion efforts in their academic programs and activities.

To participate in the GDFP, candidates must:

1. have earned, by the time of enrollment, a baccalaureate degree granted by an accredited U.S. College or university, or an international university of recognized standing.
2. be accepted and registered as a matriculated in a graduate (Master's degree) student.
3. be a U.S. citizens or have permanent resident status.
4. demonstrate how they have overcome a disadvantage or other impediment to success in higher education.
5. demonstrate a commitment to contributing to the diversity of the student body by facilitating and enhancing diversity, equity, and inclusion efforts in their academic programs and campus activities.

Even though financial need is not a requirement for program eligibility, applicants may utilize economic disadvantage as a basis for eligibility.

Preference will be given to candidates who are:

From a low-income background (e.g., Pell-eligible as undergraduates), were first-generation college students (students whose parents have not earned a bachelor's degree), have overcome adversity, are AmeriCorps alumni, or are veterans.

The Graduate Diversity Fellowship Program is open to any and all prospective candidates regardless of race, color, national origin, or sex, and is consistent with all current governing federal and state nondiscrimination law. All application submissions will be assessed and evaluated in accordance with the required eligibility criteria.

All campus distributions are pending annual state budget approval. While we have been awarding campuses scholarships for many years, funding may not be guaranteed every year.

Awards

Students who are awarded a SUNY Graduate Diversity Fellowship for the 2025–2026 academic year may receive a tuition scholarship and/or a stipend during their continuous registration as a master's degree candidate.

Up to twelve (12) graduate credit hours of tuition may be funded each fall and spring semester for the 2025-2026 school year. The tuition amount will be adjusted for in-state tuition. It is the student's responsibility to pay all university fees.

Applying for other financial aid programs that may be available through other sources is encouraged. This allows the university to maximize funds available under the fellowship program.

Fellows must maintain a 3.0 cumulative GPA each semester to receive funding.

For more information, visit the [Graduate Studies Office](#).

Graduate Assistantships

[Graduate assistantships](#) are available through various academic departments and administrative offices on campus. Duties of graduate assistants consist of nonteaching functions such as grading papers, monitoring exams, assisting in administrative assignments, or participating in research projects.

Assignments range from 10 to 20 hours per week and provide stipends from \$5,000 to \$10,000 per academic year, depending on the nature of the assignment. A graduate assistant may receive a tuition award and a stipend. A tuition scholarship, if awarded, is for a maximum of 9 graduate credits each fall/spring semester at the in-state rate. Stipends and/or tuition awards do not cover college fees, which are the responsibility of the student.

Graduate students appointed to an assistantship must be in good academic standing in a degree program with a minimum GPA of 3.0 and maintain registration (nine credit hours) concurrent with the appointment.

A link to available assistantships can be found through the [Graduate Studies website](#) or by searching for [job opportunities](#) at the Buffalo State

Military, Veteran, and Dependent Benefits

Campbell Student Union 400F

Military, Veterans, and/or Dependents (i.e., Spouse/Child) may be able to receive aid for approved postsecondary study. To find out what the student's eligibility is, please contact Veteran and Military Services by phone (716-878-3600), email (vetservices@buffalostate.edu), or on the [web](#).

Aid for Students with Disabilities

Students with disabilities pursuing higher education may be eligible for assistance through the state <http://www.acces.nysed.gov/vr> (ACCES-VR) [NY State Commission for the Blind](#) (NYSCB). Criteria and funding vary. Applications and eligibility requirements may be obtained at the Buffalo-area offices or at local area offices for ACCES-VR and CBVH. Additional resources be found on Buffalo State's [Student Accessibility Services Office website](#) or by calling 716-878-4500.

Aid to Native Americans

The U.S. Bureau of Indian Affairs offers need-based grants to students who are enrolled tribal members of an American Indian, Eskimo or Aleut tribe, band, or group recognized by the Bureau of Indian Affairs. An application is necessary for each year of study and must be accompanied by an official needs analysis from the Financial Aid Office after submission of the Free Application for Federal Student Aid (FAFSA).

First-time applicants must submit tribal enrollment certification from the bureau, agency, or tribe proving affiliation or membership. For further information, contact the [Bureau of Indian Education](#) at 202-208-6123.

New York State also offers grants to Native Americans who are members of one of the Native American tribes located on reservations within New York State. Applications and program details may be obtained from the [NY State Indian Aid Program website](#).

Eligibility for Summer Aid

Summer aid eligibility is dependent upon a student not having exhausted their eligibility during the fall and spring semesters. Therefore, it is advisable that students seek advice from the Financial Aid Office prior to registering for classes. Students must file a summer aid application with the Financial Aid Office.

Eligibility

Required Courses and Student Outcome Tracking

Students must enroll in required courses to qualify for federal and/or New York State, including loans. Buffalo State systemically reviews students' enrollment for required courses using Student Outcome Tracking (SOT). SOT compares students' enrollment to their Degree Works audit to verify that each course is required and fulfills specific degree requirements. If the SOT process identifies courses not required, students will be notified so they can take the appropriate actions (e.g., change their registration, work with the advisor to update Degree Works, etc.). Students' financial aid will be adjusted after the drop/add period elapses to reflect the number of required credits they are enrolled in, which could result in a reduction or cancellation of financial aid.

Eligibility for Federal Work-Study

The Federal Work-Study program provides employment opportunities in various on-campus offices and in off-campus community service agencies. Students who qualify for the Federal Work-Study program will be paid at an hourly rate and receive bi-weekly paychecks for the hours worked. Federal Work-Study will not be credited to your account. It is the responsibility of the student to secure employment. Federal Work-Study positions are limited; therefore, there is no guarantee of eligibility from one year to the next. Students are encouraged to complete the FAFSA by the priority filing date to receive full consideration to participate in the Federal Work-Study program.

Eligible students will receive a letter before the start of the semester with details regarding the steps to visit the job database in Online Resource for Career Advancement (ORCA). Students who do not qualify for Federal Work-Study or

who are not successful in securing a job may be able to secure employment with the assistance of the Career Development Center in Cleveland Hall 306.

Eligibility for the TEACH Grant

TEACH Grant eligibility is determined after the fall, spring, and summer semesters start. Those students who meet the eligibility requirements will be invited to apply for the TEACH Grant. Students must complete Entrance Counseling and an annual Service Agreement at studentaid.gov.

In exchange for receiving a TEACH Grant, students must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students.

A TEACH Grant recipient must teach for at least four academic years (within eight calendar years). If a student fails to complete his or her service obligation, all amounts of TEACH Grants that were received will be converted to a Federal Direct Unsubsidized Loan. Students must then repay this loan to the U.S. Department of Education. Interest will be assessed from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a six-month grace period before entering repayment if a TEACH Grant is converted to a Federal Direct Unsubsidized Loan. All federal loans require students to be enrolled in at least six (6) credit hours of required coursework each semester.

Eligibility for Federal Direct Unsubsidized Loan

[Federal Direct Unsubsidized Loan](http://studentaid.gov) is a low-interest loan for eligible students to help cover the cost of higher education. Students are not required to demonstrate financial need to receive a Federal Direct Unsubsidized Loan. Students can pay the interest while in school and during grace periods and deferment or forbearance periods, or students can allow it to accrue and be capitalized (that is, added to the principal amount of your loan). Students that choose not to pay the interest as it accrues will have an increased total amount to repay because interest will be charged on a higher principal amount.

If you are a first time Federal Direct Loan borrower you must sign a Master Promissory Note. The electronic Master Promissory Note (e-MPN) is the agreement to pay back any Direct Loans. The e-MPN is available online at www.studentaid.gov.

Online Entrance Counseling is required for first-time Direct Loans borrowers at www.studentaid.gov. Entrance Counseling will educate students on the rights and responsibilities associated with receiving funds that must be repaid. To satisfy your online Entrance Counseling requirements, students must complete the tutorial and pass a quiz. Failure to comply with this requirement will prevent the disbursement of the student's loan proceeds.

The U.S. Department of Education issued [FSA ID](http://studentaid.gov) is required to complete Entrance Counseling and the e-MPN.

Eligibility for Federal Direct PLUS Loans for Graduate Students

Graduate students can borrow a low, fixed interest rate guaranteed Federal Direct PLUS Loan up to the cost of attendance less any other aid received to help cover educational expenses. This loan requires the student to be credit-worthy.

Buffalo State must determine the student's maximum eligibility for the Federal Direct Unsubsidized Loan before a student can receive a Federal Direct PLUS Loan.

The first time a graduate student applies for a Federal Direct PLUS Loan, he/she will need to complete a Federal Direct PLUS e-MPN. This e-MPN is separate from the Federal Direct Unsubsidized Loan e-MPN.

Satisfactory Academic Progress (Federal)

Satisfactory Academic Progress (SAP) is the process used to determine if a student is making acceptable progress toward a degree or certificate. At the end of each payment period (semester), a review of a student's progress is conducted. A student's failure to meet any of the three Satisfactory Academic Progress standards (for all terms enrolled, not just those terms that aid was received) may result in loss of federal aid eligibility.

An electronic notification detailing the SAP status will be sent to the student's Buffalo State e-mail address; if unavailable, a hard copy notification will be mailed to the permanent address on file.

All three of the following Satisfactory Academic Progress standards must be met:

1. Cumulative Grade Point Average (GPA) - Qualitative Component
 - a. A student must have a minimum cumulative GPA of 3.0 (Buffalo State's GPA only)
2. Minimum Pace rate for Attempted Credit Hours - Quantitative Component
 - a. A student must complete at least two-thirds (66.67%) of all cumulative attempted credit hours.
 - b. The following grade designations are considered to be attempted credit hours but are not considered to be successfully completed: I, IP, N, X, W, U, E, EV, and F grades.
3. Maximum Time Frame/Degree Completion within 150 percent of the average Length of the Program - Quantitative Component
 - a. Students must complete their master's degree within 150 percent of the normal time required to complete a Master's degree. For example, for a degree that requires 30 earned credit hours, student must be able to graduate within 45 credit attempts to remain eligible for federal aid.
 - b. Federal financial aid eligibility will be terminated when the Financial Aid Office determines it is not mathematically possible for a student to complete his/her degree program within the maximum time frame.
 - c. Transfer credit hours posted to the official academic record will be counted as attempted credit hours.
 - d. All courses removed through the academic clemency process will be counted as attempted credit hours. On a case-by-case basis, academic clemency may be subject to appeal.

Readmission to the college after an absence does not automatically mean reinstatement of federal aid eligibility.

Repeated Courses

Courses that are repeated to improve a grade are counted as attempted each time they are taken but are only counted as completed once.

Financial Aid Warning

A student who fails to maintain cumulative GPA or meet Pace requirements is placed on Financial Aid Warning. There is no action required by the student; federal aid eligibility continues for one payment period/semester.

Appeal Process

If the student is still not making satisfactory academic progress after the Financial Aid Warning semester, he or she is ineligible for federal financial aid until the required standards are achieved. Only transcript updates (e.g. grade change; retro-drop; etc.) made within one calendar year from the date the student became ineligible for federal aid will be considered during the appeal process.

A student has a right to appeal the loss of federal financial aid eligibility if mitigating circumstances (events totally beyond the student's control) existed. All SAP appeals should be submitted through the [Academic Standards Office](#)

website. To schedule an appointment, or for questions regarding the documentation that must be submitted, students should contact the Academic Standards Office via email at acadstandards@buffalostate.edu.

Financial Aid Probation

A student who fails to maintain the cumulative GPA and/or meet the Pace rate standard is placed on Financial Aid Probation only if the student has successfully appealed. The student will continue to receive federal financial aid for one payment period/semester. The student must meet SAP at the end of the probationary period or comply with the requirements of an Academic Plan (contractual agreement that ensures the student is able to meet overall SAP requirements by a specified point in time).

If the student is still not making Satisfactory Academic Progress or fails to meet the Academic Plan requirements after the probationary period, he or she will become ineligible for federal financial aid until all three SAP standards are successfully met.

Award Notification

After you are accepted and have a valid Free Application for Federal Student Aid (FAFSA) on file, the Financial Aid Office will send a SUNY Financial Aid Plan (FAP) detailing the aid you are eligible to receive based on program eligibility requirements. Students must accept, revise, or decline award(s) by the prescribed deadline date. Failure to accept aid by the deadline date may result in the loss of some types of financial aid.

The Financial Aid Office will forward an email notification directing students to view their SUNY Financial Aid Plan (FAP) online in Banner. All students are given the opportunity to adjust their awards via Banner. Some aid programs require additional steps to complete the application process.

All students are responsible for monitoring their campus email and their financial aid status online by accessing Banner.

Overawards

Each year, several students receiving aid are overawarded. This occurs, in part, when students are awarded other forms of assistance (e.g., scholarships; tuition waivers; loans) from outside agencies after they have accepted their award package. Students may have portions of their federal aid reduced or canceled because of overawards, which may leave an outstanding balance on their college accounts. Students should notify the Financial Aid Office in writing immediately if they receive additional funds that were not included in their award package.

Withdrawal from Classes

If a student who has received financial aid funds withdraws, takes a leave of absence, or drops out during a semester, a portion of the financial aid may need to be repaid to the granting institution. In some situations, students may have incurred full liability for charges but only have "earned" a portion of the aid they were awarded. In such cases, the unearned portions of aid will be returned, but students will still owe the full balance to the university. Students who unofficially withdraw (i.e., stop attending classes without formally withdrawing from school) may also be subject to returning a portion of the aid they received. Students considering withdrawal should consult with staff in the Financial Aid Office prior to taking any actions.

Return of Title IV (R2T4) Funds

Federal regulations mandate a Return of Title IV Funds calculation when a student receiving Title IV financial aid (e.g. Direct Loans) completely withdraws. If a student never attends, ceases enrollment, or withdraws from all courses in the semester and they received federal financial aid, the university must determine if these funds are required to be returned to the appropriate financial aid programs within forty-five (45) days.

R2T4 Calculation

The R2T4 calculation may result in a reduction of the student's federal loan(s) and grant(s) if he/she attended less than 60 percent of the semester. The R2T4 calculation is based on the following:

- The number of days the student attended
- The institutional charges assessed
- The total amount of federal Title IV aid awarded, accepted and or disbursed

As a result, the school and the student may be required to return any "unearned" federal aid received.

Unofficial Withdrawal

Federal Title IV financial aid is processed for a student under the assumption that the student will attend courses for the entire period for which the financial assistance is provided. A registered student who failed to earn a passing grade in at least one course is presumed to have "unofficially withdrawn" for federal Title IV financial aid eligibility purposes.

The Financial Aid Office will work with the student and his/her faculty members to ascertain official proof regarding the student's last date of attendance (known as the withdrawal date) for the semester and perform the R2T4 calculation to determine the "unearned" federal financial aid that must be returned to the designated program(s). The student will be notified by U.S. Postal mail regarding the results of R2T4 calculation.

Academic Withdrawal

While there is no academic penalty associated with the 'W' grade, there may be Financial Aid implications regardless of the reason (e.g. medical; etc.). Any student who received federal Title IV financial aid funding (e.g. Direct Loans) will have their eligibility recalculated to determine:

- the amount of financial aid the student is eligible to retain
- the amount of "unearned financial aid" that must be returned

Additionally, the calculation will be based on the earliest date documented that the student provided official notification of his/her intent to withdraw.

Withdrawal from Modular (Mini-Session/Term) Courses

A student who completes all the graduation requirements for a program will not be considered withdrawn if they fail to attend future summer module(s) for which they are registered. A student who successfully completes a module (passes at least one course) that comprises 49% of the total days in the payment period will not be considered withdrawn. A student who successfully completes coursework (passes course(s) equal to or greater than the coursework required for half-time (6 credit hours) enrollment will not be considered withdrawn. Only courses that the student was enrolled in at the summer freeze file will be used in the R2T4 calculation. All others will be considered as withdrawn for Return of Title IV (R2T4) purposes.

An exception is made if the student provides written notification affirming their intent to attend a future course (prior to start of the course) within the payment period or the student provides affirmation of attendance by enrolling/registering in a future course within the same payment period after the original withdrawal date. Written notification MUST be received prior to the first day of the future course.

Notification of attendance in a future course must be made in writing by submitting the Affirmation of Future Attendance form. It is the responsibility of the student to provide complete, accurate and timely information to the Financial Aid Office, Moot Hall, 230.

Unearned Aid

A determination regarding the percentage of the semester the student completed must be performed and this will reveal the percentage of the federal Title IV aid that the student has earned. The total amount of federal aid disbursed to the student, or that could have been disbursed to the student minus the amount of federal aid earned by the student equals the amount of federal loan(s) and grant(s) that is unearned and that must be returned: (688.22(e)).

Total Title IV Disbursable Aid - (minus) Title IV Aid Earned = Title IV Loan(s) and Grant(s) to be Returned

If the university is required to return any unearned aid, we will reduce or cancel the federal award(s), debit the student's account and return the unearned portion of aid to the U.S. Department of Education.

This adjustment may result in a balance due to Buffalo State. It is the student's responsibility to repay the "unearned" portion of aid that was charged back to the student account. Students will receive notification of this action via a U.S. Postal letter and he/she will receive an updated student bill.

Post-Withdrawal Disbursement

A post-withdrawal disbursement of federal Title IV aid occurs when the amount of federal aid earned by the student is greater than the amount of the federal aid disbursed for the semester. A student eligible for a post-withdrawal disbursement will receive written notification from the university. Students receive a notification via U.S. Postal mail that they have the right to accept or decline, some, or all, of the offered post-withdrawal loan disbursement(s).

R2T4 Distribution of Financial Aid Refund

Refunds returned to the U.S. Department of Education on behalf of the student are distributed among the financial aid programs in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct PLUS Loans for Graduate Students

Scholarships

Buffalo State a variety of scholarships opportunities to current students demonstrating outstanding leadership qualities, academic abilities and/or financial need. These scholarships are based on specific criteria which includes; academic merit, financial need, field of study, or a combination of criteria. Scholarship funding is made possible through donations from alumni and friends of the college who value a Buffalo State education. Students may log in to the [Campus Application Portal for Scholarships \(CAPS\)](#) and view and apply for scholarship opportunities. Students need to complete a general scholarship annually and which will auto-match them to applicable scholarships. Some scholarships may require additional tasks. Additionally, staff in the Financial Aid Office, Moot Hall 230, can assist students in locating scholarships offered by agencies not affiliated with Buffalo State.

Graduate Major Programs

Adolescence Education, Social Studies (MSED with Initial Certification)

Master of Science in Education Program with Initial Certification

Program Code: MSED-AS

Major Code:

History and Social Studies Education Department

Cassety Hall 302

(716) 878-5412

history.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The MSED with initial certification program is a secondary social studies education program at the graduate level for candidates whose undergraduate degrees were in subjects related to the social studies content they wish to teach, but whose preparation in those subjects did not lead to a teaching credential. Full time study in the MSED allows candidates (who meet the history/social science requirements from their undergraduate programs or supplemental coursework) to complete their requirements for initial certification and qualify for professional certification in approximately 4 semesters including the culminating project and research requirements. The MSED offers 12 credits of foundational professional education content which includes adolescent psychology, literacy, and exceptionality and is offered through the various departments within the School of Education. An additional 27 credits of foundational social studies education content and 12 credits of student teaching are offered through the department of History and Social Studies Education within the School of Arts and Sciences. Also, the program includes the child abuse identification and reporting workshop; dignity for all students act workshop; schools against violence education workshop; fire and arson safety workshop; and alcohol and other drugs workshop. This MSED leads to a NYS certification in social studies for grades 7-12.

The following are the primary teacher candidate outcomes:

1. *Content* – The teacher candidate will know the social studies subject matter to be taught to grades 7-12 learners.
2. *Learner* – The teacher candidate will understand grades 7-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.
3. *Pedagogy* – The teacher candidate will attain an understanding of the strategies that they will use to teach all grades 7-12 learners.
4. *Technology* – The teacher candidate will use technology as a vehicle for grades 7-12 learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
5. *Reflection* – The teacher candidate will exhibit the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
6. *Dispositions* – The teacher candidate will demonstrate respect for grades 7-12 learner differences, commitment to own personal growth, and engagement in short and long-term planning.
7. *Diversity* – The teacher candidate will be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy with grades 7-12 learners.

Advisement: Each student is assigned an academic adviser. It is imperative that teacher candidates regularly consult with their advisers.

Teacher candidates should consult the [Teacher Certification website](#) for current seminars and workshops.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a 36-credit concentration in history and/or social science courses which includes economics, government, and a minimum of 30 credit hours of study in the history and geography of the United States and the world. Only grades of C or higher are accepted.¹
2. A minimum cumulative GPA of 3.0 (4.0 scale).
3. Two years of high school or two semesters of college or university study in one world language.

Program Requirements

Required Courses		
Professional Education Courses (36 credit hours)		
SSE 500	INTRODUCTION TO SOCIAL STUDIES EDUCATION	3
SSE 602	HIGH SCHOOL SOCIAL STUDIES INSTRUCTION	3
SSE 513	SEMINAR IN SECONDARY SOCIAL STUDIES	3
EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	3
SSE 603	MIDDLE SCHOOL SOCIAL STUDIES INSTRUCTION	3
SSE 655	SOCIAL STUDIES LABORATORY	3
SSE 632	TEACHING WITH HISTORIC PLACES	3
EDU 606	LITERACY AND INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3
SSE 502	TEACHING SOCIAL STUDIES	3
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS	3
SPF 529	ADOLESCENT PSYCHOLOGY	3
SSE 671	TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM	3
Research Course (3 credit hours)		
Select one from the following:		
SSE 689	RESEARCH METHODS AND TECHNIQUES IN SECONDARY SOCIAL STUDIES	3
SSE 595	RESEARCH METHODS IN SECONDARY SOCIAL STUDIES	3
SPF 689	METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH	3
Field Experience and Student Teaching Requirements (12 credit hours)		

¹ Prospective teacher candidates can complete any deficiencies in the 36-credit concentration in history and/or social science, and world language coursework while enrolled in the program but before they are eligible to student teach.

		74
SSE 611	STUDENT TEACHING OF SOCIAL STUDIES IN THE HIGH SCHOOL	6
SSE 609	STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL	6
Graduate Project or Comprehensive Examination (0 credit hours)		
Select one from the following:		0
Graduate Project		0
Comprehensive Examination		0
Total Credit Hours		51

Student Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.
3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Adolescence Education, Social Studies with 5-6 Extension (MSED with Initial Certification)

Master of Science in Education Program with Initial Certification

Program Code: MSED-AS

Major Code:

History and Social Studies Education Department

Cassety Hall 302

(716) 878-5412

history.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The MSED with initial certification program is a secondary social studies education program at the graduate level for candidates whose undergraduate degrees were in subjects related to the social studies content they wish to teach, but whose preparation in those subjects did not lead to a teaching credential. Full time study in the MSED allows candidates (who meet the history/social science requirements from their undergraduate programs or supplemental coursework) to complete their requirements for initial certification and qualify for professional certification in approximately 4 semesters including the culminating project and research requirements. The MSED offers 12 credits of foundational professional education content which includes adolescent psychology, literacy, and exceptionality and is offered through the various departments within the School of Education. An additional 27 credits of foundational social studies education content and 15 credits of student teaching are offered through the department of History and Social Studies Education within the School of Arts and Sciences. Also, the program includes the child abuse identification and reporting workshop; dignity for all students act workshop; schools against violence education workshop; fire and arson safety

workshop; and alcohol and other drugs workshop. This MSED leads to a NYS certification in social studies for grades 7-12 with the 5-6 extension.

The following are the primary teacher candidate outcomes:

1. *Content* – The teacher candidate will know the social studies subject matter to be taught to grades 5-12 learners.
2. *Learner* – The teacher candidate will understand grades 5-12 learners’ socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.
3. *Pedagogy* – The teacher candidate will attain an understanding of the strategies that they will use to teach all grades 5-12 learners.
4. *Technology* – The teacher candidate will use technology as a vehicle for grades 5-12 learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
5. *Reflection* – The teacher candidate will exhibit the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
6. *Dispositions* – The teacher candidate will demonstrate respect for grades 5-12 learner differences, commitment to own personal growth, and engagement in short and long-term planning.
7. *Diversity* – The teacher candidate will be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy with grades 5-12 learners.

Advisement: Each student is assigned an academic adviser. It is imperative that teacher candidates regularly consult with their advisers.

Teacher candidates should consult the [Teacher Certification website](#) for current seminars and workshops.

Admission Requirements

1. A bachelor’s degree from an accredited college or university with a 36-credit concentration in history and/or social science courses which includes economics, government, and a minimum of 30 credit hours of study in the history and geography of the United States and the world. Only grades of C or higher are accepted.²
2. A minimum cumulative GPA of 3.0 (4.0 scale).
3. Two years of high school or two semesters of college or university study in one world language.

Program Requirements

Required Courses		
Professional Education Courses (36 credit hours)		
SSE 500	INTRODUCTION TO SOCIAL STUDIES EDUCATION	3
SSE 602	HIGH SCHOOL SOCIAL STUDIES INSTRUCTION	3
SSE 513	SEMINAR IN SECONDARY SOCIAL STUDIES	3
EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	3
SSE 603	MIDDLE SCHOOL SOCIAL STUDIES INSTRUCTION	3
SSE 655	SOCIAL STUDIES LABORATORY	3
SSE 632	TEACHING WITH HISTORIC PLACES	3
EDU 606	LITERACY AND INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3

² Prospective teacher candidates can complete any deficiencies in the 36-credit concentration in history and/or social science, and world language coursework while enrolled in the program but before they are eligible to student teach.

SSE 502	TEACHING SOCIAL STUDIES	3
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS	3
SPF 529	ADOLESCENT PSYCHOLOGY	3
SSE 671	TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM	3
Research Course (3 credit hours)		
Select one from the following:		
SSE 689	RESEARCH METHODS AND TECHNIQUES IN SECONDARY SOCIAL STUDIES	3
SSE 595	RESEARCH METHODS IN SECONDARY SOCIAL STUDIES	3
SPF 689	METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH	3
Field Experience and Student Teaching Requirements (15 credit hours)		
SSE 611	STUDENT TEACHING OF SOCIAL STUDIES IN THE HIGH SCHOOL	6
SSE 609	STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL	6
SSE 688	INTERNSHIP	3
Graduate Project or Comprehensive Examination (0 credit hours)		
Select one from the following:		
		0
Graduate Project		0
Comprehensive Examination		0
Total Credit Hours		54

Student Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.
3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Adult Education (M.S.)

Master of Science Program

Program Code: MS-ED

Major Code: ADE

Higher Education Administration and Adult Education Department

Bacon Hall 214C, (716) 878-3789

hea.buffalostate.edu/

The master of science in adult education program prepares professionals for careers in adult education and human resource development. Community agencies employ adult educators to conduct literacy, personal development, and workforce-preparation programs. Similarly, businesses employ human resource development professionals to train new workers and retrain experienced workers. Graduates of the program are also well prepared for doctoral programs in adult education. This program does not lead to teaching certification.

The master's program is offered 100% online.

Admission Requirements

A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale), or a master's degree from an accredited institution with a minimum GPA of 3.0 (4.0 scale).

A letter describing the applicant's interest in the field and experience with teaching or administering adult programs.

Applicants may be asked to participate in a phone or online interview at the discretion of the adult education coordinator.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Application Deadline

Applications are accepted and reviewed on a rolling basis.

Program Requirements

Required Courses (21 credit hours)		
ADE 500	INTRODUCTION TO ADULT EDUCATION	3
ADE 600	ADULTHOOD AND DEVELOPMENT	3
ADE 605	HISTORICAL, SOCIAL, AND PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION	3
ADE 608	INSTRUCTIONAL DESIGN AND ASSESSMENT	3
ADE 610	METHODS OF ADULT EDUCATION	3
ADE 655	DIVERSITY ISSUES IN ADULT EDUCATION AND TRAINING	3
ADE 695	METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH	3
Elective Field Specialization Courses (9 credit hours)		
Select three content courses plus comprehensive examination		9
Total Credit Hours		30

Graduation Requirements

A minimum of 30 credit hours completed with a minimum cumulative 3.0 GPA including 9 hours in an elective field specialization, selected under advisement. The 9-credit field specialization is developed by each student and his or her academic advisor to

incorporate courses from related academic disciplines. Examples of field specializations include administration, literacy, English as a second language, job development, workplace learning and staff development, vocational education, counseling, human resource development, student personnel administration, community activism, creativity, exceptionality, criminal justice, health and wellness, educational computing, hospitality and business. The field specialization could also include an internship for those students with minimal adult education experience.

Students also must complete a written comprehensive examination as a culminating requirement.

Applied Behavior Analysis (M.S.)

Master of Science

Program Code: MSED-EP

Major Code: ABA

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This master's level program is designed to serve the educational needs of professionals who provide behavioral health treatment for individuals with autism and autism spectrum disorders and related needs. This program consists of a minimum of 33 credits. It is designed to address the essential skills and competencies for professional practitioners in the field of Applied Behavior Analysis. Completion of this program leads to recommendation for New York State Licensure as a Behavior Analyst (LBA) and recommendation as a Board certified Behavior Analysis from the Behavior Analysis Certification Board (BCBA). Candidates must possess an undergraduate degree in psychology, education or other subject areas that address learning and behavioral change.

Admission Requirements

1. Official college transcripts.
2. Three professional references from individuals who can attest to your potential success in this program (letters are not required).
3. A Statement of Intent.
4. Minimum 3.0 undergraduate or current GPA.

Program Requirements

Required Courses (30 credit hours)		
EXE 522	BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION	3
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	3
EXE 634	APPLIED BEHAVIOR ANALYSIS	3
EXE 644	ADVANCED APPLIED BEHAVIOR ANALYSIS	3
EXE 645	EFFECTIVE PRACTICES FOR SUPPORTING INDIVIDUALS WITH AUTISM SPECTRUM DISORDER	3
EXE 646	CULTURE, DIVERSITY, DISABILITY, AND EDUCATION	3
EXE 681	CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS	3

EXE 683	SUPERVISED PRACTICUM: PERSONNEL SUPERVISION AND MANAGEMENT	6
EXE 684	PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION	3
EXE 690	MASTER'S PROJECT IN EXCEPTIONAL EDUCATION	3
Total Credit Hours		33

Applied Economics (M.A.)

Master of Arts Program
 Program Code: MA-AS
 Major Code: AEC

Economics and Finance Department
 Cassety Hall 248
 (716) 878-4606
economics.buffalostate.edu/

The master of arts in applied economics is designed for students who want to gain an in-depth knowledge of modern economics and finance, particularly those interested in or already working in:

- Financial institutions and finance departments in business and government
- Policy-oriented and community service occupations in the private and public sectors
- Economic and financial consulting and advising
- High school business, economics, and social studies education

The program integrates real-world application with the latest theory and enhances opportunities for graduates in a broad range of occupations and institutions; the program also has prepared students for continued education at the Ph.D. level. In addition, it has prepared students to take the Chartered Financial Analyst (CFA) exam.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.7 (4.0 scale), or a master's degree from an accredited institution with a minimum cumulative GPA of 3.0 (4.0 scale).
2. Applicants who hold a bachelor's degree but do not meet either of the above criteria may be admitted if they attain an appropriate minimum score on the Graduate Record Exam (GRE), attain an appropriate minimum score on the Miller Analogies Test (MAT), or complete 6 credit hours of 500-level coursework at the college as an accepted premajor student with a minimum cumulative GPA of 3.5.
3. Three letters of reference.
4. A letter describing the applicant's interest in the program.

Program Requirements

Required Courses (12 credit hours)		
ECO 505	HISTORY OF ECONOMIC THOUGHT	3
ECO 507	APPLIED MICROECONOMIC THEORY	3
ECO 508	APPLIED MACROECONOMIC THEORY	3
ECO 524	APPLIED ECONOMETRICS	3
Suggested Content Specialty Courses		

Economic Policy Analysis Courses

Select three from the following:	9
ECO 600	LABOR ECONOMICS
ECO 604	DEVELOPMENT ECONOMICS
ECO 610	ECONOMICS OF EDUCATION
ECO 612	URBAN ECONOMIC ANALYSIS
ECO 650	PUBLIC FINANCE
ECO 660	COST-BENEFIT ANALYSIS
ECO 693	SEMINAR IN HETERODOX ECONOMICS
<i>Financial Economics Courses</i>	
Select three from the following:	9
ECO 650	PUBLIC FINANCE
FIN 619	RISK MANAGEMENT
FIN 622	CAPITAL MARKETS
FIN 630	INTERNATIONAL FINANCE
FIN 645	ESTATE PLANNING AND TAXATION
FIN 692	SEMINAR IN FINANCIAL ECONOMICS
Other Elective Courses (3-9 credit hours) ¹	
Select 3-9 credit hours from the following:	3-9
ECO 502	WORKSHOP IN ECONOMIC EDUCATION
ECO 510	ECONOMICS OF EDUCATION
ECO/INT 601	ENGINEERING ECONOMY
ECO 515	NYS GOVERNMENT AND BUDGETING
ECO 587	TOPICS IN ECONOMICS
ECO 590	INDEPENDENT STUDY
ECO 688	INTERNSHIP
FIN 587	TOPICS IN FINANCE
FIN 588	INDEPENDENT STUDY
FIN 688	INTERNSHIP

Master's Project, Master's Thesis, or Comprehensive Examination (3 credit hours)	
Select one from the following:	3
ECO 690	MASTER'S PROJECT (1-6)
ECO 695	MASTER'S THESIS (1-6)
Comprehensive Examination	
Total Credit Hours	30

¹ Selected under advisement.

Graduation Requirements

A minimum of 30 credit hours at the graduate level, including a minimum of 15 credit hours at the 600 level. Students also must complete required core courses and one of the following: a master's project, a master's thesis, or a comprehensive examination. A field of specialization is recommended but not required.

Students will:

1. understand the historical development of economic concepts in relation to social policy needs.
2. understand how different schools of thought shape the approach to the assessment of economic issues.
3. understand and use theoretical economic models to facilitate research in economics and finance.
4. understand and apply selected quantitative methods of economic analysis.
5. be able to undertake economic and finance research and to derive policy implications.

Applied Psychology, B.A and Applied Behavior Analysis, M.S. Combined Pathway

Bachelor of Arts Program

Program Code: BA-AS

Major Code: PYA

Psychology Department

Buckham Hall A238

(716) 878-6215

psychology.buffalostate.edu/

Master of Science

Program Code: MSED-EP

Major Code: ABA

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Enrollment in this combined pathway allows highly qualified, currently-enrolled SUNY Buffalo State students to begin work on a M.S. degree in Applied Behavior Analysis (ABA) while completing a B.A. degree in Applied Psychology. Twelve (12) credits of designated master's courses would be incorporated into the B.A. program and count toward both the bachelor's degree and the master's degree.

Admission Requirements

Admission into the combined pathway is highly selective. Matriculated undergraduate students may apply to the BA/MS pathway in their junior year and will complete all of the application requirements for the program. The admission application process includes a minimum GPA of 3.0 overall and in Psychology, a statement of intent, and names of 3 references.

Program Requirements

General Education 23 Requirements

33 credit hours	33
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Psychology Major Requirements (36 credit Hours)

Required Courses (12 credit hours)

PSY 101	INTRODUCTION TO PSYCHOLOGY	3
PSY 350	STATISTICS IN PSYCHOLOGICAL RESEARCH ¹	3
PSY 360	EVALUATING PSYCHOLOGICAL SCIENCE	3
PSY 468	PROFESSIONAL SKILLS IN PSYCHOLOGY	3

Note: PSY 350, PSY 360 and PSY 468 must be taken in sequence.

Content Courses (15 credit hours)

Students must select one course from each of the following groups. The prerequisite for all 300-level courses is PSY 101 with a grade of C or better, unless otherwise noted.	15
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Biological and Cognitive Psychology

PSY 304	LEARNING: THEORY AND RESEARCH	
PSY 308	SENSATION AND PERCEPTION	
PSY 321	COMPARATIVE ANIMAL BEHAVIOR	
PSY 330	THE PSYCHOLOGICAL POWER OF LANGUAGE	
PSY 333	BRAIN AND BEHAVIOR	
PSY 340	COGNITIVE PSYCHOLOGY	

Social/Personality Psychology

PSY 311	PERSONALITY: THEORY AND RESEARCH	
PSY 325	SOCIAL BEHAVIOR	

Developmental Psychology

PSY 301	PERSPECTIVES ON CHILD ABUSE AND ADVOCACY	
PSY 355	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	
PSY 356	CHILD DEVELOPMENT	
PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	

Clinical Psychology

PSY 392	ABNORMAL PSYCHOLOGY ²	
Applied Psychology and Diversity		
PSY 365	PSYCHOLOGY IN THE WORKPLACE	
PSY 367	ORGANIZATIONAL BEHAVIOR	
PSY 370	ENVIRONMENTAL PSYCHOLOGY I	
PSY 375	FORENSIC PSYCHOLOGY	
PSY 376	HEALTH PSYCHOLOGY	
PSY 379	PSYCHOLOGY OF MONEY	
PSY 381	PSYCHOLOGY OF CULTURE	
PSY 382	PSYCHOLOGY OF THE CONSUMER	
PSY 383	THE PSYCHOLOGY OF HUMAN SEXUAL BEHAVIOR	
PSY 387	PSYCHOLOGY OF GENDER	
PSY 388	PSYCHOLOGY OF DEATH AND DYING	
<i>Advanced and Electives Selected by Advisement (9 credit hours)</i>		
PSY 310	BEHAVIOR MODIFCATION	3
Two 400 level PSY electives (3 credits each)		6
<i>Service Learning/Internship</i>		
As part of the Required Course Content or Advanced and Elective courses, students must complete one PSY service-learning, PSY 488 Internship or PSY 495 Special Project course.		
<i>Required Graduate Courses</i>		12
Students must complete each of the following EXE courses during senior year of Applied Psychology BA		
EXE 522	BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION	
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	
EXE 634	APPLIED BEHAVIOR ANALYSIS ³	
EXE 681	CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS	
All College Electives		39
Total Credit Hours		120
Applied Behavior Analysis MS Requirements (33 credit Hours)		
Prerequisite: Graduate standing is required for each of the following		

EXE 522	BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION	3
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	3
EXE 634	APPLIED BEHAVIOR ANALYSIS ³	3
EXE 681	CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS	3
EXE 644	ADVANCED APPLIED BEHAVIOR ANALYSIS ⁴	3
EXE 645	EFFECTIVE PRACTICES FOR SUPPORTING INDIVIDUALS WITH AUTISM SPECTRUM DISORDER	3
EXE 646	CULTURE, DIVERSITY, DISABILITY, AND EDUCATION	3
EXE 673	PERSONNEL SUPERVISION AND MANAGEMENT ⁵	3
EXE 683	SUPERVISED PRACTICUM: PERSONNEL SUPERVISION AND MANAGEMENT ⁶	3
EXE 684	PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION ⁷	3
EXE 690	MASTER'S PROJECT IN EXCEPTIONAL EDUCATION	3
Total Graduate Credit Hours		33

¹ Prerequisite: At least sophomore status; Completion of the Mathematics and Quantitative Reasoning General Education requirement – only a MAT course at MAT 114 or higher.

² Prerequisite: PSY 101 with a Grade of C or higher and 3 additional hours of psychology.

³ Prerequisite: EXE 500 or EXE 100 or instructor permission.

⁴ Prerequisite: EXE 634.

⁵ Prerequisite: EXE 644.

⁶ Prerequisite: EXE 673.

⁷ Prerequisite: Completion of all core courses except the research requirement and a minimum of 9 hours of coursework from the specialized program.

Students will:

1. Critically evaluate existing literature in a given topic area of psychology.
2. Generate a scientific hypothesis in a given area of psychology.
3. Demonstrate understanding of basic research designs used in psychology and related mental health fields,
4. Utilize appropriate statistical techniques for a given research design.
5. Apply valid conclusions based on topic area, hypothesis, review of literature, and study outcomes.

Art Education (M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-AS

Major Code: AED

Art and Design Department

Upton Hall 402

(716) 878-6032

artdesign.buffalostate.edu/art-education

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The Art Education Graduate Program prepares students for professional certification to teach visual arts in pre-kindergarten through grade 12 (PK-12) in New York State schools. This program develops art education professionals who:

- understand contemporary art and culture and are committed to teaching students in meaningful and critical ways.
- consider teaching to be a dynamic and continuing process utilizing current media technology.
- are sensitive to issues of diversity and capable of adapting their teaching strategies to meet individual needs.
- are encouraged to be active in their professional, cultural, and art communities.
- are competent in theory, research, and methodology in art and art education.

The Art Education Department offers graduate studies that lead to a master of science in art education and eligibility to apply for New York State professional certification to teach visual art in grades pre-kindergarten–12 (PK-12). This program requires 30 credit hours of study. Within the required program format, students are encouraged to pursue individualized programs of study.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

*Those seeking an art education initial certification, please see our [Postbaccalaureate Certification-only Program](#).

Advisement

Academic advisers are assigned by the department and must be consulted each semester in order to register for courses and graduate in a timely manner; however, students remain responsible for fulfilling department and college requirements specific to the program.

Admission Requirements

1. A bachelor's degree in a visual art-related field as well as initial certification in art education from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. Writing Sample: a 500-1000 word sample of your best writing on an area pertaining to art education.
3. An interview with the Art Education Department chair.
4. A bachelor's degree in a visual art-related field from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) as well as NYS initial teacher certification in Visual Arts.

Requests for exceptions to admission requirements may be directed to the department chair.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (9-12 credit hours)		
AED 688	SEMINAR IN ART EDUCATION	3
AED 689	RESEARCH	3
AED 690 or AED 695	MASTER'S PROJECT MASTER'S THESIS	3-6
Content Specialty Courses (15-21 credit hours)		
Courses in: Art Education (AED), Fine Arts (FAR), and/or Design (DES)		15-21
General Education Courses (0-6 credit hours)		
Select 0-6 credit hours		0-6

Total Credit Hours	30
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All courses are 3 credit hours unless otherwise indicated and should be selected under advisement.

Biology (M.A.)

Master of Arts Program
 Program Code: MA-AS
 Major Code: BIO

Biology Department
 SAMC 166 (716) 878-5203
biology.buffalostate.edu/

The Master of Arts in Biology prepares students for professional employment and advanced degrees in fields ranging from ecology and evolution to biotechnology and health sciences.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale).
2. Three letters of recommendation evaluating the applicant's academic qualifications.
3. An official transcript of the student's undergraduate program, giving evidence of satisfactory completion of 48 credit hours of college science and mathematics courses, including a minimum of 18 credit hours in biology. It is strongly recommended that this coursework also include one year of college physics, one year of organic chemistry, one semester of statistics, and one semester of calculus. The absence of any of these courses may be regarded as a deficiency and students may be required to complete these recommended courses before graduation.
4. A written statement of the applicant's academic background, future plans, and area of research interest.

Applicants interested in completing a thesis must identify a faculty sponsor and request a letter of support from them to accompany the admissions application.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Course (3 credit hours)		
BIO 600	FOUNDATIONS OF GRADUATE STUDIES IN BIOLOGY	3
Biology Electives (600 level) (15-26 credit hours)		
Select 15-26 credit hours ¹		15-26
General Graduate Electives (0-6 credit hours)		
Select 0-6 credit hours ¹		0-6
Thesis or Capstone Experience (1-6 credit hours)		
BIO 695	RESEARCH THESIS IN BIOLOGY	1-6
or BIO 699	CAPSTONE EXPERIENCE IN BIOLOGY	
Total Credit Hours		
		30

¹ Selected by advisement.

Graduation Requirements

A minimum cumulative GPA of 3.0 (4.0 scale). The candidate may take no more than 36 credit hours to achieve this average.

A minimum of 30 credit hours. Courses in which a candidate earns a grade below C do not bear credit toward the degree but are calculated in the cumulative average.

Students will demonstrate:

1. expertise in areas of biology related to course of study or thesis topic
2. analytical skills required to interpret and evaluate research literature
3. proficiency in professional scientific writing
4. proficiency for effective oral communication of biological information
5. ability to plan and conduct experimental research (thesis option only)
6. apply accepted standards for ethical science (thesis option only)

Business Management (M.S.)

Master of Science Program

Program Code: MS-SP

Major Code: BSM

Business, Economics, and Public Administration Department

Chase Hall 322

(716) 878-4239

business.buffalostate.edu/

Develops and prepares managers to meet the growing needs of business, public sector, and nonprofit organizations. This program provides advanced business education and organizational training to develop the skills needed for successful careers and contributions in the private and public sector.

Admission Requirements

1. Completed undergraduate degree from an accredited college or university
2. 3.0 out of 4.0 grade point average
3. Resume
4. Letter of intent including professional objectives and career goals
5. Three letters of reference

Applications will be evaluated by members of the Business department in consultation with the personnel of the Graduate Program at SUNY Buffalo State.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Program Requirements

Required Courses		
BUS 666	INFORMATION SYSTEMS MANAGEMENT	3
BUS 612	ACCOUNTING INFORMATION FOR DECISION MAKING	3
BUS 624	BUSINESS COMMUNICATIONS IN A DIGITAL WORLD	3
BUS 630	MARKETING STRATEGY	3
BUS 640	STRATEGIC HUMAN RESOURCES	3
BUS 660	MANAGERIAL ANALYTICS AND DECISION MAKING	3
BUS 715	MANAGEMENT STRATEGY	3
BUS 690	MASTER'S PROJECT	3

<i>Electives (6 credit hours)</i>		6
Select two from the following:		
BUS 500	MARKETING OF SERVICES	
BUS 519	COMMUNICATION FOR LEADERS AND MANAGERS	
BUS 535	SMALL-BUSINESS OPERATIONS	
BUS 537	ANATOMY OF BANKING	
BUS 688	LEADERSHIP IN ORGANIZATIONS	
BUS 712	MANAGING PROGRAM EVALUATION	
Total Credit Hours		30

Students will be able to:

1. Develop and integrate management knowledge into organizational decision-making.
2. Develop techniques for effective management of professional behavior and relationships.
3. Evaluate data and make sound business decisions accordingly.
4. Communicate and present clearly and concisely to a wide audience.
5. Identify, evaluate and use emerging technologies to evaluate business opportunities.
6. Be an effective project manager, collaborative team member, and strong leader.

Business and Marketing Education (M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-ED

Major Code: BME

Career, Technical, and Science Education Department

Bacon Hall 122

(716) 878-4717

ctse.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The business and marketing education program is designed to develop, extend, and enhance the professional competencies of business and marketing education teachers. Completion of the program provides a master of science in education degree and satisfies the requirements for eligibility to apply for permanent/professional certification to teach business and marketing in New York State.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Completion of the program provides a master of science in education degree and satisfies the requirements for eligibility to apply for professional certification to teach business and marketing in New York State.

Admission Requirements

A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale)
Initial Certificate in Business and Marketing.

Program Requirements

Required Professional Courses (18-21 credit hours)		
BME 600	PRINCIPLES OF BUSINESS AND MARKETING EDUCATION	3
BME 601/CTE 600	RESEARCH SEMINAR	3
BME 602	CURRICULUM DEVELOPMENT AND PLANNING IN BUSINESS AND MARKETING EDUCATION	3
BME 604	IMPROVING INSTRUCTION IN BUSINESS AND MARKETING	3
BME 605/SPF 611	EVALUATION IN BUSINESS AND MARKETING EDUCATION	3
CTE/BME 690	MASTER'S PROJECT	3
Or		
CTE/BME 695	MASTER'S THESIS	
Elective Courses (12-15 credit hours)		
Courses by advisement that are appropriate in terms of the career goals of the student		12-15
Total Credit Hours		30-33

Career and Technical Education (M.S.Ed.)

Master of Science in Education

Program Code: MSED-ED

Major Code: CTE

Career, Technical, and Science Education Department

Bacon Hall 122

(716) 878-4717

ctse.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The master's program in career and technical education (CTE) extends and improves the professional competencies of CTE teachers. Candidates interested in becoming certified as coordinators of diversified cooperative work-study programs may take the two related required courses: [CTE 550](#) and [CTE 555](#).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Advisement

Students are assigned academic advisers to plan programs based on individual needs and degree requirements.

Admission Requirements

A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale). In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (9 credit hours)		
BME 602	CURRICULUM DEVELOPMENT AND PLANNING IN BUSINESS AND MARKETING EDUCATION	3
CTE 600	CONTEMPORARY ISSUES IN OCCUPATIONAL EDUCATION	3
SPF 611/BME 605	EVALUATION IN EDUCATION	3
Elective Courses (12-15 credit hours)		
Select four to five from the following:		12-15
CTE 530	CAREER EDUCATION: RATIONALE, NATURE, AND CONCEPTS	
CTE 536	CONTEMPORARY METHODOLOGY	
CTE 550	ORGANIZATION OF DIVERSIFIED COOPERATIVE WORK-STUDY PROGRAMS	
CTE 555	OPERATION OF DIVERSIFIED COOPERATIVE WORK-STUDY PROGRAMS	
CTE 601	SUPERVISION OF VOCATIONAL EDUCATION	
CTE 602	ADMINISTRATION OF VOCATIONAL EDUCATION	
CTE 603	SELECT TOPICS IN THE ORGANIZATION AND ADMINISTRATION/SUPERVISION OF VOCATIONAL EDUCATION	
CTE 604	TECHNICAL PROJECT	
CTE 606	HISTORY AND PHILOSOPHY OF OCCUPATIONAL EDUCATION	
CTE 620	STRUCTURE OF OCCUPATIONAL PROGRAMS	
CTE 625	INTERRELATIONSHIPS OF LABOR, MANAGEMENT, AND OCCUPATIONAL EDUCATION	
Research and Master's Project (6-9 credit hours)		
BME 601/SPF 689	RESEARCH SEMINAR	3
CTE 690 or CTE 695	MASTER'S PROJECT MASTER'S THESIS	3
Total Credit Hours		30

Childhood and Early Childhood Curriculum and Instruction (M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-ED

Major Code: CUR

Elementary Education, Literacy and Educational Leadership Department

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Bacon Hall 302, (716) 878-5916

elementaryeducation.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Teachers with New York State initial teaching certification in childhood and/or early childhood education may apply for admission to the master's program in curriculum and instruction. Students who successfully complete this master of science in education program will receive a college recommendation for Professional NYS Childhood and/or Professional Early Childhood Certification.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree in early childhood and/or childhood education from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. A well-crafted statement addressing the following:
 - a. Your strengths as a teacher.
 - b. Professional challenge(s) you encountered during your first classroom teaching experiences or field experiences that you hope to address in your graduate work.
 - c. How your graduate program can help you grow as a teacher. If you know which concentration you are selecting, please describe your reasons for selecting it.
 - d. The statement will be evaluated according to the following criteria:
 - i. Organization
 - ii. Conventions of language
 - iii. Content

Note: Please refer to the rubric provided with the application materials for the statement prompts and specific evaluation criteria.
3. Professional resume
4. Two letters of reference that attest to the applicant's potential as a graduate student. Please note that one references should be from a college professors/instructor.

These are the minimum criteria for admission; satisfaction of these criteria does not guarantee admission to the program. In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Additional Admission Information

Each applicant will be evaluated in terms of his or her baccalaureate degree, academic performance, letters of recommendation, experiential background, and substance and quality of the personal statement. Please refer to the Graduate Admissions Committee rubric (attached to the supplemental application information) used for evaluating applications.

Program Requirements

Required Courses (6 credit hours)

EDU 501	SEMINAR FOR THE REFLECTIVE TEACHER (to be taken as first course)	3
EDU 620	TEACHING AND LEARNING IN DIVERSE CLASSROOMS	3

Content Courses (12 credit hours)

Courses can be taken any time in your program after or concurrent with EDU 501

EDU 513	THEORY, RESEARCH AND PRACTICE IN LITERACY INSTRUCTION	3
EDU 651	THEORY, RESEARCH, AND PRACTICE IN MATHEMATICS INSTRUCTION	3
EDU 654	THEORY RESEARCH AND PRACTICE IN SOCIAL STUDIES INSTRUCTION	3
EDU 671	THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION	3

Required Culminating Course (3 credit hours)

EDU 690	MASTER'S PROJECT	3
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Concentration/Electives (9-12 credit hours)

Can be taken any time in your program after or concurrent with EDU 501

Select one from the following concentrations or design a 9-credit curriculum concentration by advisement:	9-12
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Literacy

Early Childhood

Gifted/Talented

Educational Technology

Educational Leadership

Total Credit Hours	30-33
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¹ Prerequisites may be required for some courses. Other courses may be accepted through advisement only. Students who select the Gifted and Talented concentration do not need an elective to obtain the 33 required credits for completion of the program.

Literacy Concentration*

EDU 535	TEACHING WRITING: B-12
EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY
EDU 611	EARLY LITERACY INSTRUCTION
EDU 612	DEVELOPING LITERACY THROUGH LITERATURE

*Does not lead to Literacy certification.

Early Childhood Concentration

Appropriate for those without Early Childhood Certification

EDU 543	CURRICULUM FOR THE YOUNG CHILD
EDU 626	INTEGRATING THE CONTENT AREAS IN THE TEACHING OF YOUNG CHILDREN
EDU 528 or EDU 611	FAMILIES AND EARLY CHILDHOOD PROGRAMS EARLY LITERACY INSTRUCTION

Gifted/Talented Concentration

If you select this concentration and complete the other NYSED requirements for Gifted and Talented certification, Buffalo State will recommend you for certification.

EDU/CRS 509	INTRODUCTION TO THE GIFTED, TALENTED AND CREATIVE LEARNER
CRS 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING
EDU/CRS 621	CURRICULUM DEVELOPMENT IN GIFTED, TALENTED, AND CREATIVE EDUCATION
EDU 619	COLLABORATION AND PRACTICE IN GIFTED, TALENTED, AND CREATIVE EDUCATION

Educational Technology Concentration

EDU 672	ADVANCED EDUCATIONAL TECHNOLOGY FOR K-6 CLASSROOMS
EDT 500	FUNDAMENTALS OF TECHNOLOGY LITERACY
EDT 601	INSTRUCTIONAL TECHNOLOGIES
EDT 603	INSTRUCTIONAL DESIGN AND PROBLEM SOLVING WITH TECHNOLOGY
EDT 604	AUTHORING FOR EDUCATORS
EDT 614	EDUCATIONAL GRAPHICS AND ANIMATION

Educational Leadership Concentration

EDL 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING
EDL 607	SITE-BASED LEADERSHIP
EDL 683	FACILITATION OF GROUP PROBLEM SOLVING

Childhood Education Initial Teaching Certification (Grades 1-6, M.S.Ed.)

Master of Science in Education Program

Childhood Education Including Initial Teacher Certification (MIITC-Master Including Initial Teacher Certification)

Program Code: MSED-ED

Major Code: CEC

Elementary Education, Literacy and Educational Leadership

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Bacon Hall 302, (716) 878-5916

elementaryeducation.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program is designed for students who have an undergraduate degree in one of the liberal arts and sciences. It leads to an M.S. in education and eligibility to apply for initial certification in childhood education from the New York State Department of Education.

To receive initial certification, students must pass the applicable New York State certification exams and fulfill other New York State certification requirements.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree from an accredited college or university with an academic major in one of the liberal arts or sciences.
2. A minimum cumulative GPA of 3.0 (4.0 scale)
3. Meeting with a department advisor to review college transcripts to determine eligibility prior to applying to the program.
4. A completed Application Requirement Workshop (included in the online application) detailing:
 - a. College-level work in each of the following: English, mathematics, science, and social studies. Each applicant will have completed this requirement as an undergraduate or will be required to complete 6 credit hours of study in each of these four disciplines. Basic college writing courses (CWP 101 or CWP 102) do not count toward the English requirement.
 - b. Undergraduate major or courses applicable to an acceptable concentration.
 - c. Two years of high school or two semesters of college study in one foreign language (high school transcript should be submitted with application).
5. A well-crafted statement addressing the following:
 - a. Reasons for wanting to become a childhood teacher and related professional experiences.
 - b. Professional goals

The statement will be evaluated according to the following criteria:

 - i. Organization
 - ii. Mechanics
 - iii. Content
 - iv. Relevant professional, teaching, and life experiences
6. Three letters of reference that attest to the applicant's potential as a graduate student. Please note that two references from college professors/instructors are preferred.

These are the minimum criteria for admission; satisfaction of these criteria does not guarantee admission to the program. In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Additional Admission Information

Each applicant will be evaluated in terms of his or her baccalaureate degree, academic performance, letters of recommendation, experiential background, and substance and quality of the personal statement. Please refer to the Graduate Admissions Committee rubric (attached to the supplemental application information) used for evaluating applications.

Program Requirements

Seminar (3 credit hours)		
EDU 501	SEMINAR FOR THE REFLECTIVE TEACHER (to be taken early in the program)	3
Multicultural Perspectives and Diversity Course (3 credit hours)		
EDU 620	TEACHING AND LEARNING IN DIVERSE CLASSROOMS	3
Foundation Course (3 credit hours)		
SPF 503	EDUCATIONAL PSYCHOLOGY (Undergraduate equivalent is equal to 0 credit hours.)	0-3
Exceptional Education Course (3 credit hours)		
EXE 500 or EXE 502	INDIVIDUALS WITH SPECIAL NEEDS MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS	3
Curriculum (6 credit hours)		

EDU 654	THEORY RESEARCH AND PRACTICE IN SOCIAL STUDIES INSTRUCTION	3
EDU 671	THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION	3
Literacy Course (3 credit hours)		
EDU 546	THEORY, RESEARCH, AND PRACTICE IN ENGLISH LANGUAGE ARTS INSTRUCTION (Must be taken prior to EDU 511)	3
Methods and Practicum Courses (24 credit hours)		
EDU 511	METHODS OF TEACHING ENGLISH LANGUAGE ARTS (Prerequisites apply.)	6
EDU 682	TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (Prerequisites apply)	6
EDU 500	PRACTICUM IN EDUCATION	6
EDU 510	PRACTICUM IN CHILDHOOD TEACHING	6
Master's Project (3 credit hours)		
EDU 690	MASTER'S PROJECT	3
Total Credit Hours		45-48

Residency

Program Overview

The SUNY Buffalo State graduate residency program provides a residency track option for qualified candidates who are selected by the faculty from their demonstrated competence in the first year of their Master's degree programs. In first year, course sequences are parallel for both non-resident track and resident track candidates to allow faculty and candidates to assess their suitability for the full residency track experience in year two. Rather than the standard 150 hours of field experiences and 100 hours of student teaching located in courses throughout the currently registered programs, residents enjoy 1000 hours of experience in graduated difficulty from field-based co-teaching focused on practicing specific pedagogies to full "teacher of record" responsibilities in the final months of their full year residency experience. The value of this model is in allowing resident applicants to be paid for working full time in schools while they complete their required coursework. The coursework remaining for the residency year complements their work with Mentor teachers and is accomplished in tandem with their classroom experiences.

Admission Requirements

Candidates who wish to pursue the residency option toward a recommendation for certification must be recommended by program faculty either upon first application to the program or during the first year of the curriculum prior to the residency year.

Program Requirements

Required Courses		
EDU 500	PRACTICUM IN EDUCATION	3-6
EDU 510	PRACTICUM IN CHILDHOOD TEACHING	6
EDU 671	THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION	3
EDU 682	TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL	6
EDU 690	MASTER'S PROJECT	3

Conflict Analysis and Resolution (M.S.)

Master of Science Program

Program Code: MS-AS

Major Code: CAR

Conflict Analysis and Resolution Interdisciplinary Unit

Coordinators:

Peter Yacobucci

Cassety Hall 208

(716) 878-6207

Clairissa Breen

Cassety Hall 121

(716) 878-5470

suny.buffalostate.edu/programs/conflict-analysis-and-resolution

The interdisciplinary Master of Science in Conflict Analysis and Resolution (MSCAR) combines theory and application through an applied focus and is designed around conflict resolution pillars/competencies: 1) the theoretical approaches in understanding the why and how conflict exist and escalate, 2) the dynamics of conflict, 3) the practical methods for assessing and evaluating conflict, and 4) the stages of conflict resolution process and storytelling.

Admissions Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale).
2. An official transcript of the applicant's undergraduate program, giving evidence of satisfactory completion of college courses.
3. A personal statement detailing interest in the graduate program and an academic writing sample that either displays analytical, computational, or writing excellence or details the views of the applicant on a conflict or a personal experience with a conflict and its resolution.

In addition, all applicants should review the Admission to a Graduate Program section in the Graduate Catalog.

Program Requirements

Required Courses (12 credit hours)		
EDU 640	CONFLICT RESOLUTION	3
CRS 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING	3
EDL 560	METHODS, THEORIES, AND MODELS OF CREATIVE LEARNING	3
690 PROJECT (CAPSTONE)*		3
Concentration – Select ONE concentration (students must take at least three courses within their concentration): (9 credit hours)		9
<i>Conflict in Education</i>		
ADE 575	FAMILY VIOLENCE AND ADULT EDUCATION	
ADE 655	DIVERSITY ISSUES IN ADULT EDUCATION AND TRAINING	
ADE 660	GRANT WRITING	
CRS 610	FACILITATION OF GROUP PROBLEM SOLVING	
<i>Cooperative Business Practices</i>		

BUS 519	COMMUNICATION FOR LEADERS AND MANAGERS	
BUS 603	HUMAN RESOURCE MANAGEMENT	
BUS 640	STRATEGIC HUMAN RESOURCES	
BUS 688	LEADERSHIP IN ORGANIZATIONS	
CRS 610	FACILITATION OF GROUP PROBLEM SOLVING	
<i>Culture, Structures, and International Solutions</i>		
CRS 610	FACILITATION OF GROUP PROBLEM SOLVING	
CRJ 602	ORGANIZATIONAL BEHAVIOR AND THE MANAGEMENT PROCESS IN CRIMINAL JUSTICE	
PSC 605	POLITICS OF THE THIRD WORLD	
PSC 606	INTERNATIONAL RELATIONS	
PSC 612	CONTEMPORARY MIDDLE EAST	
SOC 501	CONTEMPORARY SOCIAL PROBLEMS	
SOC 506	MINORITY GROUPS IN AMERICAN CULTURE	
<i>Management-Worker Relations</i>		
ECO 507	APPLIED MICROECONOMIC THEORY	
ECO 524	APPLIED ECONOMETRICS	
ECO 600	LABOR ECONOMICS	
ECO 650	PUBLIC FINANCE	
Electives - Select THREE courses		
Remaining courses to be selected from those within other concentrations or chosen concentration. (9 credit hours)		9
Total Credit Hours		30

Students will:

1. assess differing forms of conflict through an interactive process of engagement
2. apply current theoretical knowledge to categorize and assess multiple conflict situations
3. determine the most efficient and beneficial response to multiple conflict situations
4. formulate appropriate responses to achieve a successful conflict resolution
5. establish institutional mechanisms and procedures to prevent future similar conflicts from developing

Conservation of Art and Cultural Heritage and Conservation Science and Imaging (M.A./M.S.)

Master of Arts Program

Program Code: MA-AS

Major Code: CAH

Master of Science Program

Program Code: MS-AS

Major Code: CSV

Patricia H. and Richard E. Garman Art Conservation Department

Patrick Ravines, *Director & Professor*

Rockwell Hall 230, (716) 878-5025

artconservation.buffalostate.edu/

The Buffalo State University dual M.A./M.S. degree program in Conservation of Art and Cultural Heritage, and Conservation Science and Imaging prepares students for careers as professional conservators caring for works of artistic, historical, and cultural significance. The three-year graduate program is inter- and cross-disciplinary with an educational balance between theory and practice. The instruction provides students with a broad background in conservation treatment, examination and analysis of artwork and cultural heritage, photo-documentation and technical imaging, and the implementation of scientific instrumentation for conservation in their first year. In the second year, students continue taking advanced imaging and science courses and choose their specialization in objects, paintings, or paper conservation (or its subspecialties, book or photograph conservation). The third year is a 12-month internship at a museum, library, archive or other cultural heritage institution under the mentorship of a professional conservator, where students apply the information, knowledge and skills acquired on campus and continue learning in a professional setting.

Educational and career objectives

The M.A./M.S. in Conservation of Art and Cultural Heritage, and Conservation Science and Imaging combines the multi-disciplinary nature of scientific and imaging analysis with that of conservation theory and practice. The degree focuses on conservation treatment practice, decision-making, and ethics; as well as the science (chemistry, physics, and materials science) and imaging (optics, industrial photography, and computational photography) required for the examination, characterization, documentation, long term preservation, and display/storage of cultural materials.

The educational goals and career objectives of the Department are to provide the arts, humanities, and cultural heritage fields with well-educated, highly qualified, and responsible conservators. Graduates are prepared for positions as conservation professionals in museums, galleries, libraries, archives, historical societies, private practices, and regional conservation centers.

Admission Requirements

The Garman Art Conservation Department employs a holistic admissions process to admit the most promising candidates to the dual M.A./M.S. program. We are committed to equity in the admissions process, and our requirements and criteria for assessment are explained below.

- 1.) Undergraduate degree with a GPA of at least 2.8 evidenced by official transcripts from accredited institutions of higher education.
- 2.) Course work in the three areas below. Please note that the required course credits are given in semester credit hours. To calculate quarter hours to semester hour equivalents, multiply by 2/3. For example, 6 quarter hours are equal to 4 semester hours. A grade for each class must appear, except for some qualifying studio art and craft courses (see 2c. below). We may request catalog descriptions or syllabi to determine if a course meets the requirements. For courses taken spring 2020 through spring 2021 pass/fail grades will be accepted. For courses in progress at the time of application, please provide evidence of enrollment with your application.
 - 2a.) Art History and Cultural Heritage: 18 Semester Credit Hours (9 credits must be Art History coursework).
Course distribution: Qualifying courses require a specific focus on art and artifacts and may include courses within art history, physical anthropology, and archaeology. Examples of courses that do not meet this requirement are history, museum or collections studies, library science, literature or film studies, urban economics, human biology, evolution, languages, administration, internships. Courses in conservation may be listed under conservation experience. This requirement ensures exposure to and understanding of a wide array of artistic, cultural, and historic works, as well as critical thinking, vocabulary, and writing skills.

2b.) Science: 16 Semester Credit Hours

Course distribution: Must include two semesters of introductory/general chemistry with labs and one semester of organic chemistry with lab, or equivalent coursework. A fourth-semester science course with a lab is required and may be one of the following: organic chemistry II, inorganic chemistry, analytical chemistry, instrumental analysis, physical chemistry, material science, mineralogy, or physics. Courses for non-science majors will not be accepted. In-person or hands-on laboratory courses are required unless your education was affected by the pandemic (Spring 2020 through Spring 2021). This requirement ensures applicants have the necessary science background, including familiarity with laboratory skills, equipment and techniques, and the scientific grounding for advanced content in each conservation specialty.

2c.) Studio Art and Craft: 12 Semester Credit Hours or equivalent (see below)

Course distribution: Hands-on courses in a variety of two-dimensional and three-dimensional arts and crafts. Currently, non-credit formal studio art courses taught at museums and community centers can be counted toward this requirement at the rate of approximately 25 hours of studio time for one semester credit. Please submit documentation including institution name, course description, and course duration; no grade submission is required. Note: Courses that do not meet the requirement include computer graphics, digital photography, and short one- and two-day workshops. The intent of this requirement is for the applicant to demonstrate familiarity with a range of materials and techniques, fine hand/motor skills, and manual dexterity.

3.) Portfolio of Studio Art and Craft: Please submit a total of 7-10 works in both two and three dimensions. Works submitted do not have to be the result of formal studio courses. Note: Do not submit computer graphics, photography, abstract or expressionist artworks, as they do not demonstrate the manual skills we are evaluating. Include a cover page with the following information for each work: Title, media and support (include all materials and techniques employed), year created context (academic course, independent project, etc.). Indicate how the work shows your proficiency with the materials and/or techniques. Include detailed images where appropriate. This requirement demonstrates the applicant's hand skills and communicates mastery of materials and techniques to the selection committee. A high level of manual proficiency is necessary to learn and perform refined conservation treatments and scientific analyses.

4.) Conservation and related experience: Hands-on experience working under the guidance of a professional conservator at a museum, library, archive, regional center, and/or in a private conservation practice is highly recommended. This experience helps develop hand skills, acquire terminology, and allowing applicants to gain familiarity with the field before committing to a graduate program. Preventive conservation, courses in conservation, conference attendance, object handling, and other museum/library/archives tasks are also beneficial experiences. Most candidates accepted into the program demonstrate an awareness of conservation ethics and principles and have basic treatment experience.

5.) Curriculum Vitae (C.V.): Please follow the American Institute for Conservation (AIC) Emerging Conservation Professionals Network (ECPN) Guidelines for Resumes and CVs. https://www.conservation-wiki.com/wiki/Resume_and_Curriculum_Vitae

6.) Personal Statement: Please provide a 1,000-word statement explaining why you are pursuing art conservation as a career, your strengths, your interest in the graduate-level education provided by the Garman Art Conservation Department, and how such training relates to your goals. Previous applicants should discuss any new skills or experiences since their last application.

7.) Letters of Recommendation: Please submit (only) three letters of recommendation. Two letters must be from conservators and/or allied professionals who can indicate your level of experience and likelihood of future success in the field of conservation. One must be from a professor or other academic reference who can speak to your academic ability and likelihood of success in an intensive graduate program. We recognize that some applicants may have difficulty obtaining an academic reference, and in such cases, a reference from a professional or supervisor will be accepted.

8.) English Language Requirements: Applicants for whom English is a second language must submit documentation of English language proficiency with a score from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test as documentation of English language proficiency. Applicants may be considered for admission with a minimum TOEFL score of 550 or higher on the paper exam or 79 on the Internet exam, an IELTS score of 6.0 or higher, or a Duolingo score of 100 or higher. Further information for International Applicants is available here: [Graduate Studies](#).

Applicants should also review the Admission to a Graduate Program section in this catalog.

Application Deadline

All application materials are due no later than January 2 of the year in which admission is sought.

Program Requirements

Total Required M.A. Courses (46 credit hours)		
Required M.A. Courses (41 credit hours)		
<i>Paintings</i>		
CNS 620	TECHNOLOGY AND CONSERVATION OF PAINTINGS I	2
CNS 621	TECHNOLOGY AND CONSERVATION OF PAINTINGS 1 (LAB)	1
CNS 622	TECHNOLOGY AND CONSERVATION OF PAINTINGS II	2
CNS 623	TECHNOLOGY AND CONSERVATION OF PAINTINGS II LABORATORY	1
CNS 625	TECHNOLOGY AND CONSERVATION OF PAINTING III LABORATORY	1
<i>Paper</i>		
CNS 630	TECHNOLOGY & CONSERVATION OF WORKS OF ART ON PAPER I	2
CNS 631	TECHNOLOGY & CONSERVATION OF WORKS OF ART ON PAPER I LABORATORY	1
CNS 632	TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER II	2
CNS 633	TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER II LABORATORY	1
CNS 635	TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER III LABORATORY	1
<i>Objects</i>		
CNS 640	TECHNOLOGY AND CONSERVATION OF OBJECTS I	2
CNS 641	TECHNOLOGY AND CONSERVATION OF OBJECTS I LABORATORY	1
CNS 642	TECHNOLOGY AND CONSERVATION OF OBJECTS II	2
CNS 643	TECHNOLOGY AND CONSERVATION OF OBJECTS II LABORATORY	1
CNS 645	TECHNOLOGY AND CONSERVATION OF OBJECTS III LAB	1
<i>Professionalism</i>		
CNS 685	SPECIAL TOPICS IN CONSERVATION I	1
CNS 686	SPECIAL TOPICS IN CONSERVATION II	1
CNS 694	MASTER'S PROJECT I	1
CNS 695	MASTER'S PROJECT II	3
CNS 699	INTERNSHIP	12
CNS 698	INTERNSHIP SUSTAINING (Grade recorded as NR-not required.)	0
Electives (5 credit hours, select one pair)		

CNS 624 & CNS 626	TECHNOLOGY AND CONSERVATION OF PAINTINGS III SEMINAR and TECHNOLOGY AND CONSERVATION OF PAINTINGS IV (5)	
CNS 634 & CNS 636	TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER III SEMINAR and TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER IV (5)	
CNS 644 & CNS 646	TECHNOLOGY AND CONSERVATION OF OBJECTS III and TECHNOLOGY AND CONSERVATION OF OBJECTS IV (5)	
Total Required M.S. Courses		
Required M.S. Courses (31 credit hours)		
<i>Imaging</i>		
CNS 600	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION I	2
CNS 601	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB I	1
CNS 602	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION II	2
CNS 603	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB II	1
CNS 604	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION III	2
CNS 605	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB III	1
CNS 606	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION IV	2
CNS 607	CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB IV	1
<i>Conservation Science (CS)</i>		
CNS 610	POLYMERS IN ART & CONSERVATION	3
CNS 611	POLYMERS IN ART & CONSERVATION (LAB)	1
CNS 612	CONSERVATION SCIENCE: POLARIZED LIGHT MICROSCOPY, LIGHT & MATTER	2
CNS 613	CONSERVATION SCIENCE: POLARIZED LIGHT MICROSCOPY, LIGHT & MATTER LABORATORY	1
CNS 614	CONSERVATION SCIENCE: INORGANIC MATERIALS IN ART AND CONSERVATION	3
CNS 615	CONSERVATION SCIENCE: INORGANIC MATERIALS IN ART & CONSERVATION LABORATORY	1
CNS 616	TECHNICAL ASPECTS OF PREVENTATIVE CONSERVATION	3
CNS 617	TECHNICAL ASPECTS OF PREVENTATIVE CONSERVATION (LAB)	1
<i>Professionalism</i>		
CNS 685	SPECIAL TOPICS IN CONSERVATION I ¹	1
CNS 686	SPECIAL TOPICS IN CONSERVATION II ¹ (1)	
Total Credit Hours M.A./M.S. Program		77

¹ CNS 685 and CNS 686 are taken twice for 1 credit hour each for a total of 4 credit hours that are applied to both the M.A. degree and the M.S. degree.

