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Welcome to the Graduate School at Buffalo State College!

Buffalo State College has a proud tradition of offering a wide variety of “cutting edge” graduate programs with courses taught by dedicated scholars in the classroom. Graduate faculty are keenly aware of the importance of research, scholarship, and creativity and are adept at assisting graduate students in perfecting skills in their chosen fields of study. Small classes promote lively faculty/student interactions and provide ample opportunities for that personal touch so often lost in large instructional settings.

Members of the graduate faculty maintain a healthy research agenda and are responsible for generating over $30 million in research funds and grants. This positions Buffalo State on a par with larger State University of New York doctoral research centers. Indeed, Buffalo State is elated with this achievement and with the fact that students will be exposed to and work with talented research scholars.

The Graduate School is located in Grover Cleveland Hall 204 and serves as the hub of activity revolving around graduate studies at Buffalo State. A talented, caring staff is always welcoming—always ready and willing to assist students with the multitude of questions surrounding graduate studies. Application, admission, program information, graduate assistantships, fellowships, and graduate requirements are examples of the information readily available in the Graduate School. Please know that students are encouraged to seek assistance from any of the talented Graduate School staff.

I am pleased to welcome you to the Buffalo State College Graduate School. I’m convinced that you will soon come to know what we have always known—that Buffalo State is the best choice for graduate study.

Richard J. Lee, Ed.D.
Interim Dean, Graduate School
BUFFALO STATE COLLEGE

When the college 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 educates more than 11,000 undergraduate and graduate students each year. From the beginning, Buffalo State has consistently focused on making quality education accessible to students while addressing the needs of the Western New York community.

The only State University of New York (SUNY) college located in a metropolitan area, Buffalo State offers its students unparalleled educational, cultural, and recreational opportunities, both on the 115-acre campus and throughout the community.

Buffalo State is the largest college in the SUNY system, with 39 master’s programs, two certificate of advanced study programs, and four graduate certificate programs, as well as 75 undergraduate degree programs. The college also offers 18 postbaccalaureate teacher-certification programs. Page two of this catalog lists all postbaccalaureate and graduate program options.

Why a Graduate Degree?

The world we work in has become increasingly complex, and advanced study beyond the baccalaureate degree is now a prerequisite for many career fields, particularly those of education, the sciences, and technology. More than 2,000 students enrolled in graduate study at Buffalo State find that a graduate degree allows them entry into new or related fields or eligibility for promotion in their current fields.

New York State has strengthened its teacher certification requirements. Teachers are now required to enter the classroom with master’s degrees achieved through more rigorous teacher education programs. The new requirements, unequalled in the United States, will ensure that teachers are prepared to help students meet new state Board of Regents high school graduation requirements.

Why a Graduate Degree at Buffalo State?

Buffalo State has been offering graduate degree programs since 1945. Twenty-three areas of specialization in the master’s of science in education are offered—more choices in graduate education study than any other SUNY school.

Specialized graduate degree programs include art conservation, creative studies, educational computing, and teaching bilingual exceptional individuals, as well as a master of professional studies degree in literacy (reading teacher) and a certificate of advanced study in art conservation. Other notable graduate degree programs include adult education, criminal justice, industrial technology, and student personnel administration. Buffalo State also offers graduate degrees in applied economics, biology, chemistry, English, history, and multidisciplinary studies.

Outstanding opportunities for internships and clinical practice abound. Because Buffalo State is located in New York State’s second-largest city, the college 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 to a greater extent in research and scholarly activities. Most students complete an applied research project as a culminating activity for the master’s degree. For example, all art conservation graduate students are required to complete a nine- to 12-month internship with senior conservators in placements in the United States or overseas, and the speech-language pathology program requires clinical practicum work on campus, as well as off-campus externships.

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 Center for China Studies, the Center for Excellence in Urban and Rural Education, and various departmental initiatives.

Through the Career Development Center, students can obtain help seeking employment, and Buffalo State’s alumni network provides employment leads.

The State University of New York

The State University of New York (SUNY), a statewide system of 64 campuses, enrolls more than 414,000 students. It is the largest, most diverse multicampus university in the nation. SUNY is committed to bringing its students the best and brightest faculty and the promise of a caring learning environment. State support keeps SUNY tuition much lower than rates charged at private colleges and universities.
BUFFALO STATE COLLEGE GRADUATE CATALOG 2006–2008

Buffalo State’s graduate programs nurture student creativity, scholarship, and professional development. The college welcomes qualified applicants seeking intellectual enrichment and professional advancement through advanced study in its master of arts, master of professional studies, master of science, master of science in education, certificate of advanced study, graduate certificate, and postbaccalaureate teacher certification programs.

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

All admission applications and supplemental forms can be obtained online at www.buffalostate.edu/graduateschool or through the Graduate School in Cleveland Hall 204, (716) 878-5601, gradoffc@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. An adviser appointed by the department chair develops the student’s program of study in consultation with the student. A student is not officially working toward a specific degree until he or she is admitted to degree candidacy (see page 8).

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 must apply to the matriculated major using a change of major application once all admission deficiencies have been removed.

Postbaccalaureate Teacher Certification Program (Nonmatriculated) Student — 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 at www.highered.nysed.gov/tcert/teach. Contact the Teacher Certification Office, Caudell Hall 101, 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 not apply for nondegree status for the semester in which degree admission was denied. See How to Apply (page 6) for application instructions.

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 in courses with open seating.

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

Second-semester seniors (students who have completed more than 106 credits by end of previous semester) at Buffalo State may register for graduate-level courses if they have maintained a minimum cumulative GPA of 2.5. A maximum of 6 graduate credit hours may be taken as a senior. The combined enrollment of undergraduate and graduate courses should not exceed 15 hours per semester.

Courses taken in this manner are related to a graduate program of study and will not apply toward an undergraduate degree. These courses may be applied toward an advanced degree if they are acceptable to the department. The six-year time limitation on the completion of the master's degree program applies to these as well as other credits.

An Override Request Form—Undergraduate Request to Enroll in Graduate Course must be signed by the instructor and department chair, then submitted to the Graduate School. This form is available online at www.buffalostate.edu/graduateschool/forms or from the appropriate academic department.

Admission Requirements

For admission to graduate study, a student must:

1. Hold an approved baccalaureate degree from an institution that is accredited by an approved regional accrediting agency. International students must hold a baccalaureate degree that is equivalent to a four-year baccalaureate degree in the United States, from an institution that is accredited by an approved regional or national accrediting agency.

2. Have a minimum cumulative GPA of 2.5 (4.0 scale) in the baccalaureate degree. If the applicant has attended an institution using the quarter system, credit hours will be converted to semester hours using the following equation:

   1 quarter hour = 2/3 (.66) semester hour
   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.

   For information on the Graduate Record Exam (GRE), visit www.gre.org; for information on this deadline can be obtained from the Graduate School, Cleveland Hall 204.

   Admissions applications, application fee payment forms, transcript request forms, and supplemental department materials are available at www.buffalostate.edu/graduateschool/admissions; The Graduate School, Cleveland Hall 204; or e-mail gradoffc@buffalostate.edu.

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 School by the appropriate deadline. Thus, applicants are assured the admissions committee has all the necessary information to evaluate their qualifications. Incomplete applications will be returned to students, resulting in a delay in application processing. Submitted materials are the property of the Graduate School. Copies of application materials will not be supplied to the student or any other institution.

Degree Applicants and Postbaccalaureate Teacher Certification Applicants — Complete the Graduate Admission Application and submit a complete application packet according to the directions below.

Nondegree Applicants — Complete the Nondegree Student Application and submit it with the application fee and, in a sealed envelope, official transcripts from the institution granting your highest degree earned to the Graduate School, Cleveland Hall 204.

Admissions applications, application fee payment forms, transcript request forms, and supplemental department materials are available at www.buffalostate.edu/graduateschool/admissions; The Graduate School, Cleveland Hall 204; or e-mail gradoffc@buffalostate.edu.

Application Deadlines

Application deadlines vary by department. Some programs have specific deadlines, as indicated in their supplemental application materials or program description. Others review applications on a continual basis. A significant amount of time is required by the Graduate School and the academic department to process an application and make an admissions decision. Generally, applications must be received at least one week prior to the beginning of classes for programs with rolling admissions. Further information on this deadline can be obtained from the Graduate School, Cleveland Hall 204, gradoffc@buffalostate.edu, (716) 878-5601.

Completed Application Packet

A completed application packet includes:

1. Completed Graduate Admission Application.

2. Completed Application Fee Payment Form and a $50 nonrefundable application fee. Acceptable methods of payment: Visa, MasterCard, or check or money order made payable to Buffalo State College.