Student Learning Outcomes

1. **Historical Perspective & Cultural Context:** Have a judicious understanding of the inextricable relevance of history, art history, cultural context with the contemporary perspectives of the object's medium/media, aesthetic value, production methods and place of origin, and its relationship to the object's 'life time journey', including previous conservation and restoration treatments and current condition.
2. **Critical thinking & Problem Solving:** To have the competency of integrating and synthesizing data and information from a multitude of sources of an historic or artistic work or collection of cultural objects to creatively plan sound conservation and restoration approaches. To adapt to work situations and conditions, and to innovate when necessary to successfully plan and execute conservation and restoration treatments.
3. **Imaging, Technical Examination & Documentation:** To master the techniques, instruments and equipment to examine and document the condition, characteristics, and method of manufacture of the historic and artistic works and cultural objects to be conserved and restored. To then be able to critically analyze the image data and derive useful information for use in diagnosis and in the development of sound conservation treatment options and preventive measures.
4. **Scientific Analysis:** To master scientific instrumentation to examine and analyze aspects of condition and method of manufacture of historic and artistic works and cultural objects to be conserved and restored. To critically analyze scientific/technical data and derive useful information for use in the development of sound conservation treatment options.
5. **Craftsmanship & Hand skills:** Demonstrate a high level of competence in the skills requiring eye-hand coordination and manual dexterity for detailed work and finish using a wide range of tools, techniques, and processes to conserve and restore historic and artistic works and cultural objects from beginning to end.
6. **Professional Conduct & Ethical Behavior:** Understanding the *Code of Ethics and Guidelines for Practice* of the American Institute for Conservation of Historic and Artistic Works; functional knowledge and practical information on public relations; portfolio development for internships and future jobs; how to interview; and contribution to the profession's body of information through publication and presentations of case studies and/or research.

Creativity and Change Leadership (M.S.)

Master of Science Program

Program Code: MS-EP

Major Code: CRL

Creativity and Change Leadership Department

Chase Hall 248, (716) 878-6223

creativity.buffalostate.edu/

The Creativity and Change Leadership Department, and its Center for Applied Imagination, credentials creativity through a diverse menu of programs that cultivate skills in creative thinking, innovative leadership practices, and problem-solving techniques. The department, through the process of creative thought, enhances an individual's ability to imagine new ideas by learning how to envision that which cannot be immediately seen. This internationally recognized academic department offers a series of courses that lead to a master of science degree in Creativity and Change Leadership, as well as graduate certificate in creativity and change leadership (see next program). These unique graduate programs attract students from business, education, and many diverse fields. Both the master of science and advanced graduate certificate are available through on campus courses, for those who reside in Western New York, and fully online (i.e., all courses offered in online synchronous format) for those around the world. The distance program has been delivered to busy professionals for more than 20 years and has attracted students from across the United States and from such countries as Australia, China, Colombia, South Africa, Brazil, Canada, Italy, England, Pakistan, Denmark, The Netherlands, and Singapore.

The required courses give all students an opportunity to develop practical leadership, facilitation, training/teaching, and problem-solving skills, while the selection of electives allows students to concentrate on acquiring knowledge and skills in another area of specialization (e.g., education, business, organizations, communications, data analysis and storytelling, conflict resolution, etc.). The creativity and change leadership program challenges students to develop their creative talents and to become leaders of change in their professional lives. Visit the Creativity and Change Leadership website (creativity.buffalostate.edu/) for more information.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale). Preference is shown to those with GPAs of 3.0 or higher.
2. A written statement of the applicant's professional or educational goals and how a degree in creativity studies supports these goals. The recommended length for the letter of intent is two to three pages.
3. Brief biographical sketch, one to two paragraphs, that provides a summary of the applicant's accomplishments, areas of expertise, and experiences.
4. Two academic/professional letters of reference.
5. Five years of professional experience (distance program applicants only; distance students must begin with the certificate program).

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (21 credit hours)		
CRS 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING	3
CRS 560	FOUNDATIONS OF CREATIVE LEARNING	3
CRS 610	FACILITATION OF GROUP PROBLEM SOLVING	3
CRS 620	CREATIVITY ASSESSMENT: METHODS AND RESOURCES	3
CRS 625	CURRENT ISSUES IN CREATIVE STUDIES	3
CRS 635	CREATIVITY AND CHANGE LEADERSHIP	3
CRS 670	FOUNDATIONS IN TEACHING AND TRAINING CREATIVITY	3
Elective Courses (6-12 credit hours)		
Select 6-12 credit hours		6-12
Master's Project, Master's Thesis, or Comprehensive Exam (0-6 credit hours)		
Select one from the following:		0-6
Comprehensive Exam		
CRS 690	MASTER'S PROJECT (3-6)	
CRS 795	MASTER'S THESIS (3-6)	
Total Credit Hours		33

Students will be able to:

1. Articulate the interrelated aspects among key definitions, principles and constructs in the discipline of creativity in a way that demonstrates mastery of both historical and contemporary creativity literature and resources.
2. Develop an informed philosophy of one's own view of creativity.
3. Describe a vivid image of themselves as future creative leaders in their personal and professional lives.
4. Distinguish good science from poor science in the field of creativity studies, for example students can distinguish among opinions, theories, empirically established fact and rigorous research studies.

5. Synthesize literature in a manner that demonstrates that they can identify, comprehend, analyze and evaluate knowledge germane to their topic of interest.
6. Engage in problem finding that leads to the identification of a gap that is then addressed by the student in a novel way.
7. Develop a knowledge base in Creative Problem Solving (CPS).
8. Develop and demonstrate their CPS facilitation skills and fundamental group process skills through applied experiences in leading small groups through the CPS process.
9. Understand and apply the skills needed to facilitate, teach or lead with the CPS process in professional settings.

Criminal Justice (M.S.)

Master of Science Program

Program Code: MS-SP

Major Code: CRJ

Criminal Justice Department

Cassety Hall Room 102

(716) 878-4517

criminaljustice.buffalostate.edu/

This program integrates theory, research, and practice that are grounded in the social sciences. The academically rigorous curriculum prepares students for leadership positions in professional criminal justice fields or for advanced graduate study. Program graduates have a broad base of knowledge in criminal justice and related disciplines; academic skills in critical thinking, conceptualization and analysis; and an in-depth understanding of the complexities of decision making, policy implementation, and planned organizational change in criminal justice.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in the last 60 credit hours or a Master's degree from an accredited college or university.
2. A written statement of intent that includes the applicant's preparation for graduate study.

If minimum requirements are not met, the graduate faculty may grant an applicant conditional admission to the program as a premajor if the applicant has a minimum cumulative GPA of 2.75 (4.0 scale) AND a minimum of five years of full-time work experience in the criminal justice field.

Applications are reviewed on a continual basis for the fall and spring semesters.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Core Courses (18 credit hours)		
CRJ 501	THEORETICAL PERSPECTIVES ON CRIME AND CRIMINAL JUSTICE	3
CRJ 504	RESEARCH METHODS IN CRIMINAL JUSTICE	3
CRJ 601	CORRECTIONAL STRATEGIES	3
CRJ 604	CRIMINAL COURTS	3
CRJ 606	LAW ENFORCEMENT ISSUES	3
CRJ 609	STATISTICS IN CRIMINAL JUSTICE	3
Elective Courses (9-18 credit hours)		
Select 9-18 credit hours from the following:		9-18

CRJ 508	HISTORY OF CRIMINAL JUSTICE
CRJ 511	ADVANCED CRIME ANALYSIS
CRJ 590	INDEPENDENT STUDY (1-3)
CRJ 602	ORGANIZATIONAL BEHAVIOR AND THE MANAGEMENT PROCESS IN CRIMINAL JUSTICE
CRJ 603	ADMINISTRATION OF JUSTICE
CRJ 608	SPECIAL TOPICS IN CRIMINAL JUSTICE
CRJ 611	DATA-DRIVEN POLICING
CRJ 620	WHITE-COLLAR CRIME
CRJ 622	JUVENILE JUSTICE
CRJ 624	COMPUTER APPLICATION
CRJ 625	RACE AND ETHNICITY IN CRIMINAL JUSTICE
CRJ 626	GENDER ISSUES IN CRIMINAL JUSTICE
CRJ 630	CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE
CRJ 635	CRIMINAL JUSTICE ETHICS
CRJ 710	RESEARCH PROJECT

Up to 9 credit hours of electives may be taken outside the department with prior written approval of the student's academic adviser.

Comprehensive Examination or Master's Project (0-3 credit hours)

Select one option:

0-3

CRJ 690 MASTER'S PROJECT

Comprehensive Examination

Total Credit Hours

36

Students will be able to:

1. Demonstrate a basic knowledge of methods of gathering evidence in criminal justice and an understanding of what constitutes acceptable and appropriate evidence.
2. Demonstrate knowledge of the impacts and outcomes of various criminal justice policies and practices.
3. Demonstrate the ability to articulate, apply and critically evaluate criminal justice theories.
4. Demonstrate competence in writing discipline specific research-based papers incorporating supporting material.
5. Demonstrate the ability to think critically.

Criminal Justice Combined Pathway (B.S. and M.S.)

Bachelor of Science Program

Program Code: BS-EP

Major Code: CRJ

Master of Science Program

Program Code: MS-SP

Major Code: CRJ

Criminal Justice Department

Cassety Hall Room 102

(716) 878-4517

criminaljustice.buffalostate.edu/

Enrollment in a combined pathway allows highly qualified, current SUNY Buffalo State students to work on the Master of Science in Criminal Justice while completing the bachelor's degree. Up to 12 credits of designated master's courses are incorporated into the bachelor's degree program and will count toward both the bachelor's degree and the master's degree.

Program Requirements

The combined pathway requires 144 credits total, of which 36 are master's credits leading to the MS in Criminal Justice. Students must meet all college, department and relevant concentration guidelines.

The program requires careful planning that should begin by the second year of the student's undergraduate career at SUNY Buffalo State. The student and the primary advisor (or department chair) should consult in planning the undergraduate degree program so that these requirements are met during undergraduate study and that the 12 credits of master's courses from the MS Program in Criminal Justice are included in the degree plan. Students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined pathway.

Admission Requirements

Admission into the combined pathway is highly selective. Matriculated undergraduate students may apply to the BS/MS pathway in their third year (junior year) and will complete all of the application requirements for the program. The admission application process includes a minimum GPA of 3.2, completion of 89 credit hours, of which 30 credits must include criminal justice core and prerequisite requirements (see below), and a letter of recommendation.

Program Requirements B.S. in Criminal Justice

General Education 23 Requirements

33 credit hours

Criminal Justice Major Requirements (42 credit hours)

Core Courses (18 credit hours)

CRJ 101	INTRODUCTION TO CRIMINAL JUSTICE	3
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CRJ 201	CRIMINAL LAW	3
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CRJ 202	THE POLICE PROCESS	3
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CRJ 204	THE CORRECTIONAL PROCESS	3
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CRJ 303	CRIMINAL JUSTICE THEORY AND IDEOLOGY	3
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CRJ 315	RESEARCH METHODS IN CRIMINAL JUSTICE	3
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Statistics Core Requirements (3 credit hours)		3
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Select one course from the following:

CRJ 310	STATISTICS IN CRIMINAL JUSTICE
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ECO 305	STATISTICS FOR ECONOMICS
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MAT 311	INTRODUCTORY PROBABILITY AND STATISTICS	
PSY 350	STATISTICS IN PSYCHOLOGICAL RESEARCH	
SOC 299	SOCIAL STATISTICS	
Senior Seminar and Diversity Requirement (3 credit hours)		3
Select one course from the following:		
CRJ 425	RACE, ETHNICITY, AND THE ADMINISTRATION OF JUSTICE	
CRJ 430	GENDER AND THE ADMINISTRATION OF JUSTICE	
Undergraduate Major Electives		
Supporting Courses (6 credit hours)		6
Select two courses from the following:		
CRJ 250	INTRODUCTION TO INTELLIGENCE ANALYSIS	
CRJ 301	POLICE ORGANIZATION AND MANAGEMENT	
CRJ 302	CRIMINAL JUSTICE AND THE COMMUNITY	
CRJ 305	THE JUVENILE JUSTICE SYSTEM	
CRJ 306	PROBATION, PAROLE, AND COMMUNITY CORRECTIONS	
CRJ 307	COMPARATIVE CRIMINAL JUSTICE SYSTEM	
CRJ 308	CRIME PREVENTION	
CRJ 317	CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE	
CRJ 320	CRIMINAL COURTS	
CRJ 355	CRIME ANALYSIS	
Advanced Electives (6 credit hours for Intelligence Analysis, Policing, Corrections Concentrations)		6
Select two courses from the following:		
CRJ 406	CORRECTIONAL INSTITUTIONS AND PROGRAMS	
CRJ 409	ADVANCED ISSUES IN LAW ENFORCEMENT	
CRJ 420	ADVANCED ISSUES IN PUNISHMENT AND CORRECTIONS	
CRJ 440	DRUGS, CRIME, AND DRUG POLICY	
CRJ 450	TERRORISM AND CRIMINAL JUSTICE	
CRJ 455	ADVANCED INTELLIGENCE ANALYSIS	

Required Graduate Major Courses (12 credit hours)

CRJ 501	THEORETICAL PERSPECTIVES ON CRIME AND CRIMINAL JUSTICE *	3
CRJ 504	RESEARCH METHODS IN CRIMINAL JUSTICE *	3
CRJ 601	CORRECTIONAL STRATEGIES *	3
CRJ 606	LAW ENFORCEMENT ISSUES *	3

*courses used in B.S. and M.S. simultaneously

Total Credit Hours: 120

Program Requirements M.S. in Criminal Justice

Required Graduate Major Courses
Core Courses (18 credit hours)

All six required

CRJ 501	THEORETICAL PERSPECTIVES ON CRIME AND CRIMINAL JUSTICE *	3
CRJ 504	RESEARCH METHODS IN CRIMINAL JUSTICE *	3
CRJ 601	CORRECTIONAL STRATEGIES *	3
CRJ 604	CRIMINAL COURTS *	3
CRJ 606	LAW ENFORCEMENT ISSUES *	3
CRJ 609	STATISTICS IN CRIMINAL JUSTICE *	3

*courses used in B.S. and M.S. simultaneously

Graduate Major Electives (15-18 credit hours)

CRJ 508	HISTORY OF CRIMINAL JUSTICE	
CRJ 511	ADVANCED CRIME ANALYSIS	
CRJ 590	INDEPENDENT STUDY (1-3)	
CRJ 602	ORGANIZATIONAL BEHAVIOR AND THE MANAGEMENT PROCESS IN CRIMINAL JUSTICE	
CRJ 603	ADMINISTRATION OF JUSTICE	
CRJ 608	SPECIAL TOPICS IN CRIMINAL JUSTICE	
CRJ 611	DATA-DRIVEN POLICING	
CRJ 620	WHITE-COLLAR CRIME	
CRJ 622	JUVENILE JUSTICE	

CRJ 624	COMPUTER APPLICATION	
CRJ 625	RACE AND ETHNICITY IN CRIMINAL JUSTICE	
CRJ 626	GENDER ISSUES IN CRIMINAL JUSTICE	
CRJ 630	CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE	
CRJ 635	CRIMINAL JUSTICE ETHICS	
CRJ 710	RESEARCH PROJECT	
Mandatory Exit Requirement (0-3 credit hours)		0-3
Select one from the following:		
Comprehensive Exam		0
CRJ 690	MASTER'S PROJECT	3

Total Credit Hours: 36

Data Science and Analytics (M.S.)

Master of Science Program

Program Code: MS-AS

Major Code: DSA

Mathematics Department

Joaquin Carbonara, Coordinator

Science and Math Complex 379

(716) 878-6423

dataanalytics.buffalostate.edu/

The M.S. in Data Science and Analytics offers advanced practical training for in-demand modern skills to manipulate, organize and present data essential for informed, evidence-based decision-making and planning across industries. This program is open to students with basic programming and statistical skills from all undergraduate majors. Courses cover highly marketable techniques using data analytics tools, computer coding, machine learning, geospatial programming, data design, visualization, and analysis. Students will develop professional skills in project management, communications, data governance, and creative problem-solving for effective collaboration. Unique components of the program include workshops with local experts and an applied-skills internship with industry partners.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale).
2. A two- to three-page statement of intent (essay) that includes the following:
 - educational and professional objectives; and
 - an explanation of the reasons for interest in data science and analytics
3. An interview with the program coordinator or a DSA faculty member. The student will be contacted for an appointment after the completed application is received.

In addition, all applicants must review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (18 credit hours)

CIS 512	INTRODUCTION TO DATA SCIENCE AND ANALYTICS	3
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CIS 600	MACHINE LEARNING FOR DATA SCIENCE	3
DSA 688	EXPERIENTIAL LEARNING IN DATA SCIENCE AND ANALYTICS	3
MAT 616	ELEMENTS OF MATHEMATICS, PROGRAMMING AND COMPUTER SCIENCE FOR DATA SCIENCE	3
One of the following "plus" courses (3 credit hours)		3
PSM 601	PROJECT MANAGEMENT FOR MATH AND SCIENCE PROFESSIONALS	
PSM 602	COMMUNICATION STRATEGIES FOR MATH AND SCIENCE PROFESSIONALS	
DSA 650	DATA STRATEGY AND GOVERNANCE	
One of the following statistics courses (3 credit hours)		3
MAT 646	INTRODUCTION TO STATISTICS FOR DATA SCIENCE	
BIO 670	BIOLOGICAL DATA ANALYSIS	
Elective Courses (12 credit hours)		12
Choose four courses by advisement from the following (each course is 3 credit hours)		
BUS 519	COMMUNICATION FOR LEADERS AND MANAGERS	
COM 547	DATA ANALYTICS FOR STRATEGIC COMMUNICATION	
DSA 501	DATA ORIENTED COMPUTING AND ANALYTICS	
DSA 601	MACHINE LEARNING MODELS IN PYTHON	
DSA 610	DATABASES AND THE DATA SCIENCE INFORMATION LIFE CYCLE	
DSA 621	DATA SCIENCE TOOLS IN ENERGY ENGINEERING	
DSA 652	APPLIED TIME SERIES ANALYSIS IN BANKING RISK MANAGEMENT (1)	
ENT 581	RENEWABLE DISTRIBUTED GENERATIONAND STORAGE	
ENT 582	SMART GRID FROM SYSTEMS PERSPECTIVE	
ENT 622	MACHINE LEARNING FOR MATERIALS SCIENCE IN CLEAN ENERGY	
GEG 584	GEOSPATIAL PROGRAMMING	
GEG 585	INTERACTIVE AND WEB-BASED MAPPING	
HEA 730	DATA VISUALIZATION AND STORYTELLING	
PSM 601	PROJECT MANAGEMENT FOR MATH AND SCIENCE PROFESSIONALS (This course cannot count for both a "plus" and elective)	

PSM 602	COMMUNICATION STRATEGIES FOR MATH AND SCIENCE PROFESSIONALS (This course cannot count for both a "plus" and elective)
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SPF 689	METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH
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Or additional elective courses by advisement

Total Credit Hours	30
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Students will:

1. select and apply an appropriate statistical, mathematical or computational model for a given quandary
2. acquire data from data scraping and open sources and understand the ethical and legal ramifications of data acquisition
3. store, clean, organize, and manipulate real world data from multiple sources
4. compose and present an effective oral, written report or dynamic dashboard, to a lay audience (including storytelling and data visualization) that enhances the audience's understanding and reveals properties of the data
5. use the appropriate software or programming application (Python, SQL, SAS, SPSS, Excel) to manage and analyze data
6. perform effectively as a member of a team to execute a project and will understand what contributes to team success
7. integrate context specific information into their data manipulation allowing them the flexibility to interpret data from many different environments

Dietetics (M.S.)

Master of Science Program

Program Code: MS-SP

Major Code: DIE

Health, Nutrition and Dietetics Department

Caudell Hall 334

(716) 878-5913

hnd.buffalostate.edu/

The Master's of Science in Dietetics offers registered dietitian nutritionists (RDN) high demand courses to prepare for future practice. The MS, Dietetics also completes the didactic and supervised experiential learning requirements with the undergraduate B.S., Dietetics (formerly Dietitian Education Program) for the Registered Dietitian Nutrition credential within the Dietetics Combined Pathway (BS and MS). and The Dietetics Combined Pathway (BS and MS) has been accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) as Future Education Model (FEM) graduate program ([Future Education Model Standards and Templates \(eatrightpro.org\)](#)). FEM accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN).

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. Completion of the on-campus undergraduate Buffalo State B.S., Dietetics or Registered Dietitian Nutritionist credential (copy of CDR card)
3. A written statement describing the applicant's interest and experience in the field. The recommended length for the letter of intent is two to three pages.
4. Official transcript
5. Resume
6. Interview

Program Requirements

Required Courses

NFS 571	EXPERIENTIAL LEARNING IN FOOD SERVICE SYSTEMS IN HEALTH CARE
---------	--

3

NFS 601	LEADERSHIP AND PROJECT MANAGEMENT IN DIETETICS	3
NFS 605	CURRENT TRENDS IN NUTRITION	3
HEW 605	EPIDEMIOLOGY	3
NFS 607	EXPERIENTIAL LEARNING IN WEIGHT MANAGEMENT AND DIABETES PREVENTION AND TREATMENT	3
NFS 609	EXPERIENTIAL LEARNING IN ADVANCED MEDICAL NUTRITION THERAPY	3
NFS 612	NUTRITION COUNSELING	3
NFS 689	METHODS OF NUTRITIONAL RESEARCH	3
NFS 690	MASTER'S PROJECT	3
Electives		3
Total Credit Hours		30

Dietetics Combined Pathway (B.S. and M.S.)

Bachelor of Science Program

Program Code: BS-EP

Major Code: DIE

Master of Science Program

Program Code: MS-SP

Major Code: DIE

Health, Nutrition and Dietetics Department

Caudell Hall 334

(716) 878-5913

hnd.buffalostate.edu/

Enrollment in a combined pathway allows highly qualified, current SUNY Buffalo State University students to work on the Master of Science in Dietetics while completing the bachelor's degree. Up to 12 Twelve credits of designated master's courses are incorporated into the bachelor's degree program and will count toward both the bachelor's degree and the master's degree. The undergraduate B.S. portion of the pathway is in-person. The M.S., Dietetics is online.

The Dietetics Combined Pathway has been accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) as Future Education Model (FEM) graduate program ([Future Education Model Standards and Templates](#)). FEM accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will requires a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN).

Admission Requirements

Admission into the combined pathway is highly selective. Matriculated undergraduate students may apply to the B.S. and M.S. pathway in their second year for a junior year start and will complete all of the application requirements for the program. The admission application process includes a minimum GPA of 2.75, completion of prerequisite courses (transfer student may transfer many of these courses) specified for the BS, Dietetics two letters of recommendation, two faculty interviews, and personal statement. To advance to the master's portion of the pathway, a GPA 3.0 is required.

Prerequisite courses include:

BIO 100 Principles of Biology

BIO 308 Human Anatomy and Physiology I

BIO 309 Human Anatomy and Physiology Lab
 CHE 111/113 Fundamentals of Chemistry I and Laboratory I
 CHE 112/114 Fundamentals of Chemistry II and Laboratory II
 CHE 201/203 Organic Chemistry I and Laboratory I
 CHE 322 Biological Chemistry
 NFS 100 Introduction to Food Preparation NFS 102 Introductory Nutrition
 NFS 200 Applied Food Chemistry
 NFS 211 Applied Management in Dietetics I
 NFS 230 Introduction to Dietetics
 NFS 302 Advanced Nutrition
 NFS 315 Life Cycle and Community Nutrition I
 PSY 101 Introduction to Psychology

Program Requirements

The combined pathway requires 144 140 credits total, of which 30 are master's credits leading to the M.S. in Dietetics. Students who complete the pathway become eligible to sit for the RDN credentialing exam: as the pathway includes 1000 hours of experiential learning and ACEND required competencies.

The program requires careful planning that should begin in the first year of the student's undergraduate career at SUNY Buffalo State University. The student their primary advisor should consult their major advisor each semester in planning the undergraduate degree program so that these degree requirements are met during undergraduate study. and that up to 12 credits of master's courses from the M.S. Program in Dietetics are included in the degree plan. Students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined pathway.

Dietetics, B.S.

General Education Requirements		21
Required Undergraduate courses for the major		
NFS 100	INTRODUCTION TO FOOD PREPARATION	3
NFS 102	INTRODUCTORY NUTRITION	3
NFS 200	APPLIED FOOD CHEMISTRY	1
NFS 211	APPLIED MANAGEMENT IN DIETETICS I	3
NFS 230	INTRODUCTION TO DIETETICS	2
NFS 302	ADVANCED NUTRITION	3
NFS 311	APPLIED MANAGEMENT IN DIETETICS II	3
NFS 315	LIFE CYCLE AND COMMUNITY NUTRITION I	3
NFS 316	LIFE CYCLE AND COMMUNITY NUTRITION II	3
NFS 330	INTEGRATIVE AND FUNCTIONAL NUTRITION	1
NFS 401	MEDICAL NUTRITIONAL THERAPY I	4
NFS 402	MEDICAL NUTRITIONAL THERAPY II	3
NFS 403	MEDICAL NUTRITIONAL THERAPY III	3
NFS 405	PRINCIPLES OF NUTRITION EDUCATION	2

NFS 430	INTRODUCTION TO NUTRITION RESEARCH	3
NFS 445	NUTRITION CARE A	3
NFS 446	NUTRITION CARE B	3
NFS 447	NUTRITION CARE C	4
NFS 448	NUTRITION CARE D	4
NFS 449	NUTRITION CARE E	3
Required courses outside the major (32 credit hours)		
BIO 100	PRINCIPLES OF BIOLOGY	3
BIO 308	SURVEY OF HUMAN ANATOMY AND PHYSIOLOGY	3
BIO 309	LABORATORY SURVEY OF HUMAN ANATOMY AND PHYSIOLOGY	1
BIO 355	SURVEY OF MICROBIOLOGY	3
CHE 111 & CHE 113	FUNDAMENTALS OF CHEMISTRY I and LABORATORY FOR FUNDAMENTALS OF CHEMISTRY I	4
CHE 112 & CHE 114	FUNDAMENTALS OF CHEMISTRY II and LABORATORY FOR FUNDAMENTALS OF CHEMISTRY II	4
CHE 201 & CHE 203	ORGANIC CHEMISTRY I and ORGANIC CHEMISTRY LABORATORY I	4
CHE 322	BIOLOGICAL CHEMISTRY	4
MAT 311	INTRODUCTORY PROBABILITY AND STATISTICS (or equivalent)	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
Required Graduate courses (12 credit hours)		
NFS 601	LEADERSHIP AND PROJECT MANAGEMENT IN DIETETICS	3
*NFS 571	EXPERIENTIAL LEARNING IN FOOD SERVICE SYSTEMS IN HEALTH CARE	3
*NFS 605	CURRENT TRENDS IN NUTRITION *	3
*NFS 689	METHODS OF NUTRITIONAL RESEARCH *	3
*HEW 605	EPIDEMIOLOGY *	3
		122
Dietetics, M.S.		
Required Graduate major courses		
NFS 550	GRADUATE PRACTICUM IN DIETETICS	3

*NFS 571	EXPERIENTIAL LEARNING IN FOOD SERVICE SYSTEMS IN HEALTH CARE	3
*NFS 601	LEADERSHIP AND PROJECT MANAGEMENT IN DIETETICS	3
*NFS 605	CURRENT TRENDS IN NUTRITION *	3
*HEW 605	EPIDEMIOLOGY *	3
NFS 607	EXPERIENTIAL LEARNING IN WEIGHT MANAGEMENT AND DIABETES PREVENTION AND TREATMENT	3
NFS 609	EXPERIENTIAL LEARNING IN ADVANCED MEDICAL NUTRITION THERAPY	3
NFS 612	NUTRITION COUNSELING	3
*NFS 689	METHODS OF NUTRITIONAL RESEARCH *	3
NFS 690	MASTER'S PROJECT	3
Total Graduate Credit Hours		30

English (M.A.)

Master of Arts Program
 Program Code: MA-AS
 Major Code: ENG

English Department
 Ketchum Hall 213
 (716) 878-5416
english.buffalostate.edu/

The Master of Arts in English program is designed to provide flexibility in meeting individual student interests while ensuring a broad understanding of the significant areas within the professional study of English. The program builds upon students' undergraduate work in English by offering the opportunity to study several different areas of concentration in depth. It serves as an excellent preparatory program for doctoral-level study in English as well as for careers that require skills such as close reading, textual analysis, critical thinking, and effective written communication.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in English and 2.75 overall.
2. 36 credit hours in English, at least 27 of which must be in English literature, exclusive of basic college writing.
3. Students must demonstrate competency in written English by submitting a writing sample of their best academic work. Students for whom English is an alternate language are required to submit evidence of passing TOEFL scores, as required by the SUNY system for international students.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (18 credit hours) ¹

ENG 601	RESEARCH IN LITERATURE AND LANGUAGE	3
Select one from the following:		3
ENG 644	IDEOLOGY AND LITERATURE	

ENG 645	LITERATURE AND SOCIAL JUSTICE	
ENG 652	LITERARY CRITICISM	
At least 3 credit hours in British Literature		3
At least 3 credit hours in American Literature		3
At least 3 credit hours in non-American, non-British literature		3
At least 3 credit hours in linguistics or genre study (ENG 639 or ENG 670)		3
Comprehensive Examination (0 credit hours)		
Comprehensive examination required for all students, 0 credit hours, to be taken after the completion of at least 24 credit hours.		0
Elective Courses (12 credit hours) ¹		
In English or other academic areas, selected under advisement. Students are not required to produce a Master's Thesis or Master's Project, but if they choose either option, they must apply for permission from the department the term prior to beginning thesis or project work and be approved to undertake these options.		12
Total Credit Hours		30

¹ Selected under advisement.

Language Requirement

Prior to the completion of 18 credit hours, students must demonstrate competence in one foreign language, as well as in written and oral English. This requirement may be fulfilled by submitting high school transcripts reflecting two years of a foreign language with a grade of B or higher, or by submitting college transcripts reflecting two semesters of a foreign language with a grade of B or higher.

Upon completion of the English Literature M.A. degree, students will:

1. Demonstrate an in-depth knowledge of the periods, genres, and major writers of British and American literature, and an awareness of the various critiques and revisions of this literature's canon.
2. Demonstrate familiarity with major movements or writers of literatures in English outside British and American literature, and be able to place that literature within worldwide cultural and literary trends.
3. Describe and explain how the literature is affected by cultural and historical forces.
4. Analyze how ideas and attitudes about race, class, gender, nationhood, age, religion, and sexuality evolved through various periods of literary study.
5. Produce quality written work reflecting the conventions of the field, including current MLA format, marked by high standards of clarity, coherence, organization and substantiation, and of various types including literary analysis/criticism, professional writing, research/scholarly writing, and informal/reflective writing.
6. Conduct both library and online research, by identifying and differentiating among various research methodologies.
7. Evaluate critical scholarship about literature, and integrate criticism into written and oral discussions of texts under study.
8. Write research papers that contribute new perspectives on current scholarly and methodological debates.

English Education (7–12; M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-AS

Major Code: ENS

English Department

Ketchum Hall 213

(716) 878-5416

english.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#).

This graduate program is designed to provide maximum flexibility in meeting individual interests while ensuring a broad understanding of the various aspects of the teaching of English. The program develops highly qualified teachers who are prepared to exercise leadership as accomplished professional educators.

Culminating Activity (students choose one of three options): In consultation with a full-time faculty member in the English education program, students choose to

1. complete the master's thesis, a traditional in-depth exploration, usually of a literary topic and/or theme;
2. complete a master's project consisting of applied research in English education; or
3. take an English comprehensive examination.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. 36 credit hours in English beyond freshman composition, including preparation in linguistics, young adult literature, American literature (including ethnic American literature), British literature (including Shakespeare), and World literature.
3. 27 credit hours in professional education, including secondary English methods and student teaching in middle or secondary schools.
4. Initial Certificate in English 7-12.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (18 credit hours)		
ENG 569	LITERATURE & PROJECT-BASED LEARNING IN ENGLISH 7-12	3
ENG 691	ADVANCED STUDY IN THE TEACHING OF ENGLISH	3
ENG 692	THE TEACHING OF WRITING	3
ENG 693	RESEARCH IN THE TEACHING OF ENGLISH 7-12	3
ENG 694	TEACHING LITERATURE 7-12	3
EDU 620	TEACHING AND LEARNING IN DIVERSE CLASSROOMS	3
Electives (9-12 credit hours)		
At least two electives must be in literature. *		9-12

*Possible English literature courses include: ENG 612 (British), ENG 621 (American), ENG 623 (Europe), ENG 638 (Studies in Individual Writers), and ENG 639 (Studies in Literary Genres), ENG 644 (Ideology and Literature), ENG 645 (Literature and Social Justice), and ENG 652 (Literary Criticism). Students also may select graduate courses from other appropriate departments, such as Elementary Education, Literacy, and

Educational Leadership, Exceptional Education, Social and Psychological Foundations of Education, under advisement.

Master's Project or Comprehensive Examination (0-3 credit hours)

Select one from the following:

0-6

ENG 690

MASTER'S PROJECT

3

Comprehensive Examination

0

Total Credit Hours

30

Students will:

1. demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
2. demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
3. plan instruction and design assessments for reading and the study of literature to promote learning for all students.
4. plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
5. plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
6. demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
7. interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.
8. demonstrate applications of data literacy to inform instruction practice and classroom research.
9. demonstrate use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies to inform their understanding of student learning and pedagogical practices.
10. demonstrate ability to employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
11. demonstrate the ability to lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
12. demonstrate the ability to utilize appropriate applications of technology for their field of specialization.
13. demonstrate their ability to apply professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

English Literature Combined Pathway (B.A. and M.A.)

Bachelor of Arts Program

Program Code: BA-AS

Major Code: ENG

Master of Arts Program

Program Code: MA-AS

Major Code: ENG

English Department

Ketchum Hall 213

(716) 878-5416

english.buffalostate.edu/

Enrollment in a combined pathway allows highly qualified, current SUNY Buffalo State students to work on the Master of Arts in English while completing the bachelor's degree in English. Up to 12 credits of designated master's courses are incorporated into the bachelor's degree program and will count toward both the bachelor's degree and the master's degree.

The program requires careful planning that should begin in the second year of the student's undergraduate career at SUNY Buffalo State. The student and the primary adviser (or department chair) should consult in planning the undergraduate degree program so that all requirements are met during undergraduate study and up to 12 credits of master's courses from the MA Program in English are included in the degree plan. Students must meet graduate expectations for academic progress and grade point average in their master's level courses to remain in the combined pathway.

Admission Requirements

Admission into the combined pathway is highly selective. Applicants must have completed 24 credit hours in English, at least 18 of which must be in literature courses, with an overall GPA of 2.75 and a cumulative GPA of 3.0 in all English classes. Matriculated undergraduate students may apply to the BA/MA pathway immediately before or in their third year (junior year) or as rising seniors. Students transferring to Buffalo State may apply to the program in their junior year. To remain in the program, students must maintain a GPA of 3.0 or higher in all their English courses.

B.A. English

Program Requirements

General Education Requirements		
33 credit hours		33
Required Courses (15 credit hours)		
ENG 190	INTRODUCTION TO LITERATURE	3
ENG 250	LITERARY MOVEMENTS	3
ENG 390	LITERARY CRITICISM AND THEORY	3
ENG 490	SENIOR SEMINAR IN LITERATURE	3
Select one of the following Major Figure courses (3 credit hours)		3
ENG 315	SHAKESPEARE	
ENG 322	REPRESENTATIVE WRITERS	
Undergraduate electives (18 credit hours)		12
Select six undergraduate ENG literature courses by advisement. Courses that were not used to satisfy one of the above requirements can be used as an elective. Up to three courses in the MA program (not including ENG 601) may be used to satisfy the undergraduate elective requirement.		
ENG courses on film, writing, and education cannot be used to fulfill the English B.A. elective requirement.		
Required Graduate Courses (3 credit hours)		
ENG 601	RESEARCH IN LITERATURE AND LANGUAGE *	3
Choose up to 3 additional graduate elective courses (up to 9 credit hours)		0-9
Selected by advisement. ENG 612, ENG 621, and ENG 623 may be taken up to three times with different topics each time.		
ENG 612	SELECTED TOPICS IN BRITISH LITERATURE **	
ENG 621	AMERICAN LITERATURE **	

ENG 623	LITERATURE OF CONTINENTAL EUROPE **
ENG 638	STUDIES IN INDIVIDUAL WRITERS **
ENG 639	STUDIES IN LITERARY GENRES **
ENG 644	IDEOLOGY AND LITERATURE **
ENG 645	LITERATURE AND SOCIAL JUSTICE **
ENG 670	ADVANCED LINGUISTICS **

At least three courses (9 credit hours) from among the undergraduate and graduate elective courses must be pre-1900 literature courses.

Total Credit Hours

69-78

* Required M.A. course that will be used in B.A. and M.A. simultaneously (3 credit hours).

** Elective courses in the M.A. that will be used in B.A. and M.A. simultaneously (9 credit hours).

Students will:

1. Demonstrate an in-depth knowledge of the periods, genres, and major writers of British and American literature, and an awareness of the various critiques and revisions of this literature's canon.
2. Demonstrate familiarity with major movements or writers of literatures in English outside British and American literature, and be able to place that literature within worldwide cultural and literary trends.
3. Describe and explain how the literature is affected by cultural and historical forces.
4. Analyze how ideas and attitudes about race, class, gender, nationhood, age, religion, and sexuality evolved through various periods of literary study.
5. Produce quality written work reflecting the conventions of the field, including current MLA format, marked by high standards of clarity, coherence, organization, and substantiation, and of various types including literary analysis/criticism, professional writing, research/scholarly writing, and informal/reflective writing.
6. Conduct both library and online research, by identifying and differentiating among various research methodologies.
7. Evaluate critical scholarship about literature, and integrate criticism into written and oral discussions of texts under study.
8. Write research papers that contribute new perspectives on current scholarly and methodological debates.

Forensic Science (M.S.)

Master of Science Program

Program Code: MS-AS

Major Code: FSC

Chemistry Department

SAMC 164 (716) 878-5204

chemistry.buffalostate.edu/

The master of science in forensic science provides advanced education in the scientific and laboratory methods utilized in a modern forensic laboratory. The program unites current theory and practices in forensic science with advanced laboratory training and an exploration of issues in the related disciplines of law enforcement and ethics.

Important Note: Individuals seeking employment in a forensic science laboratory may be required to undergo an extensive background check including a lie detector test, fingerprinting, and drug testing.

The curriculum for the program is structured around a core of advanced forensic science lecture and laboratory courses supplemented by electives in specialized sub-disciplines. The program includes a seminar component and culminates in a master's thesis or project based upon original scholarship carried out by the student.

Successful completion of this program requires that students have a strong background in math and science including laboratory experience in chemistry and biology upon admission. The program consists of 30-31 credit hours and should take two years to complete.

Admission Requirements

A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale).

1. An official transcript of the applicant's undergraduate program showing successful completion of 48 credit hours of college science and mathematics courses, including the following coursework: one year of general chemistry, one year of organic chemistry with laboratory, a course in analytical chemistry, one year of general biology (including cell biology), a course in genetics or population genetics, and a course in either molecular biology or biochemistry.
2. A minimum GPA in the required chemistry and biology coursework of 2.9 (on a 4.0-point scale).
3. Three letters of recommendation from individuals who are familiar with the applicant's academic record.
4. A written statement concerning the applicant's academic background, future plans, and areas of research interest.

Program Requirements

Required Courses (17 credit hours)		
FOR 612	PRINCIPLES OF FORENSIC SCIENCE	3
FOR 614	FORENSIC APPLICATIONS OF INSTRUMENTAL ANALYSIS	4
FOR 616	MICROSCOPY IN FORENSIC SCIENCE	2
FOR 618	DRUG CHEMISTRY AND TOXICOLOGY	3
BIO/CHE 672	FORENSIC MOLECULAR BIOLOGY	4
CHE 698	JOURNAL SEMINAR	1
Approved Electives (6-9 credit hours) **		
Choose from the following:		6
CHE 572	ADVANCED BIOCHEMISTRY	
FOR 598	GRADUATE MICROCOURSE * (1-3)	
CHE 626	SYMMETRY, GROUP THEORY, AND VIBRATIONAL SPECTROSCOPY (1)	
CHE 627	X-RAY CRYSTALLOGRAPHY (1)	
CHE 628	NUCLEAR MAGNETIC RESONANCE SPECTROSCOPY (1)	
CHE 629	MASS SPECTROMETRY (1)	
CHE 670	BIOMOLECULES: PROTEINS, NUCLEIC ACIDS, AND ENZYMES	
CHE 680	ADVANCED ANALYTICAL CHEMISTRY	
BIO 601	FOUNDATIONS OF CELL AND MOLECULAR BIOLOGY	
BIO 608	MOLECULAR GENETICS	
GES 513	APPLIED FORENSIC GEOSCIENCE	
CRJ 630	CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE	

Research Credit (4-8 credit hours)

Choose one of the following options:

1) Thesis Option (8 credit hours)

CHE 699 THESIS SEMINAR AND DEFENSE (2)

Select one research option:

FOR 795 RESEARCH THESIS IN FORENSIC SCIENCE (1-12)

CHE 795 RESEARCH THESIS IN CHEMISTRY (1-12)

BIO 695 RESEARCH THESIS IN BIOLOGY (1-6)

2) Project Option (4 credit hours)

FOR 690 MASTERS PROJECT (1-4)

or CHE 690 MASTER'S PROJECT

Note : while students can sign up for CHE 795, FOR 795, BIO 695 in anywhere from 1-12 crs, they must take a total of 6 credits for the degree.

Total Required Credit Hours 31

* A maximum of 3 credits of [FOR 598](#) may be used to satisfy the elective course requirement.

** Students selecting the Thesis Option must take 6 credits of electives; students selecting the Project Option must complete 9 credits of electives.

Students will:

1. develop expertise in areas of scientific knowledge that are essential to forensic scientists
2. acquire skills and experience in the application of basic forensic science concepts and of specialty knowledge to problem solving
3. be oriented in professional values, concepts and ethics
4. acquire the basic knowledge necessary for effective testimony as an expert witness
5. demonstrate effective oral communication of scientific information
6. demonstrate integration of knowledge and skills through a capstone experience

Great Lakes Environmental Science (M.A.)

Master of Arts Program

Program Code: MA-AS

Major Code: GEE

Great Lakes Center

Chris Pennuto, *Program Coordinator*

Alexander Y Karatayev, *Great Lakes Center Director*

Science and Mathematics Complex 319

(716) 878-4329

greatlakescenter.buffalostate.edu/

The master of arts in Great Lakes Environmental Science program offers a strong foundation in environmental science and allows students to approach problems from a purely scientific perspective. Graduates are trained to effectively deal with a broad range of problems and issues related to ecosystem structure and function within the Great Lakes and surrounding watersheds, which prepares them for advanced research, professional employment, or study at the Ph.D. level.

Admission Requirements

1. A bachelor's degree in a science (e.g., chemistry, biology, geography, geology, earth science, environmental science) or math discipline from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. An official transcript of the applicant's undergraduate program giving evidence of satisfactory completion of college science and mathematics courses. It is strongly recommended that all applicants have introductory college coursework in chemistry, biology, geography, geology, and mathematics/statistics. The absence of any of this coursework may be regarded as a deficiency and students may be required to complete this recommended coursework before graduation.
3. Two letters of recommendation and completed survey evaluating the applicant's academic qualifications. It is highly desirable to have at least one letter of recommendation from a professor with whom the applicant has done coursework or projects.
4. A written statement of the applicant's academic background, academic and career plans, and area(s) of research interest. Applicants interested in completing a thesis must identify one or more potential faculty advisors with whom they are interested in working on their thesis research. This information should be included in the applicant's written statement. A list of GLES faculty participants can be found here: <https://greatlakescenter.buffalostate.edu/gles-faculty>. Applicants are strongly encouraged to contact potential faculty advisors prior to submitting their applications.

Program Requirements

Required Core Courses (12 credit hours)		
GLC 535	GREAT LAKES ECOSYSTEMS	3
BIO 670	BIOLOGICAL DATA ANALYSIS (or equivalent quantitative data analysis course)	3
Select one from the following:		3
GEG 525	FUNDAMENTALS OF GIS	
GEG 528	ENVIRONMENTAL ASSESSMENT AND PLANNING APPLICATIONS IN GIS	
GEG 529	ADVANCED TOPICS IN GIS	
Elective Courses (15 credit hours)		
Appropriate biology, chemistry, earth sciences, and geography and planning courses selected by advisement.		15
Master's Thesis (6 credit hours)		
GLC 695	MASTER'S THESIS	6
Total Credit Hours		30

All courses are 3 credit hours unless otherwise indicated

Students will:

1. demonstrate analytical skills required to interpret and evaluate research literature
2. demonstrate proficiency in scientific writing
3. demonstrate proficiency for effective oral communication of scientific information
4. plan and conduct research using accepted standards for ethical science

Great Lakes Environmental Science (M.S.)

Master of Science Program

Program Code: MS-AS

Major Code: GES

Great Lakes Center

Chris Pennuto, *Program Coordinator*

Alexander Y Karatayev, *Great Lakes Center Director*
 Science and Mathematics Complex 319
 (716) 878-4329
greatlakescenter.buffalostate.edu/

The master of science in Great Lakes Environmental Science program combines coursework in environmental science with communication and project management classes and an internship experience. The M.S. program is designed to meet the needs of industry, consulting firms, nongovernmental organizations (NGOs), and governmental agencies, preparing graduates for leadership roles as they address a wide range of problems and issues related to the management of resources within the Great Lakes and surrounding watersheds.

Admission Requirements

1. A bachelor's degree in a science (e.g., chemistry, biology, geography, geology, earth science, environmental science) or math discipline from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. An official transcript of the applicant's undergraduate program, giving evidence of satisfactory completion of college science and mathematics courses. It is strongly recommended that all applicants have introductory college coursework in chemistry, biology, geography, geology, and mathematics/statistics. The absence of any of this coursework may be regarded as a deficiency and students may be required to complete this recommended coursework before graduation.
3. Two letters of recommendation and completed survey evaluating the applicant's academic qualifications. It is highly desirable to have at least one letter of recommendation from a professor with whom the applicant has done coursework or projects.
4. A written statement of the applicant's academic background, academic and career plans, and area(s) of research interest.

Program Requirements

Required Core Courses (11 credit hours)		
GLC 535	GREAT LAKES ECOSYSTEMS	3
BIO 670	BIOLOGICAL DATA ANALYSIS (or equivalent quantitative data analysis course)	3
Select one from the following:		3
GEG 525	FUNDAMENTALS OF GIS	
GEG 528	ENVIRONMENTAL ASSESSMENT AND PLANNING APPLICATIONS IN GIS	
GEG 529	ADVANCED TOPICS IN GIS	
Required Business Communication and Project Management Courses (6 credit hours)		
<i>Project Management (3 credit hours)</i>		
PSM 601	PROJECT MANAGEMENT FOR MATH AND SCIENCE PROFESSIONALS	3
or MMT 620	MANAGING ENGINEERING PROJECTS	
<i>Communication (3 credit hours)</i>		
Select one from the following:		3
PSM 602	COMMUNICATION STRATEGIES FOR MATH AND SCIENCE PROFESSIONALS	
COM 519		

COM 610	PUBLIC RELATIONS PRINCIPLES AND PRACTICES	
Required Internship (3 credit hours)		
GLC 688	INTERNSHIP	3
Elective Courses (12 credit hours)		
Appropriate biology, chemistry, earth sciences, and geography and planning courses selected by advisement.		12
Total Credit Hours		30

Students will:

1. demonstrate analytical skills required to interpret and evaluate research literature
2. demonstrate proficiency in professional writing
3. demonstrate comprehension of the broad aspects of project management and communication strategies.
4. demonstrate ability to effectively organize oral presentation for either informal or formal settings

Higher Education and Student Affairs Administration (M.S.)

Master of Science Program

Program Code: MS-SP

Major Code: HEA

Higher Education Administration and Adult Education Department

Bacon Hall 214C, (716) 878-3789

hea.buffalostate.edu/

The Higher Education and Student Affairs Administration (HESAA) program is a professional preparation program for individuals who are interested in pursuing careers in college and university settings, supporting students in and out of the classroom in functional areas such as academic advising, residence life, student engagement, financial aid, study abroad, and many more. The HESAA degree is a multifaceted program that blends counseling and student development knowledge with administrative and assessment skills, to prepare professionals to work with an increasingly diverse college population. The HESAA program prepares professionals who are socially just, authentic, reflective and collaborative, who will transform systems of higher education for greater student success. The program prepares scholar practitioners who possess the knowledge, skills, and dispositions to advocate for full and equitable participation of all individuals in post-secondary institutions.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale). Applicants who hold a bachelor's degree but do not meet the minimum GPA requirement may be granted provisional acceptance based on the additional requirements.
2. A current resume. Consideration can be given to work-related experience and involvement in the field.
3. Two letters of recommendation, of which at least one must be from a former faculty/instructor who can speak to your academic and classroom performance.
4. A Statement of Purpose which addresses your understanding of and interest in the HESAA program, identifies qualities and characteristics you will contribute as a member of the program, and addresses your academic preparedness for graduate course work. If your GPA falls below the required 3.0 GPA, please address this in your statement of purpose. Your statement will be evaluated as a writing sample.

An interview with HESAA program faculty may be required.

Program Requirements

Required Courses (27 credit hours)		
HEA 616	AMERICAN HIGHER EDUCATION	3
HEA 617	STUDENT DEVELOPMENT AND LEARNING	3

HEA 618	STUDENT AFFAIRS ADMINISTRATION	3
HEA 620	STRATEGIC PLANNING AND BUDGETING IN HIGHER EDUCATION	3
HEA 622	INCLUSIVE ADVISING AND SUPPORTING	3
HEA 624	SUPERVISED PRACTICE I	3
HEA 625	SUPERVISED PRACTICE II	3
HEA 650	ASSESSMENT IN HIGHER EDUCATION AND STUDENT AFFAIRS	3
HEA 689	RESEARCH METHODS IN HIGHER EDUCATION	3
Elective Courses (9 credit hours) ¹		
Select three from the following (3 credits each):		9
HEA 504	COMMUNITY COLLEGE ADMINISTRATION	
HEA 588	TOPICS IN HIGHER EDUCATION	
HEA 590	INDEPENDENT STUDY (1-6)	
HEA 591	GENDER, INTERSECTIONALITY, AND HIGHER EDUCATION	
HEA 615	SURVEY DESIGN FOR PROFESSIONALS	
HEA 619	MANAGEMENT SYSTEMS AND LEADERSHIP IN HIGHER EDUCATION	
HEA 623	COUNSELING TECHNIQUES FOR DIVERSE CULTURES	
HEA 630	GROUP COUNSELING	
HEA 632	CAREER DEVELOPMENT	
HEA 651	THE LAW AND HIGHER EDUCATION	
HEA 670	MOVEMENTS OF RESISTANCE: COLLEGE STUDENT ACTIVISM	
HEA 694	CURRENT ISSUES IN HIGHER EDUCATION	
HEA 695	MASTER'S THESIS	
HEA 703	PROFESSIONAL DEVELOPMENT AND COMMUNITIES OF PRACTICE IN HIGHER EDUCATION	
HEA 725	FUNDAMENTALS OF INSTITUTIONAL RESEARCH	
HEA 730	DATA VISUALIZATION AND STORYTELLING	
HEA 789	ADVANCED DATA ANALYSIS TECHNIQUES IN HIGHER EDUCATION	
Other elective courses may be selected from related courses/workshops in various disciplines or interdisciplinary areas with adviser approval.		
Total Credit Hours		36

¹ Selected under advisement

Graduation Requirements

A minimum of 36 credit hours are needed for degree completion: 27 credit hours of required coursework and 9 hours of electives. Students must complete two supervised practice experiences for credit as part of the curriculum and successfully complete the culminating experience.

Students will:

1. Develop the knowledge, skills and dispositions necessary to create inclusive learning environments, while seeking to address and acknowledge issues of oppression, privilege and power.
2. Be able to design an assessment plan, articulate learning and development outcomes, understand the distinctions between qualitative and quantitative methodologies, and select appropriate data collection and management methods.
3. Have fundamental knowledge of theories and principles of fiscal management, strategic planning, supervision, organizational administration, and an understanding of the cultural and political landscape of higher education.
4. Demonstrate the ability to work collaboratively, combining analytical and experiential learning. Graduates will be able to connect information from disparate contexts and perspectives.
5. Develop the knowledge, skills and dispositions to demonstrate and maintain integrity in their personal and professional lives.
6. Have a command of the complexity of American higher education and will understand the impact of race, ethnicity, gender, and class on the evolution of higher education.

7. Understand the major theories of student development and learning and be able to apply the theories and frameworks inside and outside the classroom, construct learning outcomes, and design of programs to enhance student affairs and teaching practice.
8. Develop the requisite knowledge, skills and dispositions for advising and supporting groups and individuals through direction, feedback, critique, referral and guidance.
9. Develop the knowledge, skills and dispositions that support digital literacy and the use of digital tools, resources and technologies for the advancement of student learning and success.

History (M.A.)

Master of Arts Program

Program Code: MA-AS

Major Code: HIS

History and Social Studies Education Department

Cassety Hall 302

(716) 878-5412

history.buffalostate.edu/

Advisement

The student, with the approval of the department chair, selects an academic adviser who specializes in the student's principal areas of interest.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in history and 2.75 overall.
2. 30 credit hours in history.
3. Two letters of recommendation.
4. A 500-word statement describing the applicant's graduate education goals and preferred fields of history.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

Required Courses (18 credit hours)	
Selected under advisement from department course offerings in the following areas:	18
United States and Canada	
Europe	
World History	
Special Topics courses	
Up to six credit hours may be taken in related disciplines with prior approval of the student's advisor and the department chair.	
Seminars (6 credit hours)	
6 credit hours at the 700 level	6
Capstone (6 credit hours)	

 Select one from the following:

6

 HIS 795

MASTER'S THESIS (1-6)

 One additional 600 or 700 research seminar and Comprehensive Exam

Total Credit Hours

30

Graduation Requirements

1. At least fifteen credit hours of coursework at the 600 or 700 level.
2. Either a master's thesis or a comprehensive exam:
 - Master's thesis and defense: the student, in consultation with his or her academic advisor and second reader, prepares and submits a written thesis. Once approved, the student must successfully provide an oral defense. The approved thesis is submitted according to approved guidelines of the department.
 - An oral defense of the thesis. The student will answer questions from his or her graduate committee on all aspects of the thesis, as well as questions relating to the student's coursework.
 - Comprehensive examination: under advisement, the student will prepare three fields and will answer questions from his or her examiners.
3. Demonstrated competence in a foreign language may be required. If applicable, competency examinations will be arranged by the thesis advisor and approved by the department chair.

Students will:

1. demonstrate mastery of subject material
2. demonstrate knowledge of historiography
3. be able to identify and interpret primary sources
4. understand the relationship between cause and effect
5. appreciate different cultural patterns, behaviors, actions, and the influence of ideas on human behavior
6. be able to write clearly and effectively according to the standards and the conventions of the historical profession

Industrial Technology (M.S.)

Master of Science Program

Program Code: MS-SP

Major Code: IDT

Engineering Technology Department

Technology Building 126, (716) 878-6017

engineeringtechnology.buffalostate.edu/

This program prepares professionals for positions of leadership and responsibility in business, industry, and government. It provides direct exposure to actual business and industrial problems in an applications-oriented environment. It encourages part-time study while the participant is involved in full-time employment. Representative undergraduate degrees include industrial technology, engineering technology, computer information systems, and business. Required courses include engineering economics, operations management, integrated industrial systems and research design. These courses provide a common core of knowledge enabling the graduate to effectively function in diverse settings. Elective courses allow the student to pursue topics of interest that may be of immediate professional benefit. A research project, often based on current work experiences, completes the program.

This part-time program is designed to provide a 30-hour degree that blends the management and technology disciplines, and can be completed in three years of part-time study.

Admission Requirements

1. A bachelor's degree in technology, engineering, business, or information systems from an accredited college or university. Candidates holding other baccalaureate degrees but having significant work experience in one of the previously mentioned disciplines will be considered.
2. A minimum cumulative GPA of 2.5 (4.0 scale) in the baccalaureate degree.
3. Three letters of reference, including one from the applicant's current or most recent employer.

4. Letter of intent. A brief statement describing the applicant's experience and how this degree is expected to help achieve his or her career goals.

Application Procedures

Obtain application information online through the Graduate Studies website.

Request sealed official transcripts from all higher education institutions attended and submit them with the complete application packet to Graduate Studies.

Obtain approval from the Graduate Studies Committee, the department chair.

Admission applications are not complete until all required forms, documents, and data are received.

Program Requirements

Required Courses (12 credit hours)		
INT/ECO 601	ENGINEERING ECONOMY	3
INT 602	OPERATIONS MANAGEMENT (ADVANCED SYSTEMS ANALYSIS)	3
INT 659	INTEGRATED INDUSTRIAL SYSTEMS	3
INT 689	RESEARCH DESIGN AND METHODOLOGY	3
Elective Courses (12-18 credit hours)		
Select 12-18 credit hours of the following: ¹		12-18
BUS/HIS 536	THE AMERICAN ENTERPRISE SYSTEM	
HIS 607	THE UNITED STATES IN CONTEMPORARY WORLD AFFAIRS	
INT 610	MANAGERIAL MARKETING	
INT 611	NETWORK THEORY	
INT 612	QUALITY CONTROL MANAGEMENT	
INT 630	WORK MEASUREMENT	
INT 661	MANUFACTURING PROPERTIES OF MATERIALS	
INT 662	MANUFACTURING CASE STUDY	
INT 670	PRODUCTION AND INVENTORY MANAGEMENT	
INT 675	JUST-IN-TIME MANUFACTURING	
Master's Project, Master's Thesis, or Comprehensive Examination (0-6 credit hours)		
Select one from the following:		0-6
INT 690	MASTER'S PROJECT (1-3)	

Comprehensive Examination

Total Credit Hours

30

¹ Selected under advisement

All courses are 3 credit hours unless otherwise indicated.

Students will be able to:

1. Demonstrate competence in written and/or oral communication.
2. Demonstrate knowledge of how to apply analytical methods to the solution of manufacturing and service-related problems.
3. Demonstrate knowledge of research methods and their application to the structuring of complex investigations.
4. Demonstrate knowledge of how to apply principles of industrial technology management (e.g.: engineering economics; production operations management; project planning; quality; automation; plant layout; marketing) to the solution of technology-based problems.
5. Demonstrate knowledge of lean production methods.

Literacy Specialist (Birth Through Grade 12; M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-EP

Major Code: LBT

Elementary Education, Literacy and Education Leadership Department

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Bacon Hall 302, (716) 878-5916

elementaryeducation.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program prepares professional literacy specialists to provide instruction for students with reading or writing difficulties. Graduates of this program will also be able to serve as effective resources and leaders for school-wide literacy curriculum and instruction. Students who successfully complete this program are eligible for a college recommendation for professional NYS certification in Literacy Birth - Grade 12.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. Have a degree from an accredited college or university leading to New York State initial teacher certification.
2. A minimum cumulative GPA of 3.0 (4.0 scale) in undergraduate work. Please submit all transcripts.
3. Write a well-crafted statement addressing the following:
 - a. Your reasons for seeking Literacy Specialist certification
 - b. The professional challenge(s) you encountered during your field experiences/first classroom experiences that you hope to address in your graduate work
 - c. Discuss what you hope to learn in your graduate program focusing on your interest in working with striving readers
 - . Your statement will be evaluated according to the following criteria (see rubric):
 - i. Organization
 - ii. Conventions of language
 - iii. Content

- iv. Interest in working with struggling readers, rationale, and significant support for rationale
Note: Please refer to the rubric provided with the application materials for the statement prompts and specific evaluation criteria.
- 4. Submit three letters of reference that attest to the applicant's potential as a literacy specialist on the specific forms that are part of the supplemental materials. Please note that references should be from professors, school administrators, cooperating teachers (only one), or student teaching supervisors (only one).
- 5. Submit a professional resume

Applicants will be judged on demonstrated academic records; the strength of recommendations, and the quality of the candidate's statement.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog

Program Requirements

Required Courses (36 credit hours)		
EDU 513	THEORY, RESEARCH AND PRACTICE IN LITERACY INSTRUCTION	3
EDU 535	TEACHING WRITING: B-12	3
EDU 606	LITERACY INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3
EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	3
EDU 611	EARLY LITERACY INSTRUCTION	3
EDU 612	DEVELOPING LITERACY THROUGH LITERATURE	3
EDU 642	LITERACY ASSESSMENT AND EVALUATION	3
EDU 643	TEACHING STRATEGIES FOR READING AND WRITING INTERVENTION	3
EDU 646	LITERACY LEADERSHIP	3
EDU 647	PRACTICUM IN LITERACY	3
EDU 650	LITERACY THEORY AND RESEARCH	3
EDU 655	TEACHING OF LITERACY: GRADUATE SEMINAR	3
Total Credit Hours		36

Program may be completed on a part-time basis through advisement. Pre-requisites apply.

Mathematics Education (7–12; M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-AS

Major Code: MTS

Mathematics Department

SAMC 159 (716) 878-5621

mathematics.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program is designed to develop, enhance, and extend the content knowledge and professional competencies of secondary mathematics teachers.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in all undergraduate mathematics courses.
2. Completion of at least 18 credit hours beyond calculus, including one semester of linear algebra or abstract algebra, one semester of geometry, and at least one semester of analysis, discrete mathematics, calculus-based probability, or calculus-based statistics. Those with minor deficiencies may enter the premajor program with written permission from the Mathematics Department chair; a copy of this statement will be filed in the Mathematics Department Office and the Graduate School.
3. Acceptance as a graduate student by the department chair and the director of the Graduate Studies Office.
4. Initial Certificate in Mathematics 7-12.

Program Requirements

Mathematics Courses (12-15 credit hours)		
Select from the following:		12-15
MAT 501	MATH FOR TEACHERS: ALGEBRA	
MAT 521	MATH FOR TEACHERS: GEOMETRY	
MAT 581	MATHEMATICS FOR TEACHERS: PROBABILITY AND STATISTICS	
MAT 601	TOPICS IN MODERN ALGEBRA ¹	
MAT 611	TOPICS IN REAL ANALYSIS ¹	
MAT 620	MODERN GEOMETRY:SELECTED TOPICS (1-3)	
MAT 631	FOUNDATIONS OF MATHEMATICS	
MAT 651	THEORY OF NUMBERS	
MAT 670	DISCRETE MATHEMATICS AND FOUNDATIONS OF COMPUTER SCIENCE	
MAT 681	INTERMEDIATE PROBABILITY	
MAT 683	STATISTICAL THEORY	
MAT 696	HISTORY OF MATHEMATICS	

MAT 699	SELECTED ADVANCED TOPICS	
MAT 701	MODERN ALGEBRA I	
Mathematics Education Courses (6-9 credit hours)		
Select from the following:		6-9
MED 601	SEMINAR IN THE TEACHING OF MATHEMATICS	
MED 602	MATHEMATICS FOR THE SECONDARY SCHOOL TEACHER: SELECTED TOPICS	
MED 604	TEACHING OF GEOMETRIC CONCEPTS	
MED 605	TEACHING OF ALGEBRAIC CONCEPTS	
MED 606	LOGO AND MATHEMATICS LEARNING	
MED 607	TECHNOLOGY IN MATHEMATICS EDUCATION	
MED 683	PROBLEM SOLVING AND PROBLEM POSING	
Curriculum and Research Courses (6 credit hours)		
MED 595	RESEARCH METHODS AND TECHNIQUES IN MATHEMATICS EDUCATION	3
MED 600	CONTEMPORARY MATHEMATICS CURRICULUM DEVELOPMENT	3
Master's Project or Master's Thesis (3-6 credit hours)		
MED 690	MASTER'S PROJECT	3-6
or MED 795	MASTER'S THESIS IN MATHEMATICS EDUCATION	
Total Credit Hours		30

¹ Required if not part of student's undergraduate program.

Students will:

1. demonstrate content knowledge in secondary mathematics.
2. demonstrate ability to plan instruction.
3. Demonstrate effect on student learning.

Multidisciplinary Studies (M.A.)

Master of Arts Program

Program Code: MA-GR

Major Code: MUL

Individualized Studies and Multidisciplinary Studies Program

Keith Fulcher, Director

South Wing 310B

(716) 878-5303

The Multidisciplinary Studies Program Individualized Track is designed for individuals with unique professional and educational objectives not readily met by traditional master's degree programs. Through advisement and within certain guidelines students design their own degree program by selecting graduate courses from select academic departments at the college or from other accredited institutions.

Upon satisfactory completion of an approved course of study, a Master of Arts (M.A.) degree is awarded.

Individualized Track

Through advisement and within certain guidelines, the Individualized track allows students to design their own programs by selecting graduate courses from any department at the college or from other accredited institutions.

Guidelines for Designing a Multidisciplinary Studies Curriculum

A variety of curriculum options, depending upon student interest may be used to design a curriculum. The first step is for students to select graduate course work from a variety of academic areas at Buffalo State which may include, but not limited to: Adult Education, Applied Economics, Biology, Business Management, Computer Information Systems, Creativity and Change Leadership, Criminal Justice, Data Science and Analytics, Design, Education, English, Fine Arts, Great Lakes Environmental Science, Health, Nutrition and Dietetics, Higher Education and Student Affairs Administration, History, Mathematics, Public Administration in Public and Nonprofit Management, Public Relations, and Social and Psychological Foundations. Only graduate course work may be included in the Multidisciplinary Studies master's program.

When designing a curriculum, it is important to select a specific content area for which your main course work and cumulating experience (Master's Thesis) will reside. Once content courses have been determined, the student must seek out a graduate faculty member (with graduate faculty status designation) from a department directory to work with. A copy of the Statement of Intent and the Principal Adviser Consent Form must be provided to the identified faculty member who has agreed to work with the student. Students who need assistance identifying a principal adviser should contact the director in the Academic Affairs Office. In addition to content course work, elective courses must also be included the curriculum. Elective courses may vary and should complement the student's educational and professional objectives. Elective course options can be found in the course description section of the Graduate Catalog.

The flexibility of the Multidisciplinary Studies program allows for up to 15 credit hours of transfer work based upon the approval of the principal adviser and advisory committee (if required). See Transfer Credit Policy for guidelines. See Program Requirements for additional information and guidelines for designing a Multidisciplinary Studies Curriculum.

Advisement

After completing the statement of intent and meeting with the program coordinator, students identify a principal adviser. The principal adviser reviews the statement of intent and eventually approves a plan of study and agrees to serve as thesis adviser. A detailed plan of study, including specific courses, may be required.

When a principal adviser has been secured the Principal Adviser Consent Form must be completed.

The principal adviser also enumerates any additional requirements the student must complete before being permitted to advance to candidacy, including but not limited to requiring that the student must identify a second adviser to support the course of study and read the eventual thesis.

The principal adviser is charged with working closely with the student throughout the plan of the study and with service as a point of contact with the Graduate Studies Office to support and advise the student. It is the student's responsibility to initiate and maintain contact and ongoing communication with the principal adviser.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale).
2. A two- to three-page statement of intent (essay) that includes the following:
3. educational and professional objectives;
4. an explanation of the reasons for interest in a nontraditional study format; and
5. a detailed outline of the proposed plan of study, including specific courses.

Identification and consent of a principal adviser. Information regarding advisement can be found in the Overview section. (Those students who need assistance identifying a principal adviser should contact the director in the Academic Affairs Office).

After the completed application is received the student will be contacted to set up an appointment for an interview with the director.

Program Requirements

1. Completion of a minimum of 30 credit hours, comprising at least 15 hours of 600- and 700-level courses, including the master's thesis.
2. A maximum of 18 credit hours may be taken in a discipline that offers a master's degree when the student does a master's thesis (6 credits).
3. A maximum of 18 credit hours may be taken in a discipline that does not offer a master's degree.
4. A maximum of 15 credit hours may be taken at another accredited institution. This coursework must conform to the limitations stated in 2 and 3 (above), meet the requirements of the Transfer Credit policy, and have the prior approval of the principal adviser.
5. Only grades of B or better will be accepted as transfer credit. An official transcript showing transfer credit must be submitted to the Graduate Studies Office.
6. Coursework (including transfer credit) must be completed within the six-year period immediately preceding the date of completion of the program.
7. A maximum of 6 credit hours of independent study may be included in the program.
8. Students must maintain a minimum cumulative GPA of 3.0 (4.0 scale).
9. Master of Arts candidates must complete a thesis approved by the principal adviser and a second reader. Individual principal advisers may impose further requirements on candidates based on practices and policies of their home department (third reader or oral defense, for example). These must be specified in writing at the outset of the degree program on the completed Principal Adviser Consent Form.

A Degree Candidacy Application Form, approved by the student's principal, secondary, and tertiary (if required) must be submitted to the director before the completion of 12 credit hours at Buffalo State.

Students completing degree requirements each spring semester are requested to submit designated assignments/artifacts in Taskstream by the close of the semester for the Multidisciplinary Studies Program Assessment.

Students will:

1. Demonstrate effective and appropriate communication skills through coherent and well-organized written presentations.
2. Demonstrate effective and appropriate communication skills through coherent and well-organized oral and visual presentations.
3. Demonstrate the ability to creatively use information, concepts, analytical approaches, and critical thinking skills in one or more disciplines. Competency in making connections that will synthesize and transfer learning to new and complex situations.
4. Ethically identify, access, critically evaluate, and apply information throughout collections of work.
5. Demonstrate a basic knowledge of research design, methodology, and measurement strategies that addresses a problem in the field.
6. Demonstrate analytical skills through self-reflection to assess individual performances or collections of work. Show evidence of personal, professional, and civic engagement/development.

Multidisciplinary Studies, Individualized Track (M.S.)

Master of Science Program

Program Code: MS-GR

Major Code: MUL

Individualized Studies and Multidisciplinary Studies Program

Keith Fulcher, Director

South Wing 310B

(716) 878-5303

The Multidisciplinary Studies Program Individualized Track is designed for individuals with unique professional and educational objectives not readily met by traditional master's degree programs. Through advisement and within certain guidelines students design their own degree program by selecting graduate courses from academic departments at the college or from other accredited institutions. The Individualized Track courses are offered on campus and 100 percent online (select courses). Upon satisfactory completion of an approved course of study, a Master of Science (M.S.) degree is awarded.

Individualized Track

Through advisement and within certain guidelines, the Individualized Track allows students to design their own program by selecting graduate courses from appropriate academic areas at the college or from other accredited institutions.

Guidelines for Designing a Multidisciplinary Studies Curriculum

A variety of curriculum options, depending upon student interest may be used to design a curriculum. The first step is for students to select graduate course work from a variety of academic areas at Buffalo State which may include, but not limited to: Adult Education, Applied Economics, Biology, Business Management, Computer Information Systems, Creativity and Change Leadership, Criminal Justice, Data Science and Analytics, Design, Education, English, Fine Arts, Great Lakes Environmental Science, Health, Nutrition and Dietetics, Higher Education and Student Affairs Administration, History, Mathematics, Public Administration in Public and Nonprofit Management, Public Relations, and Social and Psychological Foundations. Only graduate coursework may be included in the Multidisciplinary Studies master's program.

When designing a curriculum, it is important to select a specific content area for which your main coursework and culminating experience (Master's Project) will reside. Once content courses have been determined, the student must seek out a graduate faculty member (with graduate faculty status designation) from a department directory to work with. A copy of the Statement of Intent and the Principal Adviser Consent Form must be provided to the identified faculty member who has agreed to work with the student. Students who need assistance identifying a principal adviser should contact the director.

In addition to content coursework, elective courses must also be included the curriculum. Elective courses may vary and should complement the student's educational and professional objectives. Elective course options can be found in the course description section of the Graduate Catalog.

The flexibility of the Multidisciplinary Studies program allows for up to 15 credit hours of transfer work based upon the approval of the principal adviser and advisory committee (if required). See Transfer Credit Policy for guidelines.

See Program Requirements for additional information and guidelines for designing a Multidisciplinary Studies Curriculum.

Advisement

After completing the statement of intent and meeting with the program coordinator, students identify a principal adviser. The principal adviser reviews the statement of intent and eventually approves a plan of study and agrees to serve as thesis adviser. A detailed plan of study, including specific courses, may be required.

When a principal adviser has been secured, the Principal Adviser Consent Form must be completed.

The principal adviser may also enumerate any additional requirements the student must complete before being permitted to advance to candidacy, including but not limited to requiring that the student identify a second reader (if needed) to support the course of study and read the eventual project.

The principal adviser is responsible for working closely with the student throughout the plan of the study and with service as a point of contact with the director to support and advise the student. It is the student's responsibility to initiate and maintain contact and ongoing communication with the principal adviser.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale).
2. A two- to three-page statement of intent (essay) that includes the following:
3. educational and professional objectives;
4. an explanation of the reasons for interest in a nontraditional study format; and
5. a detailed outline of the proposed plan of study, including specific courses.
6. Identification and consent of a principal adviser. Information regarding advisement can be found in the Overview section. (Those students who need assistance identifying a principal adviser should contact the director in the Academic Affairs Office.
7. After the completed application is received the student will be contacted to set up an appointment for an interview with the director.

Program Requirements

1. Completion of a minimum of 30 credit hours, comprising at least 15 hours of 600- and 700-level courses, including the master's project.
2. A maximum of 15 credit hours may be taken in a discipline that offers a master's degree when the student does a master's project (3 credits).
3. A maximum of 18 credit hours may be taken in a discipline that does not offer a master's degree.
4. A maximum of 15 credit hours may be taken at another accredited institution. This coursework must conform to the limitations stated in 2 and 3 (above), meet the requirements of the Transfer Credit policy, and have the prior approval of the principal adviser.

5. Only grades of B or better will be accepted as transfer credit. An official transcript showing transfer credit must be submitted to the Graduate Studies Office.
6. Coursework (including transfer credit) must be completed within the six-year period immediately preceding the date of completion of the program.
7. A maximum of 6 credit hours of independent study may be included in the program.
8. Students must maintain a minimum cumulative GPA of 3.0 (4.0 scale).
9. Master of Science candidates must complete a) a research methods course and b) a supervised project approved by the principal adviser. Individual principal advisers may impose further requirements on candidates based on practices and policies of their home department (second reader or oral defense, for example). These must be specified in writing at the outset of the degree program on the completed Principal Adviser Consent Form.

A Degree Candidacy Application Form, approved by the student's principal, secondary (if required), and tertiary (if required) must be submitted to the director before the completion of 12 credit hours at Buffalo State.

Students completing degree requirements each spring semester are requested to submit designated assignments/artifacts in Taskstream by the close of the semester for the Multidisciplinary Studies Program Assessment.

Students will:

1. Demonstrate effective and appropriate communication skills through coherent and well-organized written presentations.
2. Demonstrate effective and appropriate communication skills through coherent and well-organized oral and visual presentations.
3. Demonstrate the ability to creatively use information, concepts, analytical approaches, and critical thinking skills in one or more disciplines. Competency in making connections that will synthesize and transfer learning to new and complex situations.
4. Ethically identify, access, critically evaluate, and apply information throughout collections of work.
5. Demonstrate a basic knowledge of research design, methodology, and measurement strategies that addresses a problem in the field.
6. Demonstrate analytical skills through self-reflection to assess individual performances or collections of work. Show evidence of personal, professional, and civic engagement/development.

Music Education (M.M.)

Master of Music Program

Program Code: MM-AS

Major Code: MUS

Music Department

Rockwell Hall 203

716-878-6401

National Association of Schools of Music (Accredited)

<http://music.buffalostate.edu/>

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The Mus.M degree is designed for the in-service music teacher who already possesses an initial Teaching Certificate. The degree program will help students become accomplished reflective educators as indicated by the Buffalo State College Teacher Education Unit Conceptual Framework for advanced programs. This online degree is comprised of courses that are critical to the ongoing professional development of the music teacher. The entire program will require 30 credits and includes 24 credits of required graduate coursework in music history, music theory, music education, and a master's project or master's thesis. An additional six credits of elective coursework will include graduate courses chosen from repertoire and ensemble leadership, educational foundations, musical theatre, and a flexible independent study. The department anticipates developing additional elective graduate offerings in the areas of music education, music technology, music history, music theory, composition, and/or performance after the initial implementation of the degree.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu>

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative grade point average of 3.0 (on a 4.0 scale).
2. Bachelor's degree in music education from an accredited institution. It must also adhere to the general guidelines for undergraduate competencies in music theory, music history, music performance, conducting, ensemble participation and music education preparation as established by the National Association of Schools of Music (NASM). Students must have earned a minimum cumulative GPA of 3.0 in required music courses in their undergraduate degrees.
3. Three letters of recommendation from persons familiar with the applicant's academic background, musicianship and teaching effectiveness. This letter should provide evidence of successful teaching experience, academic ability and professionalism.
4. A resume of educational and professional achievements.
5. A scholarly writing sample of no less than 4 and no more than 15 pages using appropriate citations and sources in the area(s) of music theory, music history, music education or educational psychology.
6. Although not required, formal music teaching experience in public or private school systems is preferred.

Applicants may be asked to participate in a phone or on-line interview at the discretion of the music education coordinator. Initial Certificate in Music.

In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Additional Admission Requirements for those Applicants Seeking New York State Professional Certification New York State Initial Certification. (Those students seeking New York State Professional Certification with teaching certificates/licenses from states other than New York must apply for and be granted a New York State Initial Teaching Certificate. Requirements for obtaining a New York State Initial Teaching Certificate can be found by visiting the following link: usny.nysed.gov/teachers/)

A minimum of one 3-credit hour course involving students with special needs. Transcripts must be provided that document a course which entails instruction regarding the understanding and development of effective teaching strategies for students with special needs. Students without documentation of a special needs class will be required to remediate this requirement by taking EXE 100-Individuals with Special Needs, offered online. This course will not fulfill the course requirements of the Mus. M. in Music Education. Additional coursework, (currently only offered in traditional format) that fulfill this requirement and also fulfill elective credits for the Mus.M in Music Education degree, include: EDU 577 Teaching Individuals with Exceptionalities and EXE 500 Individuals with Special Needs.)

Please Note: Applications accepted for Summer admission.

Program Requirements

Music History/Theory (6 credit hours)		
MUS 602	ADVANCED TOPICS IN MUSIC HISTORY	3
MUS 620	ADVANCED TOPICS IN MUSIC THEORY	3
Music Education (12 credit hours)		
MUS 601	FOUNDATIONS OF MUSIC EDUCATION	3
MUS 625	CURRICULUM AND ASSESSMENT	3
MUS 630	CONTEMPORARY ISSUES IN MUSIC EDUCATION	3
MUS 640	RESEARCH METHODS IN MUSIC EDUCATION	3

Electives (6-9 credit hours)		
Select from the following:		6-9
SPF 503	EDUCATIONAL PSYCHOLOGY	
MUS 590	INDEPENDENT STUDY (1-3)	
MUS 608	JAZZ STYLES AND ANALYSIS	
MUS 615	PIANO PEDAGOGY FOR CHILDREN	
MUS 624	SOCIAL COMMENTARY IN MUSICAL THEATRE	
MUS 641	REPERTOIRE AND ENSEMBLE LEADERSHIP	
MUS 644	SECONDARY GENERAL MUSIC METHODS	
MUS 665	METHODS OF EARLY CHILDHOOD MUSIC AND MOVEMENT	
Project/Thesis (3-6 credit hours)		
MUS 690	MASTER'S PROJECT	3,6
or MUS 695	THESIS	
Total Credit Hours		30

Program Learning Outcomes

1. Students will develop advanced capacities to work independently and make effective artistic and intellectual judgments and professional decisions in the area of specialization.
2. Students will demonstrate professional competence in the area of specialization before peers and faculty.
3. Students will produce a final project or some equivalent reviewed by more than one faculty member.
4. Students demonstrate advanced competencies in music education
5. Students gain knowledge and skills in one or more fields of music outside the major such as performance, conducting, theory and analysis, and history and literature.
6. Students develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts.
7. Students will complete a research-oriented program emphasizes theoretical studies and research projects in music. Student will demonstrate an understanding of research concepts and their application to the field of music education.

Physics Education (7-12, M.S.Ed.)

Master of Science Education Program

Program Code: MSED-AS

Major Code: PHS

Physics Department

Dan L. MacIsaac, Chair and Coordinator

SAMC 278

(716) 878-3802

physics.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

Applicants who do not yet meet all admissions criteria should consult with the department. The master of science in physics education is designed for teachers who wish to combine advanced work in physics with graduate work in education.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree in physics from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. An application packet, including a personal statement and three letters of reference.
3. An interview may be required.
4. Initial Certificate in Physics 7-12.

Program Requirements

Requirements (22 cr hrs.)		
PHY 500	PHYSICS EDUCATION RESEARCH SEMINAR	3
PHY 510	REGENT'S PHYSICS SCIENCE PRACTICES	4
PHY 620	MECHANICS FOR HIGH-SCHOOL TEACHERS	6
PHY 622	ELECTRICITY AND MAGNETISM FOR HIGH SCHOOL TEACHERS	6
PHY 690	MASTER'S PROJECT	3
<i>Elective Courses 9 cr hours (Select 3 from the following)</i>		9
PHY 511	COMPUTATIONAL PHYSICS FOR TEACHERS	
PHY 518	WAVE PHENOMENA AND OPTICS FOR TEACHERS	
PHY 520	MODERN PHYSICS FOR TEACHERS	
PHY 521	EXPERIMENTS IN MODERN PHYSICS FOR TEACHERS	
PHY 522	ENERGY: SUSTAINABILITY AND RENEWABILITY FOR TEACHERS	
PHY 525	NUCLEAR AND PARTICLE PHYSICS FOR TEACHERS	
PHY 590	INDEPENDENT STUDY (1-3)	
SED 664	TEACHING SCIENCE WITH TECHNOLOGY	
SED 685	EVALUATION IN SCIENCE EDUCATION	

All courses are 3 credit hours unless otherwise indicated.

Total Credit Hours

31

Psychological Science, B.S. and Applied Behavior Analysis, M.S. Combined Pathway

Bachelor of Arts Program

Program Code: BA-AS

Major Code: PYA

Psychology Department

Buckham Hall A238

(716) 878-6215

psychology.buffalostate.edu/

Master of Science

Program Code: MSED-ED

Major Code: ABA

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Enrollment in this combined pathway allows highly qualified, currently-enrolled SUNY Buffalo State students to begin work on a M.S. degree in Applied Behavior Analysis (ABA) while completing a B.S. degree in Psychological Science. Twelve (12) credits of designated master's courses would be incorporated into the B.S. program and count toward both the bachelor's degree and the master's degree.

Admission Requirements

Admission into the combined pathway is highly selective. Matriculated undergraduate students may apply to the BS/MS pathway in their junior year and will complete all of the application requirements for the program. The admission application process includes a minimum GPA of 3.0 overall and in Psychology, a statement of intent, and names of 3 references.

Program Requirements

General Education 23 Requirements		
33 credit hours		33
Psychology Major Requirements (42 credit hours)		
<i>Required Courses (18 credit hours)</i>		
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
PSY 350	STATISTICS IN PSYCHOLOGICAL RESEARCH ¹	3
PSY 450	RESEARCH METHODS IN PSYCHOLOGY I: INTRODUCTION TO RESEARCH METHODS ²	3
PSY 471	HISTORY AND SYSTEMS OF PSYCHOLOGY	3
PSY 472	SEMINAR ON PSYCHOLOGY	3
Select one from the following:		3
PSY 458	ADVANCED RESEARCH METHODS IN PSYCHOLOGY	

PSY 488	INTERNSHIP (3-15)
PSY 495	SPECIAL PROJECT (1-3)
PSY 499	INDEPENDENT STUDY (3-12)

The prerequisite for all 300-level courses is PSY 101 with a grade of C or better unless otherwise noted.

Students must select one course from each of the following groups.

Biological/Cognitive Psychology

Select one of the following by advisement: 3

PSY 304	LEARNING: THEORY AND RESEARCH
PSY 308	SENSATION AND PERCEPTION
PSY 321	COMPARATIVE ANIMAL BEHAVIOR
PSY 330	THE PSYCHOLOGICAL POWER OF LANGUAGE
PSY 333	BRAIN AND BEHAVIOR
PSY 340	COGNITIVE PSYCHOLOGY

Clinical Psychology

Select one of the following by advisement: 3

PSY 392	ABNORMAL PSYCHOLOGY ³
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Applied Psychology and Diversity

Select one of the following by advisement: 3

PSY 365	PSYCHOLOGY IN THE WORKPLACE
PSY 367	ORGANIZATIONAL BEHAVIOR
PSY 370	ENVIRONMENTAL PSYCHOLOGY I
PSY 375	FORENSIC PSYCHOLOGY
PSY 376	HEALTH PSYCHOLOGY
PSY 379	PSYCHOLOGY OF MONEY
PSY 381	PSYCHOLOGY OF CULTURE
PSY 383	THE PSYCHOLOGY OF HUMAN SEXUAL BEHAVIOR
PSY 387	PSYCHOLOGY OF GENDER
PSY 388	PSYCHOLOGY OF DEATH AND DYING

<i>Social/Personality Psychology</i>		
Select one of the following by advisement:		3
PSY 311	PERSONALITY: THEORY AND RESEARCH	
PSY 325	SOCIAL BEHAVIOR	
<i>Developmental Psychology</i>		
Select one of the following by advisement:		3
PSY 301	PERSPECTIVES ON CHILD ABUSE AND ADVOCACY	
PSY 355	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	
PSY 356	CHILD DEVELOPMENT	
PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	
<i>Advanced Electives</i>		
PSY 310	BEHAVIOR MODIFICATION	3
TWO 400 LEVEL PSY ELECTIVES @ 3 CREDITS EACH		6
<i>Combined Pathway Applied Behavior Analysis (ABA) Graduate Courses</i>		12
Students must complete each of the following EXE courses during senior year of Psychological Science BS		
EXE 522	BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION	
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	
EXE 634	APPLIED BEHAVIOR ANALYSIS ⁴	
EXE 681	CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS	
All College Electives		33
Total Credit Hours		120

Applied Behavior Analysis MS Requirements (33 credit Hours)

Prerequisite: Graduate standing is required for each of the following

EXE 522	BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION	3
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	3
EXE 634	APPLIED BEHAVIOR ANALYSIS ⁴	3
EXE 681	CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS	3

EXE 644	ADVANCED APPLIED BEHAVIOR ANALYSIS ⁵	3
EXE 645	EFFECTIVE PRACTICES FOR SUPPORTING INDIVIDUALS WITH AUTISM SPECTRUM DISORDER	3
EXE 646	CULTURE, DIVERSITY, DISABILITY, AND EDUCATION	3
EXE 673	PERSONNEL SUPERVISION AND MANAGEMENT ⁶	3
EXE 683	SUPERVISED PRACTICUM: PERSONNEL SUPERVISION AND MANAGEMENT ⁷	3
EXE 684	PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION ⁸	3
EXE 690	MASTER'S PROJECT IN EXCEPTIONAL EDUCATION	3
Total Combined Graduate Credit Hours		33

¹ Prerequisite: At least sophomore status; Completion of the Mathematics and Quantitative Reasoning General Education requirement – only a MAT course at MAT 114 or higher.

² Prerequisite: PSY 350 with a grade of B- or higher.

³ Prerequisite: PSY 101 Grade of C and 3 additional hours of psychology.

⁴ Prerequisite: EXE 500 or EXE 100 or instructor permission

⁵ Prerequisite: EXE 634.

⁶ Prerequisite: EXE 644.

⁷ Prerequisite: EXE 673.

⁸ Prerequisite: Completion of all core courses except the research requirement and a minimum of 9 hours of coursework from the specialized program.

Students will:

1. Critically evaluate existing literature in a given topic area of psychology.
2. Generate a scientific hypothesis in a given area of psychology.
3. Demonstrate understanding of basic research designs used in psychology and related mental health fields,
4. Utilize appropriate statistical techniques for a given research design.
5. Apply valid conclusions based on topic area, hypothesis, review of literature, and study outcomes.

Public Administration in Public and Nonprofit Management (M.P.A.)

Master of Public Administration

Program Code: MPA-AS

Major Code: PNM

Political Science, Public Administration and Planning

Cassety Hall 202

(716) 878-6116

politicalscience.buffalostate.edu/

This program prepares individuals for positions of leadership and management in public and nonprofit organizations. The program provides students with an advanced course of graduate study concentrating on the conceptual, technical, and professional education and skills required for administrative and leadership positions in governmental offices and nonprofit organizations. The program blends three essential components of training to prepare graduates for a career in the public or nonprofit sector:

1. In-depth knowledge of the public and nonprofit sectors.
2. Professional or craft knowledge in the administration of government and nonprofit organizations.
3. Exposure of students to the world of practice by means of an MPA project (PAD 690).

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.00 (4.0 scale), or a master's degree from an accredited institution with a minimum cumulative GPA of 3.0 (4.0 scale).

Applicants who hold a bachelor's degree, but do not meet either of the above criteria may be considered for admission upon a successful interview with the academic intake coordinator or if they attain a minimum quantitative and verbal score of 152 on the Graduate Record Exam (GRE) or complete 6 credit hours of 500-level PAD courses (courses must be pre-approved by the academic intake coordinator) at SUNY Buffalo State as an accepted MPA pre-major student with a minimum cumulative GPA of 3.5.

2. Two letters of reference on the MPA admission form that attest to the applicant's academic performance or potential. Please note that at least one reference must be from a college professor or instructor. Those individuals who graduated from college more than five years ago can ask colleagues, supervisors, and individuals with whom they work on community or nonprofit endeavors (boards, etc.) to write on their behalf. The public administration admissions committee particularly seeks answers to the following questions: a. how long, and in what capacity have you known the applicant? b. Does the applicant have any special talents, abilities, or attributes that deserve mention? c. Do you have any concerns about this applicant that would impede success in graduate studies?
3. A letter of intent should describe: why the applicant wishes to pursue the MPA; how the applicant's academic training and job experience, if applicable, are linked; why the applicant is prepared for study in the MPA program; a list of the applicant's educational objectives; background in statistics and/or methodology, if any; interest and future career goals; and, the choice of track (nonprofit or public administration) in which to concentrate. The letter of intent will be evaluated as a writing sample according to organization conventions of language and content. *With respect to experience in statistics and research methods, the MPA Admission Committee has been receiving a number of queries regarding their statistics/research methods background. A wide variety of majors are represented in the MPA program, many from the arts and humanities without either coursework or job experience in either of these fields. We ask students to explain their experience in their letter of intent to assist us in tailoring our PAD 680 Research Methods in Public Administration to the incoming class in Fall .* Please indicate in the Letter of Intent if you are applying to the 17-month Cohort MPA Program.
4. A resume.
5. Applicants for whom English is a second language must submit a score of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) as documentation of English language proficiency. Applicants with a minimum TOEFL score of 550 or higher on the paper exam or 79 on the Internet exam, or with an IELTS score of 6.0 or higher will be considered for admission. Information on the TOEFL can be found at <http://www.toefl.org>. Information on the IELTS can be found at <http://www.ielts.org/>.

English as a Second Language Program International students who do not meet the language requirement can be admitted to Buffalo State's Intensive English Language Institute (IELI); students must complete required coursework in English as a Second Language (ESL) program and take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) as documentation of English language proficiency. The ESL program is a non-degree, non-credit bearing program designed to help students with varying levels of English proficiency through coursework, interaction with native speakers of English, and individualized language practice. Contact the department for more information.

6. In addition, all applicants should review the Admission to a Graduate Program section in the Graduate Catalog. SUNY BUFFALO STATE UNDERGRADUATES - PLEASE NOTE - students who have earned a GPA of 3.0 or above in Buffalo State's Public Administration and Nonprofit Minor are guaranteed admission into the MPA program. Students satisfying this requirement must: 1) fill out the Graduate Studies Application, 2) pay the application fee, and 3) follow instructions for official transcripts. Reference letters and the letter of intent are waived. PLEASE NOTE IF A BUFFALO STATE STUDENT IS ADMITTED TO THE 4 + 1 PROGRAM, the application fee is waived.

Program Requirements

Required Courses (21 credit hours)

PAD 500	PUBLIC ADMINISTRATION AND POLICY	3
PAD 601	PUBLIC BUDGETING	3

PAD 640	HUMAN RESOURCE MANAGEMENT FOR PUBLIC AND NONPROFIT ORGANIZATIONS	3
PAD 646	STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS	3
PAD 680	RESEARCH METHODS IN PUBLIC ADMINISTRATION	3
PAD 681	DATA ANALYSIS AND PRESENTATION	3
PAD 735	PUBLIC ORGANIZATIONS	3
Select one of the following tracks:		12
Public Administration Track		
Nonprofit Management Track		
International Public Management Track		
Master's Project (3 credit hours)		
PAD 690	MASTER'S PROJECT (by advisement)	3
Total Credit Hours		36

Public Administration Track

<i>Required Course (3 credit hours)</i>		3
PAD/ECO 515 or PAD 607 or PAD 608	NYS GOVERNMENT AND BUDGET INTERGOVERNMENTAL RELATIONS CITY AND COUNTY MANAGEMENT	
Select three from the following:		9
PAD 501	COMPARATIVE PUBLIC ADMINISTRATION	
PAD 502	ADMINISTRATIVE LAW	
PAD 505	INTRODUCTION TO DISASTER AND EMERGENCY MANAGEMENT	
PAD 540	U.S. PUBLIC POLICY	
PAD 587	TOPICS COURSE (1-4)	
PAD 588	GRADUATE INTERNSHIP (1-6)	
PAD 590	INDEPENDENT STUDY (1-3)	
PAD 606	DISASTER RESPONSE AND RECOVERY MANAGEMENT	
PAD 609	DISASTER AND EMERGENCY MANAGEMENT PLANNING	

PAD 688	LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS	
PAD 700	IMMIGRATION AND REFUGEE POLICY	
PAD 701	ADMINISTRATIVE ETHICS	
PAD 704	HUMAN RIGHTS AND HUMANITARIAN POLICY	
PAD 712	MANAGING PROGRAM EVALUATION	
PAD 715	SURVEY METHODS AND DESIGN	
Total Credit Hours		9

Nonprofit Management Track

Required Course (3 credit hours)

PAD 604	NONPROFIT MANAGEMENT AND GOVERNANCE	3
Select three from the following:		9
PAD/ECO 515	NYS GOVERNMENT AND BUDGET	
PAD 505	INTRODUCTION TO DISASTER AND EMERGENCY MANAGEMENT	
PAD 540	U.S. PUBLIC POLICY	
PAD 587	TOPICS COURSE (1-4)	
PAD 588	GRADUATE INTERNSHIP (1-6)	
PAD 590	INDEPENDENT STUDY (1-3)	
PAD 603	NGO MANAGEMENT & INTERNATIONAL DEVELOPMENT	
PAD 606	DISASTER RESPONSE AND RECOVERY MANAGEMENT	
PAD 609	DISASTER AND EMERGENCY MANAGEMENT PLANNING	
PAD 647	THE NONPROFIT AND VOLUNTARY SECTOR	
PAD 648	NONPROFIT GRANTS MANAGEMENT AND FUND DEVELOPMENT	
PAD 688	LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS	
PAD 701	ADMINISTRATIVE ETHICS	
PAD 712	MANAGING PROGRAM EVALUATION	
PAD 715	SURVEY METHODS AND DESIGN	

Total Credit Hours	12
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International Public Management Track

Required Course:

PAD 605	INTERNATIONAL PUBLIC MANAGEMENT AND SERVICE	3
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Track Electives - Select three courses from the following list (9 Credit Hours)	9
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PAD 501	COMPARATIVE PUBLIC ADMINISTRATION
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PAD 505	INTRODUCTION TO DISASTER AND EMERGENCY MANAGEMENT
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PAD 587	TOPICS COURSE (1-4)
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PAD 588	GRADUATE INTERNSHIP (1-6)
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PAD 590	INDEPENDENT STUDY (1-3)
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PAD 603	NGO MANAGEMENT & INTERNATIONAL DEVELOPMENT
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PAD 606	DISASTER RESPONSE AND RECOVERY MANAGEMENT
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PAD 609	DISASTER AND EMERGENCY MANAGEMENT PLANNING
---------	--

PAD 700	IMMIGRATION AND REFUGEE POLICY
---------	--------------------------------

PAD 704	HUMAN RIGHTS AND HUMANITARIAN POLICY
---------	--------------------------------------

PAD 712	MANAGING PROGRAM EVALUATION
---------	-----------------------------

PAD 715	SURVEY METHODS AND DESIGN
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Total Credit Hours	12
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Students will:

1. Lead and manage in public governance
2. Participate in and contribute to the policy process
3. Analyze, synthesize, think critically, solve problems and make decision
4. Articulate and apply a public service perspective
5. Communicate and interact productively with a diverse and changing workforce and citizenry

Public Relations (M.S.)

Master of Science Program

Program Code: MS-AS

Major Code: PBR

Communication Department

Buckham Hall B120

(716) 878-3606

communication.buffalostate.edu/

The Communication Department's online Master of Science degree in Public Relations, a part-time degree program (six credits per semester), provides a solid foundation in the principles and practice of public relations for students interested in careers in public relations. It educates students in the principles, theories, research methods and writing techniques that are needed for a career in public relations, with special emphasis on strategic communication planning skills and ethical standards that are required to succeed in public relations. The 33-credit program includes seven required public relations courses, two public relations electives, and two general electives.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of at least 2.75 on a 4.0 scale.
2. Three writing samples.
3. A 500-word letter of intent describing educational objectives and career goals.
4. Three letters of recommendation that attest to the applicant's potential as a graduate student.
5. In addition, international applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) with a score of 100 or higher. Because this degree program is writing-intensive, reflecting the nature of public relations jobs, students with a TOEFL score below 100 are likely to have difficulty completing the program.

Application Deadline: The application deadline is rolling for summer, spring, J-term, and fall semesters.

Program Requirements

Required Courses (21 credit hours)		
COM 610	PUBLIC RELATIONS PRINCIPLES AND PRACTICES	3
COM 621	THEORIES OF PUBLIC RELATIONS	3
COM 631	ADVANCED PUBLIC RELATIONS WRITING	3
COM 635	INTERNSHIP IN PUBLIC RELATIONS	3
COM 641	RESEARCH METHODS IN PUBLIC RELATIONS	3
COM 650	PUBLIC RELATIONS MANAGEMENT	3
COM 690	MASTER'S PROJECT	3
Public Relations Electives (6 credit hours)		
Two Communication courses by advisement such as:		6
COM 547	DATA ANALYTICS FOR STRATEGIC COMMUNICATION	
COM 587	SPECIAL TOPICS	
COM 590	INDEPENDENT STUDY	
COM 612	CRISIS COMMUNICATION	
COM 616	SOCIAL MEDIA STRATEGIES	
COM 660	GLOBAL PUBLIC RELATIONS	
COM 687	TOPICS COURSE	

General Electives (6 credit hours)	
Two courses from other areas, by advisement	6
Total Credit Hours	33

Students will:

1. understand and apply First Amendment principles and the law appropriate to professional practice relevant to the major
2. demonstrate an understanding of the history and role of professionals and institutions in shaping communication relevant to the major
3. demonstrate an understanding of gender and gender identity, race, ethnicity, class, sexual orientation, and, as appropriate, other forms of diversity, equity, and inclusion in domestic and global societies and their significance in the major
4. understand concepts and apply theories in the use and presentation of images and information relevant to the major
5. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
6. think critically, creatively and independently
7. conduct research and evaluate information by methods appropriate to the communication professions in which they work
8. write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve
9. critically evaluate their own work and that of others for accuracy, fairness, clarity, creativity, effective storytelling and/or professional style as appropriate to the major
10. apply basic numerical and statistical concepts appropriate to the major
11. apply tools and technologies appropriate to the major
12. demonstrate competence in professional speaking and presentational skills appropriate to the major
13. Contribute to knowledge appropriate to the communications professions in which they work.

Science Education (M.S.Ed.)

Master of Science in Science Education Program

Program Code: MSED-ED

Major Code: SBI (Leading to Initial NYS Teacher Certification in Biology 7-12)

SCH (Leading to Initial NYS Teacher Certification in Chemistry 7-12)

SEA (Leading to Initial NYS Teacher Certification in Earth Science 7-12)

SPH (Leading to Initial NYS Teacher Certification in Physics 7-12)

Career, Technical, and Science Education Department

Bacon Hall 122

(716) 878-4717

ctse.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This Master of Science in Science Education program is designed for individuals holding an undergraduate degree in a core science (Biology, Chemistry, Earth Sciences, Geology, or Physics). Candidates who complete 31-37 credit hours (which includes student teaching and a master's project) in education coursework may qualify for NYSED initial certification allowing them to teach science in grades 7-12 in New York State.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

Candidates new to Buffalo State College

1. Applicants must have a baccalaureate degree with sufficient academic background in the prospective area of teaching to take graduate work in the discipline. Candidates are strongly encouraged to contact the department's program coordinator for a transcript review and a pre-application interview.
2. The following criteria must also be met:
 - Official transcripts from all institutions that the candidate has attended.
 - Overall GPA 3.0 or higher.
 - Proficiency in a foreign language through the 102 level (one year of foreign language).
 - Science certification area (Biology, Chemistry, Earth Sciences, Geology or Physics) GPA of 3.0 or higher.
 - A minimum of thirty credit hours in the science discipline (Biology, Chemistry, Earth Sciences, Geology, or Physics) in which certification is sought.
3. Statement of intent that should include:
 - reasons for pursuing graduate study in science education;
 - career aspirations;
 - special interests within the field;
 - any unusual features of background that might need explanation or be of interest to the program's admissions committee.
4. Letter of reference that includes an assessment of the applicant's ability to work with others.

Buffalo State Quick Admit

For candidates with undergraduate degrees from SUNY Buffalo State, Science Education has agreements with the content science departments to "Buffalo State Fast Track" their majors wishing to become certified to teach. Students in the following degree programs at SUNY Buffalo State who meet the above admission requirements can move directly into the M.S.Ed. program with this Buffalo State Fast Track option:

- B.A. Biology
- B.S. Chemistry
- B.A. Geology; B.S. Earth Sciences
- B.A. Physics; B.S. Physics

Official transcripts are not required for candidates on Buffalo State Fast Track.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Program Requirements

Required Courses (31-37 credit hours)		
<i>Professional Education and Science Education (15-21 credit hours)</i>		
SED 502	SECONDARY SCIENCE EDUCATION TEACHING: THEORY, CONTENT AND PEDAGOGY	3
SED 545	LITERACY FOR TEACHING SCIENCE	3
SED 650	CURRICULAR RESEARCH TOPICS IN SCIENCE	3
SED 664	TEACHING SCIENCE WITH TECHNOLOGY	3
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS	3
SPF 503	EDUCATIONAL PSYCHOLOGY	3
EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	3
<i>Practica (13 credit hours)</i>		
SED 677	INITIAL MIDDLE SCHOOL SCIENCE TEACHING EXPERIENCE	6

SED 678	INITIAL HIGH SCHOOL SCIENCE TEACHING EXPERIENCE	6
SED 679	SEMINAR IN SCIENCE EDUCATION	1
Culminating Project (3 credit hours)		
SED 690	MASTER'S PROJECT	3
Total Credit Hours		31-37

Residency

Program Overview

The SUNY Buffalo State graduate residency program provides a residency track option for qualified candidates who are selected by the faculty from their demonstrated competence in the first year of their Master's degree programs. In first year, course sequences are parallel for both non-resident track and resident track candidates to allow faculty and candidates to assess their suitability for the full residency track experience in year two. Rather than the standard 150 hours of field experiences and 100 hours of student teaching located in courses throughout the currently registered programs, residents enjoy 1000 hours of experience in graduated difficulty from field-based co-teaching focused on practicing specific pedagogies to full "teacher of record" responsibilities in the final months of their full year residency experience. The value of this model is in allowing resident applicants to be paid for working full time in schools while they complete their required coursework. The coursework remaining for the residency year complements their work with Mentor teachers and is accomplished in tandem with their classroom experiences.

Admission Requirements

Candidates who wish to pursue the residency option toward a recommendation for certification must be recommended by program faculty either upon first application to the program or during the first year of the curriculum prior to the residency year.

Program Requirements

Preparatory Semester: Courses taken or undergraduate equivalents verified		3-9
SPF 500	MULTICULTURAL EDUCATION (Equivalent Undergraduate Acceptable)	0-3
SPF 503 or SPF 529	EDUCATIONAL PSYCHOLOGY (Equivalent Undergraduate Acceptable) ADOLESCENT PSYCHOLOGY	0-3
EDU 620	TEACHING AND LEARNING IN DIVERSE CLASSROOMS	3
Required Courses (9 credit hours)		9
EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	3
SED 545	LITERACY FOR TEACHING SCIENCE	3
SED 650	CURRICULAR RESEARCH TOPICS IN SCIENCE	3
Residency Year (22 credit hours) ¹		22
SED 502	SECONDARY SCIENCE EDUCATION TEACHING: THEORY, CONTENT AND PEDAGOGY	3
SED 664	TEACHING SCIENCE WITH TECHNOLOGY	3
SED 677	INITIAL MIDDLE SCHOOL SCIENCE TEACHING EXPERIENCE	6

SED 678	INITIAL HIGH SCHOOL SCIENCE TEACHING EXPERIENCE	6
SED 679	SEMINAR IN SCIENCE EDUCATION	1
SED 690	MASTER'S PROJECT	3

¹ Courses in both residency and non-residency programs are equivalent until final residency year when Methods of Teaching courses (SED 502, 664 and 690), are grouped into Semester I and Semester II of the Residency Year. Hours of practice in Semester I courses are increased to meet 500 hour requirement as are the 500 hours in the practica, "teaching experience" courses, 677, 678). Catalog descriptions of all included courses and catalog modifications are shown in MOU Appendix D. Courses in Residency are designated with an "R" and additional requirements specified.

Social Studies Education (7-12; M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-AS

Major Code: SSS

History and Social Studies Education Department

Cassety Hall 302

(716) 878-5412

history.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The master of science in social studies education (7-12) program helps candidates become educational leaders and innovative change agents as they acquire eligibility for permanent/professional teaching certification for grades 7-12.

The program is based on a model that gives equal weight to pedagogy and content matter. Fifteen credit hours of social studies education/pedagogy and 15 credit hours of history/social sciences are required for the M.S. in education degree. The social studies education/pedagogy portion of the program consists of courses in social studies curriculum, social studies methods, theory, and research methods to address the curricular concerns of the National Council for the Social Studies. The history/social science portion is divided into 9 credit hours of concentration and 6 credit hours of electives. Furthermore, the program links pedagogy and the content area by requiring two block courses (6 credit hours each) so students concurrently take a history and related pedagogy course in the same semester.

At the completion of 12 credit hours of coursework in the program, the student must have achieved a minimum GPA of 3.0 (4.0 scale).

Advisement: Each student is assigned an academic adviser. It is imperative that students regularly consult with their advisers. All students must have their programs of study approved by their advisers and the department chair.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Graduation Requirements (One of the following)

Successful completion of a master's thesis (SSE 795)

A comprehensive examination

Defense of a graduate portfolio.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. 36 credit hours in history and/or the social sciences.
3. Initial Certificate in Social Studies 7-12.
4. In addition, all applicants should review the [Admission to a Graduate Program](#) section in this catalog.

Program Requirements

At least 15 credit hours must be from 600-or 700-level courses.

Required Courses (15 credit hours) ¹		
History and/or social science courses; 9 more credit hours must be concentrated in a single discipline.		15
Professional Education Courses (15 credit hours)		
SSE 502	TEACHING SOCIAL STUDIES ²	3
SSE 513	SEMINAR IN SECONDARY SOCIAL STUDIES	3
SSE 655	SOCIAL STUDIES LABORATORY ²	3
SSE 689	RESEARCH METHODS AND TECHNIQUES IN SECONDARY SOCIAL STUDIES	3
SSE Elective	Social Studies Education Elective	3
Master's Thesis, Portfolio Defense, or Comprehensive Examination (0-6 credit hours)		
Select one from the following:		0-6
SSE 795	MASTER'S THESIS (1-6)	
Defense of Graduate Portfolio		
Comprehensive Examination		
Total Credit Hours		30-36

¹ Selected under advisement.

² Must be taken concurrently with one History content course.

Student Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.
3. The Teachers will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Special Education: Childhood Program (XCE)

Master of Science in Education Program:

Program Code: MSED-ED

Major Code: XCE

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The special education programs lead to a master of science in education degree and eligibility for New York State certification in special education. The teaching bilingual exceptional individuals program leads to eligibility for a New York State Bilingual Education Extension. The early childhood and childhood special education graduate programs are designed for students with undergraduate majors in early childhood, childhood or special education.

The Exceptional Education Department offers three specialty master of science in education degree programs in special education: early childhood (B-2), childhood (1-6), and generalist (7-12) secondary. Students who are not provisionally/initially certified in special education must complete 15-18 credit hours of preliminary coursework in addition to the program area requirements. Students in a generalist (7-12) secondary program may require additional New York State content core and/or specific subject area coursework. Required preliminary courses are listed under each program area below. All three programs require the completion of a research component: [EXE 684](#) and [EXE 690](#), which must be taken in sequential order at the end of the program. The Exceptional Education Department also offers a Special Education Bilingual Certificate Program. Successful completion of this program leads to recommendation for New York State certification extension in bilingual education. Students are able to complete this certificate program concurrently with one of the special education masters of science in education programs offered by the department.

Advisement

Because of the variety of options available in the department, it is imperative that majors and premajors seek advisement as early as possible. Students should contact their assigned academic advisers. Each student designs programs of study with his or her adviser according to the student's goals and background.

Practicum

Practicum assignments link theoretical coursework with the applied demands of a wide variety of internship settings. Practicum sites are available to meet the needs and interests of nearly all students and are selected by the program coordinator.

Premajor Status

Students may not apply for premajor status. They apply to the graduate program, and the department decides if they are accepted to the program as majors or premajors. Premajors may enroll, by advisement, in two EXE courses at the 500 level (e.g., EXE 500, EXE 501) only.

Premajors must reapply for admission as majors by submitting a change of major form to the Graduate Studies Office during or after the completion of two EXE courses. Premajors are not guaranteed admission to the program. At the point of admission to the major, candidates must have a 3.0 GPA and a grade of B or higher in each of the courses completed as a premajor.

About the Childhood Program

This program prepares teachers to work with students with disabilities at the elementary level. The program is intended to develop highly qualified teachers who possess the knowledge and skills to develop and facilitate effective instruction and programs. The goal of this program is to prepare special educators, working closely with general educators, to provide the best teaching strategies to promote student learning, as well as to design positive environments that foster learning for students both with and without disabilities.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale). Admission is competitive; not all qualified applicants are admitted.
2. Certification or eligible for certification in early childhood special education, childhood special education, or generalist (7-12) special education. Applicants with certification or eligible for certification in early childhood education, childhood education, or secondary education must meet additional special education certification requirements once enrolled. For generalist (7-12) secondary program only, applicants without any teaching certifications will be considered. Applicants for the generalist (7-12) secondary program must meet additional special education certification requirements as well as New York State content core and subject area requirements once enrolled.
3. A written statement describing the applicant's philosophy of education and relevant experiences in the field that are applicable to the graduate course of study. This statement must adhere to standard written English.
4. Faculty review.
5. Completion of a special application (included in the online application).
6. The ability to speak English and Spanish, and complete an oral interview (for Special Education: Bilingual Certificate Program applicants only).

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Successful completion of the undergraduate program in exceptional education at Buffalo State is not a guarantee of admission to a graduate program. A point system based on the above criteria is used to evaluate applicants. Applicants with the highest point totals are admitted to the program each admission period. Only students admitted to the major (as majors or premajors) may take courses other than EXE 500.

Program Requirements

Preliminary Courses (0-18 credit hours)		
Required for students without provisional/initial certification in childhood special education		
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS	3
EXE 501	EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION	3
EXE 502	MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS	3
EXE 503	INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES	3
EXE 504	GRADUATE PRACTICUM IN SPECIAL EDUCATION	6
Required Courses (24-27 credit hours)		
EXE 520	TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS	3
or EXE 620	ADVANCED TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS	
EXE 628	COLLABORATION AND CONSULTATIVE PRACTICES IN INCLUSIVE SETTINGS	3
EXE 631	ADAPTING LANGUAGE ARTS AND READING INSTRUCTION FOR STUDENTS WITH MILD DISABILITIES	3

EXE 632	DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS	3
EXE 633	ADAPTING CONTENT AREA INSTRUCTION FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES	3
EXE 634	APPLIED BEHAVIOR ANALYSIS	3
EXE 636	PROMOTING EFFECTIVE SOCIAL INTERACTIONS IN THE SCHOOLS	3
EXE 682	INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION ¹	3-9
EXE 684	PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION	3
Elective Courses (0-3 credit hours) ²		2
Select up to one from the following:		3
EXE 530	PARENT AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION PROGRAMS	
EXE 534	UNDERSTANDING STUDENTS WITH BEHAVIOR PROBLEMS IN THE CLASSROOM	
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	
EXE 627	TRANSITION FROM SCHOOL TO ADULT COMMUNITY LIFE	
EXE 644	ADVANCED APPLIED BEHAVIOR ANALYSIS	
EXE 650	ASSESSMENT OF YOUNG CHILDREN WITH DISABILITIES	
EXE 652	INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION	
Master's Project or Master's Thesis (3-6 credit hours)		
EXE 690	MASTER'S PROJECT IN EXCEPTIONAL EDUCATION	3-6
or EXE 695	MASTER'S THESIS	
Total Credit Hours		30-54

¹ EXE 682 is for students in the Childhood Program who do not complete EXE 504 .

² Selected under advisement.

Special Education: Early Childhood Program (EXC)

Master of Science in Education Program:

Program Code: MSED-EP

Major Code: EXC

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The special education programs lead to a master of science in education degree and eligibility for New York State certification in special education. The teaching bilingual exceptional individuals program leads to eligibility for a New York State Bilingual Education Extension. The early childhood and childhood special education graduate programs are designed for students with undergraduate majors in early childhood, childhood, or special education.

The Exceptional Education Department offers three specialty master of science in education degree programs in special education: early childhood (B-2), childhood (1-6), and generalist (7-12) secondary. Students who are not provisionally/initially certified in special education must complete up to 18 credit hours of preliminary coursework in addition to the program area requirements. Students in a generalist (7-12) secondary program may require additional New York State content core and/or specific subject area coursework. Required preliminary courses are listed under each program area below. All three programs require the completion of a research component: EXE 684 and EXE 690, which must be taken in sequential order at the end of the program. The Exceptional Education Department also offers a Special Education Bilingual Certificate Program. Successful completion of this program leads to recommendation for New York State certification extension in bilingual education. Students are able to complete this certificate program concurrently with one of the special education masters of science in education programs offered by the department.

Advisement

Because of the variety of options available in the department, it is imperative that majors and premajors seek advisement as early as possible. Students should contact their assigned academic advisers. Each student designs programs of study with his or her adviser according to the student's goals and background.

Practicum

Practicum assignments link theoretical coursework with the applied demands of a wide variety of internship settings. Practicum sites are available to meet the needs and interests of nearly all students and are selected by the program coordinator.

Premajor Status

Students may not apply for premajor status. They apply to the graduate program, and the department decides if they are accepted to the program as majors or premajors. Premajors may enroll, by advisement, in two EXE courses at the 500 level (e.g., EXE 500, EXE 501) only. Premajors must reapply for admission as majors by submitting a change of major form to the Graduate Studies Office during or after the completion of two EXE courses. Premajors are not guaranteed admission to the program. At the point of admission to the major, candidates must have a 3.0 GPA and a grade of B or higher in each of the courses completed as a premajor.

About the Early Childhood Program

This program prepares early interventionists and teachers to work with infants and young children with disabilities—or young children at risk for being identified with a disability—and their families. The program is cross-categorical; prospective teachers receive coursework related to working with students with physical, intellectual, sensory, communication, and/or behavioral disorders.

The role of the early interventionist or preschool teacher is to facilitate the child's development of social, motor, communication, self-help, cognitive, and behavioral skills. Interventionists are expected to design activities and environments to enhance the child's concept of self, sense of competence and control, and independence. Because a number of educational programs serving this population subscribe to an interdisciplinary approach, much of the assessment, planning, and implementation of programs is done in collaboration with other members of the professional team.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale). Admission is competitive; not all qualified applicants are admitted.
2. Certification or eligible for certification in early childhood special education, childhood special education, or generalist (7-12) special education. Applicants with certification or eligible for certification in early childhood education, childhood education, or secondary education must meet additional special education certification requirements once enrolled. For generalist (7-12) secondary program only, applicants without any teaching certifications will be considered. Applicants for the generalist (7-12) secondary program must meet additional special education certification requirements as well as New York State content core and subject area requirements once enrolled.
3. A written statement describing the applicant's philosophy of education and relevant experiences in the field that are applicable to the graduate course of study. This statement must adhere to standard written English.
4. Faculty review.
5. Completion of a special application (included in the online application).
6. The ability to speak English and Spanish, and complete an oral interview (for Special Education: Bilingual Certificate Program applicants only).

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Successful completion of the undergraduate program in exceptional education at Buffalo State is not a guarantee of admission to a graduate program. A point system based on the above criteria is used to evaluate applicants. Applicants with the highest point totals are admitted to the program each admission period. Only students admitted to the major (as majors or premajors) may take courses other than EXE 500 .

Program Requirements

Preliminary Courses (0-15 credit hours)		0-15
Required for students without provisional/initial certification in early childhood special education		
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS	
EXE 501	EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION	
EXE 502	MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS	
EXE 504	GRADUATE PRACTICUM IN SPECIAL EDUCATION (6)	
Required Courses (24 credit hours)		
EXE 510	COGNITION AND EMERGENT LITERACY IN YOUNG CHILDREN WITH DISABILITIES	3
EXE 612	MANAGING THE BEHAVIOR OF YOUNG CHILDREN WITH DISABILITIES	3
EXE 520	TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS	3
or EXE 620	ADVANCED TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS	
EXE 628	COLLABORATION AND CONSULTATIVE PRACTICES IN INCLUSIVE SETTINGS	3
EXE 650	ASSESSMENT OF YOUNG CHILDREN WITH DISABILITIES	3
EXE 652	INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION	3
EXE 682	INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION	3

EXE 684	PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION ¹	3
Elective Courses (0-6 credit hours) ²		0-6
Select up to two from the following.		3
EXE 530	PARENT AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION PROGRAMS	
EXE 534	UNDERSTANDING STUDENTS WITH BEHAVIOR PROBLEMS IN THE CLASSROOM	
EXE 544	BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS	
EXE 631	ADAPTING LANGUAGE ARTS AND READING INSTRUCTION FOR STUDENTS WITH MILD DISABILITIES	
EXE 632	DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS	
Master's Project or Master's Thesis (3-6 credit hours)		
EXE 690	MASTER'S PROJECT IN EXCEPTIONAL EDUCATION	3-6
or EXE 695	MASTER'S THESIS	
Total Credit Hours		30-54

¹ Admission to EXE 684 is by special permission. An application is completed the semester prior to admission. See the department office for application deadlines.

² Selected under advisement.

Special Education: Students with Disabilities (All Grades) and 7-12 Students with Disabilities Subject Area Extensions (EXM)

Master of Science in Education Program:

Program Code: MSED-EP

Major Code: EXM

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#).

This Special Education master's program is designed for educators who have completed an undergraduate teacher education program in another area and want to expand their expertise and gain certification in special education; graduates will be prepared to meet the diverse needs of P-12 students with disabilities. Completion leads to recommendation for NYS certification in Students with Disabilities: All Grades (PreK-12), with optional subject area extensions for Grades 7-12 in Earth Science, Biology, Chemistry, Physics,

Social Studies, Mathematics, English Language Arts, Spanish, French, Italian, German, Greek, Hebrew, Japanese, Latin, Mandarin, and Urdu.

About the SWD (All Grades) Program

This program prepares teachers to work with students with disabilities across the P-12 grades. The program is intended to develop highly qualified and high caliber teachers who possess the knowledge and skills to help students with disabilities maximize their potential and reach ambitious outcomes.

The goal of this program is to prepare special educators who work collaboratively with fellow educators, to provide evidence-based teaching strategies to promote student learning, and to design positive environments that foster learning for students both with and without disabilities.

Real Learning in Real Schools

Students in this graduate special education program gain hands-on experience through fieldwork in real school settings. Practice-based learning is woven throughout the curriculum, including immersive opportunities such as classroom simulations, field practica, and cutting-edge mixed-reality teaching experiences. This applied approach ensures graduates are not only knowledgeable but confident and classroom-ready from day one.

Applied Research

The culminating experience of our graduate programs is a two-course final sequence (EXE 684/690) taken across their final two semesters that guides students through the completion of a master's project rooted in real-world educational challenges. In this capstone experience, students identify a problem of practice, develop and conduct a small-scale study, and present their findings—bridging research and practice in meaningful ways. This powerful process empowers future educators to become reflective problem-solvers who use data-driven insights to inform and improve their teaching.

Candidates should consult the Teacher Certification website for current seminars and workshops.

<https://teachercertification.buffalostate.edu/>

Admission Requirements

1. Awarded a bachelor's degree in education from an accredited college or university.
2. Earned a minimum cumulative GPA of 3.0 (4.0 scale).
3. Completed a New York State registered teacher preparation program prior to enrollment and have completed NYS requirements for certification eligibility with pending or issued Initial and/or Professional certification, OR hold National Board certification, OR have at least one year of effective teaching under a valid New York State or out-of-state teaching license or certificate.
4. Completed three credit hour college-level courses in the following areas with grades of C or higher at the undergraduate level and B or higher at the graduate level: (a) introduction to the nature and needs of students with disabilities (e.g., EXE 100 or course equivalent) and (b) managing classroom environment and positive behavior supports for students with disabilities (e.g., EXE 362 or course equivalent). For applicants who have not completed these requirements in their prior course work, they will be required to take or will be required to complete EXE 500 and/or EXE 502, respectively, or course equivalents.
5. Completed six credit hours in literacy instruction related to teaching literacy skills, including for students with disabilities and English Language Learners, with a grade of C or higher at the undergraduate level or B or higher at the graduate level. Those who have not met this requirement will be required to take EXE 521.
6. Provide a written statement describing the applicant's philosophy of education and relevant experiences in the field, as applicable.
7. Completion of online application.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Program Requirements

Preliminary Courses (6-12 credit hours)		
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS ¹	0-3
EXE 501	EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION	3

EXE 502	MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS ¹	0-3
EXE 503	INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES	3
Required Courses (24-30 credit hours)		
EXE 511	WRITING IEPS ACROSS THE P-12 GRADE SPAN	3
EXE 521	FOUNDATIONS OF LITERACY FOR STUDENTS WITH DISABILITIES (PART I) ¹	0-3
EXE 619	ADVANCED LITERACY FOR STUDENTS WITH DISABILITIES (PART II)	3
EXE 623	ASSESSMENT AND INSTRUCTION IN MATH FOR STUDENTS WITH DISABILITIES	3
EXE 638	COLLABORATION AND SOCIAL SKILLS	3
EXE 659	ADAPTING CURRICULUM AND INSTRUCTION TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES	3
EXE 679	PRACTICUM—SPECIAL EDUCATION ALL GRADES	3
EXE 684	PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION	3
Master's Project or Master's Thesis (3-6 credit hours)		
EXE 690	MASTER'S PROJECT IN EXCEPTIONAL EDUCATION	3-6
or EXE 695	MASTER'S THESIS	
Total Credit Hours		30-42

¹ These courses are only required for those who did not meet the entrance admission criteria.

² Admission to EXE 684 is by special permission. An application is completed the semester prior to taking the course. See the department office for application deadlines.

Subject Area Extension Requirements (30-54 credit hours)

Candidates pursuing a subject area extension complete a minimum of 12 semester hours in the chosen subject area. Advisor-approved courses from previous undergraduate and graduate studies may be used to fulfill some or all of a subject area's extension requirements. The 7-12 subject area extensions for this program are: Earth Science, Biology, Chemistry, Physics, Social Studies, Mathematics, English Language Arts, Spanish, French, Italian, German, Greek, Hebrew, Japanese, Latin, Mandarin, and Urdu.

Special Education: Students with Disabilities (All Grades) Initial Teaching Certification and Students with Disabilities Subject Area Extensions (EXI)

Master of Science in Education Programs:

Program Code: MSED-EP

Major Code: EXI

Exceptional Education Department

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This Special Education master's program is tailored for individuals who did not complete an undergraduate degree in education. The program prepares educators to support diverse student needs in Grades P-12. Completion leads to a recommendation for NYS certification in Students with Disabilities: All Grades (PreK-12), with optional subject area extensions for Grades 5-9 and 7-12 in Earth Science, Biology, Chemistry, Physics, Social Studies, Mathematics, English Language Arts, Spanish, French, Italian, German, Greek, Hebrew, Japanese, Latin, Mandarin, and Urdu.

About the Students with Disabilities Programs

This program prepares individuals who are new to the teaching profession to work with students with disabilities across the P-12 grades. The program is intended to develop highly qualified and high caliber teachers who possess the knowledge and skills to help students with disabilities maximize their potential and reach ambitious outcomes.

The goal of this program is to prepare special educators who work collaboratively with fellow educators to provide evidence-based teaching strategies to promote student learning and to design positive environments that foster learning for students with and without disabilities. Graduates of this program become knowledgeable in subject matter content and acquire a solid foundation in the technology of teaching, with knowledge related to direct and interactive instruction (cooperative learning, peer tutoring, differentiated instruction, and responsive instructional strategies).

Real Learning in Real Schools

Students in this graduate special education program gain hands-on experience through fieldwork in real school settings. Practice-based learning is woven throughout the curriculum, including immersive opportunities such as classroom simulations, field practice, and cutting-edge mixed-reality teaching experiences. This applied approach ensures graduates are not only knowledgeable but confident and classroom-ready from day one.

Applied Research

The culminating experience of this graduate program is EXE 691, a two-course final sequence that guides students through the completion of a master's project rooted in real-world educational challenges. To demonstrate special education pedagogical and content knowledge, candidates design and execute student-centered, evidence-based interventions based on professional literature. They implement, interpret results, and make data-driven decisions in applied settings, aiming to impact academic, behavioral, functional, or social outcomes. This powerful process empowers future educators to become reflective problem-solvers who use data-driven insights to inform and improve their teaching.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

1. Awarded a bachelor's degree from an accredited college or university with an academic major in an area other than teacher preparation.
2. Earned a minimum cumulative GPA of 3.0 (4.0 scale).
3. Completed six credit hours of college-level work (with minimum course grades of C for undergraduate level courses and minimum course grades of B for graduate level courses) in each of the following: English, mathematics, science, and social studies. Each applicant will have completed this requirement as an undergraduate or will be required to complete 6 credit hours of study in each of the four disciplines.
4. Completed three credit hour college-level course in the introduction to the nature and needs of students with disabilities (e.g., EXE 100 or course equivalent) with a minimum grade of C for undergraduate course work and a minimum grade of B for graduate level coursework. Each applicant will have completed this requirement as an undergraduate or will be required to complete EXE 500 or course equivalent.
5. Provide a written statement describing the applicant's personal philosophy of education and relevant experiences in the field, as applicable.
6. Completion of online application.

In addition, all applicants should review the **Admission to a Graduate Program** section in this catalog.

Program Requirements

Preliminary Courses (12-15 credit hours)		
EXE 500	INDIVIDUALS WITH SPECIAL NEEDS ¹	0-3
EXE 501	EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION	3
EXE 502	MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS	3
EXE 503	INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES	3
EXE 579	FIELD EXPERIENCE IN SPECIAL EDUCATION	3
Required Courses (33 credit hours)		
EXE 511	WRITING IEPS ACROSS THE P-12 GRADE SPAN	3
EXE 521	FOUNDATIONS OF LITERACY FOR STUDENTS WITH DISABILITIES (PART I)	3
EXE 619	ADVANCED LITERACY FOR STUDENTS WITH DISABILITIES (PART II)	3
EXE 623	ASSESSMENT AND INSTRUCTION IN MATH FOR STUDENTS WITH DISABILITIES	3
EXE 659	ADAPTING CURRICULUM AND INSTRUCTION TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES	3
EXE 638	COLLABORATION AND SOCIAL SKILLS	3
EXE 581	PRACTICUM IN EARLY CHILDHOOD/CHILDHOOD SPECIAL EDUCATION	6
EXE 582	PRACTICUM IN INTERMEDIATE/HIGH SCHOOL SPECIAL EDUCATION	6
Master's Project (3 credit hours)		
EXE 691	APPLIED MASTER'S PROJECT IN SPECIAL EDUCATION ²	3
Content Core Requirements (0-24 credit hours) ³		
Must have six semester hours in each subject area:		
Math		0-6
English language arts (ELA)		0-6
Social Studies		0-6
Science		0-6
Total Credit Hours		45-72

¹ This course is only required for those who did not meet this entrance admission criterion.

² Admission to EXE 691 is by special permission and will be taken during the semester of student teaching. An application is completed the semester prior to admission. See the department office for application deadlines.

³ These courses are only required for those who did not meet this admission criterion. Some or all Content Core Requirements may be met through prior undergraduate or graduate courses by transcript analysis.

Subject Area Extension Requirements (45-84 credit hours)

Candidates in a subject area extension program must complete a minimum of 12 semester hours in the chosen subject area. Advisor-approved courses from previous undergraduate and graduate studies may be used to fulfill some or all of a subject area's extension requirements. The 5-9 and 7-12 subject area extensions to program are: Earth Science, Biology, Chemistry, Physics, Social Studies, Mathematics, English Language Arts, Spanish, French, Italian, German, Greek, Hebrew, Japanese, Latin, Mandarin, and Urdu.

Speech-Language Pathology (M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-SP

Major Code: SLP

Speech-Language Pathology Department

Caudell 316

(716) 878-4412

speech.buffalostate.edu/

Accredited by: The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association and The Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

Programs must be planned under advisement and approved by the graduate program director. Students are expected to complete academic and clinical education requirements to qualify for the Certificate of Clinical Competence (CCC) in speech-language pathology issued by the American Speech-Language-Hearing Association (ASHA) and New York State licensure in speech-language pathology. Additional coursework may be required for New York State teacher certification. Students must successfully complete supervised practica in the Speech-Language-Hearing Clinic prior to placement at off-campus practica. Only students in good standing are permitted to enroll in SLP 505 Graduate Practicum in an Educational Setting and SLP 611 Externship in Communication Disorders. Students must communicate with the graduate program director before initial registration to plan a program that will ensure completion of ASHA certification, New York State licensure, and New York State teacher certification requirements.

The Speech-Language Pathology master's in education (M.S. Ed.) program is a full-time program that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), apps.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=caalisting&caacat=all, of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. The program is currently accredited through 2031. It is listed as Buffalo State University.

The master's in education (M.S. Ed.) degree program in speech-language pathology is also registered with the New York State Education Department (nysed.gov/contact-NYSED). Students must complete all requirements for New York State licensure in speech-language pathology (op.nysed.gov/prof/slp) and for the initial/professional teaching certificate issued by the New York State Department of Education (Teacher of Speech and Language Disabilities) (teachercertification.buffalostate.edu).

Admission Requirements

1. Applicants with a bachelor's degree in Speech-Language Pathology (SLP) or Communicative Sciences and Disorders (CSD) from an accredited college or university must have a minimum overall GPA of 3.0 (4.0 scale) and a minimum major GPA of 3.0 (4.0 scale). Applicants with an overall GPA between 2.75 and 3.0 may be considered for admission if their major SLP/CSD GPA is 3.4 or higher.
2. Applicants with an undergraduate degree in a different discipline may apply directly to the master's program. In this situation, the student will be required to complete prerequisite undergraduate courses prior to beginning graduate coursework and clinical practica. The specific courses that will be needed will be determined by the graduate program director, once the student has been admitted to the program. Applicants must have a minimum overall GPA of 3.0 (4.0 scale).

3. Applicants with bachelor's degrees who have completed additional certification programs (CDA/SLPA), Communication Disorders post-baccalaureate coursework, or additional degrees, consisting of 18 credit hours or more, may be considered for admission.
4. Applicants with an overall undergraduate GPA of 3.0 may be considered for admission if their additional certification/coursework GPA is 3.4 or higher.
5. For ASHA Certification and New York State Teacher Certification, the following courses listed below are also required. If these courses were not completed at the undergraduate level, students will need to complete them during their graduate program: 3 credits in a biological science, 3 credits in chemistry or physics, 3 credits in statistics, 3 credits in the social and behavioral sciences, SLP 401 Aural Rehabilitation SPF 202 Child Development and Education, SPF 503 Educational Psychology, EXE 500 Individuals with Special Needs, SLP 424 Speech-Language Pathology Programs in Schools.

Application Procedures

The Speech-Language Pathology Department currently participates in the Communication and Sciences Centralized Application Service (CSDCAS). Applicants must apply online using the CSDCAS application.

All applicants should review the [Admission to a Graduate Program](#) section in this catalog and the SLP How to Apply page: <https://speech.buffalostate.edu/how-apply-0>

Application Deadline

Applicants must apply by January 15 for fall admission. No applications are accepted for summer or spring admission. CSDCAS applications must be verified by the application deadline. Applications can only be verified once all payments and transcripts have been received. To ensure your application is verified on time, it is recommended that you complete your application at least two weeks before the deadline.

Two letters of recommendation that attest to the applicant's potential as a graduate student. For students with an undergraduate major in speech-language pathology or communication sciences and disorders, both letters must come from faculty in the major who teach a graded course. For students from other majors, both letters must come from faculty who teach a graded course in their specific major. A writing sample. You may be contacted for a personal interview and/or asked to upload a short video statement.

Program Requirements

Required Courses (38 credit hours) ¹		
SLP 501	CLINICAL METHODS	2
SLP 511	NEURAL PROCESSES OF COMMUNICATION	3
SLP 516	DIAGNOSTIC PRINCIPLES AND PROCEDURES	2
SLP 518	EXTENDED APPLICATIONS IN COMMUNICATION SCIENCES AND DISORDERS	1
SLP 541	LANGUAGE DISORDERS: BIRTH TO AGE 5	3
SLP 580	RESEARCH METHODS IN SPEECH-LANGUAGE PATHOLOGY	2
SLP 605	CONTEMPORARY ISSUES IN CLINICAL INTERACTIONS: FAMILIES AND CULTURE	2
SLP 606	FLUENCY DISORDERS	3
SLP 607	DYSPHAGIA ACROSS THE LIFE SPAN	2
SLP 608	NEUROMOTOR SPEECH DISORDERS ACROSS THE LIFE SPAN	3
SLP 609	DISORDERS OF VOICE AND RESONANCE	3
SLP 610	EVALUATION AND TREATMENT OF PHONOLOGICAL DISORDERS	3

SLP 621	AUGMENTATIVE AND ALTERNATIVE COMMUNICATION	3
SLP 622	LANGUAGE DISORDERS OF SCHOOL-AGED INDIVIDUALS	3
SLP 623	ACQUIRED LANGUAGE DISORDERS	3
Practicum (19 credit hours) ¹		
SLP 505	GRADUATE PRACTICUM IN AN EDUCATIONAL SETTING	6
SLP 515	CLINICAL PRACTICUM	7
SLP 611	EXTERNSHIP IN COMMUNICATION DISORDERS	3-12
Required Capstone Options: ¹		
SLP 690	MASTER'S PROJECT	3
or SLP 625	ADVANCED TOPICS AND ISSUES IN COMMUNICATION SCIENCES AND DISORDERS	
Or		
SLP 695	MASTER'S THESIS	3-6
Total Credit Hours		60

¹ Selected under advisement.

Students will:

1. Demonstrate knowledge of the biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases of basic human communication and swallowing processes.
2. Demonstrate knowledge of etiologies, characteristics, and linguistic and cultural correlates of communication and swallowing disorders.
3. Demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.
4. Conduct selected screening, prevention and formal and informal evaluation procedures.
5. Interpret, integrate and synthesize all information to arrive at a diagnosis and conveys said information cogently in written format.

Technology Education (M.S.Ed.)

Master of Science in Education Program

Program Code: MSED-EP

Major Code: TED

Career, Technical, and Science Education Department

Bacon Hall 122

(716) 878-4717

ctse.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program develops and enhances technological and professional competencies in technology education and provides a basis for advanced study. Completion of the program leads to the master of science in education degree and satisfies the requirements for eligibility for professional New York State teaching certification.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Program variations must be approved by the student's academic adviser and the department chair. At least half the credit hours in the program must be in technology education.

Admission Requirements

1. A bachelor's degree in industrial arts/technology education from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale).
2. Acceptance by the program coordinator.
3. Initial Certificate in Technology Education.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Program Requirements

Required Courses (12 credit hours)		
BME 605	EVALUATION IN BUSINESS AND MARKETING EDUCATION	3
CTE/BME 602	ADMINISTRATION OF VOCATIONAL EDUCATION	3
SPF 689 or BME 601	METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH RESEARCH SEMINAR	3
TED/CTE 600	FOUNDATIONS IN TECHNOLOGY EDUCATION	3
Elective Courses (12-15 credit hours) ¹		
CTE 536	CONTEMPORARY METHODOLOGY	
CTE 550	ORGANIZATION OF DIVERSIFIED COOPERATIVE WORK-STUDY PROGRAMS	
CTE 555	OPERATION OF DIVERSIFIED COOPERATIVE WORK-STUDY PROGRAMS	
CTE 603	SELECT TOPICS IN THE ORGANIZATION AND ADMINISTRATION/SUPERVISION OF VOCATIONAL EDUCATION	
CTE 604	TECHNICAL PROJECT	
CTE 605	OCCUPATIONAL GUIDANCE FOR CAREER EXPLORATION	
CTE 606	HISTORY AND PHILOSOPHY OF OCCUPATIONAL EDUCATION	
SPF 503	EDUCATIONAL PSYCHOLOGY	

TED 521	OCCUPATIONAL AND PRACTICAL ARTS EDUCATION FOR STUDENTS WITH SPECIAL NEEDS	
TED 701	SEMINAR IN TECHNOLOGY EDUCATION: WRITING AND PUBLISHING	
TED 703	SEMINAR IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS	
TED 705	CAREER EXPLORATION IN TECHNOLOGY FOR THE MIDDLE SCHOOL	
12-15 credit hours		12-15
Master's Project or Master's Thesis (3-6 credit hours) ¹		
TED 690	MASTER'S PROJECT	3-6
or TED 695	MASTER'S THESIS	
Total Credit Hours		30

¹ Selected under advisement.

Advanced Certificates

Adult Education (Graduate Certificate)

Graduate Certificate Program

Program Code: GRCT-EP

Major Code: ADE

Higher Education Administration and Adult Education Department

Bacon Hall 306, (716) 878-4214

adulthoodeducation.buffalostate.edu

The graduate certificate in adult education is designed for professionals who desire graduate-level training in the discipline of adult education. The graduate certificate program consists of four courses from the master of science in adult education program. Certificate program courses can be applied toward the master's degree in adult education. This program does not lead to teaching certification.

The graduate certificate program is offered 100% online.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale), or a master's degree from an accredited institution with a minimum GPA of 3.0 (4.0 scale).
2. A letter describing the applicant's interest in the field and experience with teaching or administering adult programs.

Applicants may be asked to participate in a phone or online interview at the discretion of the adult education coordinator.

Application Deadline

Applications are accepted and reviewed on a rolling basis.

Program Requirements

Required Courses (12 credit hours)		
ADE 500	INTRODUCTION TO ADULT EDUCATION	3
ADE 600	ADULTHOOD AND DEVELOPMENT	3
ADE 608	INSTRUCTIONAL DESIGN AND ASSESSMENT	3
ADE 610	METHODS OF ADULT EDUCATION	3
Total Credit Hours		12

Graduation Requirements

Completion of the 12 required credit hours with a minimum cumulative 3.0 GPA

Assessment in Higher Education (Graduate Certificate)

Graduate Certificate Program

Program Code: GRCT-SP

Major Code: AHE

Higher Education Administration and Adult Education Department

Bacon Hall 214C, (716) 878-3789

hea.buffalostate.edu/

The Assessment in Higher Education Advanced Certificate is designed to provide professionals with the necessary skills to become assessment leaders in their higher education community and beyond. The Advanced Certificate is grounded in the principles and foundations of data-based decision making, collaborative practice, and reflective learning. It is designed to equip practitioners with the skills to gather information, the ability to understand the nature and value of formal inquiry, and the opportunity to serve as change agents within their institution through assessment.

The certificate program is designed as a fully online program, making it accessible for full-time working professionals.

Admission Requirements

Students applying for admission must hold a Master's degree or have completed 18 credits of graduate coursework. Applicants must meet the department's overall minimum GPA requirement of 3.0.

Program Requirements

Required Courses and Suggested Sequencing (15 credit hours)		
HEA 615	SURVEY DESIGN FOR PROFESSIONALS	3
HEA 725	FUNDAMENTALS OF INSTITUTIONAL RESEARCH	3
HEA 730	DATA VISUALIZATION AND STORYTELLING	3
HEA 789	ADVANCED DATA ANALYSIS TECHNIQUES IN HIGHER EDUCATION	3
Total Credit Hours		12

Bilingual Inclusive Education (Graduate Certificate)

Graduate Certificate Program

GRCT-ED

Major Code: BIE

Exceptional Education Department

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Ketchum Hall 204

(716) 878-3038

exceptionaleducation.buffalostate.edu/

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#).

The Bilingual Inclusive Education graduate certificate program (GCP) at SUNY Buffalo State University is a registered distant education (100% online) program. The courses reflect current research and trends in bilingual inclusive education. The scope of the courses includes information regarding the continuum of services and skills needed to teach English language learners/Multilingual learners (ELLs/MLLs) with and without disabilities. Successful completion of program leads to an institutional recommendation for a NYS Bilingual Education Extension.

All applicants for the Bilingual Extension in New York State must show evidence of completing the required seminar in Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA workshop) and the NYS Bilingual Education Assessment (BEA) certification exam.

All courses must be planned with an academic adviser and approved by the department chair.

Admission Requirements

1. A bachelor's degree from an accredited college or university teacher preparation program with a minimum cumulative GPA of 3.0 (4.0 scale).
2. Initial certification must be a [valid base certificate](#) for the bilingual extension.
3. Demonstrated native or near native proficiency in both English and other language and an oral interview.

4. A written statement in English and in applicant's home/native language describing the applicant's philosophy of bilingual inclusive education and relevant experiences in the field.