3. Any 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 Academic Programs section of this catalog, beginning on page 30. Supplemental materials are available for download at www.buffalostate.edu/graduateschool/admissions. Incomplete applications will be returned to the applicant. International applicants: see next section for instructions.

4. Official transcripts from all colleges and universities attended must be in sealed envelopes. Each institution must send the transcript directly to the student. Students submit unopened transcript envelopes with other application materials. Buffalo State graduates are not required to submit transcripts, as the Graduate School will obtain them.

   Note: Failure to report all previous college attendance on the application is considered to be academic dishonesty. Discovery of such dishonesty will result in no transfer of credit and can result in suspension from Buffalo State College.
International Applicants

A completed international application packet includes:

1. Completed Graduate Admission Application.
2. Completed Application Fee Payment Form and a $50 nonrefundable application fee. Acceptable methods of payment: Visa, MasterCard, or check or money order made payable to Buffalo State College.
3. Any supplemental application materials as stated in the program admissions requirements such as department application, letter of intent, letters of recommendation, copy of teaching certificate, or recent exam scores. 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 Academic Programs section of this catalog, beginning on page 30. Supplemental materials are available for download at www.buffalostate.edu/graduateadmissions. Incomplete applications will be returned to the applicant.
4. Official or certified true copies of transcripts along with a certified English translation of all transcripts from postsecondary schools outside the United States.
5. Students for whom English is a second language must submit a score on the Test of English as a Foreign Language (TOEFL) as documentation of English language proficiency. Only students with minimum TOEFL scores of 550 on the paper exam or 213 on the computer exam are considered for admission. Information on the TOEFL can be found at www.toefl.org.
6. A degree evaluation is required for all students who have completed a bachelor’s degree outside the U.S. Applicants must submit official copies of postsecondary diploma(s)/transcripts to one of the following organizations for a document-by-document evaluation* to determine equivalency to a U.S. bachelor’s degree:

   World Education Services Inc., PO. Box 745, Old Chelsea Station, New York, NY 10113-0745, Phone: (800) 937-3895, Fax: (212) 739-6100, www.wes.org.

   Students should contact the organization or visit its Web site for the most current requirements and to request or download an application. Completed applications listing the Buffalo State College Graduate School 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 a Canadian college or university should submit official transcripts to the Graduate School. If transcripts follow a system similar to that of the United States, they will be evaluated locally. If not, Canadian applicants must be required to comply with the above international student credential policy.

   * Academic departments may subsequently request that students obtain a course-by-course evaluation as well.

Other International Student Enrollment Information

Contact the International Student Affairs Office for more information about services for international students: Campbell Student Union 400, www.buffalostate.edu/internationalstudentaffairs, or (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. About $21,500 a year should be budgeted to cover expenses. By the time they arrive on campus, international students should have arranged for the funds to cover their college career. Payment of all college-related expenses must be made prior to the beginning of each semester.

Once an applicant has been officially accepted to a degree program, the Graduate School will mail an acceptance letter and the paperwork necessary to apply for an I-20 form. The applicant must return these forms to the International Student Affairs Office which will send an I-20 form to the student to obtain an F-1 (student) visa from the U.S. embassy or consulate in their home country.

Mandatory Student Health Insurance: All international students must enroll in a group health insurance plan mandated by the State University of New York. Visit the Weigel Health Center at www.buffalostate.edu/weigel or call (716) 878-6711 for current international student health insurance costs.

Housing: International students may live on or off campus. On campus, they may live in the international residence hall, which remains open during U.S. holidays, or in any other residence hall, provided they move out of the hall during the holidays. Visit the Residence Life Office at www.buffalostate.edu/residencelife or call (716) 878-6808 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 Graduate School as soon as the degree is conferred. The Graduate School will obtain final transcripts for Buffalo State graduates. Failure to meet this requirement will result in revocation of acceptance to the college and cancellation of course enrollment.

Readmission to Graduate Study

Students who do not register for and complete one graduate course within four academic semesters (fall/spring) must apply for readmission to graduate study in accordance with established deadline dates and current admission requirements. Those seeking readmission should:

1. Complete general graduate admissions application.
2. Resubmit all undergraduate transcripts (except Buffalo State) as well as all supplemental application materials as listed in current program admission guidelines.
3. If degree candidacy was awarded during previous study, the student will have to complete a new degree candidacy application upon readmission. Failure to resubmit degree candidacy will restrict further registration.
4. Submit the application and other materials as one packet to the Graduate School, Cleveland Hall 204, by stated deadlines.