Program Requirements

Required Courses (14-15 credit hours)		
BXE 623	FOUNDATIONS AND THEORY OF BILINGUAL GENERAL AND SPECIAL EDUCATION	3
BXE 625	TEACHING LITERACY IN BILINGUAL GENERAL AND SPECIAL EDUCATION	3
BXE 626	ASSESSMENT TECHNIQUES IN BILINGUAL GENERAL AND SPECIAL EDUCATION	3
BXE 627	TEACHING CONTENT AREAS IN BILINGUAL GENERAL AND SPECIAL EDUCATION	3
BXE 682	FIELD EXPERIENCE IN BILINGUAL GENERAL AND SPECIAL EDUCATION	2-3
Total Credit Hours		14-15

Creativity and Change Leadership (Graduate Certificate)

Graduate Certificate Program

Program Code: GRCT-SP

Major Code: CRT

Creativity and Change Leadership Department

Chase Hall 248, (716) 878-6223

creativity.buffalostate.edu/

Ongoing development of leadership models during the last century has drawn a close connection between creativity and leadership. At the core of many current leadership models is the concept of change—how to foster and manage it. This concept is clearly reflected in the language used to describe the essence of leadership today. For instance, many leadership theories focus on visionary, transformational, and change leadership. In addition, the view that leadership consists of a set of specific attributes that one has or does not have has shifted to an understanding that leadership skills can be learned and developed.

The ability to think creatively is an essential leadership skill. Often, a leader must act as a catalyst for change and when we engage in creative thinking our goal is to bring about change, i.e., to bring about an idea, solution or concept that helps us to meet an important goal or to address a complex challenge. Thus, it is imperative for leaders to learn how to facilitate their own creative thinking, as well as those they work with, to bring about productive change (i.e., new products, services, resolution to problems, opportunities, etc.).

The purpose of the State University of New York graduate certificate program in creativity and change leadership is to provide students with the knowledge and skills that can put them in a better position to operate as change leaders. Leadership is a process. This certificate program teaches students how to better manage this process.

The program applies more than 50 years of research, development, and practice in the field of creativity toward leadership development. The program is not designed strictly for those in formal leadership roles; anyone can learn how to positively influence others as a leader. Leadership is about action, not position.

After completing this graduate certificate program, students can submit an application to continue with the master's degree in creativity and change leadership (i.e., all courses taken to fulfill the certificate can be applied to the master's degree).

The master's degree and certificate program are offered on the Buffalo State campus and to distance students (i.e., all graduate courses are available as online synchronous courses). Students who wish to earn a master's degree in creativity via distance must begin in the certificate program. Distance students are required to have five years of professional experience. For a description of the distance program (i.e., graduate certificate in creativity and change leadership for professionals) go to the [department's webpage](#).

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale). Preference is given to those with GPAs of 3.0 or higher.
2. A written statement of the applicant's professional or educational goals and how a graduate certificate in creativity supports these goals. The recommended length for the letter of intent is two to three pages.
3. Brief biographical sketch, one to two paragraphs, that provides a summary of the applicant's accomplishments, areas of expertise, and experiences.
4. Two academic/professional letters of reference.
5. Five years of professional experience (distance learning program applicants only).
6. Successful review by the Graduate Admissions Committee.

Program Requirements

Required Courses (15 credit hours)		
CRS 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING	3
CRS 560	FOUNDATIONS OF CREATIVE LEARNING	3
CRS 580	CREATIVITY ASSESSMENT: METHODS AND RESOURCES	3
CRS 610	FACILITATION OF GROUP PROBLEM SOLVING	3
CRS 635	CREATIVITY AND CHANGE LEADERSHIP	3
Elective Course (3 credit hours)		
CRS 625	CURRENT ISSUES IN CREATIVE STUDIES	
CRS 670	FOUNDATIONS IN TEACHING AND TRAINING CREATIVITY	
Total Credit Hours		18

Data Science Analytics (Graduate Certificate)

Advanced Certificate

Program Code: GRCT-AS

Major Code: DSA

The graduate certificate in Data Science and Analytics is designed to serve the advanced educational needs of bachelor's-prepared professionals who require modern skills for manipulation and organization of their industry data. The advanced certificate program consists of 12 graduate credit hours and is designed to equip graduates with essential data analytics skills and competencies to be effective and competitive in today's data-driven work environments.

Data science and analytics (DSA) is a fast-growing area leading to excellent job opportunities in a variety of fields, including business, industry, health, government, and education. This interdisciplinary certificate offers recent college graduates and industry professionals the opportunity to build skills as data analysts, without the commitment of pursuing a Master's degree.

Admission Requirements

All applicants are required to have a minimum overall GPA of 2.50, the campus-wide standard. Applicants are required to have an undergraduate level introductory statistics course and an undergraduate level introductory programming course. Exceptions to these requirements are made on a case-by-case basis by the admission committee and program faculty.

Program Requirements

Required Courses (12 credit hours)

DSA 501	DATA ORIENTED COMPUTING AND ANALYTICS	3
DSA 650	DATA STRATEGY AND GOVERNANCE	3
MAT 646	INTRODUCTION TO STATISTICS FOR DATA SCIENCE	3
CIS 512	INTRODUCTION TO DATA SCIENCE AND ANALYTICS	3
Total Credit Hours		12

Students will:

1. select and apply an appropriate statistical, mathematical or computational model for a given quandary
2. acquire data from data scraping and open sources and understand the ethical and legal ramifications of data acquisition
3. store, clean, organize, and manipulate real world data from multiple sources
4. compose and present an effective oral, written report or dynamic dashboard, to a lay audience (including storytelling and data visualization) that enhances the audience's understanding and reveals properties of the data
5. use the appropriate software or programming application (Python, SQL, SAS, SPSS, Excel) to manage and analyze data
6. perform effectively as a member of a team to execute a project and will understand what contributes to team success
7. integrate context specific information into their data manipulation allowing them the flexibility to interpret data from many different environments

Disaster and Emergency Management (Graduate Certificate)

Graduate Certificate Program

Program Code: GRCT-AS

Major Code: DEM

Business, Economics, and Public Administration Department

Chase Hall 322

(716) 878-4239

The Advanced Certificate in Disaster and Emergency Management is a fully online program that covers theory, legal structure, local, state, and federal doctrine, planning, and practice of disaster and emergency management. The program is designed to provide individuals with the conceptual and technical knowledge needed for positions related to disaster and emergency management in public agencies, nonprofit organizations, private businesses, or international humanitarian agencies.

The program totals 15 credit hours that includes four core courses (12 credit hours) and one elective (3 credit hours). Transfer credit may be given for the one elective course.

Admission Requirements

Bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) or graduate level course credits with a minimum GPA of 3.0 (4.0 scale). Exceptions will be evaluated on a case-by-case basis, which may include an interview.

Program Requirements

Required Course (12 credit hours)		
PAD 505	INTRODUCTION TO DISASTER AND EMERGENCY MANAGEMENT	3
PAD 606	DISASTER RESPONSE AND RECOVERY MANAGEMENT	3
PAD 608	INTERGOVERNMENTAL RELATIONS	3
PAD 609	DISASTER AND EMERGENCY MANAGEMENT PLANNING	3
Electives (3 credit hours)		3

PAD 500	PUBLIC ADMINISTRATION AND POLICY
PAD 502	ADMINISTRATIVE LAW
PAD 507	NEIGHBORHOOD PLANNING AND COMMUNITY DEVELOPMENT
ECO 524	APPLIED ECONOMETRICS
GEG 525	FUNDAMENTALS OF GIS
PAD 646	STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS
PAD 647	THE NONPROFIT AND VOLUNTARY SECTOR
PAD 648	NONPROFIT GRANTS MANAGEMENT AND FUND DEVELOPMENT
PAD 688	LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS
PAD 701	ADMINISTRATIVE ETHICS
PAD 712	MANAGING PROGRAM EVALUATION

Total Credit Hours

15

Students will:

1. demonstrate knowledge of management and organizational issues facing public, private and nonprofit disaster and emergency management organizations.
2. understand ethical and accountability responsibilities within the professional field of disaster and emergency management.
3. demonstrate an understanding and application of how organizational mission, vision, and strategic planning are important to the professional practice of disaster and emergency management.
4. understand and navigate the political and policy environments in which disaster and emergency management occur.
5. develop an understanding and application of cultural competence principles to the study and practice of disaster and emergency management.

Educational Leadership (C.A.S.)- Building

Certificate of Advanced Study Program

Program Code: CAS-EP

Major Code: EDL

Elementary Education, Literacy and Educational Leadership Department

Bacon 302, (716) 878-5916

elementaryeducation.buffalostate.edu/

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

All applicants for Professional Certification in New York State must show evidence of completing the required seminar in Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA Training).

This post-master's degree program leads to a certificate of advanced study (CAS) in educational leadership and a recommendation for New York State certification of School Building Leader.

Admission Requirements

1. Evidence of a valid permanent or professional certificate in classroom teaching, pupil personnel service, or administration that was issued by any state or national government (submit copy).
2. A master's degree from an accredited college or university.

3. Three recommendation forms that attest to applicant's potential as an educational leader. Recommenders' email address must be entered in the online application.
4. Three years of successful teaching and/or supervisory and/or pupil personnel service experience in schools or agencies (pre-K-12).
5. An interview providing evidence of successful leadership potential.
6. Evidence of satisfactory verbal and written English language skills.

Program Requirements

1. A minimum GPA of 3.0 (4.0 scale) is required to remain in the program.
2. Coursework (including transfer credit) and field and internship experiences must be completed within six years of the date of enrollment in the program.
3. A maximum of 6 credit hours of independent study may be included in the program.
4. At the completion of 24 credit hours of coursework in EDL, students may enroll in **EDL 703** (Educational Leadership Internship, a 3-credit course). At the completion of the **EDL 703** internship and at the completion of each field experience, a letter grade of S (Satisfactory) or U (Unsatisfactory) is awarded.
5. All coursework must receive a minimum grade of C to meet program requirements.
6. A maximum of 12 graduate-level credit hours may be transferred upon approval. Only grades of B or better will be accepted as transfer credit.

Required Courses (30 cr. hrs)

EDL 552	PUBLIC SCHOOL LAW	3
EDL 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING	3
EDL 607	SITE-BASED LEADERSHIP	3
EDL 612	SCHOOL BUSINESS MANAGEMENT AND FINANCE	3
EDL 630	CURRICULUM LEADERSHIP	3
EDL 631	SUPERVISION OF TEACHING	3
EDL 683	FACILITATION OF GROUP PROBLEM SOLVING	3
EDL 702	EDUCATIONAL LEADERSHIP FIELD EXPERIENCES (1 credit hour course taken 3 times for total of 3 credit hours)	3
EDL 703	EDUCATIONAL LEADERSHIP INTERNSHIP	3
EDL 704	SEMINAR IN EDUCATIONAL CHANGE	3
Elective (3 cr. hrs.)		3
Choose one from the following:		
EDL 560	METHODS, THEORIES, AND MODELS OF CREATIVE LEARNING	
EDL 602	ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS	
EDL 608	ADMINISTRATION OF PROGRAMS FOR THE YOUNG CHILD	
Total Credit Hours		33

Educational Leadership (C.A.S.)- Building & District

Certificate of Advanced Study Program

Program Code: CAS-ED

Major Code: ECP

Elementary Education, Literacy and Educational Leadership Department
 Bacon 302, (716) 878-5916
elementaryeducation.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

All applicants for Professional Certification in New York State must show evidence of completing the required seminar in Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA Training).

This post-master's degree program leads to a certificate of advanced study (CAS) in educational leadership and a recommendation for New York State certification of both School Building Leader and School District Leader.

Admission Requirements

1. Evidence of a valid permanent or professional certificate in classroom teaching, pupil personnel service, or administration that was issued by any state or national government (submit one copy with application).
2. A master's degree from an accredited college or university.
3. Three recommendation forms that attest to applicant's potential as an educational leader. Recommenders' email address must be entered in the online application.
4. Three years of successful teaching and/or supervisory and/or pupil personnel service experience in schools or agencies (pre-K-12).
5. Statement of leadership interests, goals, and relevant professional and community service.
6. An interview providing evidence of successful leadership potential.
7. Evidence of satisfactory verbal and written English language skills.

Each admission requirement is scored according to criteria on an evaluation rubric. The total score is compiled so that any one requirement will not preclude admission, but an overall snapshot of potential student success will be considered.

Program Requirements

1. A minimum GPA of 3.0 (4.0 scale) is required to remain in the program. Coursework (including transfer credit) and field and internship experiences must be completed within six years of the date of enrollment in the program.
2. A maximum of 6 credit hours of independent study may be included in the program.
3. After the successful completion of EDL 703 (Educational Leadership Internship, a 3-credit course), students may enroll in EDL 705 (School District Internship, a 2-credit course). At the completion of each internship experience, a letter grade of S (Satisfactory) or U (Unsatisfactory) is awarded.
4. All coursework must receive a minimum grade of C to meet program requirements.
5. A maximum of 12 graduate credit may be transferred upon approval. Only grades of B or better will be accepted as transfer credit.

Required Courses		
EDL 552	PUBLIC SCHOOL LAW	3
EDL 607	SITE-BASED LEADERSHIP	3
EDL 612	SCHOOL BUSINESS MANAGEMENT AND FINANCE	3
EDL 613	SCHOOL DISTRICT ADMINISTRATION AND GOVERNANCE	3
EDL 630	CURRICULUM LEADERSHIP	3
EDL 631	SUPERVISION OF TEACHING	3

EDL 702	EDUCATIONAL LEADERSHIP FIELD EXPERIENCES (1 credit hour course taken 3 times for total of 3 credit hours)	3
EDL 703	EDUCATIONAL LEADERSHIP INTERNSHIP	3
EDL 704	SEMINAR IN EDUCATIONAL CHANGE	3
EDL 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING	3
EDL 683	FACILITATION OF GROUP PROBLEM SOLVING	3
EDL 705	SCHOOL DISTRICT INTERNSHIP	2
EDL 602	ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS	3
Total Credit Hours		38

Human Resource Development (Graduate Certificate)

Graduate Certificate Program

Program Code: GRCT-ED

Major Code: HRD

Higher Education Administration and Adult Education Department

Bacon Hall 306, (716) 878-4214

adulteducation.buffalostate.edu

This graduate certificate program is designed to serve the advanced educational needs of professionals who educate and train workers and volunteers. The certificate program consists of 12 graduate credit hours, and is designed to address the essential skills and competencies for professional practitioners in human resource development. Graduates will use their skills to develop and administer training programs to produce a more effective and competitive workforce.

The certificate in human resource development can be applied toward a master's degree in adult education at Buffalo State. This program does not lead to teaching certification.

The graduate certificate in human resource development is offered 100% online.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale), or a master's degree from an accredited institution with a minimum GPA of 3.0 (4.0 scale).
2. A letter describing the applicant's interest in the field and experience with teaching or administering adult programs.

Applicants may be asked to participate in a phone or online interview at the discretion of the adult education coordinator.

Application Deadline

Applicants must apply by July 1 for fall admission or by December 1 for spring admission. No applications are accepted for summer admission.

Program Requirements

Required Courses (12 credit hours)		
ADE 608	INSTRUCTIONAL DESIGN AND ASSESSMENT	3
ADE 610	METHODS OF ADULT EDUCATION	3
ADE 625	DESIGNING AND EVALUATING PROGRAMS FOR ADULT LEARNERS	3

ADE 640	HUMAN RESOURCE DEVELOPMENT	3
Total Credit Hours		12

All courses are 3 credits unless otherwise indicated.

Public Management (Graduate Certificate)

Graduate Certificate Program

Program Code: GRCT-AS

Major Code: PMG

Business, Economics, and Public Administration Department

Chase Hall 322

(716) 878-4239

The Advanced Certificate in Public Management provides students with an advanced course of study at the graduate level concentrating on the conceptual, technical, and professional education and skills required for administrative and leadership positions in governmental offices and not-for-profit agencies. The program, totaling 15 credit hours, includes three required core courses (9 credit hours) and two electives (6 credit hours) taken from Public Administration (PAD) graduate courses. Transfer credit may be given for one or both of the elective courses.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.00 (4.0 scale) or a master's degree from an accredited institution with a minimum GPA of 3.0 (4.0 scale).
2. A brief written statement of the applicant's professional or educational goals and how a graduate certificate in public management supports these goals.
3. Successful review by the Admissions Committee.

Program Requirements

Required Courses (9 credit hours)		
PAD 500	PUBLIC ADMINISTRATION AND POLICY	3
PAD 601	PUBLIC BUDGETING	3
PAD 735	PUBLIC ORGANIZATIONS	3
Electives (6 credit hours)		
Select two graduate courses with PAD prefix		6
PAD 515	NYS GOVERNMENT AND BUDGET	
PAD 540	U.S. PUBLIC POLICY	
PAD 605	INTERNATIONAL PUBLIC MANAGEMENT AND SERVICE	
PAD 607	CITY AND COUNTY MANAGEMENT	
PAD 608	INTERGOVERNMENTAL RELATIONS	
PAD 640	HUMAN RESOURCE MANAGEMENT FOR PUBLIC AND NONPROFIT ORGANIZATIONS	
PAD 646	STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS	

PAD 688	LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS	
PAD 700	IMMIGRATION AND REFUGEE POLICY	
PAD 715	SURVEY METHODS AND DESIGN	
Total Credit Hours		15

Students will:

1. Strengthen applied knowledge of public management principles, with a focus on real-world issues, organizational dynamics, and service delivery challenges faced by working professionals.
2. Utilize practical tools and technical skills—including budgeting, performance measurement, and policy analysis—to improve organizational efficiency and program effectiveness.
3. Demonstrate leadership and decision-making competencies relevant to supervisory, managerial, and executive roles in public organizations.
4. Apply ethical frameworks and public service values such as accountability, equity, and transparency to guide day-to-day operations and strategic initiatives.
5. Enhance collaboration, communication, and stakeholder engagement skills, with an emphasis on intergovernmental, interagency, and community-based partnerships.
6. Integrate professional experience with advanced academic training to address complex administrative challenges, foster innovation, and support mission-driven outcomes.

School District Business Leader (CAS)

Certificate of Advanced Study Program

Program Code: CAS-EP

Major Code: SBL

Elementary Education, Literacy, and Educational Leadership Department

Bacon 302, (716) 878-5916

elementaryeducation.buffalostate.edu/

The School District Business Leader CAS provides candidates with required content to demonstrate upon program completion the knowledge and skills necessary to perform the required tasks and responsibilities of a school district business leader. The program consists of 12 credit hours of school business courses and a six-credit supervised internship in school business. Candidates may combine the required SDBL coursework with 21 additional credits in the combined School Building/School District Leadership program to be recommended for certification in all three titles. Candidates will also have to pass the State Education Department school district business leadership exam prior to being recommended for certification.

Admission Requirements

Graduate Admissions standards require a GPA of 3.0 from the applicants' undergraduate program. Program admission requirements:

- 1) Evidence of a valid permanent or professional certificate in classroom teaching, pupil personnel service, or administration that was issued by any state or national government (submit one copy with application).
- 2) A master's degree from an accredited college or university.
- 3) Three recommendation forms that attest to applicant's potential as an educational leader. Recommenders' email address must be entered in the online application.
- 4) Three years of successful teaching and/or supervisory and/or pupil personnel service experience in schools or agencies (pre-K-12).
- 5) Statement of leadership interests, goals, and relevant professional and community service.
- 6) An interview providing evidence of successful leadership potential.
- 7) Evidence of satisfactory verbal and written English language skills.

Program Requirements

EDL 612	SCHOOL BUSINESS MANAGEMENT AND FINANCE	3
EDL 613	SCHOOL DISTRICT ADMINISTRATION AND GOVERNANCE	3
EDL 702	EDUCATIONAL LEADERSHIP FIELD EXPERIENCES	3
EDL 705	SCHOOL DISTRICT INTERNSHIP	3
EDL 714	PERSONNEL ADMINISTRATION IN SCHOOLS	3

Students will:

1. create and sustain financial and operational conditions within a district that enable all students to meet State learning standards and all staff to serve effectively in achieving that objective;
2. identify, develop, and endorse organizational and administrative policies and procedures for a district
3. effectively and ethically manage the financial resources of a district, including but not limited to identifying revenue sources; understanding the impact of economic and financial markets upon districts; forecasting district expenditures; applying cash management procedures and generally accepted accounting principles; developing a financial model to monitor district finances
4. administer employment agreements and financial and operational resources in accordance with State and Federal laws and regulations, including collective bargaining; manage and evaluate district payroll operations
5. effectively and ethically manage the operational functions of a district, including but not limited to: developing data-driven facilities plans; managing and tracking inventories, equipment, and capital assets; identifying, assessing, and communicating a district risk management program
6. assist in implementing, monitoring, and evaluating a district strategic plan; monitor and assess programs that support instruction; assist with the allocation of resources for instructional programs
7. effectively present financial data in multiple formats; direct a management information system; and implement effective mass and interactive communication strategies and techniques.

Teacher Leader (C.A.S.)

Certificate of Advanced Study Program

Program Code: CAS-ED

Major Code: TLR

Elementary Education, Literacy, and Educational Leadership Department

Bacon 302, (716) 878-5916

elementaryeducation.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The Teacher Leadership courses address the many powerful ways teachers can, as leaders meet what a coalition of State Education Chiefs and District Superintendents called Chiefs for Change have outlined as three key challenges: affect education policy, create constant improvement through innovative practices, and solve critical issues in schools and districts.

Admission Requirements

1. Evidence of a valid permanent or professional certificate in classroom teaching, pupil personnel service, or administration that was issued by any state or national government (submit one copy with application).
2. A master's degree from an accredited college or university.
3. Three recommendation forms that attest to applicant potential as an educational leader. Recommenders' email address must be entered in the online application.
4. Statement of leadership interests, goals, and relevant professional and community service.
5. An interview providing evidence of successful leadership potential.
6. Evidence of satisfactory verbal and written English language skills.

Program Requirements

Required Courses		
EDL 559	PRINCIPLES IN CREATIVE PROBLEM SOLVING	3
EDL 607	SITE-BASED LEADERSHIP	3
EDL 630	CURRICULUM LEADERSHIP	3
EDL 702	EDUCATIONAL LEADERSHIP FIELD EXPERIENCES	1
Total Credit Hours		10

Teaching English to Speakers of Other Languages (C.A.S.)

Certificate of Advanced Study Program

Program Code: CAS-ED

Major Code:ESOL

Exceptional Education Department

Ketchum Hall 204

General Information (voice mail): (716) 878-3038

exceptionaleducation.buffalostate.edu/

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The Certificate of Advanced Studies (CAS) in teaching English to Speakers of Other Languages is comprised of five required content courses (15 credit hours). Each course within the program requires 10 field/observation/practical hours for a total of 50 clock hours that are arranged by the instructor and offer candidates the opportunity to reflect upon the application of course work in school settings. As an initial certificate, the program requires student teaching experience with English Language Learners (ELL). This may be achieved during employment in a school with a significant ELL population. The student teaching practicum is a total of 20 days divided between elementary and middle/secondary grades where ELLs are the focus of instruction. The CAS is designed to provide the skills necessary to effectively address the needs of non-native speakers of English in American educational settings. The program allows practicing teachers to broaden their understanding of language acquisition processes, pedagogical concerns, and English language content. After successfully completing the program, and completing all other state-mandated requirements candidates will receive a college recommendation for Initial Certification in Teaching English to Speakers of Other Languages (TESOL).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

Applicants are required to have a minimum 3.0 GPA. Applicants who have below a 3.0 GPA, but above a 2.5, will be subject to additional admission review; students are encouraged to check with the department.

Additional Admission Requirements

- Evidence of a completed undergraduate degree from a regionally accredited institution of higher education or a nationally recognized institution of higher education in another country.
- Completion of a New York State teacher-education program leading to a college recommendation for Initial Certification in a core area such as: early childhood, childhood or secondary education.
- Evidence of a minimum of 12 credit hours at the higher education level in the study of one or more foreign languages (NB: This requirement can be fulfilled during the program of study for the CAS. Foreign language requirements can impact financial aid. It is vital to seek advisement from both the Financial Aid Office and you academic adviser every semester to ensure that you successfully accomplish the language requirements.)
- Evidence of English language proficiency for candidates whose native language is not English (e.g., TOEFL, IELTS, local proficiency exam, or bachelor's degree from an English-speaking university).

Program Requirements

Required Courses (18-21 credit hours)

ESL 500	PRACTICUM IN EDUCATION	3-6
ESL 503	FOUNDATIONS OF FOREIGN AND SECOND LANGUAGE EDUCATION	3
ESL 540	SECOND-LANGUAGE ACQUISITION	3
ESL 600	ENGLISH AS A SECOND LANGUAGE METHODS	3
ESL 602	ASSESSMENT IN FOREIGN AND SECOND LANGUAGE EDUCATION	3
ESL 613	CONTENT AREA ENGLISH AS A SECOND LANGUAGE INSTRUCTION	3
Total Credit Hours		18-21

50 hours of field experiences distributed in coursework followed by 20 days of student teaching in high need schools divided between elementary level (1-6) and secondary level (7-12).

Postbaccalaureate Programs

Art Education (PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-AS

Major Code: AED

Art and Design Department

Upton Hall 402

(716) 878-6032

artdesign.buffalostate.edu/art-education

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the Program Coordinator.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program is designed for students who have earned a baccalaureate degree with coursework in fine arts, design, and/or art education from an accredited college or university and intend to complete the coursework required for New York State certification to teach visual art. After successfully completing the teacher-certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State initial certification through the Teacher Certification Office, Chase Hall 222. No degree or teacher certification is awarded by Buffalo State.

Students are expected to complete the entire sequence of coursework and are responsible for any additional certification requirements established by the New York State Teacher Certification Division, including fingerprinting and at least four state-mandated seminars. Students in the program may elect to attend part time or full time yet must attend full time during the student teaching semester. Courses are offered in spring and fall semesters (excluding summer) during the day to accommodate practical experiences in public schools.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Advisement

Academic advisers are assigned by the department and must be consulted each semester in order to register for courses and finish in a timely manner. Students remain responsible for fulfilling department and college requirements specific to the program. Contact the Buffalo State Art Education Program for advisement materials.

Financial Assistance

For financial aid purposes, students in this program are considered fifth-year undergraduates, eligible for undergraduate loans. Contact the Financial Aid Office for up-to-date information.

Admission Requirements

For students to enroll and remain in the program, they must have a minimum GPA of 3.0.

A studio portfolio review is required for admission to the program. Contact the Art Education Program for Portfolio Guidelines.

This program is designed for students who have completed at least a visual arts/design related undergraduate degree. If applicants are missing courses equivalent to those found in Buffalo State's undergraduate art education foundations coursework, they may be asked to take one or more courses (or their equivalents) to fulfill content needed for state required certification exams. The content from foundational art courses is needed for New York State certification exams, which applicants will have completed as part of their undergraduate degree programs, are not included among the 36 credit hours required for completion of this program.

The Buffalo State's AED BFA Foundations Program includes these courses:

AAD101: DRAWING I
 FAR103: DRAWING II (figure drawing from life)
 AAD102: INTRODUCTION TO TWO-DIMENSIONAL DESIGN
 AAD103: INTRODUCTION TO THREE-DIMENSIONAL DESIGN
 AAD150: THEMES AND ISSUES IN THE CONTEMPORARY ARTS
 AAD251: ART HISTORY I
 AAD252: ART HISTORY II

Program Requirements

AED 200	FUNDAMENTALS OF ART INQUIRY	3
AED 300	FOUNDATIONS IN ART EDUCATION	3
AED 301	THEORETICAL CONSTRUCTS IN ART EDUCATION	3
AED 302	FUNCTIONS AND PRACTICE IN ART EDUCATION	3
AED 303	ELEMENTARY STUDENT TEACHING IN ART	6
AED 304	SECONDARY STUDENT TEACHING IN ART	6
AED 315	ARTS IN LIVING	3
AED 398	ART, SOCIETY AND NEW MEDIA TECHNOLOGIES FOR ART EDUCATORS	3
AED 400	STUDENT TEACHING SEMINAR	3
AED335	INCLUSIVE ART CLASSROOMS	3
Total Credit Hours		36

Students will:

1. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the visual arts they teach.
2. Demonstrate an understanding of instructional techniques, evaluation concepts, and effective classroom management strategies.
3. Develop and create planned learning experiences that encourage students' development of critical thinking, problem solving, and meaningful visual art making.
4. Demonstrate an understanding of how diverse children learn and develop, and provide engaging learning opportunities that support their intellectual, social, and personal development.
5. Consistently exhibit dispositions that are consistent with the TEU Teacher Dispositions and NYS Educator Code of Ethics.
6. Exhibit engagement in continued Professional Learning, Ethical Practice and Leadership.

English Education (7–12; PTCP)

Postbaccalaureate Teacher Certification Program
 Program Code: UG-PBC-AS
 Major Code: ENS

English Department
 Ketchum Hall 208
 (716) 878-5417
english.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The English education (7-12) postbaccalaureate teacher certification program leads to eligibility for New York State initial certification to teach English in grades 7-12. This program is designed for students who have earned a baccalaureate degree in English or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach English in secondary or middle schools.

After successfully completing the teacher certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Chase Hall 222. No degree or certificate is awarded by Buffalo State.

Students are responsible for any additional certification requirements, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills written test for provisional/initial certification, and child abuse certification.

It takes approximately three to four semesters to complete certification requirements at Buffalo State. Students in this program take both undergraduate- and graduate-level courses and are billed appropriately for each level. Graduate-level credits may be applied to a master's degree at Buffalo State.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Advisement

Each student is assigned an academic adviser.

Financial Assistance

For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) and a major in English (or a related discipline with a minimum of 30 credit hours in English), including courses in Shakespeare, multicultural American literature, and young adult literature.¹
2. A minimum GPA of 2.75 in English coursework.¹
3. Two years of high school or two semesters of college study in one foreign language.¹ Applicants must verify foreign language study with high school or college transcripts.
4. Coursework in English education field experience, exceptional education and educational technology (3 credit hours each) or demonstrated expertise in these areas.¹

¹Applicants who do not meet these requirements should apply as a premajor to the postbaccalaureate certificate program.

Program Requirements

Undergraduate-Level Education Courses (15 credit hours)		
SPF 403	HISTORICAL AND PHILOSOPHICAL FORCES INFLUENCING SECONDARY EDUCATION	3
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
ENG 311	LANGUAGE, LITERACY AND CULTURE IN ENGLISH TEACHING	3
ENG 463	METHODS, MATERIALS, AND PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH	6
Graduate-Level Education Courses (9 credit hours)		
SPF 500	MULTICULTURAL EDUCATION	3
SPF 503 or SPF 529	EDUCATIONAL PSYCHOLOGY ADOLESCENT PSYCHOLOGY	3

ENG 692	THE TEACHING OF WRITING	3
Student Teaching Courses (12 credit hours)		
ENG 464/465	STUDENT TEACHING IN MIDDLE SCHOOL/JUNIOR HIGH SCHOOL ENGLISH	6

Students will:

1. demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
2. demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
3. plan instruction and design assessments for reading and the study of literature to promote learning for all students.
4. plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
5. plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
6. demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
7. interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Mathematics Education (7–12; PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-AS

Major Code: MTS

Mathematics Department

Science and Mathematics Complex 159

(716) 878-5621

mathematics.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The mathematics education (7-12) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach mathematics in grades 7-12. This program is designed for students who have earned a baccalaureate degree in mathematics from an accredited college or university and intend to complete coursework required for New York State certification to teach mathematics.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

After successfully completing the teacher certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Chase Hall 222. No degree or certificate is awarded by Buffalo State.

Financial Assistance

For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements

A bachelor's degree in mathematics or an applied mathematics field from an accredited college or university with 36 credit hours of mathematics courses and a minimum GPA of 3.0 (4.0 scale) in mathematics courses.

Two years of high school or one year of college-level foreign language.

Program Requirements

Requirements may be fulfilled entirely with graduate courses, entirely with undergraduate courses or with a combination of undergraduate and graduate courses. Graduate-level courses are numbered 500 and higher; undergraduate-level courses are numbered 100–499.

Mathematics Education Courses (18-25 credit hours)		
MED 200	FOUNDATIONS OF TEACHING MATHEMATICS 7-12 AND FIELD EXPERIENCE	3
or MED 500	PRACTICUM I: GRADUATE FIELD EXPERIENCE IN SECONDARY MATHEMATICS EDUCATION	
MED 307	USES OF TECHNOLOGY IN THE TEACHING OF MATHEMATICS	3
or MED 607	TECHNOLOGY IN MATHEMATICS EDUCATION	
MED 383	LEARNING AND TEACHING PROBLEM SOLVING	3
Select one from the following:		3-4
MED 308	METHODS IN THE TEACHING OF SECONDARY SCHOOL MATHEMATICS	
MED 601	SEMINAR IN THE TEACHING OF MATHEMATICS	
Select one from the following:		6-12
MED 407 & MED 408	STUDENT TEACHING OF MATHEMATICS IN JUNIOR HIGH/MIDDLE SCHOOL and STUDENT TEACHING OF MATHEMATICS IN HIGH SCHOOL (12)	
MED 501 & MED 502	PRACTICUM II: PRACTICE TEACHING MATHEMATICS IN THE MIDDLE SCHOOL and PRACTICUM III: PRACTICE TEACHING MATHEMATICS IN THE HIGH SCHOOL (6)	
Professional Education Courses (13-15 credit hours)		
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SPF 403	HISTORICAL AND PHILOSOPHICAL FORCES INFLUENCING SECONDARY EDUCATION	3
or SPF 525	PHILOSOPHY OF EDUCATION	
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
or EDU 513	THEORY, RESEARCH AND PRACTICE IN LITERACY INSTRUCTION	
EDU 417	ADOLESCENT LITERACY	3
or EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	
MED 502	PRACTICUM III: PRACTICE TEACHING MATHEMATICS IN THE HIGH SCHOOL	1-3
MED 524	MATHEMATICS INSTRUCTION AT THE SECONDARY LEVEL	1
EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS	1-3

Total Credit Hours

34-43

Students will:

1. demonstrate content knowledge in secondary mathematics.
2. demonstrate ability to plan instruction.
3. Demonstrate effect on student learning.

Mathematics Education (7–12; 5–6 Extension; PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-AS

Major Code: MTX

Mathematics Department

Science and Mathematics Complex 159

(716) 878-5621

mathematics.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program is designed for students who are currently enrolled in the mathematics education 7-12 postbaccalaureate teacher certification program or who have been approved for candidacy in the mathematics education master's program. It allows them to extend certification in mathematics to grades 5-12.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

After successfully completing the teacher certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Chase Hall 222. No degree or certificate is awarded by Buffalo State.

Financial Assistance

For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements

1. A bachelor's degree in mathematics or an applied mathematics field from an accredited college or university with 36 credit hours of mathematics courses and a minimum GPA of 3.0 (4.0 scale) in mathematics courses.
2. Two years of high school or one year of college-level foreign language.

Program Requirements

This program requires 6 additional credit hours of coursework in middle school education. Courses are selected under advisement. Study includes early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning. Please contact the Mathematics Department for more information.

Social Studies Education (7-12; PTCP)

Postbaccalaureate Teacher Certification Program

Major Code:UG-PBC-AS

Program Code: SSX

History and Social Studies Education Department
 Cassety Hall 302
 (716) 878-5412
history.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The social studies education (7–12) postbaccalaureate certification-only program prepares persons with undergraduate degrees in history or social science, or with a 36-credit concentration in history and/or social science courses, to meet the disciplinary content and educational requirements leading to New York's Initial Certificate in adolescence education required to teach social studies in grades 5–12. The program supplies the background knowledge necessary for teachers to implement the NYS Social Studies Framework for social studies in grades 7–12. It also meets the standards set by national professional organizations such as the National Council for the Social Studies and the Council for the Accreditation of Educator Preparation (CAEP).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

Applicants must have an existing undergraduate degree with a 36-credit concentration in history and/or social science courses, as well as a minimum 3.0 cumulative GPA; a minimum 3.0 GPA in all history and social science courses.

Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. The department has established relationships with several high-need urban and suburban school districts where field experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

The program of study must include economics, government, and a minimum of 30 semester hours of study in the history and geography of the United States and the world.

Prerequisites for Student Teaching

See prerequisites for SSE 409 and SSE 410.

Students should contact the department for additional information.

The social studies content core constitutes a 42-credit major in social studies that consists of study in economics, government, and a minimum of 30 credit hours of study in the history and geography of the United States and the world (see total required credit hours in social studies, below). All program majors are required to complete a minimum of 100 clock hours of field experience related to coursework prior to student teaching. These field experiences consist of observations, individual tutoring, and the teaching of small groups of students under the supervision of certified teachers. These experiences are an integral component of the pedagogical core courses specified in the previous section, with learning outcomes specified and their achievement evaluated by course instructors. Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. Another course, SSE 488/HIS 488, is available and will be used by transfer students and others who may have a deficiency in field experience. The department has established relationships with several "high-need" urban and suburban school districts where field experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

To student teach, students are required to have a minimum cumulative GPA of 2.75 and a minimum GPA of 2.75 in the social studies major, as well as obtain a minimum grade of C in SSE 303 and SSE 309. All majors meeting these requirements must enroll in two practicum courses following completion of all other coursework and satisfaction of English and math competency requirements. Placements for these practica include urban and suburban settings. The urban placements may be in high-need districts that provide opportunities for student teachers to work with students from diverse backgrounds, including socio-economically disadvantaged students, students with disabilities, and students who are English-language learners. Experiences include individual and group

instruction, daily and long-view planning, unit teaching, classroom management and routine procedures, use of audiovisual aids, community resources, record-keeping, evaluation procedures, and participation in the total school program.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Program Requirements

Basic History (9 credit hours)		
HIS 106	HISTORY OF AMERICAN LIFE I	3
HIS 107	HISTORY OF AMERICAN LIFE II	3
HIS 415	HISTORY AND GOVERNMENT OF NEW YORK STATE	3
Basic World History (9 credit hours)		
HIS 230	WORLD CIVILIZATIONS I	3
Select two from the following:		6
HIS 115	FOUNDATIONS OF WESTERN CIVILIZATION	
HIS 116	EUROPE SINCE 1500	
HIS 117	TWENTIETH-CENTURY EUROPE	
Other World History (6 credit hours)		
Two Asian, Middle-Eastern, or African History Courses		6
Geography (6 credit hours)		
GEG 300	WORLD REGIONAL GEOGRAPHY	3
Select one from the following:		3
GEG 102	HUMAN GEOGRAPHY	
GEG 206	GEOGRAPHY OF NEW YORK STATE	
GEG 309	URBAN GEOGRAPHY	
GEG 360	GEOGRAPHY OF ASIA	
GEG 362	GEOGRAPHY OF THE UNITED STATES AND CANADA	
Political Science (3 credit hours)		
Select one from the following:		3
PSC 102	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	
PSC 320	U.S. CIVIL LIBERTIES	
Economics (3 credit hours)		

Select one from the following:		3
ECO 101	THE ECONOMIC SYSTEM	
ECO 201	PRINCIPLES OF MACROECONOMICS	
ECO 202	PRINCIPLES OF MICROECONOMICS	
Cultural Diversity (3 credit hours)		
SSE/HIS 363	AMERICAN IDENTITY IN TRANSITION: DIVERSITY AND PLURALISM IN THE UNITED STATES	3
History/Social Science Elective (11 credit hours)		11
Professional Education Requirements (30 credit hours)		
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
ENG 309 or EDU 417	TEACHING AND EVALUATING WRITING ADOLESCENT LITERACY	3
EXE 100 or EXE 372	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS FOUNDATIONS OF TEACHING ADOLESCENTS WITH DISABILITIES	3
PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SSE 200	INTRODUCTION TO SECONDARY TEACHING	3
SSE 303	METHODS AND MATERIALS IN TEACHING MIDDLE SCHOOL SOCIAL STUDIES	3
SSE 309	METHODS AND MATERIALS IN TEACHING HIGH SCHOOL SOCIAL STUDIES	3
SSE 370	COMPUTER TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM	3
SSE 402 or SSE/HIS 407	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL EDUCATION THE TEACHING OF HISTORY	3
Student Teaching Requirements (12 credit hours)		
To student teach, a student must have achieved a cumulative GPA of 3.0 or higher and a minimum 3.0 GPA in the social studies major, as well as obtain a grade of C or higher in SSE 303 and SSE 309.		
SSE 409	STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL	6
SSE 410	STUDENT TEACHING OF SOCIAL STUDIES IN SENIOR HIGH SCHOOL	6

Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.

3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Social Studies Education (7-12; 5-6 Extension; PTCP)

Postbaccalaureate Teacher Certification Program

Major Code: UG-PBC-AS

Program Code: SSX

History and Social Studies Education Department

Cassety Hall 302

(716) 878-5412

history.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The social studies education (7–12; 5–6 extension) postbaccalaureate certification-only program prepares persons with existing undergraduate degrees who have a history or social science major to meet the disciplinary content and educational requirements leading to New York State’s Initial Certificate in adolescence education required to teach social studies in grades 5–12. The program supplies the background knowledge necessary for teachers to implement the NYS Social Studies Framework for social studies in grades 5–12. It also meets the standards set by national professional organizations such as the Council for the Accreditation Educator Preparation (CAEP).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

Applicants must have an existing undergraduate degree with a 36-credit concentration in history and/or social science courses, as well as a minimum 3.0 cumulative GPA; a minimum 3.0 GPA in all history and social sciences courses.

Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. Another course, SSE 488/HIS 488, will be used by students to complete the additional 50 clock hours in field experience required for the 5-6 extension. The department has established relationships with several high-need urban and suburban school districts where field experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

Prerequisites for Student Teaching

See prerequisites for SSE 409 and SSE 410.

A departmental honors program is also available. Students should contact the department for additional information.

The social studies content core constitutes a 42-credit major in social studies that consists of study in economics, government, and a minimum of 30 credit hours of study in the history and geography of the United States and the world (see total required credit hours in social studies, below). All program majors are required to complete a minimum of 100 clock hours of field experience related to coursework prior to student teaching. These field experiences consist of observations, individual tutoring, and the teaching of small groups of students under the supervision of certified teachers. These experiences are an integral component of the pedagogical core courses specified in the previous section, with learning outcomes specified and their achievement evaluated by course instructors. Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. Another course, SSE 488/HIS 488, is available and will be used by transfer students and others who may have a deficiency in field experience. The department has established relationships with several "high-need" urban and suburban school districts where field

experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

To student teach, students are required to have a minimum cumulative GPA of 2.75 and a minimum GPA of 2.75 in the social studies major, as well as obtain a minimum grade of C in SSE 303 and SSE 309. All majors meeting these requirements must enroll in two practicum courses following completion of all other coursework and satisfaction of English and math competency requirements. Placements for these practica include urban and suburban settings. The urban placements may be in high-need districts that provide opportunities for student teachers to work with students from diverse backgrounds, including socio-economically disadvantaged students, students with disabilities, and students who are English-language learners. Experiences include individual and group instruction, daily and long-view planning, unit teaching, classroom management and routine procedures, use of audiovisual aids, community resources, record-keeping, evaluation procedures, and participation in the total school program.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Program Requirements

History of the Western Hemisphere (15 credit hours)		
HIS 106	HISTORY OF AMERICAN LIFE I	3
HIS 107	HISTORY OF AMERICAN LIFE II	3
HIS 314	MODERN LATIN AMERICA	3
HIS 415	HISTORY AND GOVERNMENT OF NEW YORK STATE	3
Select one of the following:		3
HIS 308	HISTORY OF EARLY CANADA	
HIS 316	HISTORY OF MODERN CANADA	
HIS 326	HISTORY OF THE GREAT LAKES REGION	
History of the Eastern Hemisphere (9 credit hours)		
HIS 230	WORLD CIVILIZATIONS I	3
Select two from the following:		6
HIS 115	FOUNDATIONS OF WESTERN CIVILIZATION	
HIS 116	EUROPE SINCE 1500	
HIS 117	TWENTIETH-CENTURY EUROPE	
Geography (6 credit hours)		
GEG 300	WORLD REGIONAL GEOGRAPHY	3
Select one from the following:		3
GEG 102	HUMAN GEOGRAPHY	
GEG 206	GEOGRAPHY OF NEW YORK STATE	

GEG 309	URBAN GEOGRAPHY	
GEG 360	GEOGRAPHY OF ASIA	
GEG 362	GEOGRAPHY OF THE UNITED STATES AND CANADA	
Political Science (3 credit hours)		
Select one from the following:		3
PSC 102	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	
PSC 320	U.S. CIVIL LIBERTIES	
Economics (3 credit hours)		
Select one from the following:		3
ECO 101	THE ECONOMIC SYSTEM	
ECO 201	PRINCIPLES OF MACROECONOMICS	
ECO 202	PRINCIPLES OF MICROECONOMICS	
Cultural Diversity (3 credit hours)		
SSE/HIS 363	AMERICAN IDENTITY IN TRANSITION: DIVERSITY AND PLURALISM IN THE UNITED STATES	3
History/Social Science Electives (11 credit hours)		
Select 11 credit hours		11
Professional Education Requirements (30 credit hours)		
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
ENG 309	TEACHING AND EVALUATING WRITING	3
or EDU 417	ADOLESCENT LITERACY	
EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS	3
PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SSE 200	INTRODUCTION TO SECONDARY TEACHING	3
SSE 303	METHODS AND MATERIALS IN TEACHING MIDDLE SCHOOL SOCIAL STUDIES	3
SSE 309	METHODS AND MATERIALS IN TEACHING HIGH SCHOOL SOCIAL STUDIES	3
SSE 370	COMPUTER TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM	3
SSE 402	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL EDUCATION	3
or SSE/HIS 407	THE TEACHING OF HISTORY	

Student Teaching Requirements (15 credit hours)		
SSE 409	STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL	6
SSE 410	STUDENT TEACHING OF SOCIAL STUDIES IN SENIOR HIGH SCHOOL	6
SSE/HIS 488	INTERNSHIP	1-12

Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.
3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Technology Education (PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-ED

Major Code: TED

Career, Technical, and Science Education Department

Bacon Hall 122

(716) 878-4717

ctse.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

This program is designed for students who have earned a baccalaureate degree in a technology-related field from an accredited college or university and intend to complete coursework required for New York State certification to teach technology. It generally takes at least three semesters for a person with a degree in engineering or architecture to complete this program. The professional semester, also known as student teaching, is completed with two seven-week rotations: one in a middle school and one in a high school. Students are assigned to specific schools based on their qualifications; however, each student must complete one rotation in a school with a racially diverse population.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

A bachelor's or master's degree from an accredited college or university, with a minimum GPA of 3.0 (4.0 scale).

Prefer a concentration of at least 30 credit hours in technology or a technologically related area, such as engineering, architecture, engineering technology, electrical technology, or industrial technology. If 30 credit hours in technology had not been earned, remedial content courses are required.

Program Requirements

Technology Content Courses (30-36 credit hours)

Accepted courses need to match the required course topics in the undergraduate Technology Education program.		30-36
Professional Courses (33 credit hours)		
CTE 301	FOUNDATIONS OF CAREER AND TECHNICAL EDUCATION	3
CTE 302	CURRICULUM AND EVALUATION IN CAREER AND TECHNICAL EDUCATION	3
BME 303	INSTRUCTIONAL STRATEGIES IN BUSINESS AND MARKETING	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
CTE 404	METHODS OF TEACHING CAREER AND TECHNICAL SUBJECTS	3
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
CTE 421/EXE 372	CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS	3
TED 450	STUDENT TEACHING IN TECHNOLOGY EDUCATION	6
TED 451	STUDENT TEACHING IN TECHNOLOGY EDUCATION II	6
Total Credit Hours		63-69

Graduate Courses by Department

Anthropology (ANT)

ANT 587 TOPICS COURSE

3, 3/0

Art and Design (AAD, ADE, ATS, DES, FAR)

Art and Design (AAD)

AAD 687 SPECIAL TOPICS SPECIAL TOPICS

1-3, 0/0

Prerequisite: graduate level status. Special topics.

Art Education (AED)

AED 505 FOUNDATIONS IN MUSEUM EDUCATION STUDIES

3, 3/0

History of museum education; practical experience creating interpretive programs and exhibitions using museum collections, archival resources, and publications; overview of museum operations; current and controversial issues and future trends; definition, history, theory, and responsibilities of museums and museum education; opportunity to work firsthand with curators and museum educators to create appropriate and accessible programs for diverse audiences.

AED 506 COLLOQUIUM IN THE ARTS

3, 3/0

Common and related concerns, experiences, and activities in the various arts, including visual and performing arts, and other acts of individual and/or group expression; seminar reports, discussions, presentations; planning of integrated arts activities and investigation for potential implementation in the field; individual or group project as practical.

AED 510 ART MATERIALS WORKSHOP

3, 2/2

Studio experiences with visual arts media, processes, and techniques for art and classroom learning activities; individual and/or group investigations of experiences and adaptations to classroom application. Extra class studio hours as needed.

AED 518 ART EDUCATION AND MULTICULTURALISM

3, 3/0

Cultural competence in art education; attitudes, approaches, and materials required for teaching art to today's diverse school populations; understanding and appreciating the arts and life ways of various peoples and their cultures; curriculum development; interaction with various community resources.

AED 519 ART IN THE ELEMENTARY AND EXCEPTIONAL EDUCATION CLASSROOM

3, 3/0

Prerequisites: graduate status or instructor permission. Examine relationships between children's art and development pre-K through middle school; research contemporary theory for teaching art in non-arts classrooms including arts integration and supporting Common

AED 520 ART AND THERAPY

3, 3/0

Art experiences/products of children and adults in therapeutic settings; slide lectures, demonstrations, films, videotapes, articles, books, observations, and group and field experiences.

AED 527 FIELD STUDIES

1-3, 0/0

Prerequisites: Art education program major; consent of department chair. Supervised field experiences in the major discipline.

AED 565 SEMINAR IN FEMINIST ART AND CRITICISM FOR TEACHING

3, 3/0

A forum for development and critique of teaching methods, visuals, and instructional materials for using feminist art and criticism in art education; practical direction in applying relevant contemporary art, written criticism, and oral interpretation in classroom settings.

AED 588 TOPICS COURSE

3, 3/0

AED 590 INDEPENDENT STUDY

1-3, 1/0

An opportunity for a student to explore an area of art education including but not limited to studio practice or pedagogy, that may not be covered in the current curriculum or to explore an area more in depth. Students may also collaborate with faculty on research projects as an independent study, to further enhance their research knowledge and skills.

AED 591 RESEARCH PROJECT

3, 3/0

Research or investigation of a particular problem in the discipline, planned and carried out by the student, and supervised by the instructor.

AED 594 GRADUATE WORKSHOP

1-3, 1/0

AED 598 ART THERAPY ISSUES

3, 3/0

AED 603 INTERNSHIP (ART EDUCATION OR ART THERAPY)

1-3, 3/0

Prerequisite: Consent of department chair. Supervised internship in an educational setting consistent with the student's program of study.

AED 604 FUNDAMENTALS OF EDUCATIONAL PROGRAMMING FOR MUSEUMS

3, 3/0

Theories and practices of planning and implementing museum education programs for diverse audiences; techniques and methods for creating innovative programs within a museum setting.

AED 605 STUDIO AS PEDAGOGICAL SPACE

3, 3/0

Study and analysis of current theories, philosophies, and practices in studio and art education and how they impact one another.

AED 606 VISUAL ART CURRICULUM DESIGN

3, 3/0

Prerequisites: Initial certification in education. Analyzing, evaluating, and designing contemporary art teaching materials, content, and strategies. Focus on teacher-student dialogue; learning behavior, and artistic educational practices.

AED 609 STUDIO METHODS

3, 2/2

Technical studio experience as appropriate to the teaching artist: processes, procedures, skills, knowledge, and attitudes; integration of personal and classroom investigations. May be repeated up to three times.

AED 610 CONTEMPORARY ART THEORY

3, 3/0

Prerequisite: Degree in a visual arts-related field. Theoretical perspectives in art criticism and aesthetics that contribute to contemporary art education practices.

AED 675 YOUTH CULTURE

3, 3/0

Interdisciplinary analysis of adolescent-driven contemporary cultures through the investigation of their intertwined worlds of family, peers, and school. Focus on youth-centered educational research, secondary pedagogical practices, and curriculum design.

AED 680 HISTORY & PHILOSOPHY OF ART EDUCATION

3, 3/0

Critical examination of the historical roots and ideological underpinnings of art education within public/private schooling from elementary to higher education in the U.S., with special attention to the relations among schools and society with respect to social equality and a democratic way of life.

AED 688 SEMINAR IN ART EDUCATION

3, 3/0

Contemporary problems; review of curriculum developments, methodology, innovative developments, and interdisciplinary concepts; individualized studies under faculty advisement.

AED 689 RESEARCH

3, 3/0

Prerequisite: AED 688. Individual and group study of methods of research in the discipline; training in research methods, interpretation, evaluation, and adaptation of research findings for application to professional needs.

AED 690 MASTER'S PROJECT

3, 3/0

Prerequisite: AED 689. A study undertaken by one or more individuals on a problem of professional significance, to demonstrate an area of mastery in the field.

AED 695 MASTER'S THESIS

1-6, 6/0

Prerequisite: AED 689. Individual investigation of an original problem representing a significant contribution to the literature of the field. May be repeated.

AED 721 THESIS/PROJECT CONTINUATION

0, 0/0

AED 722 THESIS/PROJECT EXTENDED

0, 0/0

Art Therapy Studies (ATS)**ATS 520 ART AND THERAPY**

3, 3/0

ATS 590 INDEPENDENT STUDY

1-3, 0/0

ATS 690 MASTERS PROJECT

3, 0/0

ATS 695 MASTERS THESIS

3, 0/0

ATS 721 THESIS/PROJECT CONTINUATION

0, 0/0

ATS 722 THESIS/PROJECT EXTENDED

0, 0/0

Design (DES)**DES 590 INDEPENDENT STUDY**

1-6, 0/6

DES 592 INDEPENDENT STUDIO IN DESIGN

3-9, 1/5

Prerequisites: DES 220 OR DES 230 OR DES 249 OR DES 250. Independent studio experience with consultation, advice, and supervision from an instructor in a related area of study. Involves studio experiments and experiences not available in regular course offerings. May be taken up to three times.

DES 640 GRADUATE STUDIO IN DESIGN

3-9, 1/5

Organization of space with a variety of materials; the designed form in theoretical, abstract, and functional applications. Tutorial relationship with instructor. Extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

DES 642 GRADUATE STUDIO IN FURNITURE DESIGN

3-9, 1/5

Prerequisites: DES 250 and DES 351 or equivalent. Designer-craftsperson approach to advanced projects in wood; hand, power, and machine tool practice; aesthetic and functional considerations in design; finishing methods; care of equipment. May be taken up to three times.

DES 643 GRADUATE STUDIO IN FIBER DESIGN

3-9, 1/5

Prerequisite: DES 242 or equivalent or instructor permission. Advanced work in textile design, techniques, and processes: floor loom weaving, fabric printing, related techniques of fiber embellishment and construction; individual studies and projects exploring traditional and experimental concepts in fiber arts. Tutorial relationship with instructor when appropriate. May be taken up to three times.

DES 646 GRADUATE STUDIO IN JEWELRY

3-9, 1/5

Prerequisite: DES 230 or equivalent. Technical and aesthetic aspects of jewelry design and construction; advanced experience in fabrication techniques, casting, and stone setting according to student experience level. Tutorial relationship with instructor. Extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

DES 647 CASTING TECHNIQUES IN JEWELRY

3-9, 1/5

Preparing wax models and molds, burning out, and lost-wax casting of jewelry in silver and gold; using the centrifugal casting machine; related steam casting, cuttlefish casting, open-mold casting, and associated techniques. Extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

DES 649 GRADUATE STUDIO IN CERAMICS

3-9, 1/5

Prerequisites: DES 320 or equivalent and DES 592. Advanced study on an individual basis: practice in throwing or hand building; study of form and texture for functional or sculptural applications; color and glaze. Extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

DES 690 MASTER'S PROJECT

3, 1/5

A study undertaken by one or more individuals on a problem of special interest aimed at making a special contribution to design, as contrasted with normal class or studio activity. May be presented, in part, as an exhibition of materials collected or prepared, including a major exhibition of design related to study, with theories and findings reported.

DES 695 MASTER'S THESIS

3, 1/5

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School. Problem and procedure must be approved by the student's thesis supervisor and graduate advisory committee before investigation is begun.

DES 721 THESIS/PROJECT CONTINUATION

0, 0/0

DES 722 THESIS/PROJECT EXTENDED

0, 0/0

Fine Arts (FAR)

FAR 590 INDEPENDENT STUDY

1-6, 3/0

Independent pursuit of the development of a particular project in the discipline of fine arts. Student, adviser, and instructor develop contractual arrangements for project completion.

FAR 600 GRADUATE STUDIO IN DRAWING

1-3, 0/6

Individual concentration in drawing for advanced students; emphasizes growing facility of expression, application to painting and graphic arts; tutorial relationship with instructor; related study and gallery visits; extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

FAR 610 GRADUATE STUDIO IN PAINTING

1-6, 0/6

Individual activities in painting for advanced students; emphasizes personal growth and mastery of chosen media; tutorial relationship with instructor; studio and outdoor problems; use of models; related study and gallery visits; extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

FAR 620 GRADUATE STUDIO IN PHOTOGRAPHY

1-3, 0/6

Advanced black-and-white and color photography (including digital format) as a form of expression, as illustration, as event recording, as a teaching aid, and as used in publications; tutorial relationship with instructor; extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

FAR 630 GRADUATE STUDIO IN PRINTMAKING

3-9, 0/6

Advanced work in printmaking: relief, intaglio, planographic, serigraphic processes; related drawing and design considerations; parallel studies of graphic artists; care of equipment; tutorial relationship with instructor; extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

FAR 640 GRADUATE STUDIO IN SCULPTURE

3-9, 0/6

General studio in advanced sculpture, using additive, subtractive, and constructive methods; continued personal development in such media as clay, plaster, wood, stone, metal; tutorial relationship with instructor; extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

FAR 690 MASTER'S PROJECT

3, 3/0

A study undertaken by one or more individuals on a problem of special interest, aimed at making a special contribution to fine arts; may be presented, in part, as an exhibition of materials collected or prepared-including a major exhibition of artwork related to study-with theories and findings reported in an acceptable form according to directions given by the Fine Arts Department.

FAR 695 MASTER'S THESIS

3, 0/0

FAR 721 THESIS/PROJECT CONTINUATION

0, 0/0

FAR 722 THESIS/PROJECT EXTENDED

0, 0/0

Interior Design (IDE)

IDE 101 INTRODUCTION TO INTERIOR DESIGN

3, 3/0; AR23

Introductory survey of the theory and practice of interior design. Emphasis is given to the impact of interior space upon the physical, social, psychological, and aesthetic needs of people. Offered fall only.

IDE 103 DIGITAL PRESENTATION METHODS

3, 2/4

Fundamentals of digital presentation techniques, vector and pixel graphics, desktop publishing, video production, and website design tools augmented by basic research methods, and digital file management. Application of these tools to creative projects. Offered every Fall semester.

Equivalent Course: AAD 104

IDE 104 SPATIAL CONCEPTS OF INTERIOR DESIGN

3, 1/4

Corequisites: IDE 101 and IDE103. Introduction to the elements and principles of space and form as the fundamental vocabulary for analyzing and communicating the spatial concepts of interior design. Offered every Fall.

IDE 151 MECHANICAL AND PERSPECTIVE DRAWING

3, 1/5

Prerequisites: IDE 101, IDE 103, IDE 104. Corequisites: IDE 152, IDE 153. Studio exploration of architectural drafting conventions and the methods to produce mechanically generated descriptive drawings, including orthographic, isometric, and perspective drawings. Skills are utilized in practical application and collaboration with the IDE 151 and IDE 153 studios. Offered spring only.

IDE 152 RAPID IDEATION AND VISUALIZATION

3, 1/5

Prerequisites: IDE 101, IDE 104. Corequisites: IDE 151. Introduction to interior design problem solving processes with a focus on rapid conceptual ideation, visualization, color rendering and project presentation. Offered every spring.

IDE 153 SPATIAL EXPLORATIONS AND MODEL BUILDING

3, 1/5

Prerequisites: IDE 101, IDE 103, IDE 104. Corequisites: IDE 151, IDE 152. A series of small experimental projects introduce, explore, and apply three-dimensional design elements and principles to the creation and representation of the built environment and interior design problems. Different media methods of building sketch, study, and scale models are introduced as tools for designing and producing spatial representations. Offered spring only.

IDE 155 FUNDAMENTAL SKILLS OF INTERIOR DESIGN

3, 2/0

Prerequisites: IDE151, IDE152, and IDE153 or, for transfer students, prior interior design course credit with portfolio review by advisement. Studio exploration of small projects in mechanical and perspective drawing, color marker rendering and rapid ideation, model making and spatial exploration, and digital presentation methods. Projects will reinforce elements and principles of interior design and design theory. Offered every summer.

IDE 189 TOPIC COURSE

1-3, 0/0

IDE 201 INTERIOR DESIGN I

3, 1/5

Prerequisites: IDE 151, IDE 152, IDE 153, successful completion of the skills competency exam and minimum cumulative GPA of 2.6. A series of small experimental projects explores how two-dimensional and three-dimensional design elements and principles are applied specifically to interior design problems. Concept design, development, and articulation are emphasized and represented through the use of sketches, mechanical drawings, and perspective tools, as well as models. Skills and knowledge are utilized in practical application and collaboration with IDE 202. Offered fall only.

IDE 202 CONSTRUCTION FUNDAMENTALS

3, 3/0

Investigation of construction systems and materials used in the built environment including principles of structure and behavior, principles of enclosure and aesthetics, and exploration of building systems. Material properties affecting installation and appearance are presented and evaluated. Offered every fall.

IDE 203 FURNITURE THEORY AND APPLICATION

3, 3/0

Exploration of the furniture elements found within interior design; the interrelation of construction, strength of materials, and styles; and how modern-day furniture, theory, and applications have been influenced by and have evolved due to mass production, material development, and ergonomics.

IDE 204 BUILDING MATERIALS - SELECTION, SPECIFICATIONS, AND ESTIMATING

3, 1/4

Prerequisites: IDE 151. The study of a) interior finishes, materials, and various interior components; b) professional specification, code restrictions, and environmental concerns of materials that are required to choose an appropriate material; and c) understanding and creation of estimates and budgets for materials and products in a design project. Offered every spring.

IDE 205 HISTORY OF INTERIOR DESIGN AND ARCHITECTURE I

3, 3/0; GA23

A comprehensive survey of the major historical periods of architecture and interiors from antiquity to the advent of the Industrial Revolution.

IDE 206 EVIDENCE BASE DESIGN

3, 3/0

Introduction to the qualitative and quantitative research methods informing evidence-based interior design. Offered every Fall.
Equivalent Course: IDE 404

IDE 251 INTERIOR DESIGN II

3, 1/5

Prerequisite: IDE 201. Small- to medium-scale residential projects facilitate the exploration of functional criteria inherent in the design of interior spaces. Problem analysis, identification of client and user needs, selection of interior finishes and materials; a detailed, developed layout plus selection of furniture, fixtures, and equipment are emphasized. Offered spring only.

IDE 254 HISTORY OF INTERIOR DESIGN AND ARCHITECTURE II

3, 3/0

Prerequisites: IDE 205. A comprehensive survey of the major historical periods of architecture and interiors from the Industrial Revolution to the present. Offered spring only.

IDE 295 SPECIAL PROJECT

1-3, 0/0

Prerequisite: Instructor Permission. Scholarship or creative work conducted under the supervision of a faculty member. Offered occasionally.

IDE 301 INTERIOR DESIGN III

3, 1/5

Prerequisite: IDE 251. Corequisite: IDE 303. Medium-scale design projects are used to explore the principles of retail design and merchandising, focusing on the translation of clearly stated program goals and objectives into unique spatial solutions. Offered fall only.

IDE 302 COMPUTER APPLICATIONS FOR INTERIOR DESIGN I

3, 1/4

Intermediate-level course. Integrates computer presentation software to augment concurrent Interior Design studio, professional practice, and stand-alone projects. Digital 3-D modeling and 2-D presentation tools, in conjunction with computer-aided design (CAD) software, are used to translate students' fundamental manual presentation techniques to digital drawing, modeling, and layout. Offered fall only.

IDE 303 CONSTRUCTION DOCUMENTATION AND INTERIOR DETAILING

3, 2/4

Prerequisites: IDE 202. Understanding and creation of detailing and construction documentation of interior spaces. Interior designs are taken from concept to construction via micro-design projects. Emphasis is on the exploration and marriage of materials, construction techniques, prototype modeling and drawing conventions as professional communication tools. Material interfaces and transitions are designed, lighting is integrated, notes, reference marks and key tag conventions are implemented and professional construction document project sets are completed. Offered every fall semester

IDE 306 COLOR AND LIGHT

3, 3/0

Prerequisite: IDE 101. The study of a) physical properties of light and color in relation to elements and principles of design, b) physiological effects of light, c) elements of natural and artificial light, luminaire and control systems, d) color principles, theories, and systems to aid selection and application of color in the interior environment. Offered every fall

IDE 351 INTERIOR DESIGN IV

3, 1/5

Prerequisite: IDE 301. Information-gathering research and analysis is the basis to solve the functional and spatial requirements of complex public buildings, such as museums, libraries, health-care facilities, and cinemas. Special emphasis is placed on adjacencies, circulation, articulation, and the shaping of space. Offered spring only.

IDE 352 COMPUTER APPLICATIONS FOR INTERIOR DESIGN II

3, 1/4

Advanced topics of instruction in Computer Aided Architectural Drafting. Instruction focuses on creation and manipulation of the three-dimensional virtual built environment; including lighting and rendering techniques to create presentation-level graphics. The course also presents an introduction to Building Information Modeling (BIM) software. Offered spring only.

IDE 354 GLOBAL DESIGN STUDY TOUR

3, 1/5

Prerequisites: open for visual arts sophomores, juniors, and seniors with a cumulative GPA of 2.5 or better, instructor permission required. The Global Design Study Tour provides an opportunity to travel and experience a wide range of different cultural and geographical settings and their impact on interior design, art and architecture. Students will study exemplary global designs with an awareness and respect for cultural and social diversity. Offered occasionally.

IDE 355 LIGHTING DESIGN

3, 1/5

Designing with light, illumination principles, design criteria, specifications, and systems applied to public and private interiors. Hands-on experience using a lighting lab, case studies, and 3-D projects reinforce lecture material in a studio setting. Offered spring only.

IDE 356 ADVANCED PARAMETRIC DESIGN

3, 2/0

Prerequisites: IDE 352. Theory and application of visual programming as expression of parameters and rules that together define, encode and clarify the relationship between design intent and design response with a focus on the creation and communication of interior architectural environments. Offered every spring semester.

IDE 357 AMERICAN DIVERSITY AND DESIGN

3, 3/0

Prerequisites: Instructor Permission. Survey how design has affected and been affected by diverse populations in the U.S., specifically including race, ethnicity, gender, class, age, physical ability, cognitive ability, and religion. Examination of physical and media environments by and about diverse U.S. individuals and groups. Inclusive design principles are presented as an analytical framework. Offered spring only.

IDE 389 TOPICS COURSE

1-3, 1/0

IDE 401 INTERIOR DESIGN V

3, 3/15

Prerequisite: IDE 351. Large-scale office planning design projects are used to explore the functional and aesthetic requirements of complex administrative buildings. Anthropometric requirements; physical, sociological, and psychological needs; and the research, analysis, and programming skills needed for designing interior work-spheres are emphasized. Offered fall only.

IDE 403 PROFESSIONAL PRACTICE

3, 3/0

Introduction to the business principles, practices and ethics of the Interior Design profession. Emphasis is placed on regional standards, codes, means, methods, organizational charts, and client interaction. Résumé and portfolio creation, preparation for internship, and job interviews, business development and marketing material creation.

IDE 404 INTERIOR DESIGN THESIS RESEARCH

3, 3/0

Prerequisites: IDE 401. Part one of the thesis project, students advance their research and design skills required to meet a complex design project. Selection of the client, site, in-depth precedent study, code and building analysis, evidence based design, and research writing, design research methods are key issues addressed in this course. Offered annually.

Equivalent Course: IDE 206

IDE 451 INTERIOR DESIGN VI THESIS STUDIO

3, 1/5

Prerequisite: IDE 401. Constitutes the final studio experience prior to graduation and features one major design project. Students focus their design initiative with increased objectivity and adopt a comprehensive approach to the interior design process utilizing proposal, research, schematic design, construction documentation, material selections, specifications, technical writing, and presentation. Offered spring only.

IDE 483 BSC LED STUDY AWAY PROGRAM

1-15, 0/0

Acceptance into the program required.

IDE 488 INTERIOR DESIGN INTERNSHIP

3, 0/6

Guided and supervised exposure to professional interior design operations through on-the-job work experience in an authorized design firm, department, studio, or showroom. To earn 3 credit hours, students must complete 135 contract hours with the firm, provide a written report of the work experience, and receive a written evaluation from the employer. Offered fall only.

Equivalent Course: DES 488

IDE 499 INDEPENDENT STUDY

3-12, 0/0

Prerequisite: Faculty adviser permission.

Art Conservation

CNS 590 INDEPENDENT STUDY

1-3, 0/0

Independent research/investigation into a specific area of conservation of cultural heritage and art; topic selected by the student in consultation with a faculty member.

CNS 600 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION I

2, 2/0

Prerequisites: acceptance into the Art Conservation Department co-requisite with CNS 601. Methods and techniques used to determine and document the condition of artifacts in visible light. Development of theoretical understanding and advanced practical skills in scientific photography, conservation photodocumentation, and studio photography. Development of advanced skills in digital photography using DSLR cameras emphasizing precision, standardization, consistency, and color accuracy. Offered annually.

CNS 601 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB I

1, 0/3

Prerequisites: acceptance into the Art Conservation Department; Co-requisite with CNS 600. Laboratory component of CNS 600. Supervised applied practice in: visual examination with visible lights; digital conservation photodocumentation of paintings, paper and objects using DSLR cameras; specialized conservation and studio lighting techniques; close-up photography and photomacrography. Emphasis on individual supervision for the rapid development of skills sufficient for independent mastery of techniques presented. Offered annually.

CNS 602 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION II

2, 2/0

Prerequisites: Successful completion of CNS 600 and 601; co-requisite with CNS 603. Ultraviolet, infrared, and other specialized techniques used to examine and document the structure and condition of artworks and cultural artifacts using visible and non-visible radiations; emphasizes theoretical understanding and development of advanced practical skills using digital cameras and electronic imagers. Offered annually.

CNS 603 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB II

1, 0/3

Prerequisites: Successful completion of CNS 600 and 601; co-requisite with CNS 602. Supervised applied practice in: ultraviolet examination and digital photodocumentation (reflected UV and UV induced fluorescence methods); infrared examination and digital photodocumentation using digital cameras and infrared imagers; other special examination and imaging techniques. Emphasis on individual supervision for the rapid development of skills sufficient for independent mastery of techniques presented. Offered annually.

CNS 604 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION III

2, 2/0

Prerequisites: Successful completion of CNS 602 and 603; co-requisite with CNS 605. Time Lapse photography: theory and practice of effective approach to document treatment in progress. Multispectral imaging: theory, application, practice, and critical assessment. Documentation in action: practice and critical evaluation of effective use of various cameras in treatment laboratories. Radiographic techniques: history and basic physics of x-rays and radioactive materials; theoretical study and advanced practice in applying various digital radiographic techniques for museum artifacts; radiation safety. Offered annually.

CNS 605 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB III

1, 0/3

Prerequisites: Successful completion of CNS 602 and 603; co-requisite with CNS 604. Applied practice in: use of flatbed and film scanners; profiling of digital cameras, scanners, monitors and printers; film-based and computed radiography of museum artifacts; Adobe Photoshop restoration techniques; use of color temperature meters. Emphasis on individual supervision for the rapid development of skills sufficient for independent mastery of techniques presented.

CNS 606 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION IV

2, 2/0

Prerequisites: Successful completion of CNS 604 and 605; co-requisite with CNS 607. Advanced studies in examination and documentation; and in radiography, ultraviolet, infrared, and other imaging techniques appropriate to a student's areas of conservation specialization and to their specialization research project. Application of computed imaging methods, including Reflectance Transformation Imaging, stereoscopy, and photogrammetry. Emphasis on individual supervision for the rapid development of skills sufficient for independent mastery of all examination and documentation techniques presented. Offered annually.

CNS 607 CONSERVATION IMAGING: TECHNICAL EXAMINATION AND DOCUMENTATION LAB IV

1, 0/1

Prerequisites: Successful completion of CNS 604 and 605; co-requisite with CNS 606. Supervised applied practice in examination and documentation and in radiography, ultraviolet, infrared, and other imaging techniques appropriate to a student's areas of conservation specialization and to their specialization research project. Supervised practice with Reflectance Transformation Imaging, 3D imaging, and video documentation. Emphasis on individual supervision for the rapid development of skills sufficient for independent mastery of techniques presented. Offered annually.

CNS 610 POLYMERS IN ART & CONSERVATION

3, 3/0

Corequisite: CNS 611. The chemistry and physics of polymers used to create and treat artwork. Nomenclature, reactivity, structure-property relationships, solubility, surfactants, emulsions, natural and synthetic coatings and adhesives, degradation, mechanical properties, polymer additives, and analytical methods of identification and characterization.

CNS 611 POLYMERS IN ART & CONSERVATION (LAB)

1, 0/3

Corequisite: CNS 610. The chemistry and physics of polymers to explain the behavior of materials used to create and treat artwork. Nomenclature, reactivity, structure-property relationships, solubility, surfactants, emulsions, natural and synthetic coatings and adhesives, degradation, mechanical properties, polymer additives, and analytical methods of identification and characterization.

CNS 612 CONSERVATION SCIENCE: POLARIZED LIGHT MICROSCOPY, LIGHT & MATTER

2, 3/0

Prerequisite: CNS 610/611. Corequisite: CNS 613. Introduction to aspects of the elements of light, color, and optics as they pertain to polarized light microscopy in the field of art conservation; principles of optical microscopy; how light interacts with matter, especially as it applies to the appearance of art and cultural objects.

CNS 613 CONSERVATION SCIENCE: POLARIZED LIGHT MICROSCOPY, LIGHT & MATTER LABORATORY

1, 0/3

Prerequisite: CNS 610/611. Corequisite: CNS 612. Expands on lectures in CNS 612 by providing practice of laboratory applications related to treatment and analysis of works of art; focus on the use of polarized light microscopy and microchemical testing of materials found in works of art and cultural artifacts.

CNS 614 CONSERVATION SCIENCE: INORGANIC MATERIALS IN ART AND CONSERVATION

3, 3/0

Prerequisite: CNS 612/613. Corequisite: CNS 615. Specialized understanding of inorganic materials with an emphasis on alternative scientific techniques used for their investigation (i.e., scanning electron microscopy, x-ray fluorescence analysis, x-ray diffraction). Material is presented at a level that prepares students to use the equipment at a basic level, or to communicate effectively with professional scientists who run the equipment.

CNS 615 CONSERVATION SCIENCE: INORGANIC MATERIALS IN ART & CONSERVATION LABORATORY

1, 0/3

Prerequisite: CNS 612/613. Corequisite: CNS 614. Expands on lectures in CNS 614 and provides students with practice laboratory applications related to treatment and analysis of works of art. Focus on the use of polarized light microscopy and microchemical testing of materials found in works of art and cultural artifacts.

CNS 616 TECHNICAL ASPECTS OF PREVENTATIVE CONSERVATION

3, 3/0

Prerequisites: CNS614/615; co-requisite with CNS617. Explores the scientific principles behind preventive conservation and delivers hands-on experience in manipulating the storage and display environment for cultural heritage objects control. Topics include: degradation kinetics, environmental monitoring & control, artificial aging, materials testing, protective coatings, and mitigation of biological degradation. Laboratory exercises provide hands-on experiences in preventive conservation.

CNS 617 TECHNICAL ASPECTS OF PREVENTATIVE CONSERVATION (LAB)

1, 0/3

Prerequisites: CNS614/615; co-requisite with CNS616. Laboratory course explores the scientific principles behind preventive conservation. Hands-on experiences in experimentally manipulating the storage and display environment for cultural heritage objects, and the results of that manipulation.

CNS 620 TECHNOLOGY AND CONSERVATION OF PAINTINGS I

2, 2/0

Prerequisites: Formal acceptance into the Art Conservation Department; co-requisite with CNS 621. Historical survey of processes and materials employed by artists in the creation of wall and easel paintings from the Paleolithic to the present and the implications for their conservation. Painting types include rock art, Egyptian and Etruscan tomb painting, medieval egg tempera, Italian Renaissance fresco, oil on panel and canvas, and modern media. Offered annually in fall.

CNS 621 TECHNOLOGY AND CONSERVATION OF PAINTINGS 1 (LAB)

1, 0/3

Prerequisites: Co-requisite with CNS 620. Re-creation of historical paintings using traditional materials and techniques to the greatest extent possible: 14th century Sieneese egg tempera on panel and 17th century Flemish or Spanish painting on canvas. Written technical examination of an oil painting of value on loan through the department's Clinic program. Offered annually in the fall.

CNS 622 TECHNOLOGY AND CONSERVATION OF PAINTINGS II

2, 2/0

Prerequisites: CNS 620 and 621; co-requisite with CNS 623. The theory and practice of conserving easel paintings. Topics include treatment proposal design, aqueous and solvent based cleaning systems, resins and solvents used for consolidation, mechanics and dynamics of canvas paintings and support systems, humidification and lining treatments, varnishes and varnishing techniques and color matching theory and its application to inpainting. Offered annually in spring.

CNS 623 TECHNOLOGY AND CONSERVATION OF PAINTINGS II LABORATORY

1, 0/3

Corequisite: CNS 622. Hands-on conservation of easel paintings. Includes treatment proposal ethics and design, aqueous and solvent based cleaning systems, resins and solvents used for consolidation, mechanics and dynamics of canvas paintings and support systems, humidification and lining treatments, varnishes and varnishing techniques and color matching theory and its application to inpainting. Offered annually in the spring.

CNS 624 TECHNOLOGY AND CONSERVATION OF PAINTINGS III SEMINAR

2, 2/0

Prerequisites: CNS 622. Ethical and practical considerations are addressed to help the student broaden her/his repertoire of skills and knowledge of materials as applied to paint consolidation, filling, tear mending and acrylic dispersions. Additional topics include philosophical approaches to the cleaning of paintings and the theory, design and construction of suction and vacuum hot tables. Offered annually in the fall.

CNS 625 TECHNOLOGY AND CONSERVATION OF PAINTING III LABORATORY

1, 0/3

Prerequisites: Co-requisite with CNS 624. Greater involvement with easel painting treatments allows the student to broaden her/his repertoire of skills, to further develop acuity for recognizing condition problems and to strengthen visual connoisseurship. Offered annually in the fall.

CNS 626 TECHNOLOGY AND CONSERVATION OF PAINTINGS IV

3, 2/3

Prerequisites: CNS 624 and CNS 625. Seminar topics include a study of fakes and forgeries, the history of cleaning controversies, structural treatment of panel paintings and conservation framing. The lab section includes a deeper involvement with easel painting treatments to help the student broaden her/his repertoire of skills, to further develop acuity for recognizing condition problems and to strengthen visual connoisseurship. Involves original research and materials analysis. Offered annually in the spring.

CNS 630 TECHNOLOGY & CONSERVATION OF WORKS OF ART ON PAPER I

2, 2/0

Corequisite: CNS 631. The structure and fabrication of paper and the media commonly found in works of art on paper, photographs, and books; examination and identification of paper and media; causes and effects of deterioration in paper and media; student writes and defends the examination report for a work of art on paper.

CNS 631 TECHNOLOGY & CONSERVATION OF WORKS OF ART ON PAPER I LABORATORY

1, 0/3

Corequisite: CNS 630. Studio recreations of paper and the media found in art on paper using historical recipes and techniques; identifications of media and sheets found in works of art on paper; rudimentary repairs on a variety of papers.

CNS 632 TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER II

2, 2/0

Prerequisites: CNS 630 and CNS 631. Corequisite: CNS 633. History and theory of basic techniques in paper conservation (washing, deacidification/neutralization, tape removal, lining, adhesives, compensation of losses, formats for storage, etc.); hands-on practice of these and other techniques on mock-ups.

CNS 633 TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER II LABORATORY

1, 0/3

Prerequisites: CNS 630 and CNS 631. Corequisite: CNS 632. Treatment of the first project in paper conservation under the close supervision of the faculty; a second project

CNS 634 TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER III SEMINAR

2, 0/0

Prerequisites: CNS 633; Co-requisite: CNS 635. First advanced lecture/seminar course in paper conservation exposes the student to a variety of recent literature in conservation, the history of conservation, and published science in conservation. Students will criticize historical and new literature about conservation and treatment and apply this criticism to their own writing and treatment strategies. Through close reading of texts on the physics and chemistry of paper and water, the student develops a fundamental chemical and molecular understanding of the interactions of cellulose (paper) and water. Offered every fall semester.

CNS 635 TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER III LABORATORY

1, 0/3

Prerequisites: CNS 630, CNS 631, CNS 632, CNS 633. Co-requisite: CNS 634. First advanced laboratory course in paper conservation allows the student to examine and treat a wider variety of media, paper and conservation problems. Independent decision-making and problem solving are encouraged as students are expected to apply the material covered in the seminar (CNS 634) to their practical treatment projects. Short research projects are also possible. Offered annually in fall.

CNS 636 TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER IV

3, 2/3

Prerequisite: CNS 634. Final course in the series of treatment courses for the paper conservation specialist; intended to allow the student to examine and treat a wider variety of media, paper, and conservation problems. Independent decision making and problem solving are required. Short research projects are needed for each treatment.

CNS 640 TECHNOLOGY AND CONSERVATION OF OBJECTS I

2, 2/0

Prerequisites: acceptance into the Garman Art Conservation Department. Co-requisite: CNS 641. This course is the first semester of the curriculum in objects conservation and will focus on the technology and materials of objects. This semester focuses on the technology and conservation of organic materials (wood, plant materials, animal materials including leather, bone, ivory etc, non-cellular organics such as resins and coatings). Discussion includes changing attitudes towards these materials, and changes in the strategies of working them over time, and as conditioned by culture. Whenever possible, appropriate conservation techniques and materials will also be discussed. In addition, students will perform a comprehensive examination of the object that they will be treating in the second semester. Offered annually in the fall.

CNS 641 TECHNOLOGY AND CONSERVATION OF OBJECTS I LABORATORY

1, 0/3

CNS 642 TECHNOLOGY AND CONSERVATION OF OBJECTS II

2, 2/0

Continuation of CNS 640. Technological history and conservation of a wide variety of materials encountered in historic and artistic objects: metals, glass, ceramics, wood, decorative surface techniques (lacquering, japanning, gilding), skins and other organics, stone; fabrication techniques and how they can be identified; conservation treatments and recommendations; studio sessions include demonstrations of techniques and supervised work on a variety of objects. Field trips.

CNS 643 TECHNOLOGY AND CONSERVATION OF OBJECTS II LABORATORY

1, 0/3

Prerequisites: CNS 640, CNS 641. Co-requisite: CNS 642. Practical laboratory treatment of objects to complement the lecture, CNS 642. The application of currently accepted methods of conservation treatment. Additional impromptu explanation of problems and solutions will be presented by the instructor as issues arise. All objects under treatment, as well as the students assigned treatment will be discussed with the class at large. Alternative methods of treatment will also be discussed. Offered annually in spring.

CNS 644 TECHNOLOGY AND CONSERVATION OF OBJECTS III

2, 0/3

Prerequisites: CNS 642, CNS 643; co-requisite: CNS 645. This course is the third semester of the curriculum in objects conservation and will focus on the technology and inorganic materials of objects. This semester focuses on the technology and conservation of inorganic materials (metals, glass, ceramics, stone, etc.). Discussion includes worldwide first-use of these materials as well as changing attitudes towards them, strategies of working overtime, and culturally-based understandings. Whenever possible, appropriate conservation techniques and materials will also be discussed. In addition, students will continue treatment of additional objects assigned after the first semester. Offered fall semester only.

CNS 645 TECHNOLOGY AND CONSERVATION OF OBJECTS III LAB

1, 0/3

Prerequisites: CNS 643. Co-requisite: CNS 644. The laboratory portion of the second year, third semester course for the technology of objects focuses on the materials and techniques of historic technologies using inorganic materials. This is accomplished through examination of the extensive study collections of the Garman Art Conservation Department, slide, Power Point and video resources and participatory exploration of various making methods in a wide variety of inorganic materials. Hand-tools are used wherever possible. Raw materials from the Department study collection are also used where possible. Offered annually in the fall.

CNS 646 TECHNOLOGY AND CONSERVATION OF OBJECTS IV

3, 2/3

Prerequisites: CNS644, CNS645. This seminar is the final in the series of treatment courses for the object conservation specialist to examine and treat a wider variety of objects. Independent decision-making and problem solving are required. Short research projects are required for each treatment. Independent technical studies of art objects are undertaken by all students. In addition to practical treatments, seminar/demonstration workshops of additional treatment methods are regularly presented by the instructor. Topics are decided upon based on the interests of those specializing in objects conservation. The course is offered annually in spring.

CNS 685 SPECIAL TOPICS IN CONSERVATION I

1, 1/0

Prerequisites: Enrollment in the Garman Art Conservation department. Guest lecturers and faculty introduce specialty topics in book, photograph, paper, object, and painting conservation, as well as conservation science, materials analysis, documentation, and imaging, and many others. Topics are dynamic and change annually to reflect critical developments in these areas. Lectures, workshops, field trips, annual conservation services Clinic, and Open House are typical activities. Offered annually in fall. Repeatable.

CNS 686 SPECIAL TOPICS IN CONSERVATION II

1, 1/0

Prerequisite: CNS 685. Guest lecturers and faculty introduce specialty topics in book, photograph, paper, object, and painting conservation, as well as conservation science, materials analysis, documentation, and imaging, and many others. Topics are dynamic and change annually to reflect critical developments in these areas. Lectures, workshops, field trips and conferences are typical activities. Offered annually in spring. Repeatable.

CNS 694 MASTER'S PROJECT I

1, 0/0

Prerequisites: Instructor Permission. A directed study course guided by a student's specialty advisor and involving multiple faculty members. The second year student prepares to perform research and/or conservation treatment related to a selected artifact or group of artifacts within her/his chosen concentration. The student submits a formal statement defining the project scope and a timeline for completion, with a bibliography of pertinent references. Offered every fall semester.

CNS 695 MASTER'S PROJECT II

3, 0/0

Prerequisites: CNS 694. A directed study course guided by a student's major advisor, and involving multiple faculty members. The second year student performs research and/or conservation treatment related to a selected artifact or group of artifacts within her/his chosen concentration. Analysis and treatment procedures are documented and presented in both oral and written form at the end of the spring semester. Offered every spring semester.

CNS 698 INTERNSHIP SUSTAINING

12, 0/0

CNS 699 INTERNSHIP

12, 0/0

A 12-month off-campus academic program under the direction of an established conservator working either privately or within an institution. Both the program of study and the supervising conservator must be approved by the department faculty. Department faculty monitor student progress through regular reports from the internship supervisor and intern.

CNS 721 THESIS/PROJECT CONTINUATION

0, 0/0

CNS 722 THESIS/PROJECT EXTENDED

0, 0/0

Biology (BIO)

BIO 587 TOPICS IN BIOLOGY

1-4, 1/0

In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

BIO 590 INDEPENDENT STUDY

1-6, 0/0

Independent investigation into a specific area of biology; topic selected by the student in consultation with a faculty member

BIO 600 FOUNDATIONS OF GRADUATE STUDIES IN BIOLOGY

3, 3/0

Prerequisite: Graduate student status in Biology. Introduction to the culture and structure of graduate studies in Biology including the methodology and tools, writing, experimental design, and communication of biological research.

BIO 601 FOUNDATIONS OF CELL AND MOLECULAR BIOLOGY

3, 3/0

Prerequisites: Undergraduate courses in cell biology and genetics or instructor permission. Fundamental paradigms in cell and molecular biology as illustrated by current research; mechanisms by which genes control morphogenesis of plants and animals; evolution of the eukaryotic genome; mechanisms by which the transcription of eukaryotic genes is regulated; regulation of the cell-division cycle in eukaryotic cells. Emphasizes current literature, as well as writing and oral expression about the literature readings.

BIO 602 FOUNDATIONS OF ENVIRONMENTAL PHYSIOLOGY

3, 3/0

Prerequisites: Undergraduate courses in botany and zoology or instructor permission. Evolution of specialized features in plants and animals that allow them to maintain a stable internal environment while being exposed to a variety of external environmental conditions: adaptations of organisms for environments low in water or oxygen; problems associated with ionic and water regulation in freshwater and marine organisms; fundamental physiological principles that apply to both plants and animals.

BIO 603 FOUNDATIONS OF ECOLOGY AND EVOLUTION

3, 3/0

Prerequisites: Undergraduate courses in ecology and evolution or instructor permission. Current theories and paradigms of modern ecology and evolution; population and community interactions of organisms; coevolution; ecological and evolutionary genetics; micro- and macroevolution.

BIO 608 MOLECULAR GENETICS

3, 3/0

Prerequisite: One course in genetics. Molecular basis of the structure, replication, and genetic function of DNA; mutation, recombination, and the nature of genes; the genetic code, messenger and transfer RNA, and protein biosynthesis; molecular evolution of proteins.

BIO 611 BIOTECHNOLOGY

3, 3/0

Prerequisite: BIO 303 or BIO 314 or an equivalent course. Exploration of current technologies in molecular biology, cell biology, and immunology to address agricultural, environmental, industrial, and human health issues. Topics include recombinant DNA technology, DNA sequencing, RNA interference, CRISPR-Cas9 genome editing, monoclonal antibodies, immunotherapies, stem cells, genetically modified organisms, infectious disease diagnosis, treatment and vaccination, and regulations of biotechnology. Offered occasionally.

BIO 612 TOPICS IN ECOLOGY

3, 3/0

Prerequisites: One semester each of ecology and biometrics or equivalent. Lecture and discussion on a specific topic in ecology, such as population ecology, microbial ecology, plant ecology, ecology of the Great Lakes, or advanced limnology. Topics vary with each session. May be taken more than once.

BIO 616 TOPICS IN ANIMAL PHYSIOLOGY

3, 3/0

Prerequisites: General physics, organic chemistry, and one year of physiology. Lecture and discussion on special topics in animal physiology, such as immunology, advanced animal physiology, and animal responses to stress. Topics vary with each session. May be taken more than once.

BIO 617 RESEARCH SEMINAR

1, 1/0

Presentations and discussions of current research projects by graduate students in biology. Each participant presents a seminar. Required for all candidates for the M.A. degree in biology.

BIO 619 PLANT ECOLOGY

3, 3/0

Prerequisites: Undergraduate course in ecology. The relationship between plants and their environment from the scale of individuals to ecosystems. Plant physiological ecology, plant community composition and structure, competition and facilitation, effects of human activities, disturbance, succession and plant-animal interactions. Offered every other year.

BIO 621 TERRESTRIAL ECOSYSTEM ECOLOGY

3, 3/0

Prerequisite: Undergraduate course in ecology. Exploration of the ecosystem concept in ecology. Interactions among organisms and their environment as an integrated system. Factors regulating pools and fluxes of materials and energy through terrestrial ecological systems. Structure and functional relationships, spatial and temporal patterns in ecosystem processes, and the legacy of response to past events. Offered occasionally.

BIO 622 FOUNDATIONS OF ANIMAL DEVELOPMENT

3, 3/0

Prerequisite: At least one upper division undergraduate course in cell or molecular biology, or instructor permission. Fundamental principles and processes of animal development with emphasis on molecular and cell mechanisms underlying differentiation, pattern formation, morphogenesis, and regeneration. Topics include fertilization, cleavage, gastrulation, and organogenesis. Experimental paradigms and techniques explored through primary literature. Offered alternate years.

BIO 626 TOPICS IN BOTANY

3, 3/0

Prerequisites: 9 credit hours of botany-oriented courses. Lecture and discussion on a specific topic in botany, such as biosystematics, dendrology, wetland plants, plant pathology, or plant response to stress. Topics vary with each session. May be taken more than once.

BIO 627 TOPICS IN ZOOLOGY

3, 3/0

Prerequisites: 9 credit hours of zoology-oriented courses. Lecture and discussion on a specific topic in zoology, such as invertebrate zoology, entomology, fisheries biology, or functional vertebrate morphology. Topics vary with each session. May be taken more than once.

BIO 629 FISHERIES MANAGEMENT

3, 3/3

Prerequisite: One semester of ecology or instructor permission. Advanced study of the ecology and management of fish populations emphasizing inland fisheries in North America. Topics include management philosophies, fisheries statistics and modeling, habitat protection and manipulation, introduced and endangered species, stocking, and Great Lakes fisheries.

BIO 630 STREAM ECOLOGY

3, 3/3

Prerequisite: One semester each of ecology and statistics or instructor permission. Biological, chemical, geomorphic, and hydrologic features affecting the ecology of flowing water systems. Emphasis on freshwater invertebrate life histories, adaptations, and community structure in shallow streams.

BIO 635 GREAT LAKES ECOLOGY

3, 3/0

Prerequisite: One semester of ecology or instructor permission. Study of the North American Great Lakes: physical and chemical features, biological structure, and ecological interactions. Focus on environmental issues, including water quality and the effect of introduced species.

BIO 661 QUANTITATIVE PCR

1, 1/0

Prerequisite: BIO 303 or equivalent. Theory and practice of quantitative Polymerase Chain Reaction (qPCR), a technique used to quantify nucleic acid molecules in biological and environmental samples. Experimental design, instrumentation, data analysis, and MIQE standards will be emphasized. Offered occasionally.

BIO 670 BIOLOGICAL DATA ANALYSIS

3, 3/0

Prerequisite: One course in statistics. Experimental design and statistical analysis of biological data; applications of computers to biological investigations. Designed for students in the initial stages of planning their research.

BIO 672 FORENSIC MOLECULAR BIOLOGY

4, 3/3

Prerequisites: BIO 303 or BIO 350; FOR 612 or CHE 312; CHE 670 or CHE 470 or BIO 305; or equivalents. Applications of biology, biochemistry, and genetics to forensic science with an in-depth look at the evidential information that can be obtained from blood,

semen, saliva, and hair. Details of DNA profiling, including DNA extraction, DNA quantification, PCR amplification, STR analysis and interpretation, and mtDNA sequencing. Protein polymorphisms and immunological tests. Laboratory component providing hands-on experience with techniques commonly used in a forensic biology laboratory.

Equivalent Course: CHE 672

BIO 690 MASTER'S PROJECT

1-3, 0/0

Prerequisite: Approval of proposal by the student's project committee; open to M.S. in education candidates. Investigation of a special-interest problem, planned and executed with consultation and advisement from the instructor and the student's project committee.

BIO 695 RESEARCH THESIS IN BIOLOGY

1-6, 0/0

Prerequisite: Approval of proposal by the student's thesis committee; open to M.A. or M.S. in education candidates. Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

BIO 699 CAPSTONE EXPERIENCE IN BIOLOGY

1, 0/0

Prerequisites: BIO 600 and permission of the graduate advising committee. A culminating, "capstone" experience of the M.A. Biology program for students pursuing the non-thesis option which includes writing a literature synthesis and a public oral presentation of their work. Offered every semester.

BIO 721 THESIS/PROJECT CONTINUATION

0, 0/0

BIO 722 THESIS/PROJECT EXTENDED

0, 0/0

Business, Economics, and Public Administration (BUS, ECO, FIN, PAD)

Business (BUS)

BUS 500 MARKETING OF SERVICES

3, 3/0

Prerequisite: BME 600 Introduction to Marketing or equivalent. Applications of marketing principles in the service sector; service systems and the principles and practices involved in the marketing of services; past, current, and emerging trends in services marketing; development of marketing programs in the service sector.

BUS 512 INTRODUCTION TO USING ACCOUNTING INFORMATION FOR DECISION-MAKING

3, 3/0

Prerequisite: Graduate standing. Overview of fundamental financial and managerial accounting statements or reports, including their structure, contents, underlying concepts, analysis, interpretation, and use for economic decision making.

Equivalent Course: BUS 612

BUS 519 COMMUNICATION FOR LEADERS AND MANAGERS

3, 0/0

Theories of effective communication; face-to-face communication; group problem solving; public speaking; power and leadership in organizational settings; persuasive messages and campaigns that public relations practitioners design for a variety of publics. Designed for graduate students interested in improving their workplace communication skills.

BUS 534 SELECTED TOPICS IN BUSINESS STUDIES

3, 3/0

Review and synthesis of current content in business, product knowledge, and distributive education studies.

BUS 535 SMALL-BUSINESS OPERATIONS

3, 3/0

Role of small business in the social, economic, and political environment of the United States; forms of small-business ownerships; management concepts; legal and government controls; marketing principles.

BUS 536 THE AMERICAN ENTERPRISE SYSTEM

3, 3/0

Problems and issues relating to the free enterprise system functioning within a modern industrial society; analysis of the interrelationships of basic business concepts with the decision-making processes of corporate management; historical trends and their futuristic implications.

Equivalent Course: HIS 536

BUS 537 ANATOMY OF BANKING

3, 3/0

Prerequisites: Graduate level standing. Focus on modern banking practices and services; organizational structure, credit, Federal Reserve System, and selected areas of banking operations. Offered every fall.

BUS 545 BASIC ACCOUNTING FOR BUSINESS AND NONBUSINESS ORGANIZATIONS

3, 3/0

Financial, managerial, and not-for-profit accounting; accounting concepts, principles, and procedures.

BUS 590 INDEPENDENT STUDY

1-3, 0/0

Graduate independent study in Business.

BUS 594 WORD PROCESSING - INSTRUCTIONAL TECHNIQUES AND METHODOLOGIES

1-3, 0/0

BUS 598 MICRO-COURSE

1, 0/0

Graduate-level micro-course in Business.

BUS 603 HUMAN RESOURCE MANAGEMENT

3, 3/0

Personnel-related functions and the utilization of resources to support these functions within organizations: design of in-service training programs; supervisory skills for enhancing motivation and productivity; employee benefit packages; grievance and labor relations plans; proposals to obtain funding and training.

Equivalent Course: SWK 603

BUS 612 ACCOUNTING INFORMATION FOR DECISION MAKING

3, 3/0

Prerequisite: Graduate level standing. Overview of fundamental financial and managerial accounting statements and reports, including their structure, contents, underlying concepts, analysis, interpretation, and use for economic decision making. Offered every spring.

Equivalent Course: BUS 512

BUS 624 BUSINESS COMMUNICATIONS IN A DIGITAL WORLD

3, 3/0

Prerequisites: Graduate-level standing. Introduction and analysis of effective digital communications strategies in today's business environment. Topics include traditional versus digital business communication, marketing, and PR tactics; effective messages, both written and oral, from concept to delivery; and practical applications of digital communications. Offered alternating years.

BUS 630 MARKETING STRATEGY

3, 3/0

Prerequisites: Graduate level status. Introduction and analysis of marketing strategies that propose concrete, measurable actions to accomplish specific marketing objectives. Topics include customer relationship management; customer social and digital media engagement; brand management; marketing mix strategies including product, price, promotion, and distribution strategies; marketing metrics; and sustainable marketing in a global environment. Offered alternating years.

BUS 640 STRATEGIC HUMAN RESOURCES

3, 3/0

Prerequisite: Graduate status. A survey of human resources in the workplace. This course provides an overview of the human resources life cycle, including: strategic human resource management; recruitment and selection; compensation and benefits; performance management; diversity, equity and inclusion; employee rights and labor-management relations; and training and development. Offered fall only.

BUS 660 MANAGERIAL ANALYTICS AND DECISION MAKING

3, 3/0

Prerequisites: Undergraduate-level statistics, Graduate-level standing. Introduction and analysis of business analytics, or the ways in which enterprises such as businesses, non-profits, and governments can use data to gain insights and make better decisions. Application of business analytics in operations, marketing, finance, and strategic planning among other functions. Emphasis on business analytics techniques to the extent that they can be used to provide real insights and improve the speed, reliability, and quality of business decisions. Offered alternating years.

BUS 666 INFORMATION SYSTEMS MANAGEMENT

3, 3/0

Prerequisites: Graduate-level standing. Introduction and analysis of the information systems concepts and techniques used in today's competitive environment. Topics will include the concepts of enterprise information systems, use of information systems to achieve strategic goals and to gain competitive advantages, the impacts of information systems on business process reengineering and management, managerial issues in developing information systems, IS project management, and other contemporary IS technologies. Offered alternating years.

BUS 688 LEADERSHIP IN ORGANIZATIONS

3, 3/0

Theories of leadership; organizational contexts and culture for leadership; the role of the leader in organizations; leadership competencies for organizational effectiveness; the leader's role in mentoring and coaching for effective performance; the leader's role in achievement of organizational mission and goals.

Equivalent Courses: ADE 688, SPF 688

BUS 690 MASTER'S PROJECT

3, 0/0

A project undertaken by one or more individuals on a problem of special interest within Business, planned and carried out with consultation and guidance from the instructor.

BUS 695 MASTER'S THESIS

3, 0/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

BUS 712 MANAGING PROGRAM EVALUATION

3, 3/0

Prerequisite: Graduate standing or instructor permission. Management and evaluation skills required in business as well in public and not for profit sectors; establishing evaluation standards and criteria; developing evaluation instruments and designs; statistical analysis of evaluation data; computer-based statistical analyses; report preparation, and follow-up studies.

Equivalent Courses: PAD 712, SPF 712, SWK 712

BUS 715 MANAGEMENT STRATEGY

3, 3/0

Prerequisites: Graduate-level standing. Study of management theories and strategies used in organizations, including conflict resolution, negotiation strategies, creative problem-solving, and leadership skills and requirements. Offered annually.

BUS 721 THESIS/PROJECT CONTINUATION

0, 0/0

BUS 722 THESIS/PROJECT EXTENDED

0, 0/0

BUS 783 BSC LED STUDY AWAY PROGRAM

1-15, 0/0

Acceptance into the program required.

Economics (ECO)

ECO 502 WORKSHOP IN ECONOMIC EDUCATION

3, 3/0

Prerequisite: Graduate Standing. New trends in economic education; various models of participatory and active learning; examination of an economics curriculum; hands-on practice in applying computer-based and participatory pedagogical techniques in economics. Designed to aid teachers in developing pedagogical tools for enhancing education, especially at the secondary level.

ECO 505 HISTORY OF ECONOMIC THOUGHT

3, 3/0

Prerequisite: Graduate Standing. The attempts of key economic thinkers from Aristotle to the present to analyze economic phenomena and to provide guidance for economic policy; history of methodology and methodological controversies in economics and their impact on the development of economic theory; study of the writings of the major economic theorists in their original published form.

ECO 507 APPLIED MICROECONOMIC THEORY

3, 3/0

Prerequisite: Graduate Standing. Microeconomic theories and their application to specific areas of economic analysis; regulatory and environmental policy; financial decision making; firms' response to uncertainty; consumer demand; microeconomic modeling; theories of the consumer and the firm; capital and labor markets; international trade; social welfare theory. Employs numerous analytical techniques in identifying the nature and scope of microeconomic problems and policy analysis. Students use the models developed in this course to understand real-world examples and learn how to apply economic theory in practice.

ECO 508 APPLIED MACROECONOMIC THEORY

3, 3/0

Prerequisite: Graduate Standing. Macroeconomic theories and their application to specific areas of economic analysis; financial forecasting and policy analysis in the public and private spheres; macroeconomic modeling; international and open-border macroeconomics; monetary and fiscal policy; labor market institutions; determination of wages and prices; interest, inflation, and exchange rates; income and output. Employs numerous analytical techniques in identifying the nature and scope of macroeconomic problems and in the analysis of macroeconomic policy. Students use the models developed in this course to understand real-world examples and apply economic theory in practice.

ECO 510 ECONOMICS OF EDUCATION

3, 3/0

Prerequisite: Graduate Standing. Economic dimensions of education and the role of the education system in the economy; sources of school finance; education as an investment in human capital; economic implication of different education reform proposals; the school system as an influence on unemployment/employment patterns in the United States.

ECO 515 NYS GOVERNMENT AND BUDGET

3, 3/0

Prerequisite: Graduate-level standing. NYS government, politics, and annual budget process. Course covers fiscal federalism, economic climate, NYS budget components and processes, contemporary policy issues, NYS government institutions, political parties, and interests. Offered every spring.

Equivalent Course: PAD 515

ECO 524 APPLIED ECONOMETRICS

3, 3/0

Prerequisite: Graduate Standing. Statistical methods used in economic analysis by practitioners in government, business, finance, and the nonprofit sector; analysis and display of data using statistical and computer packages. Students will be able to employ statistics to solve practical problems and present data in a business or government setting.

ECO 587 TOPICS IN ECONOMICS

1-4, 1/0

Prerequisite: Graduate Standing. In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

ECO 590 INDEPENDENT STUDY

1-3, 0/0

ECO 600 LABOR ECONOMICS

3, 3/0

Prerequisite: One core course required for M.A. program or instructor permission. Labor market theory, process, outcomes, and U.S. labor market policies; U.S. labor relations systems (labor unions, labor law and collective bargaining) compared with systems in other industrialized nations.

ECO 601 ENGINEERING ECONOMY

3, 3/0

Prerequisite: Graduate Standing. Alternatives in processing, equipment selection, operation, and output compared with the various methods of production available currently or in the future.

ECO 604 DEVELOPMENT ECONOMICS

3, 3/0

Prerequisites: ECO 507 and ECO 508. Examination of issues related to economic development; theories of development with regard to historical experiences of advanced economies, developing economies, and less-developed countries. Economic growth, poverty, unequal development, development policy, international aid, the role of international organizations.

ECO 610 ECONOMICS OF EDUCATION

3, 3/0

Prerequisite: Graduate Standing. Economic dimensions of education and the role of the education system in the economy; sources of school finance; education as an investment in human capital; economic implication of different education reform proposals; the school system as an influence on unemployment/employment patterns in the United States.

Equivalent Course: ECO 510

ECO 612 URBAN ECONOMIC ANALYSIS

3, 3/0

Prerequisites: ECO 507 or ECO 508 or instructor permission. Political economy of urban and community problems and policy: housing, poverty, environment; local government finance; strategies for the development of urban economies. Employs numerous analytical techniques in identifying the nature and scope of urban economic problems and analyzing urban policy.

ECO 650 PUBLIC FINANCE

3, 3/0

Prerequisites: ECO 507 or ECO 508 or instructor permission. Mechanics and economic costs and benefits of different modalities of federal, state, and local government finance; evaluating government programs; incidence and burden of taxes and their growth and distributional effects.

ECO 660 COST-BENEFIT ANALYSIS

3, 3/0

Prerequisites: ECO 507 or ECO 508 or instructor permission. Methods of estimating and comparing benefits and costs for the purpose of policy analysis and project evaluation in the public, private, and not-for-profit spheres. Topics include present-value calculations and estimating monetary values of nonmarket transaction, qualitative benefits and costs, such as health, education, environmental impact, recreation, and quality of life.

ECO 688 INTERNSHIP

1-3, 0/0

Applied institutional or corporate experience in economics. Offered after student's prior consultation with graduate faculty.

ECO 690 MASTER'S PROJECT

1-6, 0/0

ECO 691 SEMINAR ECONOMIC POLICY

3, 3/0

Prerequisites: ECO 507 and ECO 508, or instructor permission. Intensive examination of fiscal policy, monetary policy, industrial policy, labor policy, trade policy, foreign exchange policy, development policy, and social policy. Theoretical approaches and empirical techniques; case studies; analysis and evaluation of the impacts of economic policy on economy and society.

ECO 693 SEMINAR IN HETERODOX ECONOMICS

3, 3/0

Prerequisites: ECO 507 and ECO 508. In-depth as well as up-to-date analysis of topics in microeconomics, macroeconomics and policy from various perspectives outside the conventional theories of mainstream-neoclassical economics including, but not limited to: Post Keynesian, Institutionalist, Marxian, and social economics. Topics examined are 1) historical and theoretical analysis of economic instability and crisis, 2) control of markets and the economic system, and 3) social welfare and economic policy for the public purpose.

ECO 695 MASTER'S THESIS

1-6, 0/0

ECO 721 THESIS/PROJECT CONTINUATION

0, 0/0

ECO 722 THESIS/PROJECT EXTENDED

0, 0/0

Finance (FIN)**FIN 587 TOPICS IN FINANCE**

1-4, 1/0

In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

FIN 588 TOPICS COURSE

3, 3/0

FIN 619 RISK MANAGEMENT

3, 3/0

Prerequisite: Graduate Standing. Prepares students to take the Financial Risk Manager (FRM) exam. Risk management: measurement of risk for financial securities, portfolios, managers, and firms; various measurements of risk as mandated by the International Basel Accord on Bank Capital Requirement and the U.S. Securities and Exchange Commission.

FIN 622 CAPITAL MARKETS

3, 3/0

Prerequisite: Graduate Standing. Fundamental characteristics of capital market securities: bonds, swaps, futures, options, and their combinations. Emphasizes the understanding, creation, and combination of basic securities to create new securities (circus swaps, primes, scores), new products (portfolio insurance), and new strategies (money spreads, hedges).

FIN 630 INTERNATIONAL FINANCE

3, 3/0

Prerequisite: Graduate Standing. Applied analysis of international financial institutions, capital markets, exchange rate determination, and techniques for managing foreign exchange rate risk. Evaluate exchange rate risk management from both the institutional investor and the multinational corporate management perspectives.

FIN 645 ESTATE PLANNING AND TAXATION

3, 3/0

Prerequisite: Graduate Standing. Techniques and tax attributes of lifetime financial planning for the use, conservation, and efficient transfer of individual wealth; traditional planning techniques and major advanced methods, including various living trusts, irrevocable trusts, charitable remainder trusts, and family limited partnership.

FIN 688 INTERNSHIP

1-3, 0/0

Applied institutional or corporate experience in finance. Offered after student's prior consultation with graduate faculty.

Public Administration (PAD)**PAD 500 PUBLIC ADMINISTRATION AND POLICY**

3, 3/0

Prerequisite: Graduate standing or instructor permission. Public administration and related areas of public policy: personnel; comparative and historical aspects; public budgeting; organizational structure; agency management; decision making, evaluation, and policy analysis; ethical issues and administrative law.

PAD 501 COMPARATIVE PUBLIC ADMINISTRATION

3, 3/0

Prerequisite: Graduate standing or instructor permission. Cross-cultural, cross-national, and cross-institutional survey of public administration organizations and practices around the world. Examination of administrative systems of northern nation-states and the processes of administrative change in post-Communist and southern nation-states; evolution of administration; structure of administrative systems; personnel; budgeting; ethics and legal frameworks; role of administration in economic development; transfer of administrative skills; regional and international administrative organizations; theoretical approaches and methodological issues in understanding similarities and differences in administrative behavior.

PAD 502 ADMINISTRATIVE LAW

3, 3/0

Prerequisite: Graduate Standing. Selected topics in administrative law examined and analyzed in depth.

PAD 505 INTRODUCTION TO DISASTER AND EMERGENCY MANAGEMENT

3, 3/0

Prerequisites: Graduate standing. Introduction to disaster and emergency management principles, policies and practices. How disasters and emergencies are individually defined and conceptualized, history of disaster and emergency management in the United States, phases of disaster management, phases of emergency management, politics of disaster response and humanitarian aid, and political landscape of disaster recovery and social change. Primary focus on the United States; international examples utilized.

PAD 507 NEIGHBORHOOD PLANNING AND COMMUNITY DEVELOPMENT

3, 3/0

Prerequisites: Instructor Permission. Explores the many forms, methods, and tools of neighborhood planning, community development, and engagement efforts aimed at revitalization in the context of historic and contemporary public and private sector policies and practices that have contributed to current challenges. Offered occasionally

PAD 508 HOUSING AS PUBLIC POLICY

3, 3/0

Prerequisite: Graduate standing. Explore housing's place in American society and the role of public policy. From a position of "decent and affordable housing" as a human right, examines the inequalities of the current housing system and the role of planners and public administrators in creating more socially equitable housing policy. Offered occasionally.

PAD 515 NYS GOVERNMENT AND BUDGET

3, 3/0

Prerequisite: Graduate-level standing. NYS government, politics, and annual budget process. Course covers fiscal federalism, economic climate, NYS budget components and processes, contemporary policy issues, NYS government institutions, political parties, and interests. Offered every spring.

Equivalent Course: ECO 515

PAD 540 U.S. PUBLIC POLICY

3, 3/0

Prerequisites: Graduate standing. Policymaking and policy analysis in the United States. Topics include the policymaking process, policymaking paradigms, the policy cycle, examination of policymaking actors. A focus on real world applications through case studies and contemporary readings.

PAD 587 TOPICS COURSE

1-4, 1/0

Prerequisite: Graduate standing or instructor permission. In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

PAD 588 GRADUATE INTERNSHIP

1-6, 0/0

Field experiences that supplement departmental academic offerings; geared to students' interests. Faculty intern supervisor and department chair permission necessary.

PAD 590 INDEPENDENT STUDY

1-3, 0/0

PAD 601 PUBLIC BUDGETING

3, 3/0

Prerequisites: Graduate status. Introduction to the principles and practices used by federal, state, and local governments in budgeting. Examination of revenue sources, borrowing, debt management, regulations, reporting, and strategic budgetary planning.

PAD 603 NGO MANAGEMENT & INTERNATIONAL DEVELOPMENT

3, 3/0

Prerequisites: Graduate standing or instructor permission. International development and non-governmental organizations (NGO); international development (ID) NGO operation, structure and procedures; IDNGO management; IDNGO relations with government; IDNGO relations with donor agencies; opportunities and challenges of IDNGO; and IDNGO effectiveness, influence, and new challenges

PAD 604 NONPROFIT MANAGEMENT AND GOVERNANCE

3, 3/0

Prerequisites: Graduate Standing and Admission to the MPA Program. Examination of nonprofit (third-sector) organizations and their role in society; management issues including strategic leadership, governance, organizational attributes, accountability, and ethics. Primary emphasis on U.S. organizations, with consideration of this sector's increasingly global nature.

PAD 605 INTERNATIONAL PUBLIC MANAGEMENT AND SERVICE

3, 3/0

This course examines areas of public management, public service, and public-private partnerships as it relates to the US federal government, international government organizations (IGOs), and the global arena

PAD 606 DISASTER RESPONSE AND RECOVERY MANAGEMENT

3, 3/0

Prerequisites: PAD 505. Management of disaster response and recovery activities. Federal and state disaster relief and recovery processes and policies, intergovernmental and cross-sector collaboration in emergency response and relief, and strategies for overcoming common challenges associated with managing disaster relief and recovery operations. Primary focus on the United States, with international examples utilized.

PAD 607 CITY AND COUNTY MANAGEMENT

3, 3/0

Prerequisite: Graduate Standing. City and county management in the United States, with particular focus on New York State. Topics include principal forms of local government in the US and NYS, interactions among officials and citizens, service delivery, economic development, and financial principles and budgeting.

PAD 608 INTERGOVERNMENTAL RELATIONS

3, 3/0

Prerequisite: Graduate Standing. The federal system of government, intergovernmental relations, and intergovernmental management. Covers the constitutional basis for American federalism; the evolution of American federal relations; policy-making in the American system; fiscal federalism; role of local and state governments; cooperation and conflict in managing the delivery of public services; and contemporary challenges. Offered bi-annually, Spring only.

PAD 609 DISASTER AND EMERGENCY MANAGEMENT PLANNING

3, 3/0

Prerequisites: PAD 505. Federal, state and local disaster and emergency management policies and programs that guide disaster and emergency management planning and mitigation. How to analyze and assess hazard environments, assess local and organizational contexts, and develop strategies for preparing for and mitigating losses incurred by natural and man-made hazards. Focus is primarily on the United States. Offered alternate spring semesters.

PAD 640 HUMAN RESOURCE MANAGEMENT FOR PUBLIC AND NONPROFIT ORGANIZATIONS

3, 3/0

Prerequisite: Graduate standing. Knowledge and skills necessary in Human Resource Management for public and nonprofit organizations. Factors examined include: defining public and nonprofit organizations, human resource management functions and principles, diversity and cultural competence, human resource management applications, current issues and future trends.

PAD 646 STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGANIZATIONS

3, 3/0

Prerequisites: Graduate Standing and Admission to the MPA Program. Theory and practice of strategic planning and management for the public and nonprofit sectors; conceptual framework for developing, managing, and evaluating the strategic planning process; development of strategic management skills supporting decision making and goal achievement.

PAD 647 THE NONPROFIT AND VOLUNTARY SECTOR

3, 3/0

Prerequisites: Graduate Standing and Admission to the MPA Program. History of the voluntary, philanthropic and nonprofit sectors and the role they play in American and International society; history, structure and theoretical (economic, political, philosophical and social) basis for nonprofit and voluntary sectors; interdisciplinary and comparative perspectives of this evolving and complex sector.

PAD 648 NONPROFIT GRANTS MANAGEMENT AND FUND DEVELOPMENT

3, 3/0

Prerequisites: Graduate Standing and Admission to the MPA Program. This course is designed to teach students about topics and challenges in resource development for nonprofit organizations. This course will focus on detailed examination of the grant seeking process and developing an overall fundraising strategy. Students will prepare an actual grant proposal and write a fundraising plan.

PAD 680 RESEARCH METHODS IN PUBLIC ADMINISTRATION

3, 3/0

Prerequisite: Graduate status or instructor permission. Design, execution, and interpretation of research for public and nonprofit managers. Quantitative and qualitative research methods; constructing and testing hypotheses; data collection and analysis; use of SPSS, ethical consequences of social science research; preparation of a research report.

PAD 681 DATA ANALYSIS AND PRESENTATION

3, 3/0

Prerequisite: Graduate status. Preparation for advanced research and data analysis in public administration and nonprofit management. SPSS, descriptive and inferential statistics, advanced EndNote, research design for PAD 690 Master's Project, IRB application for human subjects' protection, poster presentation of MPA project proposal.

PAD 688 LEADERSHIP IN PUBLIC AND NONPROFIT ORGANIZATIONS

3, 3/0

Prerequisites: Graduate Status. A comprehensive foundation for understanding the nature of leadership in public and nonprofit organizations. Theoretical and practical knowledge; readings in leadership; historical studies; practical skills in leading public and nonprofit organizations. Improving leadership capabilities and developing leadership styles in public or nonprofit organizations.

PAD 690 MASTER'S PROJECT

3, 0/0

Research or investigation of a particular problem, planned and carried out by student with consultation and guidance from instructor.

PAD 695 MASTER'S THESIS

1-6, 0/0

Prerequisites: Graduate standing, approval of the student's thesis supervisor. Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School. Offered occasionally.

PAD 700 IMMIGRATION AND REFUGEE POLICY

3, 3/0

Prerequisites: Graduate standing. Domestic and international challenges of migration; historical context; dilemmas faced by governments, IGOs, and INGOs in addressing population movement; and regional challenges. Special emphasis on U.S. migration policy.

PAD 701 ADMINISTRATIVE ETHICS

3, 3/0

Prerequisites: PAD 500. Public and nonprofit management and organizational theories, policies and practices; public and nonprofit organizational structures; distinctions and similarities in mission, values, and cultures. Effective management and leadership in public and nonprofit organizations; the political environment, power, and policy affecting public and nonprofit management.

PAD 704 HUMAN RIGHTS AND HUMANITARIAN POLICY

3, 3/0

Prerequisites: Graduate standing and admission to the MPA program. International human rights and humanitarian assistance covering legal aspects and major practical and policy considerations.

PAD 712 MANAGING PROGRAM EVALUATION

3, 3/0

Prerequisite: Graduate standing or instructor permission. Management and technical skills required for program evaluation in the public and private sectors; establishing evaluation standards and criteria; developing evaluation instruments and designs; statistical analysis of evaluation data; computer-based statistical analyses; report preparation and follow-up studies.

Equivalent Courses: BUS 712, SPF 712, SWK 712

PAD 715 SURVEY METHODS AND DESIGN

3, 3/0

Prerequisites: PAD 680. Design, execution, analysis and interpretation of surveys for public and nonprofit managers. Ethics of survey work; constructing and testing hypotheses; questionnaire design; survey administration and data collection; data coding; use of survey software; preparing a survey administration methodology and questionnaire. Offered every other spring.

PAD 721 THESIS/PROJECT CONTINUATION

0, 0/0

PAD 722 THESIS/PROJECT EXTENDED

0, 0/0

PAD 735 PUBLIC ORGANIZATIONS

3, 3/0

Prerequisite: Graduate standing or instructor permission. Public and nonprofit management and organizational theories, policies, and practices. History of public and nonprofit management systems; public and nonprofit organizational structures; distinctions and similarities in mission, values, and cultures; effective management and leadership in public and nonprofit organizations; the political environment, power, and policy affecting public and nonprofit management; organizational goals and effectiveness; planning, strategy, and decision making in the public and nonprofit sectors.

Career, Technical, and Science Education (BME, CTE, SED, TED)

Business & Marketing Education (BME)

BME 590 INDEPENDENT STUDY

1-3, 0/0

BME 600 PRINCIPLES OF BUSINESS AND MARKETING EDUCATION

3, 3/0

Prerequisite: Teacher certification in an education discipline. Historical and philosophical developments in business and marketing (distributive) education.

BME 601 RESEARCH SEMINAR

3, 3/0

Prerequisite: Graduate status. Current research in occupational/vocational/business education; methods of research; locating appropriate information; development of a research proposal. Required for all BUS, CTE, DED, TED students.

Equivalent Course: SPF 689

BME 602 CURRICULUM DEVELOPMENT AND PLANNING IN BUSINESS AND MARKETING EDUCATION

3, 3/0

Prerequisite: Teacher certification in an education discipline. Historical developments and changing concepts of curriculum; principles of curricula development; components of the curriculum-development process; dimensions of curriculum design systems; purposes and problems of curriculum evaluation. Required for all, BUS, CTE, and TED students.

Equivalent Course: CTE 602

BME 604 IMPROVING INSTRUCTION IN BUSINESS AND MARKETING

3, 3/0

Prerequisite: Teacher certification in an education discipline. Development of instructional techniques and resources; current best practices in educational settings; application of curriculum enhancement through effective pedagogy and program development.

BME 605 EVALUATION IN BUSINESS AND MARKETING EDUCATION

3, 3/0

Prerequisite: Teacher certification in an education discipline. General principles of evaluation and measurement; construction and use of objective tests, informal devices, and techniques of evaluation applicable to occupational education; selection and use of observation, rating scales, anecdotal records, individual and group projects; interpreting, recording, and using the results of evaluation data for the improvement of instruction. Required for all BUS, CTE, and TED students.

BME 690 MASTER'S PROJECT

3, 3/0

BME 721 THESIS/PROJECT CONTINUATION

0, 0/0

BME 722 THESIS/PROJECT EXTENDED

0, 0/0

Career & Technical Education (CTE)

CTE 530 CAREER EDUCATION: RATIONALE, NATURE, AND CONCEPTS

3, 3/0

Career education concepts, terminology, and models for elementary school through college; present programs, research, and current thinking on career education.

CTE 536 CONTEMPORARY METHODOLOGY

3, 3/0

New and emerging techniques of instruction and their applications to specific individual problems; development of models appropriate to students' particular subject areas.

CTE 550 ORGANIZATION OF DIVERSIFIED COOPERATIVE WORK-STUDY PROGRAMS

3, 3/0

Information for occupational teachers and department chairs or supervisors interested in establishing diversified cooperative programs; procedures for promoting a new program; working with advisory boards; developing employment opportunities; arranging trainee outlines; planning instructional facilities; securing Regents accreditation.

CTE 555 OPERATION OF DIVERSIFIED COOPERATIVE WORK-STUDY PROGRAMS

3, 3/0

Conducting effective instruction in diversified cooperative programs; interviewing employers; supervising trainees; interpreting legal aspects; preparing records and reports; conducting classes in related theory.

CTE 590 INDEPENDENT STUDY

1-3, 0/0

CTE 594 GRADUATE WORKSHOP

1-3, 0/0

CTE 600 CONTEMPORARY ISSUES IN OCCUPATIONAL EDUCATION

3, 3/0

Current issues, practices, policies, and literature in occupational education.

CTE 601 SUPERVISION OF VOCATIONAL EDUCATION

3, 3/0

Nature and scope of supervision; surveying and analyzing needs and facilities; planning, initiating, and maintaining supervisory programs; evaluating procedures and outcomes; trends in occupational education.

CTE 602 ADMINISTRATION OF VOCATIONAL EDUCATION

3, 3/0

Nature and scope of administering vocational technical programs: curriculum; integration with industry; evaluation; community relationships; advisory board development; state and national relationships.

Equivalent Course: BME 602

CTE 603 SELECT TOPICS IN THE ORGANIZATION AND ADMINISTRATION/SUPERVISION OF VOCATIONAL EDUCATION

3, 3/0

Prerequisite: CTE 601 or instructor permission. Problems arising in the organization, administration, and supervision of vocational technical education.

CTE 604 TECHNICAL PROJECT

3, 3/0

Internship experience with industry or business to study new techniques, operations, and processes, cooperatively initiated by faculty and student. Students develop instructional material reflecting the new knowledge and skills gained.

CTE 605 OCCUPATIONAL GUIDANCE FOR CAREER EXPLORATION

3, 3/0

Prerequisite: Graduate status and career and technical education program major or instructor permission. Vocational guidance techniques and procedures that may be effectively used in career counseling for the changing world of work.

CTE 606 HISTORY AND PHILOSOPHY OF OCCUPATIONAL EDUCATION

3, 3/0

Historical review of the philosophical, sociological, economic, and political indices that have influenced the development of vocational technical education.

CTE 620 STRUCTURE OF OCCUPATIONAL PROGRAMS

3, 3/0

Prerequisite: Graduate status or instructor permission. Structure of occupational education; survey and analysis of present programs; assessment of articulation between programs; viability of the occupational education structure in light of internal and external forces promoting change.

CTE 625 INTERRELATIONSHIPS OF LABOR, MANAGEMENT, AND OCCUPATIONAL EDUCATION

3, 3/0

Roles of labor and management in American society, their relationship to occupational education, and their historical development; the impact of technology; interpreting the needs of industry for occupational and continuing education.

CTE 655 DIVERSITY ISSUES IN ADULT EDUCATION AND TRAINING

3, 3/0

Prerequisite: Graduate status. Teaching and learning implications of diversity for adult educational achievement and career opportunities. Implications for course content and classroom management styles when adult educators are sensitive to race, ethnicity, gender, sexual orientation, class, and physical ability. Methods for structuring course content, designing curricula, and educating learners by promoting and embracing a diverse population of colleagues, learners, workers, and clients.

Equivalent Course: ADE 655

CTE 675 POSTSECONDARY TEACHING PRACTICUM

3, 2/0

Prerequisites: Graduate status, ADE 610 or CTE 536, and instructor permission. Promotes expertise in teaching in human resource development adult education, workforce training, community colleges, and GED program settings. Extended teaching assignments with coach/mentor assistance. Seminar-type discussions reflecting on learning and development of learners as they taught, principles of teaching, their teaching behaviors, strategies promoting continuing growth as teachers. Analyze issues in teaching: diversity, technology, exceptionality, promoting social justice.

Equivalent Course: ADE 675

CTE 690 MASTER'S PROJECT

3, 3/0

Research or investigation of a particular problem, planned and carried out by the student and guided by the instructor.

CTE 695 MASTER'S THESIS

6, 6/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School. Problem and procedure must be approved by the student's graduate adviser, CTE advisory committee, and the department chair before the investigation begins.

CTE 721 THESIS/PROJECT CONTINUATION

0, 0/0

CTE 722 THESIS/PROJECT EXTENDED

0, 0/0

Science Education (SED)

SED 501 HISTORY OF SCIENCE FOR SCIENCE TEACHERS

3, 3/0

Historic development of major scientific discoveries and achievements within a narrow range that directly impacts the teaching of science. Contextual forces that affect science discovery. Contributions from other disciplines such as mathematics, technology, navigation, military actions and engineering.

SED 502 SECONDARY SCIENCE EDUCATION TEACHING: THEORY, CONTENT AND PEDAGOGY

3, 2/0

Prerequisites: SCI 545 or EDU 609 or equivalent; may be taken concurrently. Acceptance into the graduate program. Use of inquiry-based teaching techniques in middle and high school science classrooms to develop candidates' science teaching skills. Current directions of research in science education. Teaching, curriculum design and lesson planning strategies and techniques, classroom management, lab safety, science resources, the nature of science, assessment, unit and lesson planning and professional dispositions for teachers.

SED 521 LABORATORY TECHNIQUES FOR ELEMENTARY SCHOOL TEACHERS

3, 3/0

Appropriate laboratory exercises designed to acquaint the elementary teacher with the subject matter, laboratory equipment, and techniques necessary to effectively teach elementary science.

SED 527 CURRENT TOPICS IN SCIENCE

3, 3/0

Prerequisites: 6 credit hours each in two science areas. Implications of science research for present and future living; implications of research in science for the secondary school science curriculum.

SED 545 LITERACY FOR TEACHING SCIENCE

3, 2/2

Prerequisites: Acceptance into a graduate science teacher degree program. Study of literacy related to secondary science. Promotion of literacy; action research project on identifying literacy levels of students; planning literacy activities based on data collection.

SED 587 TOPICS IN SCIENCE EDUCATION

1-6, 1/0

In-depth examination of important disciplinary issues, topics, or practices in science education; offered occasionally.

SED 588 TOPICS COURSE

3, 3/0

Topics course.

SED 631 CURRICULAR TRENDS IN SCIENCE TEACHING IN THE ELEMENTARY SCHOOL

3, 3/0

Recent curriculum developments in elementary school science. Students work with elementary science curricular material in a workshop atmosphere to understand the philosophies, objectives, and historical events leading to their development. Students develop and share practical classroom adaptations of these materials.

SED 632 CURRICULAR TRENDS IN SCIENCE TEACHING IN THE SECONDARY SCHOOL

3, 3/0

Prerequisite: One year of teaching science as a subject, assignment to an administrative position with responsibility for science curriculum, or instructor permission. Recent curriculum developments, philosophies, objectives, and materials; current understandings of the psychology of inquiry; historical events leading to changes in curriculum.

SED 650 CURRICULAR RESEARCH TOPICS IN SCIENCE

3, 3/0

Prerequisites: Acceptance into M.S.ED: Science Education graduate program. Nature of science educational research: problem analysis; descriptive and inferential statistics; experimental design; strategy of historical, descriptive, and experimental studies. Analysis of contemporary educational research.

SED 664 TEACHING SCIENCE WITH TECHNOLOGY

3, 2/3

Prerequisite: Acceptance to the graduate science education program. Development and integration of a variety of visual and audio technologies for the creative enhancement of visual and auditory communication in the science classroom. Specialized technology needs of science teachers.

SED 677 INITIAL MIDDLE SCHOOL SCIENCE TEACHING EXPERIENCE

6, 0/0

Prerequisites: EDU 609, EXE 500, SCI 502, SCI 545, SCI 664 and SPF 503. Assignment to a supervised middle school science teaching placement for five full days a week for 8 consecutive weeks. Candidates effectively demonstrate content knowledge; pedagogical preparation, instructional delivery; classroom management; knowledge of student development. They collaborate with school professionals and implement reflective practice.

SED 678 INITIAL HIGH SCHOOL SCIENCE TEACHING EXPERIENCE

6, 0/0

Prerequisites: EDU 609, EXE 500, SCI 502, SCI 545, SCI 664 and SPF 503. Assignment to a supervised high school science teaching placement for five full days a week for 8 consecutive weeks. Candidates effectively demonstrate content knowledge; pedagogical preparation, instructional delivery; classroom management; knowledge of student development. They collaborate with school professionals and implement reflective practice.

SED 679 SEMINAR IN SCIENCE EDUCATION

1, 1/0

Prerequisites: Acceptance into M.S. ED: Science Education graduate program. SCI 677 and SCI 678 taken as co-requisites. Taken simultaneously with student teaching. Supplements student teaching courses in areas connecting pedagogical theory with in-class experiences and practice.

SED 685 EVALUATION IN SCIENCE EDUCATION

3, 3/0

Prerequisite: 6 credit hours of graduate-level coursework. Philosophy of evaluation as applied to science education; models of evaluation; techniques used in the practical application of the models; examples and procedures directly related to science teaching.

SED 690 MASTER'S PROJECT

3, 3/0

A study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions given by the department.

SED 694 RESEARCH METHODS AND TECHNIQUES IN SCIENCE EDUCATION

3, 3/0

Prerequisite: 9 credit hours of graduate-level coursework in science or science education. Nature of educational research: problem analysis; descriptive and inferential statistics; experimental design; strategy of historical, descriptive, and experimental studies. Recommended for students planning educational research projects or theses.

SED 695 MASTER'S THESIS
3, 0/0

SED 795 MASTER'S THESIS
3, 0/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

Technology Education (TED)

TED 501 TECHNOLOGY EDUCATION IN THE ELEMENTARY SCHOOL
3, 3/0

Planning, organizing, and constructing activities for the elementary school; use of a variety of materials; technology education in the elementary school; changing technological processes and their effect on society. For technology education and non-technology education majors.

TED 507 TECHNOLOGY EDUCATION FACILITY PLANNING AND MANAGEMENT
3, 3/0

Problems involved in planning new technology education facilities or remodeling of existing laboratories; concepts in relationship of objectives to facilities; space allocation, area development, and organization; service requirement; criteria for selection and placement of equipment; analyzing available equipment and writing specifications; critique of an existing technology education laboratory.

TED 521 OCCUPATIONAL AND PRACTICAL ARTS EDUCATION FOR STUDENTS WITH SPECIAL NEEDS
3, 3/0

Prerequisite: Technology education, career and technical education, or exceptional education program major or instructor permission. Nature and needs of individuals with disabilities and the disadvantaged enrolled in occupational and practical arts education; curriculum development; evaluating work potential; identifying instructional resources and teaching methods and techniques; interpreting research; identifying the function of available vocational rehabilitation and occupational and practical arts education programs.

TED 531 ELEMENTS OF MANUFACTURING TECHNOLOGY
3, 0/3

Manufacturing technology systems; management; personnel; and production.

TED 540 CAREER AWARENESS IN TECHNOLOGY FOR THE ELEMENTARY SCHOOL
3, 3/0

Current developments in career education; role of the elementary school in career education; curriculum development and correlation techniques.

TED 590 INDEPENDENT STUDY
1-3, 3/0

TED 594 WORKSHOP
1-6, 1/0

TED 600 FOUNDATIONS IN TECHNOLOGY EDUCATION
3, 0/3

European and American antecedents of technology education; social and technological factors that make the technology education a major condition of culture; psychological and philosophical basis for teaching technology education. Required for technology education majors.

TED 615 POWER TECHNOLOGY
3, 0/3

TED 617 ELECTRONICS
3, 3/0

TED 618 ELECTRONICS
3, 3/0

TED 629 DRAFTING--PROBLEMS AND TECHNIQUES

3, 3/0

TED 630 GRAPHIC ARTS

3, 3/0

TED 690 MASTER'S PROJECT

1-3, 3/0

Prerequisites: TED 600, BUS 601, BUS 602, and BUS 604. A study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions given by the Technology Department.

TED 695 MASTER'S THESIS

1-6, 0/0

Prerequisites: TED 600, BUS 601, BUS 602, and BUS 604. Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School. Problem and procedure must be approved by the student's graduate adviser, the graduate advisory committee, and the department chair before the investigation is begun.

TED 701 SEMINAR IN TECHNOLOGY EDUCATION: WRITING AND PUBLISHING

3, 3/0

Mechanics of writing and publishing, for those with a genuine desire and ability to express ideas in written form.

TED 702 SEMINAR IN THE PHILOSOPHY OF TECHNOLOGY EDUCATION

3, 3/0

Critical examination of technology from a historical perspective: study of prevalent views and issues relative to technology; its meaning, characteristics, and interdisciplinary scope; its relation to science and its place in education.

TED 703 SEMINAR IN THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS

3, 3/0

An opportunity to maximize the effectiveness of the instructional program and its resultant benefits, for those with a genuine desire to develop and organize teaching materials.

TED 705 CAREER EXPLORATION IN TECHNOLOGY FOR THE MIDDLE SCHOOL

3, 0/0

Student-teacher planning in career education for the middle school: curriculum development articulation methodology; developing instructional units of study for computer-based resource units.

TED 706 CAREER EXPLORATION IN TECHNOLOGY FOR THE SECONDARY SCHOOL

3, 3/0

The evolution and potentiality of career education for adolescents; opportunities for participants to develop occupational cluster information banks, including instructional objectives, content, media, learning activities, and evaluation devices.

TED 721 THESIS/PROJECT CONTINUATION

0, 0/0

TED 722 THESIS/PROJECT EXTENDED

0, 0/0

Chemistry (CHE, FOR)

Chemistry (CHE)

CHE 501 QUANTITATIVE CHEMICAL ANALYSIS

3, 2/6

Not open to students who have had CHE 301 or equivalent. Advanced theoretical background and laboratory techniques required for quantitative and qualitative chemical analysis; emphasis on fundamental principles and applications of gravimetric, volumetric,

electrochemical, and spectrophotometric analytical techniques; statistics for experimental data handling; conducting independent chemical analysis projects.

CHE 530 ADVANCED ENVIRONMENTAL CHEMISTRY

3, 3/0

Suggested Prerequisite: CHE 201 or equivalent. Chemistry of the environment, air, water, soil, living environments, and the effects of technology thereon; the atmosphere, industrial ecosystems, phase interactions, water pollution and treatment, air pollution, global warming and green chemistry, smog, hazard wastes, soil chemistry, and toxicological chemistry.

CHE 540 SPECIAL TOPICS IN ORGANIC CHEMISTRY

3, 3/0

Suggested Prerequisite: CHE 202 or equivalent. Advanced topics, discussed in detail, with emphasis on the current state of knowledge; topics are essentially independent of each other. Class may be repeated, provided that a student has not already received credit for the same topic.

CHE 571 BIOCHEMICAL PRINCIPLES I

3, 3/0

Prerequisites: CHE 202 or equivalent; BIO 211 or BIO 214 recommended; not open to students who have taken CHE 470 or equivalent. Molecular structure and function of the four major classes of biomolecules: proteins, nucleic acids, lipids, and carbohydrates. Enzyme kinetics, mechanism, and regulation. Molecular nature of DNA replication; introduction to recombinant DNA technology.

CHE 572 ADVANCED BIOCHEMISTRY

3, 3/0

Suggested Prerequisite: CHE 571 or CHE 470 or equivalent; not open to students who have had CHE 472 or equivalent. Examination of metabolic processes in living systems. Relationship of metabolic enzyme activity to cellular control. The chemistry of genetic information, storage and expression.

CHE 588 TOPICS COURSE

3, 3/0

CHE 590 INDEPENDENT STUDY

1-3, 0/0

Independent investigation into a specific area of chemistry. Topic selected by student in consultation with a faculty member.

CHE 596 GRADUATE CONFERENCE IN CHEMISTRY

1-3, 3/0

Participation in a regional, national, or international conference in the field of chemistry overseen by a faculty member. Offered occasionally.

CHE 598 GRADUATE MICRO-COURSE

1-3, 0/0

Examination of significant disciplinary issues, topics, or practices.

Equivalent Course: FOR 598

CHE 626 SYMMETRY, GROUP THEORY, AND VIBRATIONAL SPECTROSCOPY

1, 1/0

Prerequisites: CHE202 and CHE204 or equivalents. Symmetry, point groups, and simple applications of group theory, with special emphasis on the vibrational spectroscopy of small molecules. Use of the department's IR spectrometers.

CHE 627 X-RAY CRYSTALLOGRAPHY

1, 1/0

Prerequisites: CHE 202 AND CHE 204 or equivalents. The seven crystal systems, 14 Bravais lattices, 32 crystallographic point groups, 230 space groups, the theory of X-ray diffraction, and the methods of crystal structure determination. Data mining using structural databases (Brookhaven Protein Data Bank and Cambridge Structural Database) for various applications in organic, coordination, pharmaceutical, and forensic chemistry. Collecting powder and/or single crystal diffraction data on the department's X-ray diffractometers; solving and refining a crystal structure using the appropriate software packages.

CHE 628 NUCLEAR MAGNETIC RESONANCE SPECTROSCOPY

1, 1/0

Prerequisites: CHE 202 and CHE 204 or equivalents. Theory and practice of nuclear magnetic resonance spectroscopy, including pulse and two-dimensional methods. Use of the department's NMR spectrometer.

CHE 629 MASS SPECTROMETRY

1, 1/0

Prerequisites: CHE202 and CHE204 or equivalents. Theory and practice of mass spectrometry. Basic physics of mass spectrometry and ionization methods. Gas phase chemistry, rearrangements, and ion molecule reactions. Use of the department's electron impact ionization and electrospray mass spectrometers.

CHE 670 BIOMOLECULES: PROTEINS, NUCLEIC ACIDS, AND ENZYMES

3, 3/0

Prerequisites: CHE202 or equivalent. Structure-function relationships in proteins, enzymes, and nucleic acids. Introduction to biochemical techniques for the study of proteins, nucleic acids, and enzymes. Examination of the molecular basis of enzyme function, signal transduction, and neural and sensory responses in living systems.

CHE 672 FORENSIC MOLECULAR BIOLOGY

4, 3/3

Prerequisites: CHE 470 D or BIO 305 and BIO 303 or BIO 350 and FOR 612 or CHE 312 or equivalents. Applications of biology, biochemistry, and genetics to forensic science with an in-depth look at the evidential information that can be obtained from blood, semen, saliva, and hair. Details of DNA profiling, including DNA extraction, DNA quantification, PCR amplification, STR analysis and interpretation, and mtDNA sequencing. Protein polymorphisms and immunological tests. Laboratory component providing hands-on experience with techniques commonly used in a forensic biology laboratory.

Equivalent Course: BIO 672

CHE 680 ADVANCED ANALYTICAL CHEMISTRY

3, 3/0

Prerequisites: CHE 501 or equivalent, or instructor permission. A study of chemical analysis using representative instrumental techniques, including spectroscopy, chromatography, and mass spectroscopy; emphasis on fundamental theory, principles of operation, capabilities, and limitations of various analytical instruments; integration of laboratory-based demonstrations of data collection and analysis using selected analytical techniques.

CHE 690 MASTER'S PROJECT

1-4, 0/0

A study on a problem of special interest planned and executed with consultation and advisement from the instructor and the student's project committee. The project will be submitted in acceptable form according to directions given by the Chemistry Department and presented orally to an audience of Chemistry Department faculty and students.

CHE 698 JOURNAL SEMINAR

1, 1/0

Prerequisites: Matriculated status in the M.S. in Forensic Science program or instructor permission. Examination of methods used to compose and deliver an effective seminar in the sciences. Searching the scientific literature. Oral presentation of a topic from the current literature in chemistry or forensic science. Required of all students in the M.S. in Forensic Science program. Offered every fall semester.

CHE 699 THESIS SEMINAR AND DEFENSE

2, 2/0

Prerequisites: CHE 698. Oral presentation of master's thesis research at a departmental seminar. Defense of master's thesis to thesis committee. Required of all students in the M.S. in Forensic Science program who are completing the Thesis Option. Offered every semester.

CHE 721 THESIS/PROJECT CONTINUATION

0, 0/0

CHE 722 THESIS/PROJECT EXTENDED

0, 0/0

CHE 795 RESEARCH THESIS IN CHEMISTRY

1-12, 0/0

Individual investigation of an original problem in Chemistry submitted in acceptable form according to directions given by the Chemistry Department and the Graduate School.

Forensic Science (FOR)

FOR 588 TOPICS COURSE

3, 3/0

F

OR 596 GRADUATE CONFERENCE IN FORENSIC SCIENCE

1-3, 3/0

Participation in a regional, national, or international conference in the field of forensic science overseen by a faculty member. Offered occasionally.

FOR 598 GRADUATE MICROCOURSE

1-3, 0/0

Examination of significant disciplinary issues, topics, or practices

Equivalent Course: CHE 598

FOR 612 PRINCIPLES OF FORENSIC SCIENCE

3, 3/0

Prerequisite: CHE 301 or equivalent. Overview of forensic laboratory procedures and practices. Includes field testing, laboratory screen tests, instrumental analyses, microscopy, molecular identification, blood-alcohol analyses, identification of physical evidence, pattern evidence, crime-scene processing, evidentiary value of chemical analysis, auditing, peer-review procedures, and quality issues. Sampling techniques, data quality, error rates, blind proficiency testing, and their relevance to legal decisions.

FOR 614 FORENSIC APPLICATIONS OF INSTRUMENTAL ANALYSIS

4, 2/6

Prerequisites: CHE 403 or CHE 680 and FOR 612 or CHE 312 or equivalents. Introduction to forensic chemical analysis using representative instrumental techniques, including spectroscopy and chromatography; emphasis on laboratory-based studies for applications of these instruments to provide extensive experience in solving various analytical issues present in forensic laboratories.

FOR 616 MICROSCOPY IN FORENSIC SCIENCE

2, 1/2

Prerequisites: FOR 612 or CHE 312 or equivalents. Introduction to microscopic investigations for forensic pattern evidence and trace analysis; fundamental theory, principles of operation, varieties, and capabilities of optical microscopy and applications in forensics; fundamentals and applications of transmission and scanning electron microscopy for forensic imaging at atomic-scale resolution and chemical analysis; laboratory sections for pattern analysis and trace analysis.

FOR 618 DRUG CHEMISTRY AND TOXICOLOGY

3, 3/0

Prerequisites: CHE 202 and CHE 612 or CHE 312 and CHE 680 or CHE 403 or equivalents. Overview of misused and illegal pharmaceuticals, toxicology, poisons, forensic drug analysis, and illicit drug manufacture. Types, classes, and structures of illicit pharmaceuticals and the laws governing these substances; mechanism of biological activity and toxicological issues of each class; immunoassay technologies for drugs-of-abuse testing analysis; methods of forensic analysis of commonly encountered illegal drugs; and methods of surreptitious manufacture and law enforcement concerns with clandestine laboratories.

FOR 690 MASTERS PROJECT

1-4, 0/0

A study on a problem of special interest planned and executed with consultation and advisement from the instructor and the student's project committee. The project will be submitted in acceptable form according to directions given by the Chemistry Department and presented orally to an audience of Chemistry Department faculty and students.

FOR 721 THESIS/PROJECT CONTINUATION

0, 0/0

FOR 722 THESIS/PROJECT EXTENDED

0, 0/0

FOR 795 RESEARCH THESIS IN FORENSIC SCIENCE

1-12, 0/0

Individual investigation of an original problem in Forensic Science submitted in acceptable form according to directions given by the Chemistry Department and the Graduate School.

Communication (COM)

COM 547 DATA ANALYTICS FOR STRATEGIC COMMUNICATION

3, 3/0

A communication research and software application based investigation of data analytics in strategic communication, including its role in marketing, the media, public relations and advertising, and audience targeting, and its legal and ethical implications. Offered every fall.

COM 587 SPECIAL TOPICS

3, 3/0

Prerequisite: Instructor permission. Special topics in advanced graduate study, to be determined by the instructor. Offered occasionally.

COM 590 INDEPENDENT STUDY

3, 3/0

COM 610 PUBLIC RELATIONS PRINCIPLES AND PRACTICES

3, 3/0

Prerequisites: Admission into the master's degree in public relations program, the Public Relations Management track of the Multidisciplinary Studies master's program, or graduate status. Corequisite: COM 621. Organizational principles and strategic communication planning practices underscoring effective management of public relations; history and definitions of public relations; the role of ethics, corporate social responsibility, and legal issues in public relations. Offered every fall.

COM 612 CRISIS COMMUNICATION

3, 3/0

Prerequisite: COM 610 or instructor permission. Overview of types and stages of crises, crisis communication theories, and role of management in a crisis; impact of online world on crisis management; reputation management; crisis prevention, preparation, recognition and response; post-crisis considerations; analysis of crisis communication case studies; creation of crisis communication plans. Offered every other summer.

COM 616 SOCIAL MEDIA STRATEGIES

3, 3/0

Prerequisites: Graduate student status or instructor permission. Uses of social media in the public relations field. Includes definitions; ethical and legal principles; research, strategic planning, writing, and measurement; social media campaigns; applications of social media. Offered every other summer.

COM 621 THEORIES OF PUBLIC RELATIONS

3, 3/0

Prerequisites: Admission into the master's degree in public relations program, the Public Relations Management track of the Multidisciplinary Studies master's program, or graduate status. Corequisite: COM 610. Theoretical body of knowledge in public relations and its application to public relations practice; evolution of public relations; diversity, professional standards, and ethics in public relations. Offered every fall.

COM 631 ADVANCED PUBLIC RELATIONS WRITING

3, 3/0

Prerequisites: COM 610, COM 621. Advanced practice in writing for various public relations settings for students with prior public relations writing experience or undergraduate public relations writing coursework; focus on writing for news media and organizational media, including social media, with emphasis on mastery of grammar and punctuation rules. Offered every spring.

COM 635 INTERNSHIP IN PUBLIC RELATIONS

3, 0/0

Prerequisites: COM 610, COM 621 and COM 631. Supervised field experience in a professional setting for students who have completed extensive academic preparation in the discipline. Offered every semester.

COM 641 RESEARCH METHODS IN PUBLIC RELATIONS

3, 3/0

Prerequisites: COM 610 and COM 621. Overview of applied research methodologies for public relations campaigns including both qualitative and quantitative approaches. Attention to computer literature searches, research design, questionnaire construction, sampling, measurement techniques, and data analysis. Offered every spring.

COM 650 PUBLIC RELATIONS MANAGEMENT

3, 3/0

Prerequisites: COM 631 and COM 641. Management of public relations in various specialized situations, using a case study approach, culminating in the creation of a team communication campaign plan for an actual public relations client. Offered every fall.

COM 660 GLOBAL PUBLIC RELATIONS

3, 3/0

Prerequisites: COM 610; graduate status. Dimensions of public relations practice in international settings; overview of factors that influence communication across cultures and borders and an examination of the effect that those factors have on public relations practice in specific regions of the world. Offered occasionally.

COM 687 TOPICS COURSE

3, 3/0

Special topics, graduate level.

COM 690 MASTER'S PROJECT

3, 0/0

Prerequisites: COM 610 and COM 650; prerequisite or corequisite: COM 641. Practical application of knowledge acquired in COM 610, COM 641, and COM 650 through the development of a strategic public relations campaign or project.

COM 695 MASTER'S THESIS

3, 0/0

COM 721 THESIS/PROJECT CONTINUATION

0, 0/0

COM 722 THESIS/PROJECT EXTENDED

0, 0/0

Computer Information Systems (CIS)

CIS 500 MICROCOMPUTER SYSTEMS

3, 3/0

CIS 512 INTRODUCTION TO DATA SCIENCE AND ANALYTICS

3, 3/0

Prerequisites: Graduate standing. Introduction to Data Science and Analytics; modern analytical techniques; application to academia, industry and business needs. Fundamental concepts and terms; methods, tools, and techniques; identification of "big data" problems; data sources; analytical approaches; algorithm implementations; interpretation and reporting of results. Offered annually in the Fall semester.

CIS 590 INDEPENDENT STUDY

1-3, 0/0

Graduate independent study in Computer Information Systems.

CIS 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate workshop in Computer Information Systems.

CIS 600 MACHINE LEARNING FOR DATA SCIENCE

3, 3/0

Prerequisites: CIS 512 or DSA 512 or equivalent. Introduction to Machine Learning Techniques for Data Science; mathematical methods; algorithms; application to academia, industry and business problems. Fundamental concepts and terms; methods, tools, and techniques. Supervised and unsupervised learning; identification of learning problems; data sources; analytical approaches; algorithm implementation; interpretation and reporting. Offered annually in the Fall semester.

CIS 690 MASTERS PROJECT IN EDUCATIONAL COMPUTING

3, 3/0

A project undertaken by one or more individuals on a problem of special interest within Computer Information Systems, planned and carried out with consultation and guidance from the instructor.

CIS 695 MASTERS THESIS

3, 6/0

Individual investigation of an original problem within Computer Information Systems submitted in acceptable form according to directions given by the Graduate School.

CIS 721 THESIS/PROJECT CONTINUATION

0, 0/0

CIS 722 THESIS/PROJECT EXTENDED

0, 0/0

Creativity and Change Leadership (CRS)

CRS 509 INTRODUCTION TO THE GIFTED, TALENTED AND CREATIVE LEARNER

3, 3/0

Introduction to giftedness, talent development, and creativity in students, examining both the historical foundations and the current state of the field. Examines characteristics and identification of academically gifted, creative, and talented students from diverse backgrounds and areas of ability who learn at a pace and level that are significantly different than classmates.

Equivalent Course: EDU 509

CRS 530 CREATIVE TEACHING AND LEARNING IN FORMAL AND INFORMAL SETTINGS

3, 3/0

technology to support students' creative activities. Design creativity curriculum and align with appropriate assessment procedures.

Equivalent Courses: EDL 530, EDU 530

CRS 559 PRINCIPLES IN CREATIVE PROBLEM SOLVING

3, 3/0

Theory and application of the Creative Problem Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts; group work and active participation are expected.

CRS 560 FOUNDATIONS OF CREATIVE LEARNING

3, 3/0

Theory and research that form the foundation of the discipline of creativity studies; development of awareness and understanding of basic principles, select definitions, models, and theories and practice in applying them in a variety of contexts. Group interaction, discussion, and project work are expected.

CRS 570 CREATIVE PROBLEM-SOLVING EXPERIENCES

1, 3/0

Current issues, procedures, and principles of creative thinking and problem solving. Students make observations and discuss and evaluate individual experiences.

CRS 580 CREATIVITY ASSESSMENT: METHODS AND RESOURCES

3, 3/0

Practical information on methods and resources for creativity assessment; review of basic measurement principles and a critique of specific tools used to assess creativity in both education and business. Students receive personal feedback on a number of measures and develop a profile of their own creative strengths.

Equivalent Course: CRS 620

CRS 585 LEARNING STYLE METHODS/RESOURCES FOR CREATIVE AND TALENT DEVELOPMENT

3, 3/0

Applying learning style processes to guide planning for creative and talent development; information and hands-on experience on documenting students' learning style strengths.

CRS 590 INDEPENDENT STUDY

1-3, 0/0

CRS 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate workshop in Creativity and Change Leadership.

CRS 596 CONFERENCE

1-3, 0/0

Conference in Creativity and Change Leadership.

CRS 598 MICRO COURSE

1, 1/0

Graduate-level micro-course in Criminal Justice.

CRS 610 FACILITATION OF GROUP PROBLEM SOLVING

3, 3/0

Prerequisites: CRS/EAD/ELF 559. Advanced strategies for leading small groups through the Creative Problem Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues. Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills.

CRS 614 ADVANCED COGNITIVE TOOLS FOR CREATIVE PROBLEM SOLVING

3, 3/0

Prerequisite: CRS 559. A focus on developing students' skills in applying and facilitating advanced creative problem-solving tools that involve diagnostic, visionary, strategic, ideational, evaluative, contextual, and tactical thinking. The cognitive tools are drawn from various fields, such as quality improvement and strategic management, and include decision making and various problem-solving models.

CRS 619 ORGANIZATIONAL CREATIVITY AND INNOVATION

3, 3/0

Prerequisite: CRS 559. Current research and practice related to organizational creativity and innovation. Developing skill in leading innovation and change initiatives in organizations from an applied perspective.

CRS 620 CREATIVITY ASSESSMENT: METHODS AND RESOURCES

3, 3/0

Practical information on methods and resources for creativity assessment; review of basic measurement principles and a critique of specific tools used to assess creativity in both education and business. Students receive personal feedback on a number of measures and develop a profile of their own creative strengths.

Equivalent Course: CRS 580

CRS 621 CURRICULUM DEVELOPMENT IN GIFTED, TALENTED AND CREATIVE EDUCATION

3, 3/0

Prerequisite: EDU or EXE 509. Appropriate curriculum, materials, instructional methods, and evaluation strategies for the development of creativity and the education of individuals who demonstrate gifted behavior and talents. Examines instructional and curricular models, differentiated teaching/learning and creative/critical thinking strategies, and collaboration with the school community.

Equivalent Course: EDU 621

CRS 625 CURRENT ISSUES IN CREATIVE STUDIES

3, 3/0

Prerequisite: CRS 559 or CRS 560. In-depth survey of current issues on the nature or nurture of creativity; skill development in research and scholarship to increase critical thinking skills and general content literacy of creativity practitioners in any discipline; review, analysis, and interpretation of findings from empirical and nonempirical sources, with some emphasis on the background and development of research at the International Center for Studies in Creativity.

CRS 626 CURRICULUM AND PROGRAM DEVELOPMENT FOR GIFTED INDIVIDUALS

3, 3/0

Development of appropriate curriculum, materials, instructional methods, and evaluation strategies for giftedness, creativity, and talent development. Focus on planning, providing, coordinating and evaluating the differentiated teaching and learning environment to challenge and assist students in learning to their highest levels of achievement and developing skill in collaborating with the school community to individualize instruction.

CRS 635 CREATIVITY AND CHANGE LEADERSHIP

3, 3/0

Prerequisites: CRS/EAD/ELF 560 and CRS 625. Culminating activities that cap the Foundations of Creativity strand of the curriculum; understanding and applying the characteristics of change leadership in the context of creativity and Creative Problem Solving (CPS); theoretical and practical launching point for students to examine their future contributions to the field, domain, and discipline by articulating their personal philosophy and definition of creativity; relation of the CPS process and other change methods to the challenge of making lasting change in other disciplines, such as business, education, psychology, sociology, history, philosophy, or the arts or sciences.

CRS 670 FOUNDATIONS IN TEACHING AND TRAINING CREATIVITY

3, 3/0

Prerequisites: CRS 559 and CRS 610 OR AED/ELF 683. Practical experience in using principles of creative learning, Creative Problem Solving (CPS), and leadership to facilitate groups; guided practice and independent work in realistic teaching/training situations to develop independent learners and reflective practitioners; use of CPS facilitation skills to develop instructional designs and examine ways to modify teaching and leading with CPS in various groups or situations.

CRS 680 DESIGNING AND DELIVERING CREATIVITY EDUCATION

3, 3/0

Prerequisites: CRS 559 and CRS 560 OR EAD/ELF 560 Team-teaching experience in creative studies undergraduate courses under direct supervision of the faculty. With permission of instructor, under special circumstances, team teaching may be done in a school, in industry, or in a special creative problem-solving program.

CRS 689 INTRODUCTION TO RESEARCH METHODS IN CREATIVITY STUDIES

3, 3/0

Prerequisites: CRS 620 or instructor permission. Qualitative and quantitative research methods within the field of creativity. Evaluation and design of empirical research on creativity. Ethical issues related to research involving human participants. Application of course content to create an initial direction for dissertation research. Offered every fall and spring.

CRS 690 MASTER'S PROJECT

3-6, 0/0

Prerequisites: CRS 559 and CRS 610 OR EAD/ELF 683 Development and implementation of an applied project requiring Creative Problem Solving (CPS), change leadership, and facilitation skills; definition and implementation of change initiatives that have a direct impact either on the community or for the field of creativity in general; development of analytical skills in the formation and evaluation of the success of the projects.

CRS 695 THESIS

3, 0/0

Individual investigation of an original problem within Creativity and Change Leadership submitted in acceptable form according to directions given by the Graduate School.

CRS 705 ADVANCED INSTRUCTIONAL DESIGN IN CREATIVITY

3, 3/0

Prerequisites: CRS 560, CRS 625, CRS 670. Experience in advanced design of creativity instruction in the higher education classroom. Demonstrating mastery of creativity content and preparation for teaching experiences. Structured participation in undergraduate courses in creativity and creative leadership. Offered every fall.

CRS 706 ADVANCED INSTRUCTIONAL DELIVERY IN CREATIVITY

3, 3/0

Prerequisite: CRS 705. Supervised teaching experience in an introductory course on creativity studies. Demonstrating mastery of creativity content through instructional delivery. Assessing student learning outcomes and learner performance. Monitoring and adjusting instructional delivery based on student needs. Offered every spring.

CRS 721 THESIS/PROJECT CONTINUATION

0, 0/0

CRS 722 THESIS/PROJECT EXTENDED

0, 0/0

CRS 725 CONTEMPORARY GLOBAL PERSPECTIVES IN CREATIVITY, THEORY, PRACTICE AND RESEARCH

3, 3/0

Prerequisites: CRS 560, CRS 625. Examination of opportunities and issues related to the advancement of creativity around the globe. Individual, societal and global diversity, historical roots and current issues related to the development and practice of creativity and innovation in various cultures. Offered every semester.

CRS 730 FOUNDATIONAL QUALITATIVE RESEARCH METHODS IN CREATIVITY STUDIES

3, 3/0

Prerequisite: CRS 689. Foundational qualitative research methods applicable to creativity research. Data-mining of narrative datasets related to an area of creativity studies. Dataset analysis. Association of various qualitative research designs to appropriate research methods. Preparation for advanced qualitative analysis procedures. Offered every spring.

CRS 731 QUALITATIVE RESEARCH METHODS IN CREATIVITY STUDIES II

3, 3/0

Prerequisite: CRS 730. Application of qualitative research methods to creativity datasets. Advanced qualitative data analysis procedures in the field of creativity. Utilization of a variety of methods such as grounded theory, case study and phenomenology. Qualitative research design with opportunities to disseminate work in the field of creativity. Offered every fall.

CRS 735 ADVANCED APPLICATION OF CREATIVE LEADERSHIP

3, 3/0

Prerequisites: CRS 619 and CRS 635. Examine real-life practices of creative leadership. Explore the process of change leadership with examples of change initiatives. Integrate real-life experiences and theories and concepts of creative leadership. Review the principles of creative thinking and change management models. Culminating course in the doctoral program. Offered every spring.

CRS 740 FOUNDATIONAL QUANTITATIVE DATA ANALYSIS AND STATISTICS IN CREATIVITY STUDIES

3, 3/0

Prerequisite: CRS 689. Foundational statistics and quantitative methods applicable to creativity research, e.g., descriptive and inferential parametric and non-parametric statistical methods. Software programs used for quantitative data analysis. Linking research design with statistical procedures. Preparation for advanced statistical procedures for students who intend to use quantitative methods in their dissertation. Offered every spring.

CRS 741 ADVANCED QUANTITATIVE DATA ANALYSIS AND STATISTICS IN CREATIVITY STUDIES

3, 3/0

Prerequisite: CRS 740. Advanced statistics and quantitative methods in creativity studies, such as multivariate and multiple regression analyses. Assumption and diagnostic testing. Scale development and use of exploratory and confirmatory factor analysis. Assessing the quality of data collection instruments. Critique published work and preparation of research reports based on data analysis. Offered every fall.

CRS 795 MASTER'S THESIS

3-6, 0/0

Prerequisites: CRS 559, CRS 560, and CRS 580. Design and implementation of empirical research (qualitative or quantitative) designed to make new and useful contributions to the field of creativity. Students work closely with faculty and, in many cases, join ongoing programs of research within the department

CRS 899 DISSERTATION

3, 3/0

Prerequisites: CRS 689 and CRS 730 or CRS 740. Students contribute new knowledge to the field of creativity by conducting original empirical research (i.e., qualitative, quantitative, mixed-methods, etc.). Under the supervision of faculty, students can follow a traditional dissertation format or may choose to complete a three-article dissertation. Offered every semester.

Criminal Justice (CRJ)

CRJ 501 THEORETICAL PERSPECTIVES ON CRIME AND CRIMINAL JUSTICE

3, 3/0

Prerequisite: Graduate level standing. Patterns and trends in crime and victimization in the United States; the complex relationships between theoretical explanations of criminal behavior and criminal justice policies and priorities; theoretical and empirical foundations of criminal behavior and crime control; development of writing and conceptual skills. Offered every fall.

CRJ 504 RESEARCH METHODS IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: Graduate status or instructor permission. Graduate level statistics and undergraduate research methods. This course introduces students to the practice, theory, and philosophy of social science research, with a special focus on criminal justice. It not only broadens students' knowledge of the ethical issues associated with research, but also introduces them to a variety of research techniques such as surveys, field research, and experimental designs. Research Methods will lay the foundation for students to become informed "consumers" of research, as well as "producers" of it.

CRJ 508 HISTORY OF CRIMINAL JUSTICE

3, 3/0

Prerequisite: Graduate status or instructor permission. Societal responses to crime and disorder in the United States from the colonial period through the twentieth century; social forces that influenced the development of criminal law and its institutions of social control; readings in traditional and revisionist scholarship on social disorder, law, crime, police, courts, prisons, and juvenile justice.

CRJ 511 ADVANCED CRIME ANALYSIS

3, 3/0

Prerequisite: Completion of Undergraduate or Graduate Statistics. Introduction to tools and techniques needed to analyze and present data within the context of policing. Examination of the role and responsibilities of a crime analyst. Examination of data-based solutions for crime problems. Offered every other fall semester.

CRJ 590 INDEPENDENT STUDY

1-3, 3/0

Graduate independent study in Criminal Justice.

CRJ 601 CORRECTIONAL STRATEGIES

3, 3/0

Prerequisite: Graduate status. Examining the historical, philosophical, theoretical, and legal dimensions of corrections in the United States; the organizational context of adult and juvenile institutional corrections; the impact of correctional programs; and the process and impact of organizational change in corrections. Emphasis on the development of graduate-level scholarship primarily in adult corrections. Offered fall only.

CRJ 602 ORGANIZATIONAL BEHAVIOR AND THE MANAGEMENT PROCESS IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: Undergraduate advanced administration in criminal justice or equivalent. Managerial environment of criminal justice organizations; analysis and application of administrative science to improving crime control agency management.

CRJ 603 ADMINISTRATION OF JUSTICE

3, 3/0

Prerequisite: Graduate status. Intensive and integrative analysis of the administration of criminal justice. Uses a pluralistic model of public crime control policy making to examine existing and possible future efforts and effects on the American criminal justice and criminal-legal system and its agencies and operations. Extensive exposure to the criminal justice system, supporting social science, and legal literature in the field.

CRJ 604 CRIMINAL COURTS

3, 3/0

Theory of courts and the legal, social, and political processes that significantly affect the operation of the criminal courts, the administration of justice, and judicial decision making; the interrelationship among the social and political forces that influence court decisions and justice. Offered every spring.

CRJ 605 LAW AND SOCIAL CONTROL

3, 3/0

Prerequisite: Graduate status or instructor permission. Nature of social control as it is vested in the objectives, procedures, and authority of law and social institutions; social and legal implications of social control, and the limits of criminal law as a means of social control.

CRJ 606 LAW ENFORCEMENT ISSUES

3, 3/0

Prerequisite: Graduate status or instructor permission. Selected issues relating to the role and operations of law enforcement in a time of complex social change. Topics vary as developing issues and problems affect the police.

CRJ 608 SPECIAL TOPICS IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: Graduate status. Intensive analysis of a special topic(s) not covered in the existing curriculum, to be determined by relevancy and currency of the topic(s), student interests, and the availability of resources and expertise to teach the specific subject matter. May be taken three times (up to 9 credits).

CRJ 609 STATISTICS IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: Graduate status or instructor permission. Introduction and overview of statistical principles and methods in criminological research. Examination of descriptive, inferential, and multivariate statistics through parametric and nonparametric measures. Emphasis on the interpretation and application of statistical results from software analysis, such as SPSS, and journal articles.

CRJ 611 DATA-DRIVEN POLICING

3, 3/0

Prerequisite: CRJ 511. Historical and current trends in data-driven policing. Examination of the different data-driven styles and strategies of policing. Implementation of data-driven policing in local, state and federal law enforcement agencies. Offered every other spring.

CRJ 620 WHITE-COLLAR CRIME

3, 3/0

Prerequisite: Graduate status. Theoretical and empirical literature on upper-world crime and its impact on society; the relationship between and effectiveness of criminal, civil, and regulatory processes; characteristics of offenders.

CRJ 622 JUVENILE JUSTICE

3, 3/0

Prerequisite: Graduate status. Historical, philosophical, theoretical, and legal foundations of juvenile justice systems in states across the country; the relationship between juvenile delinquency and youth crime; various state juvenile justice strategies; empirical studies of interventions to combat drug behavior; gangs and criminal violence; the effectiveness of the complex decisions made by the juvenile justice system in addressing delinquency and youth crime.

CRJ 624 COMPUTER APPLICATION

3, 3/0

Prerequisite: Graduate status or instructor permission. Various computer applications of basic statistical methods as they apply to criminal justice; a combination of lectures on both descriptive and inferential statistics and hands-on experience in the computer lab, designed to increase analytical ability through quantitative training exercises.

CRJ 625 RACE AND ETHNICITY IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: CRJ 501. Manifestations of racial and ethnic stratification in American society and their effects on crime and the administration of criminal justice in the United States; history of racial stratification in the United States; effects of racial stratification on the criminality of minority groups; differential enforcement of the law against members of minority groups at different phases of the criminal justice process.

CRJ 626 GENDER ISSUES IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: CRJ 501. Gender differences and their effects on criminal behavior, law, and the criminal justice process; crimes of which women are disproportionately victims; the extent, types, distinguishing characteristics, and theories of female criminality; criminal justice policies and practices that result in the differential treatment of female victims, offenders, and practitioners.

CRJ 628 ORGANIZED CRIME

3, 3/0

Prerequisite: Graduate status. History, structure, operation, and theories of organized crime, and the problems of control that law enforcement faces; interaction among criminals, victims, community, law enforcement, and the laws within the pluralistic political context.

CRJ 630 CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE

3, 3/0

Prerequisite: Admission to the criminal justice master's degree program or instructor permission. Legal reasoning, writing briefs, and legal research; identifying and analyzing selected Supreme Court cases, with an emphasis on the First, Fourth, and Fifth Amendments of the U.S. Constitution; examining former ideologies for comparison with current trends, issues, and ideologies, emphasizing the comprehension of legal thought and how it changes. Uses the casebook method of study.

CRJ 635 CRIMINAL JUSTICE ETHICS

3, 3/0

Prerequisite: Graduate status. Ethics as a component of criminal justice: overview of basic ethical concepts and theories; macro-level ethical issues and problems in the criminal justice process; specific ethical problems of the various components of the criminal justice process.

CRJ 690 MASTER'S PROJECT

3, 0/0

Research or investigation of a particular problem, planned and carried out by the student with consultation and guidance from the instructor.

CRJ 695 MASTERS THESIS

3, 0/0

Individual investigation of an original problem within Criminal Justice submitted in acceptable form according to directions given by the Graduate School.

CRJ 710 RESEARCH PROJECT

3, 3/0

Prerequisites: Graduate status, instructor permission, and department approval. Participation in an ongoing research project by invitation of a criminal justice faculty member. May be taken only once.

CRJ 721 THESIS/PROJECT CONTINUATION

0, 0/0

CRJ 722 THESIS/PROJECT EXTENDED

0, 0/0

Dietetics (HEW, HPR, NFS)**Health and Wellness (HEW)****HEW 520 DRUGS, SOCIETY, AND HEALTH**

3, 3/0

Prerequisite: Instructor permission. Drug addiction: problems related to alcohol, tobacco, and other drugs of abuse affecting the individual, as well as society; drug education curricula within the public schools.

HEW 580 PARENTING/SEXUALITY EDUCATION PRACTICES IN HEALTH

3, 3/0

Prerequisite: Undergraduate coursework in health or human sexuality. Parenting/sexuality curricula and the utilization of technology in teaching health education; theories and practices in sexuality education in American school systems; appropriate course content specific to different grade levels and cultural settings.

Equivalent Course: ADE 580

HEW 588 TOPICS COURSE

3, 3/0

Topics course.

HEW 590 INDEPENDENT STUDY

1-6, 0/0

Equivalent Course: HPR 590

HEW 594 WORKSHOP

3, 3/0

Graduate workshop in Health and Wellness.

HEW 605 EPIDEMIOLOGY

3, 3/0

Principles and practices in the cause, prevention, and control of diseases in various community settings: epidemiological terminology; measurement of morbidity, mortality, and fertility; descriptive and analytic epidemiology; screening; infectious disease; occupational epidemiology.

HEW 615 SEMINAR IN HEALTH EDUCATION

3, 3/0

Theories of health behavior and behavior change as they relate to current health education issues: the Health Belief Model and the Health Behavior Change Model; foundations of health education; strategies to promote lifestyle change in health education settings.

HEW 620 HEALTH EDUCATION/PROMOTION STRATEGIES

3, 3/0

Overview and application of specific health promotion/education techniques; risk assessment; individual educational plans; small-group techniques; mass media, lectures, and community organization campaigns.

HEW 690 MASTER'S PROJECT

3, 0/0

A well-planned project undertaken by one or more students, with consultation and guidance from the health and wellness faculty, concerning a health problem or issues of special interest.

Equivalent Course: HPR 690

HEW 695 MASTER'S THESIS

3, 0/0

HEW 721 THESIS/PROJECT CONTINUATION

0, 0/0

HEW 722 THESIS/PROJECT EXTENDED

0, 0/0

Coaching and Physical Education (HPR)

HPR 500 PHILOSOPHIES, PRINCIPLES, AND ORGANIZATION OF ATHLETICS IN EDUCATION

3, 3/0

Basic philosophy and principles of coaching interscholastic athletics; state, local, and national policies and regulations related to athletics. Partially fulfills New York State requirements for interscholastic coaching certification.

HPR 519 SOCIAL IMPACT OF SPORT

3, 3/0

Diverse sociological perspectives of sport: social organization of sport-related activities; formal and informal organizational networks of social status, norms, goals, and values; the impact of sport on American society.

HPR 535 ATHLETIC TRAINING: PREVENTION AND CARE OF ATHLETIC INJURIES

3, 3/0

Prerequisites: Background in anatomy and physiology from BIO 308, HPR 301, or equivalent. Relationship between conditioning performance and injury prevention: techniques and programs designed to stress the importance of body conditioning needed for specific sports, as well as the possible treatment of athletic injuries. Partially fulfills New York State requirements for interscholastic coaching certification.

HPR 588 TOPICS COURSE

3, 3/0

HPR 590 INDEPENDENT STUDY

1-3, 0/0

Equivalent Course: HEW 590

HPR 690 MASTER'S PROJECT

3, 0/0

Equivalent Course: HEW 690

HPR 721 THESIS/PROJECT CONTINUATION

0, 0/0

HPR 722 THESIS/PROJECT EXTENDED

0, 0/0

Dietetics and Nutrition (NFS)

NFS 500 MACRONUTRIENTS

3, 2/0

Prerequisites: Undergraduate coursework in nutrition, biochemistry, and physiology or instructor permission. Proteins, carbohydrates, and lipids, with an emphasis on metabolism and interrelationships with other nutrients.

NFS 501 MICRONUTRIENTS

3, 0/0

Prerequisites: Undergraduate coursework in nutrition, biochemistry, and physiology or instructor permission. Vitamins and minerals with emphasis on functional roles in metabolism, interrelations, and nutritional significance.

NFS 503 NUTRITIONAL INTERVENTION IN DISEASE STATES

3, 0/0

Multisystemic view of the physiologic and biochemical alterations in disease states requiring dietary modifications; current theories of dietary treatment in light of epidemiologic data, current scientific research, and factors affecting an individual's ability to carry out the necessary modifications; altered regulatory mechanisms, including interrelations of medications and other treatments with nutritional status and dietary intake.

NFS 506 PRINCIPLES OF HUMAN NUTRITION

3, 3/0

Prerequisites: Graduate standing. Principles of human nutrition with emphasis on the functions of macronutrients and micronutrients and dietary sources, as well as their digestion, absorption, and metabolic processes. Biological determinants of nutrient requirements and the assessment of nutrient status in individuals and populations. Role of diet in health and prevention of chronic disease; applications for students contemplating careers in the health professions. Offered every semester.

NFS 510 NUTRITION EDUCATION

2, 2/0

Prerequisites: Undergraduate or graduate coursework in nutrition or instructor permission. Apply principles of nutrition by designing effective nutrition education programs. Utilize learning and behavior change theories to affect nutrition education that promotes adoption of lifelong healthy behaviors. Design effective nutrition-based health promotion materials. This course is two hours to

provide health professionals with instruction on designing effective nutrition education programs while working in the field and meeting the curriculum roadmap of the program. Offered every semester.

NFS 550 GRADUATE PRACTICUM IN DIETETICS

3, 0/0

Prerequisites: NFS 448 and clinical faculty permission; graduate status. Plan, implement, and develop a dietetics practicum and evaluation tool for student performance in a selected area of dietetic practice such as acute care, long-term care, nutrition education, or community service programs. Ability to practice independently with minimal supervision required. Offered every spring.

NFS 571 EXPERIENTIAL LEARNING IN FOOD SERVICE SYSTEMS IN HEALTH CARE

3, 0/0

Prerequisite: NFS 311 and graduate status, or instructor permission. Food systems management in healthcare facilities. Emphasis on sustainable production and distribution of quantity food products; purchasing, receipt, and storage of products used in food production and related understanding of agricultural practices; and application of principles of food safety and related risk management. Offered every summer.

NFS 590 INDEPENDENT STUDY

1-3, 0/0

NFS 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate workshop in Dietetics and Nutrition.

NFS 598 MICRO-COURSE

3, 0/0

Graduate-level micro-course in Dietetics and Nutrition.

NFS 601 LEADERSHIP AND PROJECT MANAGEMENT IN DIETETICS

3, 3/0

Prerequisite: Instructor permission. Leadership and project management applied in clinical nutrition, private practice, community nutrition and food service management. Competency-based learning using skills, tools, and techniques required in the life cycle of a nutrition project, including project selection, planning, staffing, task scheduling, budgeting, risk management, and quality improvement. Exploration of nutrition informatics in executing nutrition projects. Offered every summer.

NFS 604 ADVANCES IN FOOD RESEARCH

2, 2/0

Prerequisite: Undergraduate coursework in food, food preparation, or food science or instructor permission. Current methods of foods preservation, processing, packaging, and storage; new food products; processing trends in the food industry.

NFS 605 CURRENT TRENDS IN NUTRITION

3, 3/0

Prerequisites: Undergraduate (NFS 102 or equivalent) or graduate level nutrition course (NFS 506 or equivalent). Current trends in nutrition, including dietary guidelines, fad diets, and public health nutrition policies and initiatives. Evidence-based nutrition education programs for communities. Offered every semester.

NFS 607 EXPERIENTIAL LEARNING IN WEIGHT MANAGEMENT AND DIABETES PREVENTION AND TREATMENT

3, 3/0

Prerequisites: Undergraduate coursework medical nutrition therapy and instructor permission. Pathophysiology, prevention, and treatment of obesity and diabetes. Techniques for measuring body composition and energy expenditure examined. Includes selected content for the interdisciplinary obesity and weight management certification and for the certified diabetes educator credential. Employs competency-based education (CBE). Offered every fall.

NFS 609 EXPERIENTIAL LEARNING IN ADVANCED MEDICAL NUTRITION THERAPY

3, 3/0

Prerequisites: NFS403 and NFS430. Applies evidence analysis process in evaluating medical nutrition therapies (MNT). Explores MNT outcomes for malnutrition MNT in acute and long term care, and community settings. Includes selected content for the certified

nutrition support clinician credential: e.g., parenteral electrolytes and glucose management. Employs competency-based education (CBE). Offered every Fall semester.

NFS 612 NUTRITION COUNSELING

3, 3/0

Prerequisite: Undergraduate coursework in nutrition counseling and medical nutrition therapy and instructor permission. Evidence-based practice in nutrition consultation related to models of cultural competence, nutrition counseling strategies, models of emotional intelligence, processes for coding and billing for nutrition services, and utilization of nutrition informatics. Employs competency-based education. Offered every spring.

NFS 615 NUTRITION EDUCATION PRACTICUM

1, 0/3

Prerequisites: NFS 510 and instructor permission. Application of the principles of nutrition education learned in NFS 510 by designing, presenting, and evaluating a nutrition education project.

NFS 620 EXPERIENTIAL LEARNING IN NUTRITION

1-3, 1/0

Prerequisites: NFS 510 or instructor permission. Applying knowledge and skills of nutrition in community health settings. Emphasis on planning, implementing, and evaluating community nutrition programs. Application of nutrition and health principles to create changes in knowledge, attitudes, behavior and health outcomes among individuals, families or target groups in community settings. Offered every semester.

NFS 634 NUTRITION AND GERONTOLOGY

3, 3/0

Prerequisite: Undergraduate coursework in medical nutrition therapy, nutrition in the lifecycle, or instructor permission. Examination of the nutritional needs of aging and individuals in later maturity and palliative care. Examine the nutritional needs and complications of nutritional deficiency and disease in later life. Specific nutritional concerns in aging populations and community nutrition services available. Offered annually.

NFS 689 METHODS OF NUTRITIONAL RESEARCH

3, 3/0

Prerequisites: Graduate status, undergraduate coursework in nutrition research and medicine therapy, instructor permission. Advanced knowledge of nutrition research design; planning, collection, treatment, and interpretation of research data; application of nutrition research methods and statistical analysis as related to the development of a nutrition research proposal. Students develop a proposal for individual research projects. Offered every spring.

NFS 690 MASTER'S PROJECT

3, 0/0

Prerequisite: Instructor permission. A project undertaken by one or more individuals on a problem of special interest, planned and carried out with consultation and guidance from the instructor.

NFS 695 MASTER'S THESIS

1-3, 0/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

NFS 721 THESIS/PROJECT CONTINUATION

0, 0/0

NFS 722 THESIS/PROJECT EXTENDED

0, 0/0

Elementary Education (EDL, EDU)

Educational Leadership (EDL)

EDL 500 MULTICULTURAL EDUCATION

3, 3/0

Cultural foundations of education; application of relevant findings of the social sciences to problems and issues of education in culturally plural (multiethnic) settings.

EDL 530 CREATIVE TEACHING AND LEARNING IN FORMAL AND INFORMAL SETTINGS

3, 3/0

Current best practices to facilitate creative teaching and learning in formal education settings and informal education initiatives in organizations such as museums and clubs. Strategies to enhance creativity education, engage in creative learning and utilize technology to support students' creative activities. Design creativity curriculum and align with appropriate assessment procedures.

Equivalent Courses: CRS 530, EDU 530

EDL 534 THE HOLISTIC CURRICULUM: TEACHING TO BOTH SIDES OF THE BRAIN

3, 0/0

EDL 544 MIDDLE SCHOOL CURRICULUM

3, 0/0

EDL 552 PUBLIC SCHOOL LAW

3, 3/0

Foundations of public school law; legal problems, and ethical concerns arising out of the operation of the public school system; New York State education law; selected cases from state and federal courts; common law principles.

EDL 559 PRINCIPLES IN CREATIVE PROBLEM SOLVING

3, 3/0

Theory and application of the Creative Problem Solving (CPS) process; practice in both individual and group uses for either personal or professional contexts; group work and active participation are expected.

Equivalent Course: CRS 559

EDL 560 METHODS, THEORIES, AND MODELS OF CREATIVE LEARNING

3, 3/0

Theory and research on the discipline of creative studies: developing awareness and understanding of basic principles and select definitions, models, and theories; practical application in a variety of contexts. Group interaction, discussion, and project work.

EDL 585 LEARNING STYLE METHODS/RESOURCES FOR CREATIVE & TALENT DEVELOPMENT

3, 0/0

EDL 590 INDEPENDENT STUDY

1-3, 0/0

EDL 597 SPECIAL TOPICS

3-6, 0/0

EDL 602 ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS

3, 3/0

Aspects of educational leadership necessary to formulate, organize, implement, and evaluate high-quality, culturally responsive public school programs and services for students with special needs. Creating safe and healthy environments for all students.

EDL 606 SCHOOL-COMMUNITY RELATIONS

3, 3/0

Educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside school districts; power; multicultural awareness; major opinion leaders; vision and mission articulation; interpersonal skills. Students construct a databased school-community relations plan.

EDL 607 SITE-BASED LEADERSHIP

3, 3/0

Principles of school administration and leadership; the changing role of site leadership as it relates to the dominant themes of shared mission, leadership, change, family engagement, shared decision making, school characteristics, standards-based education, and improving student achievement for all students. Strategies for cultivating an inclusive, caring, and supportive school community.

EDL 608 ADMINISTRATION OF PROGRAMS FOR THE YOUNG CHILD

3, 3/0

Role of the administrator in developing an educational environment for young children: organization, management, equipment, parent involvement, and curriculum appropriate to the developmental needs of the young and his or her family.

EDL 610 METHODS OF ADULT EDUCATION

3, 3/0

Principles, practices, evaluation, and practical application of adult learning across the full spectrum of settings in which adult education is conducted.

Equivalent Course: ADE 610

EDL 612 SCHOOL BUSINESS MANAGEMENT AND FINANCE

3, 3/0

School district business management functions and financing to promote academic success for all students: accounting, reporting, and auditing; program budgeting systems; investments and debt service; purchasing, inventory, and insurance; sources of income; Civil Service law and personnel; collective negotiations; auxiliary services.

EDL 613 SCHOOL DISTRICT ADMINISTRATION AND GOVERNANCE

3, 3/0

Prerequisites: Admission into Educational Leadership programs. Instructional, managerial, and political roles of the chief school administrator and central office staff in promoting student achievement and achieving the educational vision; school district organization, governance, and core or governing values used in decision-making; collective bargaining; facilities management; school and community relations to engage stakeholders from diverse backgrounds; relationships with federal and state governments; and the role and operation of the board of education. Offered every Spring

EDL 630 CURRICULUM LEADERSHIP

3, 3/0

Educational leader's role in the design, implementation, and evaluation of rigorous and culturally relevant curriculum, focusing on the principles of curriculum leadership; needs assessment, school improvement, curriculum alignment, and evaluation; leadership roles in curricular decision making are examined in relationship to current research.

EDL 631 SUPERVISION OF TEACHING

3, 3/0

Principles of supervision: classroom observation; evaluating teaching; effect of teachers' purposes and research on choice of subject matter and teaching procedures; teacher-pupil relationships and cultural competence; group and individual conferences; induction of new teachers; intervisitation; demonstration teaching; teachers' meetings; bulletins; workshops; evaluation of programs.

EDL 640 CONFLICT RESOLUTION AND PEACEABLE SCHOOLS

3, 3/0

Conflict resolution in the public school context; foundations of peacemaking; emotional intelligence; teaching tolerance; cooperative learning. Presents a model for incorporating peaceable schools curricula into existing school programs.

EDL 652 SPECIAL EDUCATION LAW

3, 3/0

Laws, regulations, policy, and court cases influencing special education; due process and equal protection guarantees; Individualized Education Plan (IEP) development; Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973.

EDL 672 THE MICROCOMPUTER IN THE INSTRUCTIONAL PROGRAM

3, 3/0

EDL 683 FACILITATION OF GROUP PROBLEM SOLVING

3, 3/0

Prerequisite: EDL/CRS 559. Advanced strategies for leading small groups through the Creative Problem Solving (CPS) process; mastery of facilitation techniques and skills. Students receive expert feedback on their facilitation skills as they apply creative strategies to real issues. Examines conceptual relationships between facilitation and change leadership; develops basic change leadership skills.

Equivalent Course: CRS 610

EDL 684 PLANNING FOR EDUCATION CHANGE

3, 3/0

EDL 686 SEMINAR IN INNER-CITY EDUCATION

3, 3/0

Nature and scope of education in the inner city: social research informing public policy on education of minorities; culture of minority children and the inner-city school; roles of the teacher and the administrator; curriculum development and the needs of inner-city students; quest for educational equity; community/parent involvement.

EDL 702 EDUCATIONAL LEADERSHIP FIELD EXPERIENCES

1, 0/0

A sequence of three 1-credit courses (upon entry into the EDL program, students are required to register for EDL 702 for three terms) designed to engage students in field experiences from the time they enter the EDL/C.A.S. program. Common core field experiences, Saturday sessions, student teacher supervision, and special involvement days. Students receive a grade upon completion of each field experience.

EDL 703 EDUCATIONAL LEADERSHIP INTERNSHIP

3, 3/0

An ongoing experience in three different pre-K-12 or community education locations and with three different field supervisors. Internship/field experiences commonly begin in the student's school/district and include two summer experiences: one in a central office, the other in a school when students are in session (e.g., summer school). Students are encouraged to complete one internship in an urban school district and at least one internship in a nonurban setting. Fall or spring terms do not have stated hour requirements. The entire internship, field experiences (EDL 702), and common core experiences should total 1,300 hours. Students enroll in EDL 703 at the end of their program, preferably after 24 credit hours have been completed. Students are encouraged to begin field and internship experiences upon admission to the program. Confer with the program adviser for details.

EDL 704 SEMINAR IN EDUCATIONAL CHANGE

3, 3/0

Issues in pre-K-12 educational leadership, change, and policy; functions of theories, practices, and philosophies in problem solving, decision making, group collaboration, and facilitation. Site-based action research project required.

EDL 705 SCHOOL DISTRICT INTERNSHIP

1-3, 0/0

An ongoing experience in a school district level (Central Office) location with a field supervisor. Candidates are encouraged to complete experiences in an urban school district as well as a nonurban setting. All activities are logged and matched to standards for school district leaders. Variable credits allow for candidates seeking either the combined SBL/SDL certificate (2) or the SBL/SDL/SDBL (3) certificate or adding the SDBL certificate to prior certification in SBL/SDL (1). Total of 500 hours including 15 weeks of participation in a district business office for candidates seeking the recommendation for School District Business Leader certification.

EDL 706 PROBLEMS IN LEADERSHIP

3, 0/0

Problems and solutions in educational leadership, organizational change, human resource development, and school-community relations.

EDL 707 COMPUTER APPLICATIONS IN EDUCATION ADMINISTRATION

3, 3/0

Recent advances in cybernetic systems as effective tools to improve instruction, organization, and administration of education. Laboratory experiences emphasize effective use of data-processing systems rather than technical aspects of programming.

EDL 708 EDUCATIONAL FACILITIES PLANNING

3, 3/0

EDL 714 PERSONNEL ADMINISTRATION IN SCHOOLS

3, 3/0

Concepts of human resource administration and problems related to personnel programs, policies, and procedures; related goals of organization and management to goals and welfare of staff members.

EDL 715 SCHOOL ADMINISTRATION AND RESEARCH

3, 3/0

A study of research as applied to school administration; major sources and review of research; individual project and administrative problem solving; proposal writing and administration.

EDU 500 PRACTICUM IN EDUCATION

3-6, 0/0

Supervised teaching experience five full days a week for 40-80 days accompanied by weekly one-hour seminars and other seminars as scheduled. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required.

Equivalent Course: ESL 500

EDU 501 SEMINAR FOR THE REFLECTIVE TEACHER

3, 3/0

Critical reading and interpretation of educational research literature; synthesis and assessment of educational research literature as related to the enhancement of teaching and learning processes and experiences of elementary teachers. Participants reflect on ways to investigate and improve their own practice.

EDU 509 INTRODUCTION TO THE GIFTED, TALENTED AND CREATIVE LEARNER

3, 3/0

Introduction to giftedness, talent development, and creativity in students, examining both the historical foundations and the current state of the field. Examines characteristics and identification of academically gifted, creative, and talented students from diverse backgrounds and areas of ability who learn at a pace and level that are significantly different than classmates.

Equivalent Course: CRS 509

EDU 510 PRACTICUM IN CHILDHOOD TEACHING

6, 0/0

Prerequisites: EDU 511 with a grade of B or better and EDU 682 with a grade of B or better. Supervised teaching experience five full days a week for approximately seven consecutive weeks accompanied by weekly one-hour seminars and other seminars as scheduled. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required. Offered every semester.

EDU 511 METHODS OF TEACHING ENGLISH LANGUAGE ARTS

6, 6/0

Prerequisite: EDU 546 with a grade of B or better. Building methodological practice from the theoretical scaffold of literacy knowledge and teaching. Students participate in classroom practice for at least 40 hours while exploring in-depth curricular, theoretical, and practical educational frameworks. Participants learn and practice the pedagogy required for teaching language arts across the curriculum; plan, implement, and evaluate lessons incorporating the New York State standards for English language arts; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective techniques for instructional organization.

EDU 513 THEORY, RESEARCH AND PRACTICE IN LITERACY INSTRUCTION

3, 3/0

Prerequisite: Graduate standing. Provides an overview of theoretical and historical perspectives, research and literature pertaining to literacy across the lifespan, the basic concepts underlying literacy methods, materials, and assessment approaches; the reading and writing process from emergent to proficient readers/writers. Provides graduate candidates with research, instruction, and experience in the various aspects of the literacy curriculum as framed by the International Literacy Association (ILA), including: listening, speaking, reading, writing, media and technology, viewing and visually representing.

EDU 527 THEORY, RESEARCH AND PRACTICE OF PLAY

3, 3/0

Prerequisite: Graduate Standing. Play's definition and its tenets as they parallel the New York State Common Core Standards for Early Childhood. Understanding the essence of play from a socio-cultural perspective through research. Research of play's categories, social stages, and types of development. Deep analysis of the educator's role in play.

EDU 528 FAMILIES AND EARLY CHILDHOOD PROGRAMS

3, 3/0

Emphasis on building partnerships with families in the changing context of society. Examination of model family involvement programs; working with families in poverty; integrating an antibias curriculum; active strategies for implementing formal and informal communication in the school setting.

EDU 530 CREATIVE TEACHING AND LEARNING IN FORMAL AND INFORMAL SETTINGS

3, 3/0

Current best practices to facilitate creative teaching and learning in formal education settings and informal education initiatives in organizations such as museums and clubs. Strategies to enhance creativity education, engage in creative learning and utilize technology to support students' creative activities. Design creativity curriculum and align with appropriate assessment procedures.

Equivalent Courses: CRS 530, EDL 530

EDU 534 THE HOLISTIC CURRICULUM: TEACHING TO BOTH SIDES OF THE BRAIN

3, 3/0

Paradigm of teaching and learning based on current neuroscience research in brain function: learning styles, memory, discipline, student motivation, attention, retention of new material. An eclectic instructional approach that encourages direct involvement and models many of the brain-compatible techniques promulgated in the theory.

EDU 535 TEACHING WRITING: B-12

3, 3/0

Student-centered and explicit process approach to teaching writing based on the integration of theory and practice. Focus on instructional strategies for the classroom, the writing process, the relationship between reading and writing, conferencing, classroom management, evaluation, motivation, and writing across all areas of the school curriculum.

EDU 543 CURRICULUM FOR THE YOUNG CHILD

3, 3/0

Introduction to the profession of early childhood education. Identification and examination of appropriate curriculum, environments, materials, teaching strategies, and assessments for working with young children birth through second grade.

EDU 546 THEORY, RESEARCH, AND PRACTICE IN ENGLISH LANGUAGE ARTS INSTRUCTION

3, 3/0

Review of theory and research pertaining to the concepts underlying ELA curriculum, texts and assessment for the P-6 learner. Research investigating the connections between ELA theory and practice.

EDU 549 THEORY OF MIDDLE CHILDHOOD DEVELOPMENT, CURRICULUM AND LEARNING

3, 3/0

Prerequisites: Graduate Level Standing. Explores research and theory regarding early adolescence as a unique transition period. Examines middle level student characteristics. Details research-based middle-level curriculum for diverse students in Grades 5-9 to promote cognitive, social, emotional and physical development. Analyzes theories and research related to interdisciplinary models and methods for successful middle-level teaching. Offered every semester.

EDU 574 THE ELEMENTARY SCHOOL CURRICULUM

3, 3/0

Review of learning processes and purposes of the elementary school; curriculum development; types of curriculum organization; instructional strategies; materials; community resources; individual differences.

EDU 577 TEACHING INDIVIDUALS WITH EXCEPTIONALITIES IN THE REGULAR CLASSROOM

3, 3/0

Human behavior and development during infancy and early childhood periods; educational implications for early childhood educators and childhood development specialists.

EDU 580 INTERNATIONAL PROFESSIONAL DEVELOPMENT SCHOOLS STUDY ABROAD AND RESEARCH PROJECT

3, 3/0

Prerequisites: GPA 3.0 or better. Provides opportunities in conjunction with study abroad to globalize understanding and experience of education including education of language learners through study about, comparative research on, and travel to an international destination. Topics include history, geography, language, and culture of the target country; pedagogical tools for working with language learners; intercultural competency; comparative education study; research design and keys to reflective practice. Offered every semester

EDU 584 LITERACY SKILLS AND THE ADULT LEARNER

3, 3/0

Prerequisite: Graduate status. Theories, practice, curricula, and content of instruction appropriate for adult learners; the theories of Paulo Freire, Ira Shor, and Henry Giroux; collaboratively participate in the design and implementation of an action research project focusing on adult literacy.

Equivalent Course: ADE 584

EDU 590 INDEPENDENT STUDY

1-3, 0/0

Consult the Independent Study section of this graduate catalog for a description of how independent study can be initiated by a student, and for the requirements and regulations.

EDU 594 GRADUATE WORKSHOP

1-3, 3/0

This workshop format is variable. Topics are based on instructor expertise and workshop is unique each time the course is offered. Check course schedule for title of the workshop. Offered occasionally.

EDU 596 CONFERENCE

1-3, 3/0

EDU 598 MICROCOURSE

3, 0/0

EDU 604 INSTRUCTIONAL STRATEGIES FOR MORE EFFECTIVE TEACHING

3, 3/0

Prerequisite: One curriculum course. Strategies for improving instruction through informed decision making, with particular emphasis on the essential elements of instruction developed by Madeline Hunter; the theoretical framework on which the Hunter model was based and its practical application in the classroom setting.

EDU 606 LITERACY INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

3, 3/0

Prerequisite: EDU 513 or equivalent (EDU 609 is equivalent for MAT). Supporting literacy instruction for culturally and linguistically diverse learners: literacy learning and culture; language variation and multilingual learners; a model for effective instruction based on best-practices and research for application in classrooms. All readings require a critical examination and deconstruction of historical and philosophical forces influencing decisions and practices in teaching students from diverse backgrounds and addressing the needs of diverse stakeholders in the educational enterprise while considering opportunities for advocacy and cultural responsiveness.

EDU 609 RESEARCH AND PRACTICE IN ADOLESCENT LITERACY

3, 3/0

Prerequisites: Graduate standing. Practical strategies to help secondary-level students engage in literacy practices across the disciplines, the reading process; student motivation; developing vocabulary, comprehension, study, and writing skills, evaluation and assessment. Emphasizes using the topics of the disciplines as the departure point for designing instructional strategies, and materials with a focus on literacy for social interaction, voice, and advocacy with literacy viewed as a social practice.

EDU 611 EARLY LITERACY INSTRUCTION

3, 3/0

Implications of research in early literacy; factors influencing language and early success in reading and writing; process vs. product instruction; emergent literacy instruction; building a support system for students and families; focusing on print; building vocabulary; developing decoding and comprehension strategies; individualizing and differentiating instruction; planning, organizing, and managing a program while assessing growth.

EDU 612 DEVELOPING LITERACY THROUGH LITERATURE

3, 0/0

Prerequisites: Graduate standing. Research and practice in the integration of literature in literacy instruction through multi-modal texts; familiarity with genre and instructional elements; using children's books to teach comprehension, word recognition, fluency, vocabulary, and writing; integrating literature and themes across the curriculum with a focus on authors and illustrators; organizing and managing a program in a literacy rich environment; assessing students' literacy growth and needs including socio-emotional, cognitive and socio-cultural concerns; selecting books and designing spaces that promote literary development and increase motivation to read.

EDU 613 ASSESSMENT OF THE ELA FOR THE CLASSROOM TEACHER

3, 3/0

Prerequisites: EDU 513 or equivalent. This course focuses on methods of literacy (reading, writing, listening, speaking) assessment for classroom teachers. Topics include strategies for assessing the literacy abilities of students within the classroom and subsequently using the assessment results to differentiate literacy instruction within the classroom.

EDU 619 COLLABORATION AND PRACTICE IN GIFTED, TALENTED, AND CREATIVE EDUCATION

3, 2/0

Prerequisite: CRS/EDU 509, CRS/EDU 621 and CRS 559. Seminar in collaboration and supervised practice of a minimum of 50 hours in gifted, talented, and creative education in a gifted education setting with guidance from a gifted specialist. Students design appropriate environments for gifted and creative students, implement appropriate learning opportunities, collaborate with other professionals to provide individualized instruction, and examine how gifted education complements the total school program.

EDU 620 TEACHING AND LEARNING IN DIVERSE CLASSROOMS

3, 3/0

Culturally sensitive pedagogy and research relative to effective teaching and learning for diverse student populations: collaborating with parents; developing a community of learners; consideration of culture, power, and class; cooperative learning in culturally diverse classrooms; contextual teaching and learning.

EDU 621 CURRICULUM DEVELOPMENT IN GIFTED, TALENTED, AND CREATIVE EDUCATION

3, 3/0

Appropriate curriculum, materials, instructional methods, and evaluation strategies for the development of creativity and the education of individuals who demonstrate gifted behavior and talents. Examines instructional and curricular models, differentiated teaching/learning and creative/critical thinking strategies, and collaboration with the school community.

Equivalent Course: CRS 621

EDU 626 INTEGRATING THE CONTENT AREAS IN THE TEACHING OF YOUNG CHILDREN

3, 0/0

Appropriate content in the teaching of science, mathematics, social studies, and the creative arts. Theory and practice of inquiry-based instruction, emphasizing the project approach. Focus on teaching young children pre-K through third grade. Fieldwork required in a pre-K, kindergarten, first grade or second grade classroom.

EDU 640 CONFLICT RESOLUTION

3, 3/0

Conflict resolution in the public school context; foundations of peacemaking; emotional intelligence; teaching tolerance; cooperative learning. Presents a model for incorporating peaceable schools curricula into existing school programs.

Equivalent Course: EDL 640

EDU 642 LITERACY ASSESSMENT AND EVALUATION

3, 3/0

Prerequisites: Graduate standing, EDU 513 and one other graduate literacy course. This course focuses on the administration and interpretation of a variety of assessments to determine the strengths and needs of birth-grade 12 students in literacy in order to make data driven instructional recommendations for increased literacy learning and achievement in the context of multi-tiered support systems. Provides an examination of the role of language variation in assessment and culturally responsive assessments.

EDU 643 TEACHING STRATEGIES FOR READING AND WRITING INTERVENTION

3, 3/0

Prerequisite: EDU 642. Planning and implementing instructional programs for students with reading/writing difficulties based on data-driven instruction; reading/writing interventions through strategy instruction that fosters motivation, metacognition, and the ability to analyze literacy tasks; methods and materials for interventions in the context of multi-tiered support systems; working with families and teachers of children with reading/writing challenges.

EDU 646 LITERACY LEADERSHIP

3, 3/0

Prerequisite: EDU 642. Corequisite: EDU 643. Instruction and experience in the various facets of being a literacy leader, including literacy coaching and supporting classroom teachers, program evaluation, professional development, and data compilation and

analysis for the purpose of providing appropriate literacy instruction for students from birth to grade 12. Advocating for equity on behalf of students, teachers, and families.

EDU 647 PRACTICUM IN LITERACY

3-6, 3/0

Prerequisites: EDU 643. Integration of theoretical and practical aspects of the literacy program in a supervised school-based setting. Literacy specialist candidates are required to develop, implement, and evaluate diagnostic literacy programs for youth referred to the program. Summer only.

EDU 649 ADVANCED PRACTICUM IN READING

3, 3/0

Prerequisites: EDU 647 and instructor permission. Further integration of theoretical and practical aspects of the reading/writing program in a supervised clinical setting. Students extend their clinical experience to pupils at a different age level, younger or older, than those in EDU 647. Students develop, implement, and evaluate diagnostic and remedial reading/writing programs for pupils referred to the Literacy Center.

EDU 650 LITERACY THEORY AND RESEARCH

3, 3/0

Prerequisites: EDU 647 and EDU 655. Overview of literacy-related theories and models and their impact on practice and research. Discussion of recent research and seminal pieces in the field of literacy. Introduction to research designs and methods related to literacy education. Prepares literacy specialist candidates to analyze, evaluate, and critique research.

EDU 651 THEORY, RESEARCH, AND PRACTICE IN MATHEMATICS INSTRUCTION

3, 3/0

Modes of instruction; development of diagnostic skills; needs of slow and rapid learners; selection and use of appropriate teaching materials in elementary school mathematics programs.

EDU 654 THEORY RESEARCH AND PRACTICE IN SOCIAL STUDIES INSTRUCTION

3, 3/0

A study of goals in elementary social studies and their relationships to organizational concerns, approaches, methods, techniques, media and evaluation; the review and development of appropriate research for application to elementary social studies teaching.

EDU 655 TEACHING OF LITERACY: GRADUATE SEMINAR

3, 3/0

Prerequisite: EDU 647. Literacy specialist majors identify important aspects in the field that they feel need further critical review and deliberative discussion. Literacy specialist candidates complete a master's project and exchange findings in the context of current research and course topics. Fall only.

EDU 670 PRINCIPLES OF CURRICULUM DESIGN

3, 3/0

Basic principles of curriculum design; sources of curricula and factors that influence curricular decisions; curricular thinking of experts in the field; multiple dimensions in curriculum decision making.

EDU 671 THEORY, RESEARCH, AND PRACTICE IN SCIENCE INSTRUCTION

3, 3/0

Construction of science ideas in informal and formal social settings; demonstration and evaluation of exemplary science teaching methods; research focusing on elementary students' formal and naive science understanding.

EDU 672 ADVANCED EDUCATIONAL TECHNOLOGY FOR K-6 CLASSROOMS

3, 3/0

Application and integration of microcomputers in the instructional program; proficiency in the educational uses of microcomputers; tool-based software use; software evaluation; curricular integration; educational skill; process enhancement through microcomputers; communication tools; professional development; the Internet and electronic mail; issues and ethics surrounding technology in schools; lesson and unit design incorporating computer applications; technology for students with disabilities.

EDU 682 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

6, 5/0

Pre-requisites: EDU 501 and either EDU 546 or EDU 513. Mathematics curriculum course for elementary teachers. Students participate in elementary classroom practice, exploring in-depth curricular, theoretical, and practical educational frameworks. Students plan, implement, and evaluate mathematics lessons incorporating the state and national standards for mathematics; explore science and technology; practice and evaluate assessment tools and processes; become reflective practitioners; demonstrate effective techniques for instructional organization in an elementary school. Students will complete an action research project on a selected topic in elementary mathematics. Offered every spring.

EDU 690 MASTER'S PROJECT

3, 3/0

Prerequisites: EDU 501 and a minimum 12 hours of graduate-level coursework. Production of a curriculum or research-based project in a topic of special interest to the student; project must be approved by the instructor prior to execution. The final product must follow APA guidelines in its written form. Oral presentation required.

EDU 695 THESIS

1-3, 0/0

Thesis.

EDU 721 THESIS/PROJECT CONTINUATION

0, 0/0

EDU 722 THESIS/PROJECT EXTENDED

0, 0/0

EDU 783 BSC LED STUDY AWAY PROGRAM

1-15, 0/0

Acceptance into the program required.

Engineering Technology (ENT, SAF, TEC)

Engineering Technology (ENT)

ENT 581 RENEWABLE DISTRIBUTED GENERATION AND STORAGE

3, 2/1

Prerequisites: ENT 331 Electric Circuits or equivalent, and ENT 671 Power Systems Analysis I or equivalent, or instructor's permission. This course introduces renewable and efficient electric power systems. It encourages self-teaching by providing numerous practical examples requiring quantitative analysis. Topics include historical, regulatory, and utility industry perspectives of the electric system as well as most of the electricity, thermodynamics, and engineering economics background needed to understand new power technologies.

ENT 582 SMART GRID FROM SYSTEMS PERSPECTIVE

3, 2/1

Prerequisites: ENT 331 Electric Circuits or equivalent, and ENT 671 Power Systems Analysis or equivalent, or instructor's permission. A comprehensive understanding of smart grid is needed for stakeholders to enable them to develop systems prospective of Smart Grid and its technologies, increase modeling of Smart Grid from multiple perspectives, to increase economic understanding and decision making around current and future technologies, to integrate the role of policy and politics in the advancement of Smart Grid over time, to understand how to educate others in Smart Grid, and to analyze basic subsystems of the Smart Grid.

ENT 590 INDEPENDENT STUDY

1-3, 0/0

ENT 591 OPERATIONS AND MANAGEMENT OF MODERN GRID

3, 3/0

Prerequisites: Instructor's permission. This course introduces and explains operations of electric utilities including generation, transmission, distribution, and consumption of electric power, defines system operations and their drivers; discusses impact of deregulation and impact of smart grid technologies on systems operations; introduces concepts of business of system operations, and discusses various management systems used by modern utilities.

ENT 622 MACHINE LEARNING FOR MATERIALS SCIENCE IN CLEAN ENERGY

3, 3/0

Prerequisite: ENT 621 or instructor permission. Cover broad guidelines and best practices regarding obtaining and treatment of data in materials science and device physics related directly to Clean Energy. Feature engineering, model training, validation, evaluation and comparison. Include interactive Jupyter notebooks with example Python code to demonstrate important concepts, workflows, and best practices in the field. Offered every spring.

ENT 671 POWER SYSTEMS ANALYSIS I

3, 2/3

Prerequisites: Undergraduate degree in engineering, engineering technology, or related field. Basic elements of power systems. Energy sources. Balanced three-phase circuits. Power factor correction. Voltage regulation. Transmission line modeling. Per-unit system. Balanced fault analysis. Load flow analysis using numerical methods. Electric power distribution economics.

ENT 672 POWER SYSTEMS ANALYSIS II

3, 2/3

Prerequisites: ENT 671 Power Systems Analysis I. Calculate electric demand of a power system. Solve line faults using symmetrical components. Use equal area criterion to solve simple stability problems. System protection. Electromechanical and numeric relays and their applications. Voltage quality and reliability. Design of a power distribution system for industrial facility.

Safety Studies (SAF)

SAF 560 DRIVER AND TRAFFIC SAFETY EDUCATION

6, 6/30

Prerequisites: Acceptable driving record; valid New York State driver's license; minimum of two years' driving experience. Classroom and behind-the-wheel instruction; instructional methods/techniques; setting up approved programs; three-hour pre-licensing course content; theory and maintenance of the automobile; devices and aids for teaching in the classroom and automobile. Successful completion satisfies State Education Department requirements for provisional approval to teach driver and traffic safety education in all secondary schools, colleges, and universities; also qualifies an individual to teach in a commercial driving school.

SAF 565 TRENDS AND PROBLEMS IN DRIVER AND TRAFFIC SAFETY EDUCATION

3, 3/0

Prerequisites: SAF 417 and SAF 425. Teaching, administration, and supervision of driver education and traffic safety; programs, methods, and materials; resource people and agencies; critical analysis of existing procedures; discussion of problems. Lectures and/or field trips for expert information from the field. Required for permanent approval of driver education instructors.

SAF 590 INDEPENDENT STUDY

1-3, 0/0

Graduate independent study in Safety Studies.

SAF 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate workshop in Safety Studies.

Technology (TEC)

TEC 590 INDEPENDENT STUDY

1-3, 0/0

TEC 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate workshop in Technology.

TEC 690 MASTER'S PROJECT

3, 0/0

TEC 695 MASTER'S THESIS

3, 0/0

TEC 721 THESIS/PROJECT CONTINUATION

0, 0/0

TEC 722 THESIS/PROJECT EXTENDED

0, 0/0

English (ENG)

ENG 501 FIELD EXPERIENCE IN SECONDARY ENGLISH EDUCATION

3, 3/0

Introduction to the secondary school as an institution and to the teaching of English as a profession; required observations of secondary English Language Arts teaching and other content areas; limited experimentation with teaching secondary English. Offered occasionally.

ENG 512 METHODS AND RESEARCH IN TEACHING LANGUAGE

3, 3/0

Study of research and pedagogical approaches to teaching language use in secondary English classrooms; grammar usage and mechanics; primary and secondary language development; sociopolitical dimensions of language; "correctness" within a range of discourse levels; instruction in literacy learning in and out of school, action research in schools. Offered occasionally.

ENG 556 METHODS, MATERIALS AND PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH

6, 6/0

Prerequisites: ENG 501; minimum cumulative GPA of 3.0 in program. Methods and materials necessary to become an effective teacher of English; secondary school curriculum, New York State standards for the language arts, planning, assessment, and classroom management; required field experience with emphasis on professional development, on-site observations, practice teaching sessions, interactions with public-school teachers and personnel, and classroom research. Offered occasionally.

ENG 557 ENGLISH EDUCATION STUDENT TEACHING IN MIDDLE SCHOOL

6, 0/0

Prerequisites: ENG 501; GPA 3.0. Corequisites: ENG 558; ENG 559. Full-time student teaching, five days a week for seven weeks in a middle school/junior high school placement; implementation of pedagogical-content knowledge, instructional planning, classroom management, knowledge of student development, collaboration with school professionals, and reflective practice. College supervision biweekly. Offered occasionally.

ENG 558 ENGLISH EDUCATION STUDENT TEACHING IN HIGH SCHOOL

6, 0/0

Prerequisites: ENG 501; GPA, 3.0. Corequisites: ENG 557; ENG 559. Full-time student teaching, five days a week for seven weeks in a high school placement; implementation of pedagogical-content knowledge, instructional planning, classroom management, knowledge of student development, collaboration with school professionals, and reflective practice. College supervision biweekly. Offered occasionally.

ENG 559 SEMINAR IN ENGLISH EDUCATION STUDENT TEACHING FOR ENGLISH EDUCATION

3, 3/0

Prerequisite: Instructor Permission; Corequisite: ENG 557; ENG 558. Planning, instruction, assessment, reflective practice and classroom management strategies for the secondary English Education teacher. Offered occasionally.

ENG 569 LITERATURE AND PROJECT--BASED LEARNING IN ENGLISH 7-12

3, 3/0

Approaches to teaching literature in grades 7-12 through project-based learning; examination of the role literature plays in supporting adolescent inquiry and content production in secondary English classrooms.

ENG 587 SPECIAL TOPICS

3, 3/0

Prerequisite: Instructor permission. Special topics in advanced graduate study, to be determined by the instructor. Offered occasionally.

ENG 590 INDEPENDENT STUDY

1-3, 0/0

ENG 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate Workshop.

ENG 601 RESEARCH IN LITERATURE AND LANGUAGE

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Theory and practice in methods of research essential to the historical and critical analysis of literature. Should be taken in the student's first or second semester. Offered fall only.

ENG 612 SELECTED TOPICS IN BRITISH LITERATURE

3, 3/0

Prerequisite: Graduate standing; English or English Education major or permission of instructor. Selected periods, writers, forms, and cultural and theoretical movements in British literature. Course subject and content may be historically or thematically based. Offered every semester.

ENG 621 AMERICAN LITERATURE

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Selected periods, writers, forms, movements, and theoretical approaches. Offered annually.

ENG 623 LITERATURE OF CONTINENTAL EUROPE

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Selected periods, writers, forms, movements, and theoretical approaches. Offered annually.

ENG 630 CHAUCER

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Selections from the major and minor works. Offered occasionally.

ENG 631 SHAKESPEARE

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. One aspect of Shakespeare's work (e.g., the tragedies or the sonnets). Offered in alternate years.

ENG 638 STUDIES IN INDIVIDUAL WRITERS

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. In-depth study of one writer, or a limited combination of writers, from English, American, or other literature. Offered annually.

ENG 639 STUDIES IN LITERARY GENRES

3, 3/0

Prerequisites: Graduate standing or permission of the instructor. Introduction to studies in a particular literary genre, such as the novel, poetry, drama, or film. Course content may be organized around the historical development of a genre or the recurrence of a specific theme across several examples of a particular genre. May be taken up to three times if the content varies. Offered annually.

ENG 644 IDEOLOGY AND LITERATURE

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. The study of literature from a major modern perspective. Topics in the ideological analysis of literature (e.g., the Emersonian influence, individualism, colonialism, and postcolonialism). Offered in alternate years.

ENG 645 LITERATURE AND SOCIAL JUSTICE

3, 3/0

Prerequisite: Graduate status; English or English Education major or permission of instructor. The study of the intersection between literature and social justice movements throughout the world; examination of modes of literary presentation for social justice discourse. Offered in alternate years.

ENG 652 LITERARY CRITICISM

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Modern theoretical approaches to literature and its social, political, and ideological contexts. Offered alternate years.

ENG 670 ADVANCED LINGUISTICS

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Selected topic (e.g., applied linguistics, social or regional dialectology, English as a second language, grammar, aspects of the history of the English language, languages of the world). Offered every three years.

ENG 690 MASTER'S PROJECT

3, 3/0

Prerequisite: Graduate status; English, English Education major, or permission of instructor. Student's accumulated skills brought to focus through individual study with faculty member's approval and guidance. Investigation of a particular problem related to literature, the teaching of literature, or the English language arts resulting in a written, research-based paper. Offered every semester.

ENG 691 ADVANCED STUDY IN THE TEACHING OF ENGLISH (7-12)

3, 3/0

Prerequisites: Graduate status; English or English Education major or permission of instructor. Advanced course in the teaching of English language arts (middle school through senior high) that includes methods and materials for teaching literature, language, and writing, with emphasis on the integration of the language arts; explores current theory and research in the content, methods, materials and evaluation of English. Offered annually.

ENG 692 THE TEACHING OF WRITING

3, 3/0

Prerequisite: Graduate status; English, English Education major, or permission of instructor. Advanced course in the teaching of writing discussing the philosophical, psychological, and sociological foundations needed to teach writing; the relation of forms of thinking, rhetoric, and communication theory to writing; the management of a writing program; introduction to research in the teaching of writing. Offered annually.

ENG 693 RESEARCH IN THE TEACHING OF ENGLISH (7-12)

3, 3/0

Prerequisite: Graduate status; English, or English Education major. Introduction to research and research methodology. Students write a project or thesis proposal as part of class activities. Offered annually.

ENG 694 TEACHING LITERATURE (7-12)

3, 3/0

Prerequisites: Graduate status; English, English Education major, or permission of instructor. Intensive study of the theoretical and pragmatic concerns of developing a response-based, student-centered literature classroom. Students explore different types of literature and critical perspectives and apply this knowledge in the creation of lessons and in teaching sessions. Offered occasionally.

ENG 695 MASTER'S THESIS

3-6, 0/0

Prerequisite: Graduate status; English or English Education major, completion of comprehensive exam (for MA candidates); permission of instructor, and approval of program coordinator. An original inquiry into a literary question (writer, theme, ideology, etc.), or a linguistic or critical question resulting in an essay of at least 40-60 pages.

ENG 721 THESIS/PROJECT CONTINUATION

0, 0/0

ENG 722 THESIS/PROJECT EXTENDED

0, 0/0

Exceptional Education (BXE, EXE)

Bilingual Exceptional Edu (BXE)

BXE 590 INDEPENDENT STUDY

1-3, 0/0

Individualized study. Instructor permission required.

BXE 623 FOUNDATIONS AND THEORY OF BILINGUAL GENERAL AND SPECIAL EDUCATION

3, 3/0

Prerequisite: Undergraduate/Graduate level status or enrollment in BXE 4+1 program. Theories of bilingual education and bilingualism; sociolinguistics and psycholinguistics. History, legal foundations, and current practices in bilingual general and bilingual special education. Multicultural perspectives in education, including an overview of linguistics and English grammar. Issues and trends in the education of multilingual learners with and without disabilities. Offered every fall and summer and as needed.

BXE 625 TEACHING LITERACY IN BILINGUAL GENERAL AND SPECIAL EDUCATION

3, 3/0

Prerequisites: Undergraduate/Graduate Status or enrollment in BXE 4+1 program. Current and emerging philosophies and methods of teaching bi-literacy to English language learners/Multilingual learners (ELLs/MLLs) with and without disabilities. Includes review of curriculum materials, strategies for teaching reading and writing skills, including native/home language arts, and important considerations for transfer of native/home language to English literacy skills. Offered every J-term and summer and as needed.

BXE 626 ASSESSMENT TECHNIQUES IN BILINGUAL GENERAL AND SPECIAL EDUCATION

3, 3/0

Prerequisite: BXE major or enrollment in BXE 4+1 program. Assessment methodologies for English language learners/Multilingual learners (ELLs/MLLs) with and without disabilities. Models, issues, basic terminology, test administration, scoring procedures, score interpretation, and test construction. Teacher candidates will design and implement an assessment plan that addresses cultural and linguistic considerations in classification and instructional planning. Offered every fall and summer and as needed.

BXE 627 TEACHING CONTENT AREAS IN BILINGUAL GENERAL AND SPECIAL EDUCATION

3, 3/0

Prerequisites: BXE major status. Current and emerging philosophies and methods of teaching core subjects (i.e., math, science, social studies) to English language learners/Multilingual learners (ELLs/MLLs) with and without disabilities. Includes review of curriculum materials, strategies for teaching in the content areas using both English and the native/home language. Offered every J-term and summer and as needed.

BXE 628 BILINGUAL SPECIAL EDUCATION FIELD PRACTICUM

6, 0/6

Prerequisites: Bilingual special education program major; BXE 627. Field-based practicum experience. Direct involvement with English-language learners with disabilities in a local setting. Students assess needs, plan lessons, and teach children with disabilities. Includes weekly seminar.

Equivalent Course: SLP 611

BXE 682 FIELD EXPERIENCE IN BILINGUAL GENERAL AND SPECIAL EDUCATION

2-3, 0/0

Prerequisite: Instructor permission. Graduate field placement comprised of college-supervised field experience providing bilingual education to English language learners/Multilingual learners (ELLs/MLLs) with and without disabilities as appropriate to the teaching certificate. Application of theories and practices in bilingual general and special education. Offered every fall and spring semester.

Exceptional Education

EXE 500 INDIVIDUALS WITH SPECIAL NEEDS

3, 3/0

Traditional and evolving concepts of exceptionalities; characteristics of individuals with exceptionalities; implications for schools and society.

EXE 501 EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION

3, 3/0

Prerequisite: Graduate standing. Provides special education teacher candidates foundational knowledge in effective assessment practices for students with disabilities. Understanding of different types of assessment and how to interpret assessment information to make educational based decisions. Purposes, models, practices, and issues are included. Offered every semester.

EXE 502 MANAGING CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOR SUPPORTS

3, 3/0

Prerequisite: EXE 500 or equivalent. Understanding the nature of behavior for students with and without disabilities. Managing the classroom environment to facilitate classroom instruction with a focus on prevention of undesirable classroom behavior; assessment and remediation of challenging student behaviors. Offered every semester.

EXE 503 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES

3, 3/0

Prerequisite: EXE 100 or EXE 500 or equivalent. Foundational knowledge in effective instructional practices for students with disabilities. Understanding essential principles of effective instruction including implementation of curricular concepts and evidenced-based teaching practices like explicit instruction, cognitive strategy instruction, and learning strategies. Additional focus is on the role of technology integration within direct/explicit instruction. Offered every semester

EXE 504 GRADUATE PRACTICUM IN SPECIAL EDUCATION

6, 0/6

Prerequisite: EXE 500 or EXE 100 or equivalent; EXE 501 or equivalent; EXE 502 or EXE 362 or equivalent; EXE 503 or EXE 367 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. A 10-week graduate student teaching experience (unpaid) with individuals needing special education services, completed in public school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate students seeking certification as a teacher of special education.

Equivalent Course: EXE 580

EXE 510 COGNITION AND EMERGENT LITERACY IN YOUNG CHILDREN WITH DISABILITIES

3, 3/0

Prerequisite: EXE 500 or EXE 100 or completion of the requirements for provisional/initial certification as an early childhood teacher. Cognitive and active learning, problem-solving skills, and academic readiness in young children with disabilities; encouraging development of literacy in young children with disabilities.

EXE 511 WRITING IEPs ACROSS THE P-12 GRADE SPAN

3, 3/0

Prerequisite: EXE 500 or equivalent. Learning to create and implement effective and legally compliant Individualized Education Plans (IEPs) which provide services and supports to learners with disabilities, ages 3-21. Key concepts include relevant legislation and NYS mandates, best practices in IEP development, and the importance of transition planning at all ages. Offered every semester.

EXE 519 FOUNDATIONS OF EFFECTIVE ASSESSMENT AND INSTRUCTION IN SPECIAL EDUCATION

3, 3/0

Prerequisites: Graduate standing. Develops knowledge necessary to identify, assess, and diagnose students with and at-risk for disabilities; builds understanding of how data informs the selection and application of effective instructional practices for students with and at-risk for disabilities; understands different types of formal and informal evaluation approaches and how to interpret data to form goals and objectives related to individualized instruction.

EXE 520 TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS

3, 3/0

Prerequisite: Graduate status. This course offers an overview of etiologies, theories, and teaching applications for students with severe/multiple disabilities and autism spectrum disorders (ASD). Topics include development of appropriate learning goals, teaching approaches, and environmental arrangements. Inclusion in schools and successful transition within communities, selection and use of adaptive equipment and assistive technologies, and alternate assessment are also discussed. This course is offered every semester.

EXE 521 FOUNDATIONS OF LITERACY FOR STUDENTS WITH DISABILITIES (PART I)

3, 3/0

Prerequisites: EXE 503 or equivalent. Preparing teacher candidates to apply identify and/or adapt developmentally appropriate curricular and interpret literacy assessment; use of assessment data to plan instruction for students who demonstrate significant difficulties in reading and other essential literacy skills, including students with disabilities and those who are linguistically diverse. Offered every semester.

EXE 522 BEHAVIORAL ASSESSMENT, INSTRUCTION AND INTERVENTION

3, 3/0

Prerequisites: Graduate standing. Equips teacher candidates with theories and strategies related to positive and proactive classroom management; develops techniques for the assessment, instruction, and intervention of student behavior; cultivates awareness and expertise about the effects of classroom environments on student behavior and engagement to create a safe and supportive environment conducive to learning.

EXE 524 SIGN LANGUAGE FOR STUDENTS WITH AUTISM AND DEVELOPMENTAL DISABILITIES

3, 3/0

Prerequisite: Graduate level status. Communication skills for individuals with Autism Spectrum Disorder (ASD) and/or other developmental disabilities/delays using functional sign language and other communication modalities. Overview of the nature and characteristics of ASD and the impact communication has on behavior, social-emotional development, and activities of daily living. Evidence-based assessments/interventions for communication/behavioral aspects of ASD. Offered every spring.

EXE 530 PARENT AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION PROGRAMS

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent or provisional/initial certification in early childhood teacher. Research on parent and family reactions and needs in regard to the family member with a disability; communication skills for collaborative work with parents.

EXE 534 UNDERSTANDING STUDENTS WITH BEHAVIOR PROBLEMS IN THE CLASSROOM

3, 3/0

Prerequisite: EXE 500 or EXE 100. Personal, social, and emotional factors related to individuals with behavioral and emotional disorders in an educational setting; methods of identification, assessment, and instructional planning.

EXE 544 BEHAVIORAL INTERVENTIONS FOR STUDENTS WITH CHALLENGING BEHAVIORS

3, 3/0

Historical treatment approaches for those exhibiting challenging behavior. Variations within Applied Behavioral Analysis in the assessment and treatment of challenging behaviors often encountered by behavior analysts. Particular focus on behaviors often exhibited by people with autism spectrum disorders. Offered every semester.

EXE 561 INTRODUCTION TO DEAF AND HARD-OF-HEARING STUDENTS

3, 3/0

Prerequisite: EXE 500. Study of the physical, educational, psychological and cultural standards/norms of Deaf and Hard-of-Hearing (D/HOH) students. Examination of the spectrum of physical hearing loss, types of schooling, classroom modifications for D/HOH students and the cultural values shared among this community will be discussed. Offered every fall.

EXE 572 TEACHING ADOLESCENTS WITH DISABILITIES

3, 3/0

Prerequisite: EXE 500 or equivalent. Focus on instructional procedures necessary for effective teaching of adolescent students with disabilities and those with diverse or complex support needs. Adaptations and management strategies for supporting the academic, social-emotional, and behavioral needs of adolescent students with disabilities. Offered occasionally.

EXE 573 FOUNDATIONS OF TEACHING MIDDLE SCHOOL STUDENTS WITH DISABILITIES

3, 3/0

Prerequisite: EXE 500 or equivalent. Exploration of the special developmental considerations of middle school learners with and without disabilities. Focus on instructional procedures necessary for effective teaching of middle school students with disabilities and those with complex learning support needs. Adapting middle school curricular content to ensure accessibility and success for students with disabilities. Offered occasionally.

EXE 579 FIELD EXPERIENCE: SPECIAL EDUCATION

3, 0/0

Prerequisite: Instructor permission. Program graduate field placement designed for those in first initial certification program; comprised of on-site hours working with individuals with disabilities, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Evidence-based instructional strategies, guided by current standards and learners' individual needs, will be developed and implemented. Offered every semester.

EXE 580 PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION

3, 3/0

Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; one methods course in early childhood students with disabilities; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. Graduate student teaching experience with young children ranging from birth to 2nd grade (age 8), needing special education services, completed in public, private, or charter school classrooms, private agency classrooms, child care, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

Equivalent Course: EXE 504

EXE 581 PRACTICUM IN EARLY CHILDHOOD/CHILDHOOD SPECIAL EDUCATION

6, 3/0

Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; instructor permission. Graduate student teaching experience with children ranging from grades PK-6, needing special education services, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

EXE 582 PRACTICUM IN INTERMEDIATE/HIGH SCHOOL SPECIAL EDUCATION

6, 3/0

Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; instructor permission. Graduate student teaching experience with children ranging from grades 7-12, needing special education services, completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

EXE 583 PRACTICUM IN HIGH SCHOOL SPECIAL EDUCATION

6, 3/0

Prerequisites: EXE 501 or equivalent; EXE 502 or equivalent; minimum cumulative GPA of 3.0 in prerequisite coursework; program coordinator permission. Graduate student teaching experience with children in grades 7-12 needing special education services; completed in public, private, or charter school classrooms, private agency classrooms, or classrooms in residential settings. Required for graduate teacher candidates seeking certification as a teacher of special education. Offered every semester.

EXE 590 INDEPENDENT STUDY

1-4, 1/0

Individualized study. Instructor permission required.

EXE 594 GRADUATE WORKSHOP

1-3, 1/0

Course offered occasionally.

EXE 612 MANAGING THE BEHAVIOR OF YOUNG CHILDREN WITH DISABILITIES

3, 3/0

Prerequisite: EXE 502 or EXE 362. A framework for guiding social-emotional development and responsible behavior in young children: matching the child's current social, emotional, and behavioral status with specific goals and objectives; behavior management strategies; curriculum materials, activities, and evaluation procedures.

EXE 617 COLLABORATIVE TEAM-BASED APPROACHES IN SPECIAL EDUCATION

3, 3/0

Prerequisites: Graduate standing. Models and methods for working within team contexts to meet the needs of students with and at risk for disabilities. Strategies and skills for co-teaching, consultation, communication, collaboration, and working with families/caregivers.

EXE 619 ADVANCED LITERACY FOR STUDENTS WITH DISABILITIES (PART II)

3, 3/0

Prerequisites: EXE 521 or equivalent. Prepares candidates for working with students who demonstrate significant struggles in literacy, including those with disabilities and linguistically diverse learners. Candidates learn to use a cognitive model of reading to interpret diagnostic assessment information and plan targeted instruction. Offered every semester.

EXE 620 ADVANCED TEACHING OF INDIVIDUALS WITH SEVERE/MULTIPLE DISABILITIES AND AUTISM SPECTRUM DISORDERS

3, 3/0

Prerequisite: EXE 520 or EXE 364 or equivalent. Advanced and rigorous coursework designed to deepen educators' skills and knowledge base when working with students who have severe/multiple disabilities and autism spectrum disorders (ASD) and their families. This course focuses on the disciplined inquiry, informed practice, and comprehensive methods required to teach and support individuals and families within this population of students. Offered every spring.

EXE 623 ASSESSMENT AND INSTRUCTION IN MATH FOR STUDENTS WITH DISABILITIES

3, 3/0

Prerequisites: EXE 501 and EXE 503. Identify the learning characteristics of students with disabilities in math; assess and plan evidence-based math instruction to address skill deficits and conceptual understanding in standards-based mathematics and functional programming for grades Pre-K-12. Offered every semester.

EXE 627 TRANSITION FROM SCHOOL TO ADULT COMMUNITY LIFE

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent. Strategies for planning and implementing career education curricula in secondary and postsecondary programs; transitioning students with disabilities from school programs to satisfying adult lives in the community, including supported and nonsupported competitive employment.

EXE 628 COLLABORATION AND CONSULTATIVE PRACTICES IN INCLUSIVE SETTINGS

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent or provisional/initial certification in an adolescence (content area grades 7-12), elementary, or special education. Skills needed to collaborate as consultants: role and responsibilities of the consultant teacher; development of strategies for enhancing effectiveness of collaborative efforts on behalf of students with special needs, their families, and their general education teachers.

EXE 629 ASSESSMENT AND INSTRUCTION IN WRITING FOR STUDENTS WITH HIGH INCIDENCE DISABILITIES

3, 3/0

Prerequisites: EXE 519, EXE 521 – concurrent or prerequisite. Identifying the learning characteristics of students with disabilities in writing; assessing and planning evidenced-based writing instruction to address compositional and mechanical problems related to the writing process. Offered every semester.

EXE 631 ADAPTING LANGUAGE ARTS AND READING INSTRUCTION FOR STUDENTS WITH MILD DISABILITIES

3, 3/0

Prerequisites: Provisional/initial certification in special education or EXE 501 or EXE 365; EXE 503 or EXE 367. Designed to help special education teachers teach language arts and reading to students with special needs at the elementary and middle school levels: effective collaboration with elementary teachers, remedial teachers, and parents to promote the establishment of literate environments at home and school for students with special needs; effective use of technology as a tool of literacy learning and instruction.

EXE 632 DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS

3, 3/0

Prerequisites: Provisional/initial certification in elementary or special education and EXE 503 or EXE 367. Designing and implementing effective instruction for students who need more intensive instructional support in order to master the academic standards and obtain functional skills is essential. The course will focus specifically on general principles of effective instruction and explicit teaching procedures. It also includes a current range of instructional and adaptive technologies; factors relating to curricular integration of technology within the general and special education classroom; hands-on experience with the use of instructional software, Web sites, and adaptive/assertive technology.

EXE 633 ADAPTING CONTENT AREA INSTRUCTION FOR CHILDREN AND ADOLESCENTS WITH DISABILITIES

3, 3/0

Prerequisite: EXE 503 or EXE 367 and Provisional/initial certification in elementary or special education. Content area adaptations for children and adolescents with disabilities; instructional planning, delivery, and assessment.

EXE 634 APPLIED BEHAVIOR ANALYSIS

3, 3/0

Prerequisites: EXE 500 or EXE 100 and graduate student status. Applied behavior analysis in the education of students: principles and procedures for reinforcing existing behaviors, teaching new behaviors; progress monitoring through use of student performance data; contingency management procedures for including in regular education settings. Offered each fall and spring semester.

EXE 636 PROMOTING EFFECTIVE SOCIAL INTERACTIONS IN THE SCHOOLS

3, 3/0

Prerequisite: EXE 500 or EXE 100 or equivalent or certification in elementary or special education. Skills needed to enhance the quantity and quality of interactions enjoyed by students with disabilities: curricular and instructional approaches that may be used to teach social skills, including those related to sexuality issues, so that students with disabilities can exhibit self-enhancing behaviors in response to societal attitudes and actions as represented by educational and community settings. Addresses ways in which participants can increase the effectiveness of their own interactions with members of the educational community.

EXE 638 COLLABORATION AND SOCIAL SKILLS

3, 3/0

Prerequisite: EXE 100 or EXE 500 (or equivalent). Prepare teacher candidates to support students with disabilities and those at risk across diverse educational settings. Cover effective teaching approaches for meeting their academic, social, emotional and behavioral needs, collaboration strategies, and working with families. Emphasize team models, co-teaching, and communication. Offered every semester.

EXE 641 ADOLESCENT LITERACY AND STUDENTS WITH MILD DISABILITIES

3, 3/0

Prerequisite: EXE 521. Includes methods, strategies, and resources for teaching students with disabilities in grades 6 -12 who struggle to read complex narrative and expository text. Offered every semester.

EXE 643 ADVANCED METHODS IN TEACHING MATH TO SECONDARY STUDENTS WITH DISABILITIES

3, 3/0

Prerequisites: EXE 501, EXE 502, and EXE 503. Effective math instruction for students with disabilities at the secondary level. Emphasis on application of research-based math strategies across domains of math content knowledge. Differentiated instruction, technology integration, and effective mindsets to meet the needs of diverse learners. Offered every semester.

EXE 644 ADVANCED APPLIED BEHAVIOR ANALYSIS

3, 3/0

Prerequisites: EXE 634. Exploration of advanced concepts and principles of Applied Behavior Analysis (ABA) through the design of interventions for students with Autism Spectrum Disorders (ASD), moderate or severe disabilities, and others. Advanced procedures for increasing desired behaviors, teaching replacement behaviors, evaluating progress through use of performance data. Offered every semester.

EXE 645 EFFECTIVE PRACTICES FOR SUPPORTING INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

3, 3/0

Foundational knowledge in how to select, assess, and implement evidence-based practices relating to individuals with Autism Spectrum Disorder (ASD) and related disorders; impact on all developmental domains. Foundational skills for supporting students with Autism Spectrum Disorder and related disorders, and collaborating with stakeholders in the community, home, and school settings. Offered every fall and spring.

EXE 646 CULTURE, DIVERSITY, DISABILITY, AND EDUCATION

3, 3/0

Impact of culture and diversity on individuals with various disabilities including Autism Spectrum Disorders (ASD) and related disorders. Historical, philosophical, and legal foundations for diversity and special education; pedagogical approaches; program design considerations including multicultural, sociocultural and psycholinguistic factors to promote diversity and equity in special education. Offered every fall and spring.

EXE 650 ASSESSMENT OF YOUNG CHILDREN WITH DISABILITIES

3, 3/0

Prerequisite: Provisional/initial certification in early childhood special education or EXE 501 or equivalent infancy course approved by advisor. Research-based, theoretical, and practical applications of educational assessment of infants and preschoolers with disabilities or with conditions that place them at risk for becoming disabled; procedures and utility of norm-referenced, criterion-referenced, and multidimensional behavioral assessment strategies empirically validated with young children with disabilities.

EXE 652 INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION

3, 3/0

Prerequisite: Provisional/ initial certification in early childhood special education or instructor permission. Empirically validated and practical educational interventions with infants and preschoolers with disabilities or with conditions that place them at risk for becoming disabled; best-practice intervention methods across relevant curricular domains; organizational strategies for use in center- and home-based programs for infants/preschoolers with special needs.

EXE 659 ADAPTING CURRICULUM AND INSTRUCTION TO MEET THE NEEDS OF STUDENTS WITH DISABILITIES

3, 3/0

Prerequisite: EXE 521 and EXE 623. Corequisite: EXE 504. Prepares educators to design and implement specially designed and systematic instruction. Candidates will learn how to support students with varying support needs across a continuum of settings by providing accommodations, creating modifications, and using assistive technology to increase access and mastery within general and alternative curriculums. Offered every semester.

EXE 673 PERSONNEL SUPERVISION AND MANAGEMENT

3, 3/0

Prerequisite: EXE 644. Preparation for effective personnel supervision and management in the field of applied behavioral analysis. This training program is based on the Behavioral Analyst Certification Board (BACB) Supervisor Training Curriculum Outline (2.0), but is offered independently of the Board Certified Behavior Analyst (BCBA) certification. Offered every semester.

EXE 679 PRACTICUM: SPECIAL EDUCATION ALL GRADES

3, 0/0

Prerequisite: Instructor Permission. Graduate practicum; focus on program-specific pedagogical core requirements for Students with Disabilities (All Grades) certificate; comprised of on-site hours working with individuals with disabilities; completed in a variety of educational settings. Evidence-based instructional strategies, guided by current standards and learners' individual needs, will be developed and implemented. Offered every semester.

EXE 681 CLINICAL RECORDS AND ETHICAL PRACTICES FOR BEHAVIORAL ANALYSIS

3, 3/0

Storing, archiving, and general maintenance of client records; federal and state standards for best practice in the office; implications for remote work/telepractice; ethical practices including ethics for social media, advertising, and research. Offered every fall and spring

EXE 682 INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION

3-9, 0/3

Prerequisites: EXE 504 or equivalent, minimum cumulative GPA of 3.0, and program coordinator permission. Application of theories and principles to practice in special education and related settings. Students are assigned to fieldwork settings in which program competencies will be assessed. With the approval of their advisers, students may choose to pursue experiences based on their professional goals, past experiences, and specific courses of study.

EXE 683 SUPERVISED PRACTICUM: PERSONNEL SUPERVISION AND MANAGEMENT

3, 1/0

Prerequisite: EXE 673. Application of theories and principles of applied behavior analysis in special education and related settings. Focus on field supervision skills for personnel supervision and management. Required for BCBA Certification. This training program is based on the Behavioral Analyst Certification Board (BACB) Supervisor Training Curriculum Outline (2.0), but is offered independently of the BCBA. Offered every semester.

EXE 684 PRACTICE-BASED RESEARCH IN EXCEPTIONAL EDUCATION

3, 3/0

Prerequisites: Instructor permission. Candidates explore the research process in classroom contexts. Collaboratively, candidates identify educational needs, study literature, and plan a case design study. The outcome is a proposal essential for EXE 690's Master's Project. Offered every semester.

EXE 685 SUPERVISED PRACTICUM IN ABA I: MEASUREMENT AND INTERPRETATION

6, 0/0

Prerequisite: EXE 645. Application of theories and principles of applied behavior analysis in special education and related settings. First in a series of 5. Focuses on measurement and interpretation. Designed to help candidate meet the required field hours in New York State as a Behavior Analyst and Board Certified Behavioral Analyst (BCBA) certification. Offered every semester.

EXE 686 SUPERVISED PRACTICUM ABA II: ANALYSIS OF BEHAVIOR CHANGE

6, 0/0

Prerequisite: EXE 685. Application of theories and principles of applied behavior analysis in special education and related settings. Second in a series of 5. Focus evaluating behavior change. Designed to help candidate meet the required field hours for New York State licensure as a Behavior Analyst and Board Certified Behavior Analyst (BCBA) certification. Offered every semester.

EXE 687 SUPERVISED PRACTICUM IN ABA III: CHANGING BEHAVIOR

6, 0/0

Prerequisite: EXE 686. Application of theories and principles of applied behavior analysis in special education and related settings. Third in a series of 5 courses. Focus on changing behavior. Designed to help candidates meet the required field hours for New York licensure as a Behavior Analyst and Board Certified Behavior Analyst certification. Offered every semester.

EXE 688 SUPERVISED PRACTICUM IV: DEVELOPING NEW BEHAVIORS

6, 0/0

Prerequisite: EXE 687. Application of theories and principles of applied behavior analysis in special education and related settings. Fourth in a series of 5 courses, focuses on developing new behaviors. Designed to help candidate meet the required field hours for New York licensure as a Behavior Analyst and Board Certified Behavior Analyst certification. Offered every semester.

EXE 689 SUPERVISED PRACTICUM IN ABA V: SYNTHESIS

6, 0/0

Prerequisite: EXE 688. Application of behavior analysis theories and principles in applied settings. Final in a series of 5. Focus on synthesizing key skills from coursework. Designed to help candidate meet the required field hours for licensure in New York State (NYS) as a Behavior Analyst and Board Certified Behavior Analyst (BCBA) certification. Offered every semester.

EXE 690 MASTER'S PROJECT IN EXCEPTIONAL EDUCATION

3, 0/3

Prerequisites: EXE 684; instructor permission. Teacher candidates will implement, report, and disseminate the single case study designed in EXE 684 the previous semester. This data-based, applied project is directly related to each candidate's program area of study and will be implemented in educational settings. Offered every semester.

EXE 691 APPLIED MASTER'S PROJECT IN SPECIAL EDUCATION

3, 3/0

Prerequisite: Instructor permission. To demonstrate special education pedagogical and content knowledge and skills, candidates design and execute student-centered, evidence-based interventions based on professional literature. They implement, interpret results, and make data-driven decisions in applied settings, aiming to impact academic, behavioral, functional, or social outcomes. Culminates in a written project. Offered every semester.

EXE 695 MASTER'S THESIS

6, 6/0

Prerequisites: Completion of all courses except the research requirement; program coordinator permission. Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

EXE 721 THESIS/PROJECT CONTINUATION

0, 0/0

EXE 722 THESIS/PROJECT EXTENDED

0, 0/0

Fashion & Textile Technology (FTT)

FOR 588 TOPICS COURSE

3, 3/0

Geosciences (GEG, GES)

Geography (GEG)

Geosciences (GES)

Government, Planning, and Philosophy (PHI, PLN, PSC)

Philosophy (PHI)

PHI 601 ETHICS IN PROFESSIONAL APPLIED SCIENCES

3, 3/0

Ethical theories and professional ethics in the applied sciences. Ethical reasoning and its application to practical problems. Ethical issues in fields such as computer science, engineering, genetics, and ecology.

Planning (PLN)

PLN 590 INDEPENDENT STUDY

1-3, 0/0

PLN 610 SEMINAR

3, 3/0

Prerequisite: 12 credit hours of geography or planning coursework or instructor permission. Investigation, examination, and discussion of topics of current interest to geographers and planners. Topics to be announced.

PLN 690 MASTER'S PROJECT

3, 0/0

Research or investigation of a particular problem, planned and carried out by the student in consultation and guidance from the instructor, submitted in acceptable form according to the directions given by the Department of Geography and Planning.

PLN 721 THESIS/PROJECT CONTINUATION

0, 0/0

PLN 722 THESIS/PROJECT EXTENDED

0, 0/0

Political Science (PSC)

PSC 605 POLITICS OF THE THIRD WORLD

3, 3/0

Leading issues and challenges found in the developing world. Examination of development in terms of democratization; religion and politics; cultural pluralism, ethnic and national identity, and nationalism; women and development; agrarian reform; urbanization; revolution; the military; political economy; and globalization. Special focus on development aid, trade, and the UN Millennium Goals.

PSC 606 INTERNATIONAL RELATIONS

3, 3/0

Theories of international relations; statecraft and diplomacy; international organizations and international law; peace and security.

PSC 610 SEMINAR

3, 3/0

SEMINAR

PSC 612 CONTEMPORARY MIDDLE EAST

3, 3/0

Characteristic cultural features of the Middle Eastern countries, with emphasis on Islam; interaction with the Western world; cultural and social changes under way; fundamentalism; problems typical of the developing countries.

Equivalent Course: HIS 602

Higher Education and Adult Education

Adult Education (ADE)

ADE 500 INTRODUCTION TO ADULT EDUCATION

3, 3/0

Prerequisites: Graduate Standing. An exploration of the field of adult education as it exists today in a variety of formal and non-formal settings. The core elements of the discipline will be examined from past, present, and future trend perspectives. Topics covered include: evolution of the field, major providers and programs, teaching methods and planning approached, mini-teaching delivery, and review of the literature.

ADE 575 FAMILY VIOLENCE AND ADULT EDUCATION

3, 3/0

Prerequisites: Graduate status. An in-depth examination of the impact of family violence on adult education, with a focus on interpersonal violence and rape/sexual assault. Through weekly discussions, personal journal writing, small group dialog, and independent research, students gain an understanding of the dynamics of violence against women and families, and best practices for addressing such violence within adult education settings.

ADE 580 PARENTING/SEXUALITY EDUCATION PRACTICES IN HEALTH

3, 3/0

Prerequisite: Graduate Status. Undergraduate coursework in health or human sexuality. Parenting/sexuality curricula and the utilization of technology in teaching health education; theories and practices in sexuality education in American school systems; appropriate course content specific to different grade levels and cultural settings.

Equivalent Course: HEW 580

ADE 582 INTRODUCTION TO ADULT LITERACY EDUCATION IN THE U.S.

3, 3/0

Prerequisites: Graduate status. Examination of the adult literacy education system in the United States from historical and modern perspectives; exploration of research, theory, and professional wisdom of the field; reflection on, discussion of, and critique of the current policy, instructional, philosophical, and social issues that affect the adult literacy education field.

ADE 584 LITERACY SKILLS AND THE ADULT LEARNER

3, 3/0

Prerequisite: Graduate status. Theories, practice, curricula, and content of instruction appropriate for adult learners; the theories of Paulo Freire, Ira Shor, and Henry Giroux; collaboratively participate in the design and implementation of an action research project focusing on adult literacy.

Equivalent Course: EDU 584

ADE 590 INDEPENDENT STUDY

1-3, 3/0

Individualized study. Instructor permission required.

ADE 594 SELECTED TOPICS

3, 3/0

ADE 598 MICROCOURSE-SELECTED TOPICS

3, 0/0

Micorcourse. Selected Topics.

ADE 600 ADULTHOOD AND DEVELOPMENT

3, 3/0

Prerequisite: Graduate status. Study of adulthood and development during the adult years; consideration of the physiological and psychological development of the individual from young adulthood through old age-changing roles, conflicts, adjustments, dilemmas, aspirations, ethnicity, potentials, responsibilities, rights, and freedoms-as indicated in theory and research.

ADE 602 MANAGEMENT: ADMINISTRATIVE BEHAVIOR

3, 0/3

Prerequisite: Graduate status. Basic administrative theories; managerial behavior as expressed through conceptual, human, and technical skills. Observation of field managers.

ADE 603 HUMAN RESOURCE MANAGEMENT

3, 3/0

Prerequisite: Graduate Status: Personnel-related functions and the utilization of resources to support these functions within organizations: design of in-service training programs; supervisory skills for enhancing motivation and productivity; employee benefit packages; grievance and labor relations plans; proposals to obtain funding and training.

Equivalent Courses: BUS 603, SWK 603

ADE 605 HISTORICAL, SOCIAL, AND PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION

3, 3/0

Prerequisite: Graduate status. Historical antecedents, social movement characteristics, and philosophical foundations of adult education, with perspectives on why and where the adult learner and others fit into this evolving field of professional practice.

ADE 608 INSTRUCTIONAL DESIGN AND ASSESSMENT

3, 0/0

Prerequisite: Graduate status. Designing instruction to achieve specific learning outcomes; systematic models that facilitate planning, developing, revising, and evaluating instruction; planning instruction that incorporates educational technology.

ADE 610 METHODS OF ADULT EDUCATION

3, 3/0

Prerequisite: ADE 608 and Graduate status. Principles, practices, and evaluation of adult learning across the full spectrum of settings in which adult education is conducted.

ADE 615 ISSUES AND PERSPECTIVES IN ADULT EDUCATION

3, 3/0

Prerequisite: Graduate status. Nature of adult education and the various programs and situations in which it occurs; key issues in the field and various approaches to adult learning theory; nature of participation; inclusion of ethnic minorities, women, individuals with disabilities, and distance learners; adult learning environments nationally and internationally; emerging trends.

ADE 618 INTRODUCTION TO ONLINE TEACHING AND LEARNING IN ADULT EDUCATION

3, 3/0

Prerequisites: Graduate Status and ADE 608. An introduction to procedures for and approaches to teaching adults in online environments. Encompasses a range of online educational contexts in which teaching and learning for adults occur: corporate, technical/career, governmental and higher education. Topics include the theory and culture of online learning for adults; assessment in online education; instructional design and delivery, including full range of instructional media; promotion of interaction and collaboration in online environments; the legal ramifications of online education for adults. Offered annually each Fall semester.

ADE 620 APPLICATION OF INSTRUCTIONAL TECHNOLOGY TO ADULT EDUCATION

3, 3/0

Prerequisite: Graduate status. Methods of teaching adult learners using traditional and contemporary modes; use of technology-teleconferencing, distance education, and online instruction in the present delivery systems for teaching and learning.

ADE 624 INTERNSHIP

3, 3/0

Prerequisite: Graduate status. Supervised internship experience in an adult education setting.

ADE 625 DESIGNING AND EVALUATING PROGRAMS FOR ADULT LEARNERS

3, 3/0

Prerequisite: Graduate status. Planning, designing, and assessing training outcomes for adult learners; methods and materials in program planning in adult education; review of types of programs, community services, and developing funded proposals.

ADE 634 WORKPLACE LITERACY

3, 3/0

Prerequisite: Graduate status. Designing, teaching in, and assessing workplace-literacy and job-readiness programs. Methods of developing customized curricula and teaching literacy and ESL via a sociocultural literacy framework. Analysis and critique of case studies that focus on (1) federal, state, and local workforce policies; (2) educating, training, and re-skilling an underskilled workforce in a global economy; and (3) issues of diversity in the workplace.

ADE 640 HUMAN RESOURCE DEVELOPMENT

3, 3/0

Prerequisite: Graduate status. Preparation to conduct educational and training programs for workers and volunteers to improve organizational effectiveness. Key competencies and principal roles of human resource development professionals: human performance analysis; training needs assessment; organizational development; career development; program and instructional design; learning materials design; program evaluation; ethical and human diversity issues in training and development.

ADE 641 ORGANIZATION DEVELOPMENT

3, 3/0

Prerequisite: Graduate Status. Systemic approaches to sustainable planned change in organizations. Emphasizes the interrelatedness of social and technical systems; individual-level interventions. Application of theories from adult education and human resource development to practical problems facing organizations, including performance improvement, diversity & Inclusion, and organizational learning. Offered every spring.

ADE 645 PROGRAM DESIGN FOR ORGANIZATIONAL EMPLOYEES

3, 3/0

Prerequisites: Graduate Status: Admission to the Adult Education Master's Degree Program or Multidisciplinary Master's Degree Program or permission of instructor. Instructional design and assessment coursework or experience. A practical approach in a simulated environment, integrating adult learning and instructional design theories for the analysis, design and development of employee/volunteer programs for targeted organizational learners; use of authentic evaluation and assessment concepts to design programs and workforce learner assessments.

ADE 655 DIVERSITY ISSUES IN ADULT EDUCATION AND TRAINING

3, 3/0

Prerequisite: Graduate status. Teaching and learning implications of diversity for adult educational achievement and career opportunities. Implications for course content and classroom management styles when adult educators are sensitive to race, ethnicity, gender, sexual orientation, class, and physical ability. Methods for structuring course content, designing curricula, and educating learners by promoting and embracing a diverse population of colleagues, learners, workers, and clients.

Equivalent Course: CTE 655

ADE 660 GRANT WRITING

3, 3/0

Prerequisites: Graduate Standing. This course provides an in-depth examination of the strategies for writing a successful grant funding application in the field of education. Students participate in all aspects of the grant development process, including identifying agency strengths, researching potential funding sources and opportunities, writing application materials, developing budgets, and creating evaluation plans.

ADE 675 POSTSECONDARY TEACHING PRACTICUM

3, 2/0

Prerequisites: Graduate status, ADE 610 or CTE 536, and instructor permission. Promotes expertise in teaching in human resource development adult education, workforce training, community colleges, and GED program settings. Extended teaching assignments with coach/mentor assistance. Seminar-type discussions reflecting on learning and development of learners as they taught, principles of teaching, their teaching behaviors, strategies promoting continuing growth as teachers. Analyze issues in teaching: diversity, technology, exceptionality, promoting social justice.

Equivalent Course: CTE 675

ADE 688 LEADERSHIP IN ORGANIZATIONS

3, 3/0

Theories of leadership; organizational contexts and culture for leadership; the role of the leader in organizations; leadership competencies for organizational effectiveness; the leader's role in mentoring and coaching for effective performance; the leader's role in achievement of organizational mission and goals.

Equivalent Courses: BUS 688, SPF 688

ADE 690 MASTER'S PROJECT

3, 3/0

Prerequisite: Graduate status. A study undertaken by one or more individuals on a problem of special interest, submitted in acceptable form according to directions from the Educational Foundations Department.

ADE 695 METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH

3, 3/0

Background of educational research; selection and development of research problems; sources of information and data; methods, tools, and techniques; collection, treatment, application, and interpretation of research data; organizing and writing a research report.

Equivalent Course: SPF 689

ADE 715 MANAGEMENT PRACTICES AND TECHNIQUES

3, 3/0

Prerequisites: Graduate Status. Major management theories and factors affecting organizational systems; managing conflict and negotiating agreements; effective interpersonal skills for managers; defining problems and generating creative alternatives; types and sources of information needed by managers; relation of leadership style to staff productivity and development; relating effectively to upper-level management.

Equivalent Course: SPF 715

ADE 721 THESIS/PROJECT CONTINUATION

0, 0/0

ADE 722 THESIS/PROJECT EXTENDED

0, 0/0

Higher Ed & Stud Affairs Admin (HEA)**HEA 504 COMMUNITY COLLEGE ADMINISTRATION**

3, 3/0

Prerequisite: Graduate status. Purposes, functions, and characteristics of the community/two-year college: profile of student populations; historical and philosophical evolution; organization and leadership; finance, governance, and management of academic and support services; and relationship to the surrounding community.

HEA 588 TOPICS IN HIGHER EDUCATION

3, 3/0

HEA 590 INDEPENDENT STUDY

1-6, 0/0

Prerequisites: Graduate status and SPA program faculty member approval. Involvement in scholarly and special project/program development.

HEA 591 GENDER, INTERSECTIONALITY, AND HIGHER EDUCATION

3, 3/0

Prerequisites: Graduate student. This course provides a critical examination of gender and intersectionality in higher education. The course explores the experiences of students, faculty, and leaders with attention to interlocking systems of oppression, identity development, transgender issues, and campus climate and policies. Offered every other fall semester.

HEA 594 WORKSHOP

3, 3/0

Graduate workshop in Higher Education and Student Affairs Administration.

HEA 615 SURVEY DESIGN FOR PROFESSIONALS

3, 0/3

Prerequisite: Graduate Status. The fundamentals of survey methodology, including designing, administering, and analyzing surveys; principals of quality survey design to support research and data collection needs of organizations and institutions. Offered fall semester.

HEA 616 AMERICAN HIGHER EDUCATION

3, 3/0

Prerequisite: Graduate status. Examination of the historical and philosophical context of institutions of higher education in the United States, impact of race, gender and ethnicity on the development of higher education, as well as the influence of social, political and economic movements and policies. Offered every semester.

HEA 617 STUDENT DEVELOPMENT AND LEARNING

3, 3/0

Prerequisite: Graduate status. Assessing and meeting the needs of diverse student populations; theories of college student development and learning; college student characteristics, attributes, values, and learning styles; impact of the college experience on students; designing educational and programming interventions to directly enhance the student learning environment.

HEA 618 STUDENT AFFAIRS ADMINISTRATION

3, 3/0

Prerequisite: Graduate status. Philosophy, organization, management, and emergence of student services; evolution of specialized student affairs programs and their impact on institutional culture and campus ecology; "model" student affairs programs in four-year and two-year, public and private, religious and secular, large and small colleges and universities.

HEA 619 MANAGEMENT SYSTEMS AND LEADERSHIP IN HIGHER EDUCATION

3, 3/0

Prerequisites: Graduate status. HEA 618 recommended. Management systems theory and practice in higher education and academic and student affairs; partnerships; organizational culture; motivation and evaluation; authority and leadership. Students apply course concepts to institutional situations and problems faced in the day-to-day administration of services, programs, facilities, and staff.

HEA 620 STRATEGIC PLANNING AND BUDGETING IN HIGHER EDUCATION

3, 3/0

Prerequisites: Graduate status. Fundamentals of strategic planning and budgeting, higher education college and university finance and the impact of social, economic and political trends; Data informed decision making, resource allocation, and budget justification; Strategic thinking and inclusive leadership for equity centered practice. Offered spring only.

HEA 622 INCLUSIVE ADVISING AND SUPPORTING

3, 3/0

Prerequisites: Graduate student status. Fundamental skills of advising and supporting college student populations; needs assessment and design of inclusive interventions, strategies and programs; facilitating individual and organizational pathways to success. Offered every fall and spring.

HEA 623 COUNSELING TECHNIQUES FOR DIVERSE CULTURES

3, 3/0

Prerequisites: Graduate Standing. This course is designed to provide the application and integration of basic counseling skills appropriate for diverse groups and cultures. Factors such as ethnicity, race, gender, sexual orientation, family structures, religion/spirituality, disability, class, competency development, self-assessment, intervention strategies and future trends are examined.

HEA 624 SUPERVISED PRACTICE I

3, 3/0

Prerequisites: Graduate student status. Supervised practice in higher education or related setting that provides substantive experience and professional supervision; seminar focused on awareness and development of professional competencies and goals; development of professional portfolio. Completion of 120 hours of supervised practice is required. Offered fall and spring.
Equivalent Course: ADE 624

HEA 625 SUPERVISED PRACTICE II

3, 3/0

Prerequisites: Graduate student status and HEA 624. Supervised practice in higher education or related setting that provides substantive experience and professional supervision; capstone seminar focused on career planning and professional development; continuation of HEA 624 and further development of professional portfolio. Completion of 120 hours of supervised practice is required. Offered fall and spring.

HEA 630 GROUP COUNSELING

3, 3/0

Prerequisite: Graduate status. Group counseling theory, research, and practice; group dynamics; psychological processes operating in groups; leadership styles; therapeutic interventions and techniques as applied in various staff, team, and group settings; applications of theories and methods for effective group functioning and counseling leadership.

HEA 632 CAREER DEVELOPMENT

3, 3/0

Prerequisite: Graduate status. Theories of career development and occupational decision making through the life span; career patterns and school-to-work transitions; administration of career information resources and specialized client services; computers and career-related assessment instruments for career counseling in educational and community settings.

HEA 650 ASSESSMENT IN HIGHER EDUCATION AND STUDENT AFFAIRS

3, 3/0

Prerequisite: Graduate status. Fundamentals of designing assessments and plans; assessment methodologies; ethical principles; selection and creation of assessment instruments; articulating and measuring student learning and development outcomes; program review and accreditation processes.

HEA 651 THE LAW AND HIGHER EDUCATION

3, 3/0

Prerequisite: Graduate status. College students and the law; academic freedom and First Amendment issues; trends in contemporary litigation; risk management; legislative, regulatory, and compliance issues; affirmative action, equal education and employment opportunity; real and simulated administrative situations; legal potentialities and implications for liability; ethical practice in serving student and institutional interests.

HEA 655 INTERCOLLEGIATE ATHLETICS AND THE STUDENT ATHLETE

3, 3/0

Prerequisite: Graduate status. History and philosophy of intercollegiate athletics, student-athlete characteristics and development, role and relationship between colleges and intercollegiate athletics, current issues and compliance, critical needs and other specialized functions of athletic programs are explored. Offered every other fall.

HEA 670 MOVEMENTS OF RESISTANCE: COLLEGE STUDENT ACTIVISM

3, 3/0

Prerequisite: Graduate student status. Examination of college student activism as strategy for social and institutional change; relation of social identities to student movements; impact of social media on activism; historical to modern day movements such as DACA, #MeToo, and Black Lives Matter are studied. Offered occasionally.

HEA 689 RESEARCH METHODS IN HIGHER EDUCATION

3, 3/0

Prerequisites: Graduate status. Foundations of educational research including selection and development of research problems, sources of information and data, methods, tools and techniques. Students will apply and interpret research data through a social-critical lens and organize and write a research proposal that includes a critical review of literature. Offered every semester.

HEA 690 MASTER'S PROJECT

3, 0/0

A study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions given by the department.

HEA 694 CURRENT ISSUES IN HIGHER EDUCATION

3, 3/0

Prerequisites: Graduate Standing. This course focuses on current issues in higher education and student affairs administration. Through this course, students will develop an understanding of the ever changing landscape of higher education and the skills necessary to meet current challenges in higher education administration.

HEA 695 MASTER'S THESIS

3, 0/0

Individual investigation of an original problem, submitted in acceptable form according to directions given by the Graduate School.

HEA 703 PROFESSIONAL DEVELOPMENT AND COMMUNITIES OF PRACTICE IN HIGHER EDUCATION

3, 3/0

Prerequisite: graduate standing. Communication skills in diverse settings for professionals in higher education; Discourse facilitation and conflict resolution; examination of the intersection of social justice education and professional practice based on current social justice and social agency issues; and the integration of action theories and reflective practice in daily professional life.

HEA 721 THESIS/PROJECT CONTINUATION

0, 0/0

HEA 722 THESIS/PROJECT EXTENDED

0, 0/0

HEA 725 FUNDAMENTALS OF INSTITUTIONAL RESEARCH

3, 3/0

Prerequisites: Graduate Student Status, HEA650, HEA689. The course provides an overview of institutional research practices and processes, as well as approaches to data management and decision support. It focuses on the relationships of institutional researchers and assessment professionals to various internal and external organizational functions and to the emerging field of knowledge management. Offered each semester.

HEA 730 DATA VISUALIZATION AND STORYTELLING

3, 3/0

Prerequisites: Graduate status, HEA 725, Instructor permission. The fundamentals of effective data-driven storytelling; how to analyze data, detect stories within datasets and communicate findings in oral, written and interactive visual delivery modes.

HEA 750 STUDENT AFFAIRS ASSESSMENT CAPSTONE

3, 3/0

An applied assessment course involving a supervised assessment project; students will develop and implement an applied assessment project, analyze and interpret data, and report findings.

HEA 783 BSC LED STUDY AWAY PROGRAM

1-15, 0/0

Acceptance into the program required.

HEA 789 ADVANCED DATA ANALYSIS TECHNIQUES IN HIGHER EDUCATION

3, 3/0

Prerequisites: Graduate Student Status, HEA 689 or equivalent. Advanced knowledge of research design and skill development in statistical analysis applied to the generation of new knowledge, as well as the interpretation of existing higher education research. Topics include analysis of variance, correlations, linear and logistic regression, analysis of categorical data, factor analysis, and other data analysis techniques commonly used in higher education research. Offered annually each semester.

History (HIS, SSE)

History (HIS)

HIS 500 STUDIES IN AMERICAN HISTORY

3, 3/0

Aspects of American life: significant trends, policies, and ideas in politics, diplomacy, and national culture. Topics for study dictated by student needs and interests.

HIS 501 STUDIES IN EUROPEAN HISTORY

3, 3/0

Prerequisite: Graduate status. Cultural, political, and economic perspectives on European history.

HIS 536 THE AMERICAN ENTERPRISE SYSTEM

3, 3/0

Problems and issues relating to the free enterprise system functioning within a modern industrial society; analysis of the interrelationships of basic business concepts with the decision-making processes of corporate management; historical trends and their futuristic implications.

Equivalent Course: BUS 536

HIS 588 TOPICS COURSE

3, 3/0

HIS 590 INDEPENDENT STUDY

1-3, 0/0

Prerequisite: Instructor permission. Independent inquiry into a specific topical area of U.S., European, or third-world history.

Equivalent Course: MST 590

HIS 602 CONTEMPORARY MIDDLE EAST

3, 3/0

Characteristic cultural features of the Middle Eastern countries, with emphasis on Islam; interaction with the Western world; cultural and social changes under way; fundamentalism; problems typical of the underdeveloped nations of the world today.

Equivalent Course: PSC 612

HIS 603 SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES

3, 3/0

Social roots of thought; effect of ideas on American society; continuing patterns of thought, such as Puritanism, liberalism, democracy; contributions of intellectual leaders.

HIS 605 STUDIES IN AMERICAN COLONIAL HISTORY

3, 3/0

Comparison of colonial policies pursued by European powers in the new world; modification in a new environment of such transplanted elements as the family, church, schools, economy, and government.

HIS 606 PROBLEMS IN BRITISH HISTORY

3, 3/0

Major constitutional, political, social, and intellectual factors that shaped Britain during one of the following periods: medieval England; Tudor Stuart; the eighteenth century; Victorian; the twentieth century.

HIS 607 THE UNITED STATES IN CONTEMPORARY WORLD AFFAIRS

3, 3/0

U.S. foreign policy; United States and the United Nations; Atlantic and Pacific commitments; internal problems (defense, production, inflation, taxation).

HIS 608 REFORM AND REFORMERS IN AMERICAN CIVILIZATION

3, 3/0

Economic and social milieu creating need for reform; personality characteristics of reform leaders; structure and operations of reform movements; selected reform movements and periods of widely sponsored reform sentiment; changes wrought in American society.

HIS 609 HISTORY OF RUSSIAN DIPLOMACY

3, 3/0

Problems of Russian and Soviet foreign policy, with special emphasis on the post-revolutionary period.

HIS 610 BLACK AMERICAN HISTORY

3, 3/0

Slavery, Northern free blacks, and American racial thought from colonial era to Civil War; Northern blacks and the Civil War; black thought during Reconstruction and post-Reconstruction eras; "Black Reconstruction"; problems of American blacks from 1895 to World War II; leadership; urban migration; twentieth-century black thought; American segregationist thought.

HIS 612 AMERICAN FOREIGN POLICY IN THE FAR EAST

3, 3/0

The concept of the United States as a Pacific power; American reaction to European penetration of China; the "open door" policy and dollar diplomacy; American initiative in opening of Japan; World War I and disarmament; events leading to Pearl Harbor; World War II and American "containment" policy; the Korean War and American security pact system in the Pacific; war and peace in Southeast Asia; examination (evaluation) of the Nixon doctrine in the Pacific.

HIS 613 LATIN AMERICA IN THE TWENTIETH CENTURY

3, 3/0

Social and political conditions in Latin American in the early twentieth century; the Latin American economies and the industrial world; nationalism, reform, and revolution (1900-1945); economic, political, and international problems (from World War II to Castro); major issues in Latin America today; the United States and Latin America.

HIS 614 PROBLEMS IN CLASSICAL AND MEDIEVAL HISTORY

3, 3/0

Particular cultural, intellectual, social, economic, and historiographical problems. Consult with instructor prior to registration for information on specific topics.

HIS 615 MODERN EUROPEAN POLITICAL MOVEMENTS

3, 3/0

Function, structure, behavior, and ideological basis of major European political movements since the turn of the twentieth century.

HIS 616 PROBLEMS IN MODERN EUROPEAN HISTORY

3, 3/0

Prerequisite: Graduate status. Major trends, movements, and ideas that determined the course of European history from 1500 to the present.

HIS 617 MODERN EUROPEAN IMPERIALISM AND COLONIALISM

3, 3/0

Historical theories and social science; theories of imperialism; origins of World War I as a test case of theories; colonialism in Africa, Asia, and Oceania; colonialism in the new world; breakup of the colonial empires.

HIS 618 STRANGERS IN THE LAND: TWENTIETH-CENTURY IMMIGRANTS IN THE UNITED STATES

3, 3/0

The role of the United States in world population movements during the twentieth century; shifts in governmental policy; major groups of twentieth-century immigrants; how and why they came; patterns of settlement; American nativism; assimilation and alienation of immigrants.

HIS 620 EXCEPTIONAL HISPANIC INDIVIDUALS: HISTORICAL AND CULTURAL CONCERNS

3, 3/0

A panorama of Hispanic history and culture as it pertains to the major Hispanic populations of the United States, with a concentration on the Puerto Rican and Mexican American populations. Emphasizes the relationship of language and culture, the ultimate implications for bilingual special education, and the Hispanic exceptional child.

HIS 622 NORTH AND SOUTH AMERICAN FRONTIERS AND BORDERLANDS

3, 3/0

Prerequisite: Graduate status. Examination of frontiers in the Western Hemisphere from the beginning of European encounter and conquest in 1492 to the twentieth century. The conceptualization of the borderlands and frontiers in historical scholarship. Altering notions of gender, race and class on the frontier.

HIS 623 PROBLEMS IN U.S. HISTORY

3, 3/0

Prerequisite: Graduate status. Critical and in-depth examination of specific topics or periods in U.S. history within the context of larger interpretations of American historical development. The student may use the course to explore subjects for an eventual master's project. May be taken more than once but not with the same professor; it must be taken with another professor in a different historical specialization. Check with individual professors for topics covered in any given semester.

HIS 630 TOPICS IN ASIAN HISTORY

3, 3/0

Origins, historical development, cultural achievements, and interrelationships of the major civilizations of East Asia, Southeast Asia, and India.

HIS 640 TOPICS IN THIRD WORLD HISTORY

3, 3/0

Prerequisite: Graduate status. Social, economic, and political conditions of Africa, Asia, and Latin America under Western colonialism; reform and revolution in the non-Western world; challenge of nation-building in the third world; relations between the developed nations and the third world; cold war and the third world; the United States and the third world.

HIS 645 GENDER, SEXUALITY AND IMPERIALISM

3, 3/0

Prerequisite: Graduate status. Comparative examination of the role and impact of western and indigenous women in colonial societies; "Destructive Female" and "Black Peril" myths; miscegenation; constructions of gender and sexuality and their effect on traditional as well as colonial culture and society; women as agents of political, social and cultural reform and reaction; women in anti-colonial resistance movements.

HIS 646 TOPICS IN CANADIAN HISTORY

3, 3/0

Selected themes in Canadian history from the precontact period to the present: settlement; emergence as an independent state; nature of Canadian federalism; role in the modern world.

HIS 688 INTERNSHIP

1-12, 0/0

Prerequisites: Graduate status; minimum cumulative GPA of 3.0; background of courses or experience within the area of interest; permission of adviser and department chair. Guided and supervised field experiences to complement the student's academic program.

Equivalent Course: MST 688

HIS 690 MASTER'S PROJECT

3, 3/0

Research or investigation of a particular historical topic or issue, planned and carried out by the student in consultation with the instructor.

Equivalent Course: MST 690

HIS 695 MASTER'S THESIS

1-6, 0/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

HIS 700 SEMINAR IN THE BIBLIOGRAPHY OF AMERICAN HISTORY

3, 3/0

Sources, monographs, and general histories in the bibliography of American history; collections of historical materials; historical organizations and services; analysis of selected topics and authors.

HIS 701 SEMINAR IN THE BIBLIOGRAPHY OF EUROPEAN HISTORY

3, 3/0

Sources, monographs, and general histories in the historical bibliography of selected European countries; collections of historical materials; historical organizations; problems of research; analysis of selected topics and authors.

HIS 702 SEMINAR IN MODERN RUSSIAN AND EASTERN EUROPEAN HISTORY

3, 3/0

Research in the problems of the former Soviet Union, from the establishment of Marxism on Russian soil to the present, emphasizing ideological problems and Russian foreign policy, particularly toward Europe.

HIS 703 READING SEMINAR IN HISTORY

3, 3/0

Prerequisite: Graduate status. Readings on topics and historical periods in American, European, and third world history. Topics vary each session.

HIS 704 RESEARCH SEMINAR IN HISTORY

3, 3/0

Prerequisite: Graduate status. Preparation of individual research papers on some undeveloped aspect of American, European, or third world history; guidance in the location and use of source materials, bibliographical tools, and writing technique. Topics vary each session. May be taken up to three times.

HIS 709 LOCAL HISTORY: RESEARCH METHODS AND TECHNIQUES

3, 3/0

Preparation of individual research papers on some undeveloped aspect of local history; guidance in historical research and writing techniques. Topics vary each session. May be taken up to three times.

HIS 711 SEMINAR IN AMERICAN HISTORY

3, 3/0

Problems in American social, intellectual, or diplomatic history as determined by student needs and staff; historical methodology; the philosophy of history and historical writing; individual projects and seminar discussion. Topics vary each session. May be taken up to three times.

HIS 721 THESIS/PROJECT CONTINUATION

0, 0/0

HIS 722 THESIS/PROJECT EXTENDED

0, 0/0

HIS 795 MASTER'S THESIS

1-6, 0/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the department.

Equivalent Course: MST 795

Social Studies Education (SSE)

SSE 500 INTRODUCTION TO SOCIAL STUDIES EDUCATION

3, 3/0

Classroom and field experiences designed to help students make better-informed decisions regarding careers in secondary social studies education. The definition and purpose of social studies; current research trends in social studies education. Required for social studies education majors. Offered annually.

Equivalent Course: SST 500

SSE 502 TEACHING SOCIAL STUDIES

3, 3/0

This course must be taken concurrently with a History content course designated by the department, except for MAT candidates and non-majors. Social studies content and methodology; trends in curriculum; evaluation; instructional resources.

SSE 513 SEMINAR IN SECONDARY SOCIAL STUDIES

3, 3/0

Review of the literature and curriculum of the social studies; philosophical, historical, and sociological aspects of the social studies. Introductory course for secondary social studies graduate students. Required for all social studies students.

SSE 524 SECONDARY SOCIAL STUDIES INSTRUCTION

1, 1/0

Prerequisite: Exceptional education or secondary education major. Teaching methods and materials used in secondary social studies education; laboratory sessions with social studies materials; construction of tests and evaluative instruments.

SSE 540 BEGINNING TEACHER MENTORING SEMINAR IN THE SOCIAL STUDIES

3, 3/0

Application of the theory learned in teacher preparation experiences to the practice of classroom teaching: application of educational theory in the first-year classrooms; reflective activities to improve classroom practices in light of a pedagogical theory; utilization of teacher teams to improve classroom practices and develop problem-solving strategies. Review of theory learned in certification programs. Designed to support first-year social studies teachers.

SSE 588 TOPICS COURSE

3, 3/0

SSE 590 INDEPENDENT STUDY

1-3, 0/0

Prerequisite: Instructor permission. Independent inquiry into a specific topic area of social studies education.

SSE 595 RESEARCH METHODS IN SECONDARY SOCIAL STUDIES

3, 3/0

Development of research problems: resources and tools of educational research; research methods and preparation of a research paper; assessment of national social studies curriculum projects.

SSE 602 HIGH SCHOOL SOCIAL STUDIES INSTRUCTION

3, 3/0

Prerequisites: Graduate standing and cumulative GPA of 3.0 or higher. Purposes, goals, curricular materials, methodologies, and instructional techniques of high school social studies education. Students develop competency in designing and practicing instructional strategies drawn from methodologies and of the curricular materials of high school social studies education and the disciplines of history and the social sciences. Offered each semester.

SSE 603 MIDDLE SCHOOL SOCIAL STUDIES INSTRUCTION

3, 3/0

Prerequisites: Cumulative 2.75 GPA, SSE 500, and SSE 602. The purposes, goals, curricular materials, methodologies, and instructional techniques of middle school social studies education; students develop competency in designing and practicing

instructional strategies drawn from methodologies and of the curricular materials of middle school social studies education and the disciplines of history and the social sciences. Offered each semester.

Equivalent Course: SST 603

SSE 605 TOPICS FOR IN-SERVICE EDUCATION

1-6, 0/0

Prerequisite: Provisional/initial certification. Topical seminar to meet in-service needs. Topics may be selected from any area of instructional and curricular concerns appropriate for the secondary school. Lectures, discussions, microteaching, and projects according to the topics selected. 1-6 credit hours, commensurate with the nature of the topic and the extent of the study. Graduate credit for any secondary education program.

SSE 609 STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL

6, 6/0

Prerequisites: Minimum cumulative GPA of 3.0, Grade of C+ or higher in SSE 603, successful completion of content and pedagogical coursework. Supervised teaching experience for five full days a week for eight consecutive weeks in a middle school classroom (grades 7-9 only). Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required. Offered each semester.

SSE 610 THE STUDY OF PEACE AND WAR IN THE SECONDARY SCHOOL

3, 3/0

Possible approaches for achieving peace, strategies for teaching them, and criteria for judging them. Requires the teaching of a unit on peace at a site chosen by the student and instructor.

SSE 611 STUDENT TEACHING OF SOCIAL STUDIES IN THE HIGH SCHOOL

6, 6/0

Prerequisites: Minimum cumulative GPA of 3.0, Grade of C+ or higher in SSE 603, successful completion of content and pedagogical coursework. Supervised teaching experience for five full days a week for eight consecutive weeks in a high school classroom (grades 9-12 only). Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice required. Offered each semester.

SSE 632 TEACHING WITH HISTORIC PLACES

3, 3/0

Prerequisites: Graduate status. Provides a foundation for those seeking to develop and implement educational materials related to historic places. Service-learning at the sites that famous people lived in, where historical events took place, and their teaching potential. Using one historic site as a case study; touring and meeting representatives to find out more about the historic place; determining the educational needs of the facility; creating curricular materials appropriate for the site.

Equivalent Course: MST 632

SSE 640 SOCIOHISTORICAL CONTEXT AND ISSUES OF DIVERSITY IN U.S. SCHOOLING

3, 3/0

Issues of diversity, multiculturalism, equity, justice, and participatory democracy in society, schools, and classrooms; historical development of multicultural education; response of society, schools, and teachers to calls for multicultural education; in-depth study and analysis of a multicultural program.

SSE 655 SOCIAL STUDIES LABORATORY

3, 3/0

Prerequisite: Graduate status; SSE 513 recommended. This course must be taken concurrently with a history content course designated by the department, except for MAT candidates and non-majors. Interaction with fellow professionals and development of skills to design, implement, and evaluate curriculum materials as required by newer approaches to the social studies.

SSE 670 EXPERIENCES IN SIMULATION AND ROLE PLAYING FOR THE SOCIAL STUDIES TEACHER

1-3, 1/0

Prerequisite or corequisite: SSE 513. Techniques of simulation and role playing: creating models of social situations and translating them into dynamic simulation and role-playing episodes.

SSE 671 TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM

3, 3/0

Familiarizes students with relevant technology, software, and methodology for their use in the social studies classroom. The course will allow students to be scholar-practitioners in this field focusing on both researched based best practices and practical applications to use in a P-12 setting. Offered fall semester.

SSE 688 INTERNSHIP

1-3, 0/0

Prerequisites: Graduate status; 6 credit hours of graduate coursework in major courses of history and social studies education; minimum cumulative GPA of 3.0; minimum 3.0 GPA in major and background of courses and experience within area of interest. Guided and supervised field experiences to complement the student's academic program. Approval of the placement from student's adviser and department chair.

SSE 689 RESEARCH METHODS AND TECHNIQUES IN SECONDARY SOCIAL STUDIES

3, 3/0

Prerequisites: One social studies elective. Quantitative and qualitative research in the social studies; development of research problems; data collection in the social studies; format of a research paper.

SSE 690 MASTER'S PROJECT

3, 3/0

Prerequisite: Written approval of faculty adviser and department chair. Research or investigation of a particular problem, planned and carried out under the guidance of a qualified member of the graduate faculty, submitted in acceptable form according to directions given by the History and Social Studies Education Department.

SSE 695 MASTER'S THESIS

3, 0/0

SSE 721 THESIS/PROJECT CONTINUATION

0, 0/0

SSE 722 THESIS/PROJECT EXTENDED

0, 0/0

SSE 730 PRACTICUM: INNOVATIONS IN THE SOCIAL STUDIES

3, 3/0

Practical experiences in identifying, selecting, and field testing curricular and instructional innovations in secondary social studies. Required for all degree students.

SSE 795 MASTER'S THESIS

1-6, 0/0

Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

Social Studies Education (SST)

SST 500 INTRODUCTION TO SOCIAL STUDIES EDUCATION

3, 3/0

Classroom and field experiences designed to help students make better-informed decisions regarding careers in secondary social studies education. The definition and purpose of social studies; current research trends in social studies education. Required for social studies education majors. Offered annually.

Equivalent Course: SSE 500

SST 603 MIDDLE SCHOOL INST

3, 3/0

Prerequisites: Cumulative 3.0 GPA, SSE 500, and SSE 524. The purposes, goals, curricular materials, methodologies, and instructional techniques of middle school social studies education. Developing competency in designing and practicing instructional strategies drawn from methodologies and of the curricular materials of middle school social studies education and the disciplines of history and the social sciences. Offered every semester.

Equivalent Course: SSE 603

SST 671 TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM

3, 3/0

Familiarizes students with relevant technology, software, and methodology for their use in the social studies classroom. The course will allow students to be scholar-practitioners in this field focusing on both researched based best practices and practical applications to use in a P-12 setting. Offered fall semester.

Mathematics (AMT, DSA, MAT, MED)

Applied & Computational Math (ACM)

ACM 587 TOPICS COURSE

1-4, 1/0

In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

ACM 600 MATHEMATICAL MODELING AND APPLICATIONS I

1, 1/0

Prerequisites: Instructor permission or admission to the Professional Applied and Computational Mathematics (PACM) Program. Processes of mathematical modeling, use of dimensional analysis, scaling, and elementary perturbation methods; constrained and unconstrained optimization, sensitivity analysis, derivation and analysis of system of discrete dynamical models.

ACM 601 MATHEMATICAL MODELING AND APPLICATIONS II

1, 1/0

Prerequisites: Instructor permission or admission to the Professional Applied and Computational Mathematics (PACM) Program. Mathematical modeling and applications of differential equations, simulation of dynamical systems, and partial differential equations.

ACM 602 MATHEMATICAL MODELING AND APPLICATIONS III

1, 1/0

Prerequisites: Instructor permission or admission to the Professional Applied and Computational Mathematics (PACM) Program. Applications of series and integral transforms, and the study and simulations of probability models.

ACM 604 TOPICS IN STATISTICAL INFERENCE

1, 1/0

Prerequisites: Instructor permission. Topics include continuous distributions, sampling distributions, point and interval estimation, and tests of hypotheses. Offered occasionally.

ACM 610 CONTINUOUS FOUNDATIONS OF APPLIED MATHEMATICS FROM A PROBLEM SOLVING PERSPECTIVE

1, 1/0

Prerequisite: Admission to program or instructor permission. Problem solving and applications of continuous mathematics, including real analysis, single and multivariable calculus, differential equations, optimization, and Fourier analysis. Emphasis on team building and group management through problem-solving activities.

ACM 611 DISCRETE FOUNDATIONS OF APPLIED MATHEMATICS FROM A PROBLEM SOLVING PERSPECTIVE

1, 1/0

Prerequisite: Admission to program or instructor permission. Problem solving and applications of discrete mathematics, including combinatorics, graph theory, logic, linear algebra, number theory, and set theory. Emphasis on team building and group management through problem-solving activities.

ACM 612 COMPUTATIONAL FOUNDATIONS OF APPLIED MATHEMATICS FROM A PROBLEM SOLVING PERSPECTIVE

1, 1/0

Prerequisite: Admission to program or instructor permission. Introduction to algorithm design to implement mathematical models, procedural, and functional programming, programming paradigms, higher-level languages; statistical and visualization software, typesetting software for science and mathematics.

ACM 613 SPREADSHEETS AND DATABASES FOR MATH

1, 1/0

Prerequisites: Instructor permission. Applications of spreadsheet and database software programming to solve real life problems in computational mathematics. Analysis of data to produce reports and presentations for diverse audiences.

ACM 614 STATISTICAL AND DATA ANALYSIS SOFTWARE FOR MATH AND SCIENCE PROFESSIONALS

1, 1/0

Prerequisite: Instructor permission. Survey of statistical and data programming software and applications to real life problems in computational mathematics. Analysis of data to produce reports and presentations for diverse audiences with a focus on understanding the syntax and use of statistical programming languages.

ACM 620 OPTIMIZATION OF DISCRETE MODELS

1, 1/0

Prerequisite: Admission to the program or instructor permission. Mathematical analysis and solution of real-world problems that optimize linear objective functions subject to systems of linear inequalities; the two-phase revised simplex method; applications in diverse areas such as business management, industry, economics, finance, and game theory.

ACM 621 EMPIRICAL MODEL BUILDING

1, 1/0

Prerequisite: Admission to program or instructor permission. Exploratory data analysis, polynomial interpolation, curve fitting, least squares, cubic splines, minimax polynomial, Taylor and Chebyshev series, applications to fitting experimental data.

ACM 622 MODELING CHANGE WITH DYNAMICAL SYSTEMS

1, 1/0

Prerequisite: Admission to program or instructor permission. Difference equations, systems of differential equations, Euler and Runge-Kutta methods, error analyses, logistic models; applications to ecology, finance, conflicts, natural and social sciences.

ACM 630 NUMERICAL LINEAR ALGEBRA

1, 1/0

Prerequisite: Admission to program or instructor permission. Numerical algorithms for linear algebra problems, matrix operations, matrix decompositions, solving systems of linear equations, selected problems from applied settings.

ACM 631 EIGENVALUE PROBLEMS

1, 1/0

Prerequisite: Admission to program or instructor permission. Numerical algorithms for eigenvalue problems, matrix factorization, matrices, vectors, eigenvalues, eigenvectors, eigenspaces, eigenvalue algorithms, selected problems from applied settings.

ACM 632 NUMERICAL CALCULUS

1, 1/0

Prerequisite: Admission to program or instructor permission. Numerical methods and algorithms for finding roots of non-linear equations, numerical integrals, Fourier series and Laplace transform; selected problems from applied settings.

ACM 640 LINEAR REGRESSION AND CORRELATION

1, 1/0

Prerequisite: Admission to program or instructor permission. Simple linear regression and correlation, multiple linear regression, multicollinearity, multiple and partial correlations, confounding and interaction, sequential methods of model selection.

ACM 641 DESIGN AND ANALYSIS OF EXPERIMENTS

1, 1/0

Prerequisite: Admission to program or instructor permission. Design of experiments (one, two and three factors), multiple comparisons, randomized complete block designs, Latin square design.

ACM 642 NONPARAMETRIC STATISTICS

1, 1/0

Prerequisite: Admission to program or instructor permission. Introduction to nonparametric tests such as sign-test, signed rank test, rank sum test, two-way analysis of variance by ranks, tests of randomness, rank correlation coefficient.

ACM 650 RANDOM WALKS AND BROWNIAN MOTION

1, 1/0

Prerequisite: Admission to program or instructor permission. Symmetric random walks, ballot theorem, returns to origin and arcsine laws, gambler's ruin, Brownian motion, conditional distributions, hitting times and maxima.

ACM 651 MARKOV CHAINS

1, 1/0

Prerequisite: Admission to program or instructor permission. Transition matrices, classification of states, limiting probabilities, applications.

ACM 652 CONTINUOUS-TIME STOCHASTIC PROCESSES

1, 1/0

Prerequisite: Admission to program or instructor permission. Exponential distribution, Poisson, Yule, pure birth, birth and death processes, applications.

ACM 653 MARKOV CHAIN MODELS IN CREDIT RISK MANAGEMENT

1, 1/0

Prerequisites: Graduate standing. Practical introduction to mortgage lending and the practice of measuring and managing consumer credit risk. Introduction to Markov chain theory and transition roll rate modeling through extensive case study of the collapse of the U.S. mortgage industry in 2007 - 2008 and the origins of the Great Recession. Risk reporting and segmenting; probability of default; loss given default; house price dynamics; loss forecasting with consideration of micro and macro-factors. Use of statistical software package SAS to analyze loan-level datasets. Suggested preparation: previous coursework or experience in calculus, linear algebra, linear regression, and introduction to programming.

ACM 654 MATHEMATICS OF FINANCE I: MODELING, ANALYSIS AND NUMERICAL METHODS

1, 1/0

Prerequisites: Instructor permission or admission to the Professional Applied and Computational Mathematics Master program. In-depth study of probability, differential equations and numerical analysis and their connections to finance and economics; put-call parity equation; risk-neutral probability; binomial tree analysis.

ACM 655 MATHEMATICS OF FINANCE II: MODELING, ANALYSIS AND NUMERICAL METHODS

1, 1/0

Prerequisites: Instructor permission or admission to the Professional Applied and Computational Mathematics Master program. Additional study of probability, differential equations and numerical analysis and their connections to finance and economics; Black-Scholes equation, risk-neutral probability, Brownian motion, hedging, continuous and discrete stochastic models.

ACM 660 LOGISTIC REGRESSION

1, 1/0

Prerequisite: ACM 640 or instructor permission. Comparison of linear and logistic regression, multiple logistic regression, regression diagnostics, indicator variables, multicollinearity, confounding and interaction, model selection, maximum likelihood techniques, polychotomous logistic regression.

ACM 661 SURVIVAL ANALYSIS

1, 1/0

Prerequisite: ACM 640 or instructor permission. Survival and hazard functions, life tables, Kaplan-Meier survival analysis, Cox regression proportional hazards model and Cox regression with time-dependent variables; comparison with logistic regression approaches.

ACM 662 TIME SERIES ANALYSIS AND FORECASTING

1, 1/0

Prerequisite: ACM 640 or instructor permission. Time and frequency domain techniques including autocorrelation, spectral analysis, autoregressive moving average and integrated moving average models, Box-Jenkins methodology, fitting, forecasting and seasonal adjustments.

ACM 690 INTERNSHIP IN APPLIED AND COMPUTATIONAL MATHEMATICS

1-3, 1/0

Prerequisite: Written approval of faculty adviser and department chair. Research or investigation of a particular problem, planned and carried out under the guidance of a qualified member of the graduate faculty, submitted in acceptable form according to directions given by the Mathematics Department.

ACM 721 THESIS/PROJECT CONTINUATION
0, 0/0

ACM 722 THESIS/PROJECT EXTENDED
0, 0/0

Data Science and Analytics (DSA)

DSA 501 DATA ORIENTED COMPUTING AND ANALYTICS
3, 3/0

Prerequisite: Instructor permission. Practical hands-on introduction to Data Science and Data Analytics tools and acquiring, storing, manipulating, and exploring data - both big and small. Examples from bioinformatics (e.g., genomics), health care informatics, urban and regional planning, astronomy and data journalism. Extensive writing of formal reports. Offered every spring.

DSA 512 INTRODUCTION TO DATA SCIENCE AND ANALYTICS
3, 3/0

Prerequisites: Graduate standing. Introduction to Data Science and Analytics; modern analytical techniques; application to academia, industry and business needs. Fundamental concepts and terms; methods, tools, and techniques; identification of “big data” problems; data sources; analytical approaches; algorithm implementations; interpretation and reporting of results. Offered annually in the Fall semester.

DSA 587 TOPICS IN DATA SCIENCE AND ANALYTICS
1-6, 1/0

In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices. Offered occasionally

DSA 590 INDEPENDENT STUDY
3, 3/0

Independent investigation into a specific area of Data Science and Analytics; topic selected by the student in consultation with a faculty member. Offered occasionally

DSA 600 MACHINE LEARNING FOR DATA SCIENCE
3, 3/0

Prerequisites: CIS 512 or DSA 512 or equivalent. Introduction to Machine Learning Techniques for Data Science; mathematical methods; algorithms; application to academia, industry and business problems. Fundamental concepts and terms; methods, tools, and techniques. Supervised and unsupervised learning; identification of learning problems; data sources; analytical approaches; algorithm implementation; interpretation and reporting. Offered annually in the Fall semester.

DSA 601 MACHINE LEARNING MODELS IN PYTHON
3, 3/0

Prerequisites: MAT 126, MAT 311, CIS 512, or Instructor Permission. Applied introduction to building predictive, machine-learning models for real-world problems; learning Python computing environment, basic data analysis, management; data visualization and reporting using machine learning methods, including k-nearest neighbor, linear models, naïve Bayesian models, decision trees, random forests, and neural networks. Sample data sets from across industry professions. Offered occasionally.

DSA 610 DATABASES AND THE DATA SCIENCE INFORMATION LIFE CYCLE
3, 3/0

Prerequisites: Graduate standing. Introduction to an understanding of data flow for strategic, data-driven decision making, including data storage, data organization, data gathering and preparation, exploratory data analysis, and meaningful visualizations and communication. Emphasis on hands-on practice. Offered occasionally

DSA 616 ELEMENTS OF MATHEMATICS, PROGRAMMING AND COMPUTER SCIENCE FOR DATA SCIENCE
3, 3/0

Prerequisite: Instructor permission. Introductory topics in calculus, optimization, linear algebra and discrete mathematics useful for data scientists. Networking concepts relevant to data analytics approached from a mathematical point of view. Mathematical programming to implement a variety of numerical methods. Offered every fall semester.

DSA 621 DATA SCIENCE TOOLS IN ENERGY ENGINEERING
3, 3/0

Prerequisite: Instructor permission. Tools and techniques needed to collect, clean, analyze and present data specific to the field of Energy Engineering in large datasets; statistical models to describe data; visualization of data; spreadsheets; databases; data analysis software. Offered occasionally.

DSA 646 INTRODUCTION TO STATISTICS FOR DATA SCIENCE

3, 3/0

Prerequisite: Instructor permission. Descriptive statistics, probability concepts, discrete and continuous probability distributions, sampling distributions, interval estimation and hypothesis testing of one and two population means, proportions and variances, non-parametric tests, simple linear regression and correlation, one-way analysis of variance. Offered every fall semester.

Equivalent Course: MAT 646

DSA 650 DATA STRATEGY AND GOVERNANCE

3, 0/3

Prerequisite: Instructor permission. Elements, methods and tools of an organization's data strategy and its governance. Components of a data strategy for each phase in the data lifecycle, tools for executing the strategy, and aligning the data strategy with the emerging needs of the organization. Policies, procedures, standards, and training for establishing authority over the ownership and use of data assets and its security. Offered every fall semester.

DSA 652 APPLIED TIME SERIES ANALYSIS IN BANKING RISK MANAGEMENT

1, 1/0

Prerequisites: Undergraduate courses in MAT 126, MAT 311 and CIS 151 or instructor permission. Introduction to key concepts and applications of time series analysis for bank risk management data-driven decision-making. Analysis, decomposition, segmentation, model selection and estimation, statistical and hypothesis testing, and forecasting and sensitivity testing. Use of actual datasets for applied analysis; revenue forecasting future scenarios; interactive classroom instruction in SAS programming environment. Offered occasionally.

DSA 687 ADVANCED TOPICS IN DATA SCIENCE AND ANALYTICS

1-3, 1/0

Current advanced topics in Data Science and Analytics. Offered occasionally.

DSA 688 EXPERIENTIAL LEARNING IN DATA SCIENCE AND ANALYTICS

3, 0/0

Prerequisites: Graduate standing, instructor permission, 3.0 minimum GPA. Internship and team project (aka Professional Labs). In the internship, students participate in activities within an industry setting to solve real world data science problems and to learn how to be part of the real-world work environment. In the Professional Lab, students become part of a problem-solving team to learn how to solve real-world data science problem and learn typical roles in a data science team. Offered every semester.

DSA 690 MASTER'S PROJECT

3, 0/0

Master's Project.

DSA 721 THESIS/PROJECT CONTINUATION

0, 0/0

DSA 722 THESIS/PROJECT EXTENDED

0, 0/0

Mathematics (MAT)

MAT 501 MATH FOR TEACHERS: ALGEBRA

3, 3/0

Prerequisite: 24 credit hours of undergraduate mathematics. Operational systems, number systems, groups, rings, fields, ordered fields, functions over fields, algebraic properties of the trigonometric functions.

MAT 521 MATH FOR TEACHERS: GEOMETRY

3, 3/0

Formal and informal geometry, congruence, measurement, constructions, similarity, transformations, coordinate geometry, trigonometric functions.

MAT 552 MATHEMATICS FOR TEACHERS: NUMBER THEORY

3, 3/0

Prerequisites: MAT 121 and MAT 122. Structure of the integers; divisibility; primes; congruence classes; linear congruences; Diophantine equations; Fibonacci numbers; selected topics.

MAT 581 MATHEMATICS FOR TEACHERS: PROBABILITY AND STATISTICS

3, 3/0

Prerequisites: Two semesters of calculus and MAT 325 or MAT 311 or equivalent. Probability, probability distributions, sampling, design of experiments, hypothesis testing, regression, analysis of variance, nonparametric statistics.

MAT 587 TOPICS IN MATHEMATICS

3, 3/0

In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

MAT 588 TOPICS COURSE

3, 3/0

MAT 590 INDEPENDENT STUDY

1-3, 0/0

MAT 593 MATHEMATICS FOR TEACHERS: DISCRETE MATHEMATICS

3, 3/0

Prerequisites: MAT 121 and MAT 122. Partitions; permutations; probability measure; conditional probability; vectors; matrices; operations and properties; linear programming applications.

MAT 598 MICROCOURSE

1-3, 1/0

Examination of significant disciplinary issues, topics, or practices

MAT 601 TOPICS IN MODERN ALGEBRA

3, 3/0

Prerequisite: Acceptance to the mathematics master's degree program. Groups, semigroups, and monoids; homomorphisms; subgroups and cosets; Abelian groups; the symmetric group; actions and the Sylow theorems; rings, subrings, and ideals; ring homomorphisms; integral domains, division rings, and fields; ring and field extensions; Galois theory.

MAT 611 TOPICS IN REAL ANALYSIS

3, 3/0

Prerequisites: Three semesters of an undergraduate calculus sequence. Real numbers; basic topology; continuous functions; differentiation; the Riemann-Stieltjes integral; sequence and series of functions; some special functions; the Lebesgue theory.

MAT 616 ELEMENTS OF MATHEMATICS, PROGRAMMING AND COMPUTER SCIENCE FOR DATA SCIENCE

3, 3/0

Prerequisite: Instructor permission. Introductory topics in calculus, optimization, linear algebra and discrete mathematics useful for data scientists. Networking concepts relevant to data analytics approached from a mathematical point of view. Mathematical programming to implement a variety of numerical methods. Offered every fall semester.

MAT 620 MODERN GEOMETRY:SELECTED TOPICS

1-3, 1/0

Prerequisite: MAT 322. Foundations; axiomatic projective geometry; real projective geometry; linear projective geometry; finite geometries; non-Euclidean geometries.

MAT 631 FOUNDATIONS OF MATHEMATICS

3, 3/0

Prerequisite: 12 credit hours of mathematics coursework beyond calculus. Axiomatic method; theory of sets and infinite sets; real number system and linear continuum; the complex number system; groups and their significance for the foundations; development of various viewpoints on foundations.

MAT 646 INTRODUCTION TO STATISTICS FOR DATA SCIENCE

3, 3/0

Prerequisite: Instructor permission. Descriptive statistics, probability concepts, discrete and continuous probability distributions, sampling distributions, interval estimation and hypothesis testing of one and two population means, proportions and variances, non-parametric tests, simple linear regression and correlation, one-way analysis of variance. Offered every fall semester.

MAT 651 THEORY OF NUMBERS

3, 3/0

Prerequisite: 12 credit hours of mathematics coursework beyond calculus. Counting and recording of numbers; properties of numbers; Euclid's algorithm; prime numbers; the aliquot parts; indeterminate problems and their theory; Diophantine problems; congruences; analysis of congruences; Wilson's theorem; Euler's theorem; theory of decimal expansions; the converse of Fermat's theorem; the classical construction problems.

MAT 670 DISCRETE MATHEMATICS AND FOUNDATIONS OF COMPUTER SCIENCE

3, 3/0

Prerequisite: Acceptance to the mathematics master's degree program. Problems, theorems, and discrete structures commonly used in mathematics and computer science; mathematical analysis of algorithmic/computer solutions to problems in mathematics; mathematical problems that are not solvable by computer.

MAT 681 INTERMEDIATE PROBABILITY

3, 3/0

Prerequisite: MAT 381. Advanced probability theory; combinatorial analysis; the laws of large numbers; theory of stochastic processes.

MAT 683 STATISTICAL THEORY

3, 3/0

Prerequisite: MAT 381. Probability; estimation; confidence sets; tests of hypotheses; decision theory; Bayesian methods; linear models; nonparametric methods.

MAT 690 MASTER'S PROJECT

3, 3/0

Prerequisite: Written approval of the faculty member and the department chair. Research study or investigation of a mathematical problem or topic, conducted under the guidance of a graduate faculty member of the Mathematics Department.

MAT 695 MASTER'S THESIS

3, 0/0

MAT 696 HISTORY OF MATHEMATICS

3, 3/0

Prerequisite: 12 credit hours of mathematics coursework beyond calculus. Chronological study of the development of mathematics; contributions of nations, ages, or periods; selected biographies, appraisals, and critiques; problem studies.

MAT 699 SELECTED ADVANCED TOPICS

3, 3/0

Prerequisite: Instructor permission. Seminar considering an advanced branch of contemporary mathematics such as combinatorics, game theory, automata theory, or intensive study of an advanced topic in mathematical research.

MAT 701 MODERN ALGEBRA I

3, 3/0

Prerequisite: MAT 301. Cyclic groups; transformation groups; factor groups; groups with operators; isomorphism theorems; composition series; direct products of groups; Sylow theorems; residue class rings; operations on ideals; extensions of rings.

MAT 721 THESIS/PROJECT CONTINUATION

0, 0/0

MAT 722 THESIS/PROJECT EXTENDED

0, 0/0

MAT 795 MASTER'S THESIS

3, 3/0

Individual investigation into an area of mathematics, under the guidance of a faculty member.

Mathematics Education (MED)

MED 500 PRACTICUM I: GRADUATE FIELD EXPERIENCE IN SECONDARY MATHEMATICS EDUCATION

3, 1/4

Current school mathematics practices; related mathematics teaching periodicals and policy documents; affective and societal issues surrounding teaching; reflective observation of teaching and learning and the classroom, school, and community contexts in which they occur.

MED 501 PRACTICUM II: PRACTICE TEACHING MATHEMATICS IN THE MIDDLE SCHOOL

3, 0/6

Prerequisites: Admission to the MS. Ed. Adolescence Education certification program; successful completion of all coursework preceding student teaching; Introduction to the practice of classroom teaching for the prospective middle school mathematics teacher. Eight weeks (40 days) of classroom practice including experiences with classroom discipline, instructional planning, curriculum, assessment and testing, field observation, peer presentations, construction and critique of lesson plans, unit designs, uses of technology and media, and research and use of successful teaching strategies for the mathematics classroom in early and middle adolescence.

MED 502 PRACTICUM III: PRACTICE TEACHING MATHEMATICS IN THE HIGH SCHOOL

3, 0/6

Prerequisites: Admission to the MS. Ed. Adolescence Education certification program; successful completion of all coursework preceding student teaching; Introduction to the practice of classroom teaching for the prospective high school mathematics teacher. Eight weeks (40 days) of classroom practice including experiences with classroom discipline, instructional planning, curriculum, assessment and testing, field observation, peer presentations, construction and critique of lesson plans, unit designs, uses of technology and media, and research and use of successful teaching strategies for the mathematics classroom for mid and late adolescence.

MED 524 MATHEMATICS INSTRUCTION AT THE SECONDARY LEVEL

1, 1/0

Prerequisite: Education major or mathematics education postbaccalaureate certification program major. Content, teaching methods, activities, and evaluation procedures typically used in mathematics instruction at the secondary level.

MED 588 TOPICS COURSE

3, 3/0

MED 590 INDEPENDENT STUDY

1-3, 0/0

MED 595 RESEARCH METHODS AND TECHNIQUES IN MATHEMATICS EDUCATION

3, 3/0

Prerequisite: 9 credit hours of graduate-level coursework in mathematics. Nature of educational research; problem analysis; descriptive and inferential statistics; experimental design; strategy of historical, descriptive, and experimental studies.

MED 598 MICRO COURSE

1-3, 0/0

Examination of significant disciplinary issues, topics, or practices

MED 600 CONTEMPORARY MATHEMATICS CURRICULUM DEVELOPMENT

3, 3/0

Contemporary mathematics curricular developments in the United States and other countries, and the forces that shape these developments; historical background influencing current curricular developments; mathematics curricula and their relation to school and society.

MED 601 SEMINAR IN THE TEACHING OF MATHEMATICS

3, 3/0

This course provides an introduction to the theory and practice of classroom teaching for prospective secondary mathematics teachers. Topics include learning theory, construction and critique of lesson and unit plans, use of technology, research on teaching and learning that includes addressing the needs of students with diverse mathematical abilities and English Language Learners, assessment, classroom management, state and national standards, and curricular issues.

MED 602 MATHEMATICS FOR THE SECONDARY SCHOOL TEACHER: SELECTED TOPICS

3, 3/0

This selected topics course will focus on the classroom implementation of high quality mathematics materials that include assessment of prior knowledge, development of conceptual understanding and procedural knowledge, and provide ongoing opportunities for formative assessment through a problem-based approach to teaching and learning mathematics.

MED 604 TEACHING OF GEOMETRIC CONCEPTS

3, 3/0

Prerequisite: Acceptance to the mathematics master's degree program. Traditional Euclidean approach; transformational, computer-based, and integrated approaches to the teaching and learning of geometric concepts in high school; learning theory, pedagogy, mathematical models, and new developments specific to the teaching of geometric concepts in the high school curriculum.

MED 605 TEACHING OF ALGEBRAIC CONCEPTS

3, 3/0

Prerequisite: Acceptance to the mathematics master's degree program. Structuralist, intuitive, historical, and applied approaches to the teaching of concepts of algebra; learning theory, pedagogy, mathematical models, and new developments specific to the teaching of algebraic concepts in the high school curriculum.

MED 606 LOGO AND MATHEMATICS LEARNING

3, 3/0

History of LOGO language development; use of LOGO in the secondary and elementary schools; turtle graphs and the use of LOGO in problem solving. Appropriate for teachers of math and science, as well as teachers of other subjects.

MED 607 TECHNOLOGY IN MATHEMATICS EDUCATION

3, 3/0

Use and evaluation of equipment and software for the mathematics classroom: developing classroom lessons using technology for mathematics; investigating the uses of adaptive technology in mathematics. Student produce projects for use in their classrooms and learn how to assess accessibility in software design.

MED 683 PROBLEM SOLVING AND PROBLEM POSING

3, 3/0

Prerequisite: Acceptance to the mathematics master's degree program. Techniques of problem solving and problem posing in mathematics: role of teaching problem solving in the high school setting.

MED 690 MASTER'S PROJECT

1-9, 0/0

Study undertaken by one or more individuals, under the supervision of a member of the graduate mathematics faculty, on a problem of special interest submitted in acceptable form according to directions given by the Mathematics Department.

MED 721 THESIS/PROJECT CONTINUATION

0, 0/0

MED 722 THESIS/PROJECT EXTENDED

0, 0/0

MED 795 MASTER'S THESIS IN MATHEMATICS EDUCATION

3, 3/0

Individual investigation of original problem, conducted under the supervision of a member of the graduate mathematics faculty, submitted in acceptable form according to directions given by the Graduate School.

Modern and Classical Languages (FRE, ITA, MCL, SPA)

French (FRE)

FRE 501 STRUCTURES OF MODERN FRENCH

3, 3/0

Provides in-and pre-service teachers the knowledge and skills required to analyze the linguistics structures of the French language and the appropriate means to teach these structures to foreign language students; focus on syntactic, morphological, phonological, semantic and discourse features of French; taught in French. Offered occasionally.

FRE 516 LITERACY FOR FRENCH TEACHERS

3, 3/0

Prerequisites: Graduate status or instructor permission. Development of literacy in French and proficiency in literacy-centered language teaching practices. Taught in French. Offered occasionally.

FRE 590 INDEPENDENT STUDY

1-3, 0/0

Offered occasionally.

FRE 594 GRADUATE WORKSHOP

1-3, 0/0

Special graduate offering. Topic chosen by instructor. Offered occasionally.

FRE 600 HISTORY OF THE FRENCH LANGUAGE

3, 3/0

Prerequisites: Graduate standing or instructor permission. History of the origins of modern French. Specific emphasis given to French's evolution from Vulgar Latin, social and political influences on language change, and standardization movements in the 17th century. Offered occasionally.

FRE 610 THE AGE OF ENLIGHTENMENT

3, 3/0

Prerequisites: Must be admitted into master of science K-12 foreign language teaching program (French) and have completed an appropriate undergraduate course in French literature, or instructor permission. Detailed text-based study of works by Montesquieu, Voltaire, Diderot, and Rousseau that characterized and shaped the Enlightenment. Offered occasionally.

FRE 620 GEORGE SAND SEMINAR

3, 3/0

Prerequisites: Must be admitted into master of science K-12 foreign language teaching program (French) and have completed an appropriate undergraduate course in French literature, or instructor permission. Detailed study of a selection of George Sand's romantic, feminist, pastoral, and socialist novels; excerpts from Sand's autobiography and correspondence; major critics of her works. Offered occasionally.

FRE 630 FRENCH AND FRANCOPHONE POPULAR NOVELS SINCE THE NINETEENTH CENTURY

3, 3/0

Prerequisites: Must be admitted into master of science K-12 foreign language teaching program (French) and have completed an appropriate undergraduate course in French literature, or instructor permission. Extensive reading of selected French and/or Francophone popular novels; in-depth study of how each reflects its society, epoch, and author. Offered occasionally.

FRE 640 EXPERIMENTAL LITERATURE OF THE TWENTIETH CENTURY

3, 3/0

Prerequisites: Must be admitted into master of science K-12 foreign language teaching program (French) and have completed an appropriate undergraduate course in French literature, or instructor permission. Detailed study of experimental literature of the twentieth century, especially surrealism, the theater of the absurd, and the nouveau roman. Offered occasionally.

FRE 650 MOLIÈRE AND THE SUN KING

3, 3/0

Prerequisite: must be admitted into master of science K-12 foreign language teaching program, or instructor permission. Taught in French. Analysis of the life and works of Molière, the milieu for which he wrote, the conventions of 17th-century French drama, the influence of his times on his work, his legacy. Offered occasionally.

FRE 660 HAITIAN LITERATURE IN SOCIO-CULTURAL CONTEXT

3, 3/0

Prerequisites: Graduate standing or instructor permission. Taught in French. The novel as vehicle for social activism and venue for exploring the syncretic nature of Haitian identity. Exploration of the ideology, objectives, rhetoric, and literary symbolism of key Haitian activist authors. Offered occasionally.

Modern and Classical Languages (MCL)

MCL 590 INDEPENDENT STUDY

1-3, 0/0

MCL 594 GRADUATE WORKSHOP

1-3, 0/0

MCL 690 MASTER'S PROJECT

3, 0/0

MCL 695 MASTER'S THESIS

3, 0/0

MCL 721 THESIS/PROJECT CONTINUATION

0, 0/0

MCL 722 THESIS/PROJECT EXTENDED

0, 0/0

Spanish (SPA)

SPA 500 SPANISH LINGUISTICS AND PEDAGOGY

3, 3/0

Prerequisites: Graduate status. Exploration of the Spanish professional literature on applied linguistics and its implications for Spanish teaching and learning. Offered occasionally.

SPA 502 SEMINAR IN LATIN AMERICAN LITERATURE: SELECTED TOPICS

3, 3/0

Prerequisites: Graduate status or undergraduate senior with an average of B or better in upper-level Spanish courses and permission of instructor, department chair, and dean of Graduate School. In-depth treatment of a selected topic; analysis of selected works, with readings in history and literary criticism; research into specific problems. Offered occasionally.

SPA 510 INTRODUCTION TO TRANSLATION

3, 3/0

Prerequisites: Admission to the Graduate Certificate in Spanish-English Translation or Instructor Permission. Undergraduate GPA of at least 3.0. Taught in Spanish with some English course content. An introduction to Translation Studies (TS) through an overview of the major translation theories. Students explore the role of the translator as a mediator and the importance of cultural awareness. Case studies allow students to consider concepts, strategies, and skills necessary to produce a professional translation. Offered every fall.

SPA 516 LITERACY FOR SPANISH TEACHERS

3, 3/0

Prerequisites: Graduate status or instructor permission. Development of literacy in Spanish and proficiency in literacy-centered language teaching practices. Taught in Spanish. Offered occasionally.

SPA 594 GRADUATE WORKSHOP

1-3, 0/0

Special graduate offering. Topic chosen by instructor. Offered occasionally.

SPA 602 SPANISH SOCIOLINGUISTICS AND PRAGMATICS

3, 3/0

Prerequisites: Graduate standing or instructor permission. Exploration of research and methodology in the study of Spanish sociolinguistics and pragmatics. Offered occasionally.

SPA 606 CONTEMPORARY CIVILIZATION AND CULTURES OF SPAIN

3, 3/0

Prerequisite: Must be admitted into Master of Science K-12 Foreign Language Teaching program, or instructor permission.

Development of cultures in Spain since the country's emergence as a modern nation state; their implications for Spain's future within the European community. Offered occasionally.

SPA 609 CIVILIZATIONS AND CULTURES OF LATIN AMERICA

3, 3/0

Prerequisite: Must be admitted into Master of Science K-12 Foreign Language Teaching program, or instructor permission. Challenges faced by the emerging nations of Latin America from the nineteenth century to the present; emphasis on the relationships between these diverse cultures and the rest of the world. Offered occasionally.

SPA 617 DON QUIXOTE

3, 3/0

Prerequisite: Must be admitted into Master of Science K-12 Foreign Language Teaching program, or instructor permission. Cervantes' Don Quixote in its historical context; multiple levels of interpretive reading; questions of genre relationships. Offered occasionally.

SPA 620 TRANSLATION EDITING AND QUALITY CONTROL

3, 3/0

Prerequisites: Admission to the Graduate Certificate in Spanish Translation or Instructor Permission. Basics of copy editing and proofreading and aspects of quality control, including quality assurance and quality management. Case studies allow students to consider concepts, strategies, and skills necessary to edit a translation and assure its quality. Offered every other fall.

SPA 621 SCIENTIFIC TRANSLATION

3, 3/0

Prerequisite: Admission to the Graduate Certificate in Spanish Translation or instructor permission. Taught in Spanish. Some English used in course presentation. An introduction to translating medical, scientific, and technical texts and documents. Topics covered include understanding and applying terminology pertaining to body systems, illnesses, scientific journals, and technical manuals. Case studies allow students to consider concepts, strategies, and skills necessary to produce a professional translation. Offered every spring.

SPA 622 LEGAL TRANSLATION

3, 3/0

Prerequisite: Admission to the Graduate Certificate in Spanish-English Translation or Instructor Permission. Taught in Spanish and English. Spanish used is standard Spanish utilized in legal settings in all Spanish speaking contexts observing regional differences. Students learn to manage the terminology, style and register of legal documents. Topics covered include civil and criminal law, business correspondence, and documents related to contracts. Focus on concepts, strategies, and skills necessary to produce a professional translation. Offered every spring.

SPA 623 TRANSLATION TECHNOLOGIES AND PROJECT MANAGEMENT

3, 3/0

Prerequisite: Admission to the Graduate Certificate in Spanish-English Translation or Instructor Permission. Taught in Spanish and English. Topics covered include translation memory, machine translation, website localization, terminology management, human resources, file formatting and project planning, workflow and delivery. Exploration of concepts, strategies, and skills necessary to utilize translation technologies and manage a translation project. Offered every fall.

SPA 631 CINEMA OF SPAIN

3, 3/0

Aspects of the cinema of Spain as a reflection of Spanish cultures; individual directors, periods of film production; influence of politics and culture on the cinema. Offered occasionally.

Music (MUS)

MUS 588 TOPICS COURSE

3, 3/0

MUS 590 INDEPENDENT STUDY

1-3, 0/0

Individualized study. Instructor Permission Required. Offered as needed.

MUS 601 FOUNDATIONS OF MUSIC EDUCATION

3, 3/0

Prerequisites: Matriculation in Masters of Music Education Degree Program. An overview of the historical, cultural and philosophical foundations that have shaped and directed music education in the United States. An examination of aesthetic, sociological and psychological foundations of music education.

MUS 602 ADVANCED TOPICS IN MUSIC HISTORY

3, 3/0

Prerequisites: Matriculation in Masters of Music Education Degree Program. Central themes of historical style and compositional structure in Western art music from the Medieval to Modern eras. Investigate essential artistic values through aspects of historical context, musical analysis, and scholarly commentary, and apply those methodologies in a comprehensive research paper.

MUS 608 JAZZ STYLES AND ANALYSIS

3, 3/0

Prerequisite: Instructor Permission. Study and analyze jazz music from 1900-1960. Students will develop a comprehensive understanding of jazz standard repertoire and performance practice through listening, transcribing, analyzing, performing, improvising, and composing. Offered occasionally.

MUS 615 PIANO PEDAGOGY FOR CHILDREN

3, 3/0

Prerequisite: Acceptance into M.M.Ed. graduate program. Theoretical and applied training for students wishing to develop effective piano teaching strategies for young children. Evaluation of various piano method series. Developing healthy technique. Hearing the score and error detection. Lesson observation. Piano Pedagogy resource development. Must have access to a keyboard and the ability to video record themselves. Offered every other summer.

MUS 620 ADVANCED TOPICS IN MUSIC THEORY

3, 3/0

Prerequisites: Instructor permission. Explores philosophical, pedagogical, and practical approaches to teaching music theory. Develop analytical tools and use critical thinking skills analyze articles, texts, and pedagogical models through the lens of a historically, sociologically and technologically informed perspective. Offered summer only.

MUS 624 SOCIAL COMMENTARY IN MUSICAL THEATRE

3, 3/0

Prerequisites: Matriculation in Masters of Music Education Degree Program. Overview of the history, evolution, and impact of musical stage entertainment as it relates to specific social and political issues and causes; development of prominent stage forms in relation to their intended or unintended social contributions, moral lessons, political purposes, and artistic symbolism.

MUS 625 CURRICULUM AND ASSESSMENT

3, 3/0

Prerequisite: Matriculation in Masters of Music Education Degree Program. Current trends in curriculum and assessment and the effect on music instruction. Introduces a standards- and repertoire-based curriculum model as a framework to facilitate development of pre-K-12 curriculum for ensembles and general music classes.

MUS 630 CONTEMPORARY ISSUES IN MUSIC EDUCATION

3, 3/0

Prerequisites: Matriculation in Masters of Music Education Degree Program. Students will gain an overview of the historical and intellectual foundations of contemporary music education in the United States. Additionally, students will examine curricular trends and areas of concern for music education in the United States.

MUS 640 RESEARCH METHODS IN MUSIC EDUCATION

3, 3/0

Prerequisite: Matriculation in Masters of Music Degree Program. Study of historical, descriptive, qualitative, and experimental research in music education. Students study various research methodologies and analyze example studies in order to facilitate understanding of music education research.

MUS 641 REPERTOIRE AND ENSEMBLE LEADERSHIP

3, 3/0

Prerequisites: Matriculation in Masters of Music Education Degree Program. An in-depth overview of the leadership, conducting, and programming skills required for music educators, with added emphasis on ensemble psychology, rehearsal management, score preparation and concert planning.

MUS 644 SECONDARY GENERAL MUSIC METHODS

3, 3/0

Prerequisites: Admission to the Masters of Music Education Degree or Instructor Permission. An overview of the development and execution of secondary level general music curricula, with a focus on creativity and improvisation in both elective and mandatory general music courses for all types of music learners. Offered every summer.

MUS 645 INCLUDING STUDENTS WITH EXCEPTIONALITIES IN MUSIC CLASSROOMS, ENSEMBLES, AND STUDIOS

3, 3/0

Prerequisite: Matriculation in Master's of Music in Education Program. This course provides foundation of knowledge related to successfully including students with exceptionalities in PK-12 music classrooms, ensembles, and studios. Specifically, strategies that facilitate participation, music skill development, and student enjoyment will be discussed. Behaviors of students with exceptionalities related to sensory, behavior, and social challenges are addressed. Offered occasionally.

MUS 665 METHODS OF EARLY CHILDHOOD MUSIC AND MOVEMENT

3, 2/0

Prerequisites: Instructor Permission. Exploring the methods used to guide young children's music and movement development within a wide variety of early childhood music education settings. Field placement activities that support course objectives are required, approximately 12-15 hours. Offered annually.

MUS 687 TOPICS COURSE

3, 3/0

Prerequisite: Graduate status. Advanced graduate topics course in Music. Offered occasionally.

MUS 690 MASTER'S PROJECT

3,6, 0/0

A study undertaken by an individual on a problem of professional significance to demonstrate an area of mastery in the field. Offered every semester.

MUS 695 THESIS

3-6, 0/0

Individual investigation of an original problem representing a significant contribution to the literature of the field. Offered every semester.

MUS 721 THESIS/PROJECT CONTINUATION

0, 0/0

MUS 722 THESIS/PROJECT EXTENDED

0, 0/0

Physics

PHY 500 PHYSICS EDUCATION RESEARCH SEMINAR

3, 3/0

Designed for practicing or future high school physics teachers. Includes reading and discussion of current research in physics education, evaluation and discussion of the application of this research to the New York State physics core curriculum, and the exploration and practice of assessment techniques in high school physics.

PHY 502 INITIAL PHYSICS TEACHING EXPERIENCE FOR ALTERNATIVE CERTIFICATION

3-6, 3/0

Prerequisite: Acceptance to the alternative certification in physics program. Full-time physics teaching with college supervision and school supervision: lesson and unit design, classroom management, designing and implementing student assessment, participation in school community.

PHY 507 ENERGY AND FORCE INTERACTIONS FOR K-8 TEACHERS

3, 1/4

Designed for elementary teachers to better understand physics and the nature of science. Focus on interactions and energy: energy, force, friction, gravity, magnetic fields, light, and electricity. Not appropriate for students with extensive physics background.

PHY 510 REGENT'S PHYSICS SCIENCE PRACTICES

4, 2/4

Prerequisites: Graduate standing, Introductory physics sequence or permission of instructor. Students apply the Next Generation Science Standards (NGSS Lead States, 2013) practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics, constructing explanations, and engaging in argument from evidence. Students apply these practices to physics concepts. Offered summer sessions.

PHY 511 COMPUTATIONAL PHYSICS FOR TEACHERS

3, 3/0

Prerequisites: PHY 111, PHY 112 and PHY 213 or instructor permission. Study of problems from various physics content areas using a variety of computational tools (e.g. spreadsheets, computer programming) and techniques (Newton's method, Runge-Kutta). Physical systems including harmonic oscillator with damping, gravitational force (orbits, central force problem), electric and magnetic field and potential calculations, thermal and statistical physics, motion with air friction, wave motion, quantum mechanical tunneling and scattering. Pedagogical issues associated with using computation in the high school classroom.

PHY 518 WAVE PHENOMENA AND OPTICS FOR TEACHERS

3, 3/0

Wave phenomena, including types, motion, interaction, and propagation; diffraction and interference; geometrical optics. Emphasizes research-based profiles of student conceptual difficulties and instructional strategies to remedy them.

PHY 520 MODERN PHYSICS FOR TEACHERS

3, 3/0

Major developments in twentieth and twenty-first century physics and how they changed our understanding of the nature of space and time and the structure of matter. Application of physics education research to teaching relativity and quantum physics in a high school physics course.

PHY 521 EXPERIMENTS IN MODERN PHYSICS FOR TEACHERS

3, 0/6

Prerequisite: PHY 520 or equivalent. Hands-on activities and advanced experiments chosen from the areas of optics, modern physics, nuclear physics, and solid state physics with the goals of learning modern laboratory techniques, data analysis, and lab report writing.

PHY 522 ENERGY: SUSTAINABILITY AND RENEWABILITY FOR TEACHERS

3, 2/2

Prerequisites: PHY 107 and PHY 108. Different energy sources, their global supply, and physical laws governing their present use in the world. Topical energy sources and physical laws for the hydrogen fuel cell, solar cell and wind turbine; using them in applications and devices.

PHY 525 NUCLEAR AND PARTICLE PHYSICS FOR TEACHERS

3, 3/0

Major developments in nuclear and particle physics in the twentieth and twenty-first century, culminating in the standard model. Discussion of how these developments changed our understanding of the structure of matter.

PHY 588 TOPICS COURSE

3, 3/0

PHY 590 INDEPENDENT STUDY

1-3, 0/0

PHY 594 GRADUATE WORKSHOP

1-3, 0/0

In-depth study of a current issue in physics for grade school physics teachers culminating in a professional presentation or manuscript. Offered occasionally.

PHY 596 GRADUATE CONFERENCE

1-3, 0/0

Prepare and conduct a scholarly presentation (poster or paper) on physics for school teaching at a regional, national or international professional academic conference. Offered occasionally.

PHY 620 MECHANICS FOR HIGH-SCHOOL TEACHERS

6, 3/6

Prerequisites: PHY 111 and PHY 510, or instructor permission. Designed for practicing or future high school physics teachers. Activities and laboratory experiences develop ideas in force, motion, and energy. Exemplary pedagogical techniques are modeled and examined. Offered every alternate summer.

PHY 622 ELECTRICITY AND MAGNETISM FOR HIGH SCHOOL TEACHERS

6, 3/3

Prerequisites: PHY 510 and PHY 112, or instructor permission. Designed for high school physics teachers. Activities and laboratory experiences develop ideas in electricity and magnetism. Exemplary pedagogical techniques are modeled and examined. Offered summer only.

PHY 690 MASTER'S PROJECT

1-3, 0/0

Study of a problem of special interest, preapproved by the physics graduate committee and submitted in acceptable form according to directions given by the Physics Department.

PHY 721 THESIS/PROJECT CONTINUATION

0, 0/0

PHY 722 THESIS/PROJECT EXTENDED

0, 0/0

Psychology (PSY)

PSY 590 INDEPENDENT STUDY

1-3, 0/0

PSY 690 MASTER'S PROJECT

3, 3/0

Research or investigation of a specific psychological topic, planned and carried out by the student with the approval, consultation, and guidance of a graduate faculty member of the Psychology Department.

PSY 715 MANAGEMENT PRACTICES AND TECHNIQUES

3, 3/0

Prerequisites: PSY 101 and instructor permission. Major management theories and factors affecting organizational systems; managing conflict and negotiating agreements; effective interpersonal skills for managers; defining problems and generating creative alternatives; types and sources of information needed by managers; relation of leadership style to staff productivity and development; relating effectively to upper-level management.

PSY 721 THESIS/PROJECT CONTINUATION

0, 0/0

PSY 722 THESIS/PROJECT EXTENDED

0, 0/0

Social & Psychol Found of Ed (SPF)

SPF 500 MULTICULTURAL EDUCATION

3, 3/0

Cultural foundations of education; application of relevant findings of the social sciences to problems and issues of education in culturally plural (multiethnic) settings.

SPF 503 EDUCATIONAL PSYCHOLOGY

3, 3/0

Psychological theories and principles of teaching and learning and their application to the classroom; effects of student and classroom characteristics on effective instruction; utilization and interpretation of assessments of learning.

SPF 520 EDUCATIONAL STATISTICS I (DESCRIPTIVE AND INFERENCE)

3, 3/0

Basic statistical concepts and their application to inferential statistics. Students develop a statistical frame of reference in dealing with educational and psychological problems.

SPF 525 PHILOSOPHY OF EDUCATION

3, 3/0

Prerequisite: EDU 410 or equivalent. Principles underlying educational practices; changing concepts of education; education in a democratic society; teaching procedures as determined by a democratic concept of education.

SPF 528 HUMAN RELATIONS

3, 3/0

Intergroup problems relating to race, sex, religion, national origin, etc.; dividing and integrating factors affecting communications and understanding between individuals and within/between groups.

SPF 529 ADOLESCENT PSYCHOLOGY

3, 3/0

Characteristics and problems of adolescents; early adolescent development and the application of diverse instructional strategies in middle childhood education; relationship of adolescent behavior to earlier development; child and adolescent development as a continuum; special characteristics of successful practices in the early secondary school including relationship of adolescent development to different models of instruction; explores current and historical models of interdisciplinary teaching and teaming of students and faculty to maximize student learning.

SPF 546 CHILD ABUSE AND NEGLECT: SCHOOL AND COMMUNITY COOPERATION

3, 0/0

Role of the teacher in relation to child abuse and neglect: nature and causation of abuse and neglect; workings of the current child protection system and the specific role of the teacher in that system; broader role of the school in remedying child maltreatment.

SPF 556 GROUP DYNAMICS IN EDUCATION

3, 3/0

Prerequisite: Instructor consultation recommended. Theory and practice of group procedures in the school; development of understandings, skills, and attitudes conducive to successful group leadership and participation; group study and evaluation; experiential groups; the school group in its sociological, psychological, and philosophical setting.

SPF 590 INDEPENDENT STUDY

1-6, 0/0

SPF 594 THEMES AND ISSUES IN URBAN EDUCATION

3, 3/0

The contemporary social contexts of urban education; theory, schooling, and strategies for improved ways of teaching in relation to the community are explored.

SPF 596 GRADUATE CONFERENCE

1-3, 1/0

SPF 598 MICROCOURSE

3, 0/0

SPF 602 MANAGEMENT: ADMINISTRATIVE BEHAVIOR

3, 3/0

Prerequisite: Graduate status. Basic administrative theories; managerial behavior as expressed through conceptual, human, and technical skills. Observation of field managers.

Equivalent Course: ADE 602

SPF 603 HUMAN RESOURCE MANAGEMENT

3, 3/0

Personnel-related functions and the utilization of resources to support these functions within organizations: design of in-service training programs; supervisory skills for enhancing motivation and productivity; employee benefit packages; grievance and labor relations plans; proposals to obtain funding and training.

Equivalent Courses: ADE 603, BUS 603, SWK 603

SPF 611 EVALUATION IN EDUCATION

3, 3/0

Background and current status of evaluation; principles, purposes, and procedures of evaluation; effective interpretation and use of evaluative data; methods of recording and reporting pupil progress.

SPF 612 DATA ANALYTICS IN EDUCATION

3, 3/0

Prerequisite: Instructor permission. Developing and conducting school and district data analytics processes. Building a data-driven culture for improving instruction, establishing learning goals, and meeting school, district, and government objectives. Using education data mining and learning analytics strategies for informing goal setting, improving practice, and reporting at all levels of education. Offered annually in the fall.

SPF 615 FOUNDATIONS OF SOCIAL CHANGE

3, 3/0

Prerequisites: Graduate Student Status. An overview of social justice perspectives on social change. Transformations within the global economy have contributed to new structural and cultural expressions of injustice and have inspired interest in alternative policies and frameworks that can address these developments. This course provides students with an in-depth examination of current conceptualizations of social change and practical alternatives to contemporary economic, institutional, and nature-society relations from a social justice perspective. Offered every semester.

SPF 619 PARENT EDUCATION AND COUNSELING

3, 3/0

Parent education counseling approaches for schools and other settings: effective parent relations; fundamentals of effective parenting; parenting skills; program development and counseling procedures for various settings and populations; ways to involve parents in school/agency activities.

SPF 632 METHODS AND TECHNIQUES OF DATA ANALYTICS RESEARCH

3, 3/0

Prerequisite: 9 credits of graduate courses or instructor permission. Research concepts and terms; identifying and addressing issues in industry; sources of information and data; choosing methods, tools, and techniques for professional sciences data analytics; interpretation of findings; organizing, writing, and presenting a professional report. Field experience. Offered annually in the spring.

SPF 641 SOCIAL FOUNDATIONS OF EDUCATION

3, 3/0

Relationships of school to society; contemporary social problems affecting education, social groups, and institutions; school and community relations; national, state, and community organizations affecting educational programs and the development of social understandings in pupils.

SPF 646 SEX EDUCATION AND COUNSELING

3, 3/0

Fundamentals of human sexuality throughout the life cycle; sex education methods and materials for various age groups and special populations; sex counseling strategies; parent-community involvement. Designed for teachers and other helping professionals.

SPF 665 INSTRUCTIONAL DESIGN AND ASSESSMENT

3, 3/0

Prerequisite: Graduate Status. Designing instruction to achieve specific learning outcomes; systematic models that facilitate planning, developing, revising, and evaluating instruction; planning instruction that incorporates educational technology.

SPF 686 SEMINAR IN INNER-CITY EDUCATION

3, 3/0

Nature and scope of education in the inner city; social research informing public policy on education of minorities; culture of minority children and the inner-city school; role of the teacher and the administrator; curriculum development and the needs of inner-city students; quest for educational equity; community/parent involvement.

SPF 688 LEADERSHIP IN ORGANIZATIONS

3, 3/0

Prerequisite: BUS/EDF/PSY 715. Theories of leadership; organizational contexts and culture for leadership; the role of the leader in organizations; leadership competencies for organizational effectiveness; the leader's role in mentoring and coaching for effective performance; the leader's role in achievement of organizational mission and goals.

Equivalent Courses: ADE 688, BUS 688

SPF 689 METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH

3, 3/0

Prerequisites: Graduate status. Background of educational research; selection and development of research problems; sources of information and data; methods, tools, and techniques; collection, treatment, application, and interpretation of research data; organizing and writing a research report. Special Note: For all teacher candidates seeking initial certification at the master's level, this course will include readings and projects with a special focus on exploring the history, philosophy, and role of education and the rights and responsibilities of stakeholders in the schooling process on a national and international scale.

Equivalent Courses: ADE 695, BME 601, MUL 689

SPF 690 MASTER'S PROJECT

1-3, 3/0

A study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions from the Educational Foundations Department.

SPF 695 MASTER'S THESIS

3, 0/0

An individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

SPF 712 MANAGING PROGRAM EVALUATION

3, 3/0

Management and technical skills required for program evaluation in the public and private sectors; establishing evaluation standards and criteria; developing evaluation instruments and designs; statistical analysis of evaluation data; computer-based statistical analyses; report preparation and follow-up studies.

Equivalent Courses: BUS 712, PAD 712, SWK 712

SPF 715 MANAGEMENT PRACTICES AND TECHNIQUES

3, 3/0

Prerequisites: PSY 101 Grade of C, and instructor permission. Major management theories and factors affecting organizational systems; managing conflict and negotiating agreements; effective interpersonal skills for managers; defining problems and generating creative alternatives; types and sources of information needed by managers; relation of leadership style to staff productivity and development; relating effectively to upper-level management.

Equivalent Course: ADE 715

SPF 721 THESIS/PROJECT CONTINUATION

0, 0/0

SPF 722 THESIS/PROJECT EXTENDED

0, 0/0

Social Work (SWK)

SWK 519 COMMUNICATION FOR LEADERS AND MANAGERS

3, 3/0

Theories of effective communication; face-to-face communication; group problem solving; public speaking; power and leadership in organizational settings; persuasive messages and campaigns that public relations practitioners design for a variety of publics.

Designed for graduate students interested in improving their workplace communication skills.

Equivalent Course: BUS 519

SWK 546 CHILD ABUSE AND NEGLECT: SCHOOL AND COMMUNITY COOPERATION

3, 3/0

Prerequisites: Graduate status and experience in school/school-related setting or instructor permission. Role of the teacher in cases of child abuse and neglect; nature and causation of abuse and neglect; workings of the current child protection system; specific role of the teacher in that system; broader role of the school in remedying and preventing child maltreatment.

SWK 590 INDEPENDENT STUDY

1-3, 0/0

SWK 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate Workshop.

SWK 603 HUMAN RESOURCE MANAGEMENT

3, 3/0

Personnel-related functions and the utilization of resources to support these functions within organizations: design of in-service training programs; supervisory skills for enhancing motivation and productivity; employee benefit packages; grievance and labor relations plans; proposals to obtain funding and training.

Equivalent Course: BUS 603

SWK 643 SUPERVISION IN THE HUMAN SERVICES

3, 3/0

Prerequisite: Graduate status. Roles and functions of supervisors in a variety of work settings; supervisory role in coordinating agency functions and meeting clients' needs; worker role and responsibilities; leadership, organizational, and systems theory; application of theory to practice situations.

SWK 645 PROGRAM PLANNING IN THE HUMAN SERVICES

3, 3/0

Use of data for program planning in human service organizations. Students design a study pertinent to human services management.

SWK 690 MASTER'S PROJECT

3, 3/0

Study undertaken by one or more individuals on a problem of special interest submitted in acceptable form according to directions given by the Social Work Department.

SWK 695 MASTER'S THESIS

3, 0/0

SWK 712 MANAGING PROGRAM EVALUATION

3, 3/0

Prerequisite: Graduate standing or instructor permission. Management and technical skills required for program evaluation in the public and private sectors; establishing evaluation standards and criteria; developing evaluation instruments and designs; statistical analysis of evaluation data; computer-based statistical analyses; report preparation and follow-up studies.

Equivalent Courses: BUS 712, PAD 712, SPF 712

SWK 715 MANAGEMENT PRACTICES AND TECHNIQUES

3, 3/0

Prerequisites: PSY 101 Grade of C, and instructor permission. Major management theories and factors affecting organizational systems; managing conflict and negotiating agreements; effective interpersonal skills for managers; defining problems and generating creative alternatives; types and sources of information needed by managers; relation of leadership style to staff productivity and development; relating effectively to upper-level management.

Equivalent Courses: ADE 715, SPF 715

SWK 721 THESIS/PROJECT CONTINUATION

0, 0/0

SWK 722 THESIS/PROJECT EXTENDED
0, 0/0

Sociology (SOC)

SOC 501 CONTEMPORARY SOCIAL PROBLEMS

3, 3/0

Prerequisite: SOC 100. Problem areas of American society; sources of information; techniques for discovering and analyzing social problems; analysis of several major problems, selected in accordance with student needs and interests.

SOC 505 TECHNOLOGY, SOCIETY, AND SELF

3, 3/0

Prerequisite: SOC 100. Interplay between society, technology, and science; social organization of research; social factors fostering research and development; consequences of science and technology for society, various institutions, subgroups within society, and individuals in society.

SOC 506 MINORITY GROUPS IN AMERICAN CULTURE

3, 3/0

Prerequisite: SOC 100. Current and historical sociocultural characteristics, experiences, and development of major religious, racial, and ethnic minorities; social conflict, current trends, and recent issues in minority-majority social relationships.

SOC 587 TOPICS IN SOCIOLOGY

1-4, 1/0

Examination of emerging disciplinary issues, topics, or practices; offered occasionally.

SOC 590 INDEPENDENT STUDY

1-3, 0/0

SOC 594 GRADUATE WORKSHOP

1-3, 0/0

SOC 690 MASTER'S PROJECT

3, 0/0

SOC 695 MASTER'S THESIS

3, 0/0

SOC 721 THESIS/PROJECT CONTINUATION

0, 0/0

SOC 722 THESIS/PROJECT EXTENDED

0, 0/0

Speech Language Pathology (SLP)

SLP 501 CLINICAL METHODS

2, 2/0

Prerequisite: Graduate status in speech-language pathology program; corequisite: SLP 515. Techniques used in the clinical management of speech, language, and swallowing disorders across cultures and throughout the life span; professional issues in speech-language pathology.

SLP 505 GRADUATE PRACTICUM IN AN EDUCATIONAL SETTING

6, 0/30

Prerequisites: Graduate status in speech-language pathology program; minimum grade of B in previous clinical practica; minimum of 48 hours of professional coursework; instructor permission; prerequisite or corequisite: SLP 424 or equivalent. Supervised clinical experience in an educational setting providing diagnosis and therapy for a variety of communication disorders. Meets the student teaching requirement for the New York State Education Certification of Teachers of the Speech and Hearing Handicapped.

SLP 507 INTRODUCTION TO SIGNED LANGUAGE SYSTEMS

3, 3/0

Prerequisite: Graduate-level standing. Fundamentals of American Sign Language (ASL), Pidgin Signed English (PSE), and Signed Exact English (SEE), including basic grammatical features, language functions and fingerspelling. Provide students with receptive and expressive skills for ASL, PSE, and/or SEE communication with Deaf and Hard-of-hearing individuals. Additional content in Deafness, Deaf culture, and signed languages. Offered fall semester only.

SLP 508 AUDIOLOGY AND ASSITIVE TECHNOLOGY IN THE SCHOOLS

3, 3/0

Prerequisite: Graduate status. Introduction to educational audiology and support of students who are hard-of-hearing/have an auditory processing disorder in the classroom; hearing aids and hearing aid listening checks, FM systems, cochlear implants, auditory processing disorders, classroom acoustics, classroom accommodations, and interprofessional collaboration. Offered every spring.

SLP 511 NEURAL PROCESSES OF COMMUNICATION

3, 3/0

Pre-requisite: graduate status in the Speech-Language Pathology program. Basic concepts of neuroanatomy and neurophysiology as the foundation for diagnosis and treatment of communication and swallowing disorders of neurologic origin.

SLP 515 CLINICAL PRACTICUM

1-8, 0/0

Prerequisites: Graduate status in speech-language pathology program, SLP 501, and completion of 25 hours of supervised observation. Supervised on-campus clinical practicum for graduate students in speech-language pathology as necessary to meet state licensure and national certification requirements; policies and procedures of Buffalo State College Speech-Language-Hearing Clinic. Required for all graduate students prior to enrollment in SLP 505 or SLP 611.

SLP 516 DIAGNOSTIC PRINCIPLES AND PROCEDURES

2, 0/2

Prerequisite: Graduate status in speech-language pathology program. Exploration and implementation of diagnostic procedures in speech-language pathology. Emphasis is on the problem-solving principles and the importance of evidence-based and culturally appropriate practice in the clinical evaluation of individuals with communication and swallowing disorders. Offered every fall..

SLP 518 EXTENDED APPLICATIONS IN COMMUNICATION SCIENCES AND DISORDERS

1, 0/2

Pre-requisite: graduate status in Speech-Language Pathology program. This lab will provide students with hands-on experience using various formal and informal assessment procedures, and with the diagnostic and therapeutic application of instrumentation commonly used in Communication Sciences and Disorders (CSD).

SLP 541 LANGUAGE DISORDERS: BIRTH TO AGE 5

3, 3/0

Prerequisites: Graduate status in speech-language pathology and a course in language development/disorders. Communicative and social interactions of children from birth to age 5; team approaches to the assessment of the communication patterns of infants, toddlers, and preschoolers from a range of culturally and linguistically diverse backgrounds; the development of appropriate intervention programs; theoretical, evidence-based, and practical applications.

SLP 580 RESEARCH METHODS IN SPEECH-LANGUAGE PATHOLOGY

2, 2/0

Prerequisite: Graduate status in speech-language pathology program. Research questions and methodologies used in communication disorders and sciences that include cultural and ethical considerations: quantitative and qualitative research models; literature review techniques; research-question formation; methods of data collection; critical analysis. Students formulate a research question in consultation with program faculty and review pertinent literature.

SLP 587 TOPICS COURSE

3, 3/0

In-depth examination of rapidly and significantly changing disciplinary issues, topics, or practices; offered occasionally.

SLP 590 INDEPENDENT STUDY

1-3, 0/0

Independent study arranged between a graduate faculty member and a student. See the Independent Study section of this catalog for the independent study policy.

SLP 594 GRADUATE WORKSHOP

1-3, 0/0

Graduate workshop in Speech-Language Pathology.

SLP 605 CONTEMPORARY ISSUES IN CLINICAL INTERACTIONS: FAMILIES AND CULTURE

2, 2/0

Prerequisite: Graduate status in speech-language pathology program. Multicultural considerations within the framework of family systems theory; working effectively with families from a variety of multicultural backgrounds; developing strategies for enhancing communication with families across diverse cultures; assessment and intervention techniques for various communication and swallowing disorders in multicultural populations; understanding relevant policies for multicultural speech-language pathology.

SLP 606 FLUENCY DISORDERS

3, 3/0

Prerequisite: Graduate status in speech-language pathology program. Etiologic, psychologic, sociologic, clinical, and multicultural information relative to the assessment and treatment of individuals with disfluent speech; theoretical, evidence-based, and practical applications. Discussion of decision making for individuals with fluency disorders presented. Offered annually.

SLP 607 DYSPHAGIA ACROSS THE LIFE SPAN

2, 2/0

Prerequisites: Graduate status in speech-language pathology program, SLP 511 or equivalent. Congenital and acquired swallowing disorders, their neurological and physical bases, differential diagnoses, prevention, treatments, and associated cultural and ethical issues across the life span; theoretical, evidence-based, and practical applications.

SLP 608 NEUROMOTOR SPEECH DISORDERS ACROSS THE LIFE SPAN

3, 3/0

Prerequisites: Graduate status in Speech-Language Pathology program, SLP 511 or equivalent. Child and adult neuromotor speech disorders including neurological bases, differential diagnoses, prevention, and treatments across the life span and with culturally and linguistically diverse populations; theoretical, evidence-based, and practical applications. Offered every spring.

SLP 609 DISORDERS OF VOICE AND RESONANCE

3, 3/0

Prerequisite: Graduate status in speech-language pathology program. Nature, etiology, diagnosis, and intervention of voice and resonance disorders across the life span and in multicultural populations: theoretical, evidence-based, and practical applications. Offered every fall.

SLP 610 EVALUATION AND TREATMENT OF PHONOLOGICAL DISORDERS

3, 3/0

Pre-requisite: graduate status in Speech-Language Pathology program. Various approaches to the evaluation and treatment of phonological disorders, including theoretical issues, evidence based assessment and treatment approaches, and cultural and linguistic issues.

SLP 611 EXTERNSHIP IN COMMUNICATION DISORDERS

3-12, 0/15

Prerequisites: Graduate status in speech-language pathology program; minimum grade of B in previous clinical practica; minimum of 48 hours professional coursework; instructor permission. Supervised clinical practicum in community speech-language-hearing clinics and/or hospitals providing diagnosis and therapy for a variety of communication disorders across the life span. Required for ASHA certification and NYS license in speech-language pathology. Required for all speech-language pathology majors.

Equivalent Course: BXE 628

SLP 621 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

3, 3/0

Prerequisites: Graduate status in either the department of Speech-Language Pathology or Exceptional Education. Present the needs and experiences of individuals who are nonspeaking. Description of alternative and augmentative communications systems, techniques, and strategies. Assessment and intervention strategies for alternative and augmentative communication provided. Offered every spring.

SLP 622 LANGUAGE DISORDERS OF SCHOOL-AGED INDIVIDUALS

3, 3/0

Prerequisite: Graduate status in speech-language pathology program. Culture-based approaches and procedures applied to assessment and intervention of language disorders of school-aged children; theoretical, evidence-based, and practical applications.

SLP 623 ACQUIRED LANGUAGE DISORDERS

3, 3/0

Prerequisites: Graduate status in speech-language pathology program, SLP 511 or equivalent. Acquired neurogenic language disorders in adults; differential diagnosis and treatment of the varieties of cognitive/communicative disorders associated with acquired brain damage, with consideration for cultural and linguistic background; theoretical, evidence-based, and practical applications.

SLP 625 ADVANCED TOPICS AND ISSUES IN COMMUNICATION SCIENCES AND DISORDERS

3, 3/0

Prerequisite: Graduate status in speech-language pathology program. In-depth examination of contemporary professional and clinical topics, and new and emerging issues in the field of communication sciences and disorders. Relevant, timely course content will vary to keep pace with current issues that have an impact on the discipline.

SLP 690 MASTER'S PROJECT

3, 3/0

Prerequisite: SLP 580 or equivalent. Study undertaken by one or more individuals on a problem of special interest submitted in acceptable written form according to guidelines provided by the Speech-Language Pathology Department.

SLP 695 MASTER'S THESIS

1-3, 0/0

Individual investigation of an original problem submitted in acceptable form according to guidelines provided by the Graduate School.

SLP 721 THESIS/PROJECT CONTINUATION

0, 0/0

SLP 722 THESIS/PROJECT EXTENDED

0, 0/0

Television and Film Arts (FLM)

Film Arts (FLM)

FLM 501 SURVEY OF TELEVISION, FILM, AND STREAMING MEDIA

3, 3/0

Prerequisite: Admission to the MFA Television, Film, and Streaming Media program. First year graduate seminar focusing on cultural, historical, and critical constructs of television, film, and streaming media; exploration of academic research avenues and professional opportunities in the field; analysis of current trends and practices in motion picture storytelling. Offered fall only.

FLM 510 WRITING THE SHORT FILM

3, 3/0

Prerequisite: Admission to the MFA Television, Film and Streaming Media program. Hands on screenwriting course explores development of structure, character, theme, and style of the short film; storytelling in a variety of script genres; screenplay analysis; development of voice. Offered every fall.

FLM 511 PRINCIPLES OF IMAGE AND SOUND PRODUCTION

3, 2/2

Prerequisite: Admission to the M.F.A. Television, Film, and Streaming Media program. Exploration and application of concepts and processes of image and sound pre-production, production, and post-production including budget and legal planning, casting, lighting and camera technique, video editing, and audio editing. Offered every fall.

FLM 520 SCREENPLAY ANALYSIS

3, 3/0

Prerequisite: Admission to the MFA Television, Film, and Streaming Media program. Analysis of television and feature film screenplays – focusing on theory, story structure, conflict, characters, dialogue, theme, and professional script coverage. Offered every fall.

FLM 530 WRITING THE FEATURE SCREENPLAY PART I

3, 3/0

Prerequisites: FLM 501, FLM 510, and FLM 520. Construction of a pitch for an original feature film, character sketches, treatment, and the first act of a screenplay. Part one of a two-part Writing the Feature Screenplay sequence. Offered every spring.

FLM 540 WRITING THE TV SPEC SCRIPT

3, 3/0

Prerequisites: FLM 501, FLM 510, and FLM 520. Construction of two speculation (spec) scripts for a TV series currently on a broadcast television, cable network, or streaming service. Offered every spring.

FLM 550 THE BUSINESS OF TELEVISION, FILM, AND STREAMING MEDIA

3, 3/0

Prerequisites: FLM 501, FLM 510, and FLM 520. Examines current business models for television, film, and streaming media – including pre-production, production, and post-production, business and legal affairs, finance, and marketing and distribution. Part one of a two-part business of Television, Film, and Streaming Media sequence. Offered every spring.

FLM 587 SPECIAL TOPICS

1-6, 1/0

Prerequisite: Instructor permission. Special topics in graduate study, to be determined by the instructor. Offered occasionally.

FLM 590 INDEPENDENT STUDY

1-6, 0/0

Prerequisite: Instructor permission. Graduate independent study in Television, Film, and Streaming Media.

FLM 610 PRODUCING THE SHORT FILM

3, 3/0

Prerequisite: FLM 510. Hands on producing course explores script development, budgeting, location scouting, casting, production, post-production, and marketing; partner with undergraduate and / or graduate students to produce short film scripts. Offered every fall.

FLM 611 PRODUCTION/POST-PRODUCTION WORKSHOP

3, 3/0

Prerequisite: FLM 511. Hands-on advanced techniques in areas of production and post-production. Upcoming topics will be announced each fall and change with each offering. May be taken for credit up to three times. Offered every spring and summer.

FLM 612 SCREENWRITING WORKSHOP

3, 3/0

Prerequisites: FLM 501 and FLM 510. Advanced theory, analysis, and writing in different Screenwriting genres and platforms. This elective is topical and since topics change each semester, the course may be taken for credit up to three times. Offered every summer.

FLM 620 TELEVISION, FILM, AND STREAMING MEDIA SEMINAR

3, 3/0

Prerequisites: FLM 501, FLM 510. Examines style and influence of key contemporary writers, producers, and directors for film and television. Topics examined through a historical, theoretical, and practical lens. May be taken up to three times. Offered every spring and Summer.

FLM 621 DIRECTING

3, 2/2

Prerequisite: FLM 501. Examination of the art and responsibilities of directing for film and television, through lecture and practical application. Students will envision scene work from the director's perspective and direct actors. Offered every spring.

FLM 630 WRITING THE FEATURE SCREENPLAY PART II

3, 3/0

Prerequisite: FLM 530. Construction of the second and third acts of a screenplay and development of a marketing plan. Part two of a two-part Writing the Feature Screenplay sequence. Offered every fall.

FLM 631 POST-PRODUCTION FOR TELEVISION, FILM, AND STREAMING MEDIA

3, 2/2

Prerequisite: FLM 501. Exploration and application of history, theories and techniques of post-production for film and television including video editing, audio editing, color grading, and visual effects. Offered every spring.

FLM 640 WRITING THE TV PILOT

3, 3/0

Prerequisite: FLM 540. Hands on screenwriting course explores development of structure, character, theme, and style of the TV pilot; storytelling in a variety of script genres; screenplay analysis; development of voice; developing characters over multiple episodes. Offered every spring.

FLM 641 SOUND DESIGN

3, 2/2

Prerequisites: FLM 501, FLM 511. Exploration of film sound and its use in furthering the dramatic impact of cinematic storytelling. Focus on both production and post-production processes of sound design. Offered every summer.

FLM 650 THE BUSINESS OF TELEVISION, FILM, AND STREAMING MEDIA PART II

3, 3/0

Prerequisite: FLM 550. Evaluates relevant business models for television, film, and streaming media – focusing on advanced theories and practices for business and legal affairs, finance, and marketing and distribution. Part two of a two-part business of Television, Film, and Streaming Media sequence. Offered every fall.

FLM 651 CINEMATOGRAPHY

3, 2/2

Prerequisite: FLM 501. Exploration and application of the principles of cinematography. Emphasis on aesthetics, composition theory, exposure, lighting, and selection of camera. Offered spring only.

FLM 687 ADVANCED SPECIAL TOPICS

1-6, 1/0

Prerequisite: Instructor permission. Advanced special topics in graduate study, to be determined by the instructor. Offered occasionally.

FLM 690 MASTER'S PROJECT

1-6, 0/0

Prerequisite: Instructor permission. Exploration and development of a special-interest television, film, or streaming media project, planned and executed in consultation and advisement from the instructor and the student's project committee.

FLM 695 MASTER'S THESIS

1-6, 0/0

Prerequisites: FLM 621 or FLM 630, FLM 650. Individual led ideation and execution of a new creative work. Must be planned and executed in consultation with the student's thesis advisor and thesis committee.

FLM 721 THESIS/PROJECT CONTINUATION

0, 0/0

FLM 722 THESIS/PROJECT CONTINUATION

0, 0/0

Theater Arts (DAN, THA)

Dance (DAN)

DAN 590 INDEPENDENT STUDY

1-3, 0/0

Graduate level Independent Study course in Dance based on individual student interest. Offered occasionally.

DAN 690 MASTERS PROJECT

3, 0/0

Graduate level Masters Project course in Dance based on individual student interest. Offered occasionally.

DAN 695 THESIS

3, 0/0

Graduate level Masters Thesis course in Dance based on individual student interest. Offered occasionally.

DAN 721 THESIS/PROJECT CONTINUATION

0, 0/0

DAN 722 THESIS/PROJECT EXTENDED

0, 0/0

Theater Arts (THA)

THA 590 INDEPENDENT STUDY

1-3, 0/0

Graduate level Independent Study course in Theater Arts based on individual student interest. Offered occasionally.

THA 690 MASTER'S PROJECT

3, 0/0

Graduate level Masters Project course in Theater Arts based on individual student interest. Offered occasionally.

THA 695 THESIS

1-3, 0/0

Graduate level Masters Thesis course in Theater Arts based on individual student interest. Offered occasionally.

THA 721 THESIS/PROJECT CONTINUATION

0, 0/0

THA 722 THESIS/PROJECT EXTENDED

0, 0/0

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Graduate Faculty

SCHOOL OF ARTS AND SCIENCES

Anthropology

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Hart, Kimberly

Maguire, Susan

Wieczkowski, Julie

Art and Design

Bajus, Jozef

Friesen, Stanley

Gage, Frances

Jiang, Lin Xia

Kim, Sunhwa

Masters, Candace

Miller, Joseph

Ogle, Philip

Pennisi, Alice

Saracino, Stephen F.

Toledano, Colleen

Wood, Robert

Biology

Burklova, Lyubov

Karatayev, Alexander Y.

McMillan, Amy

Pennuto, Christopher M.

Potts, Daniel

Skerrett, I. Martha

Snyder, Randal J

Wadsworth, Gregory

Warren II, Robert

Chemistry

Goodman, M. Scott

Heo, Jinseok

Kim, Joonyeong

Ploeger, Rebecca

Ridolfi, Douglas

Suwal, Sujit

Communication

Liao, Ann

Niman, Michael

Silverman, Deborah

English

Ali, Barish

Ben-Merre, David

Berglund, Lisa

Bryant, Timothy J.

Cercone, James

Chase, Anthony

Chinquee, Kim

Fulk, Mark

Perez, Lorna

Ramos, Peter

Reigstad, Thomas

Ryan-Bryant, Jennifer D.

Twagilimana, Aimable

Garmen Art Conservation

Allen, Alexandra

Chen, Jiuan-Jiuan

Ploeger, Rebecca

Ravines, Patrick

Geosciences

Bergslien, Elisa

Frothingham, Kelly

Holmgren, Camille

Mix, Wende A.

Solar, Gary S.

Tang, Tao

Vanchan, Vida

Vermette, Stephen J.

Williams, Kevin K.

Government, Planning, and Philosophy

Blessing, Kimberly

Ceesay, Atta

Knight, Jason

McGovern, Patrick

Neal, Anthony T.

Shauku, Adamu

Yacobucci, Peter

History and Social Studies Education

Abromeit, John

Chesterton, Bridget

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Ederer, Martin

Fisher, Wynn

Gradwell, Jill

Nicholls, Andrew

Norman, York

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Mathematics

Bayram, Saziye

Brimkov, Valentin

Carbonara, Joaquin

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Mercer, Peter

O'Dell, Robin

Sanders, Robin

Swan, Bruce

Wilson, David

Wuertzer-Magner, Jodelle

Xu, Hongliang

Modern and Classical Languages

Guiati, Andrea

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Warford, Mark

Music

Bewlay, Holly

Boyce, Emily

Fleming, Rick

Filsinger, Mark

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Guzski, Carolyn

Henriques, J. Thomas

Renzoni, Kerry

Witakowski, Thomas

Physics

Ettestad, David J.

Henry, David

MacIsaac, Dan

Rai, Ram

Psychology

DiPirro, Jean

Foraker, Stephani

Hennessy, Dwight

MacLean, Michael

Norvilitis, Jill

Reid, Howard M.

Schuetze-Pizarro, Pamela

Sociology

Krieg, Eric

Newmahr, Staci

Shelton, Allen

Wall, Amitra

Zhang, Jie

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Elementary Education, Literacy, and Educational Leadership

del Prado Hill, Pixita

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Henry, Julie

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Qian, Xingwang

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Guo, Ruth

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Holinger, Molly

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Yudess, Jo

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Dae-Young Kim

Menasco, Melissa

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Wu, Jawjeong

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Colaizzo-Anas, Tina

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King, Danielle

Panek-Shirley, Leah

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Cinotti, Theresa

Heximer, Christopher

Maldonado, Camilo

Mann Kahris, Sara

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Mule, Christina

Senthinathan, Dona Anita