Change of Major

Students wishing to transfer from one degree curriculum to another must apply to the new degree program in accordance with established deadline dates and current admission requirements. Those seeking to change majors should:

1. Complete a Change of Major Application (available online at www.buffalostate.edu/graduateadmissions).
2. Submit any departmental supplemental application materials (available online at www.buffalostate.edu/graduateadmissions).
3. Submit the application and supplemental materials as one packet to the Graduate School, Cleveland Hall 204, by stated deadlines.
Candidacy

Candidacy is a written agreement outlining the courses necessary to receive a degree or certificate. All students pursuing a master’s degree, graduate certificate, or a certificate of advanced study must apply for and be admitted to candidacy after the completion of 6, but before the completion of 12 graduate-level credit hours at Buffalo State. A degree candidacy application must be approved by the adviser, department chair, and school dean. (Degree candidacy applications for multidisciplinary studies students must be approved by the principal adviser, advisory committee and graduate school dean). Failure to develop an approved program and be admitted to candidacy before the completion of 12 graduate-level credit hours at the college could restrict further registration.

Applications for degree candidacy are available from the academic department. (The degree candidacy for multidisciplinary studies students is available from the Graduate School or online at www.buffalostate.edu/graduateschool/forms.)

The current requirements for admission to candidacy are:

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. No grade lower than C is acceptable to meet degree requirements.
4. Removal of all deficiencies and incomplete (I) grades.
5. If requesting transfer credit, the Graduate School must receive an official transcript from the regionally or nationally accredited institution where the graduate-level coursework was completed. Only grades of B or better will be accepted for transfer credit. See policy under Transfer Credit, page 9.
6. A minimum of 15 credit hours of coursework at the 600– or 700–level is required in all degree programs.
7. A maximum of 6 credit hours of independent study (XXX 590) may be included in a degree program.
8. Coursework taken to fulfill degree requirements for one master’s degree or certificate of advanced study may not be applied toward another master’s degree, graduate certificate, or certificate of advanced study.

Graduate candidacy forms require several approval signatures for the purpose of ensuring the accuracy of the proposed program and compliance with academic policy. Graduate candidacy is not approved until ALL signatures have been obtained. The graduate candidacy includes a section titled Completion Date. These are merely anticipated completion dates. Due to course prerequisites, course availability, etc., it may not be possible to complete coursework in the term listed on the candidacy. Students should periodically check with advisers to review the anticipated completion dates.

Changes to Approved Degree Candidacy

Once the candidacy form has been approved, changes can be made only with approval of the student’s adviser, department chair, and school dean. Change forms are available in department offices or online at www.buffalostate.edu/graduateschool/forms.

Continuous Enrollment Policy

Students must register for and complete at least one graduate course within four academic semesters (fall/spring) or they will be dropped from the program and must apply for readmission. Reapplication must be made in accordance with the established deadline dates and current admission requirements. See Readmission, page 7.

Graduation/Commencement

In order for a graduate student to be awarded a master’s degree or certificate of advanced study, the following minimum requirements must be met:

1. Completion of the Application for Graduation, submitted to the Graduate School, Cleveland Hall 204, by the specified deadline as listed in the Academic Calendar, online at www.buffalostate.edu/academics/ (click on Academic Calendar). Failure to apply by the deadline date may delay the granting of the degree and may result in the omission of the student’s name from the commencement program.
2. Completion of a minimum of 30 graduate-level credit hours.
3. A minimum cumulative GPA of 3.0 (B) in all graduate coursework.
4. Completion of all coursework and degree requirements within the six-year period immediately preceding the date of graduation.
5. Completion of a minimum of 15 credit hours of 600- or 700-level coursework.
6. Approved candidacy and completion of all coursework exactly as specified on the candidacy form. Changes in approved candidacy must be submitted in writing and approved by the adviser, department chair, and faculty dean.
7. Receipt by the Graduate School of official transcript(s) of approved transfer credit as listed on the candidacy form. Transfer credit must meet all requirements as defined under Transfer Credit on page 9 of this catalog.
8. Courses with a grade status of I, N, or X must be completed and appropriate grades submitted.
9. All financial obligations to the college must be met, and all college property must be returned.

Students who do not meet the requirements for graduation by the semester for which they applied must submit a new application for graduation, in accordance with established deadlines, for the semester in which the requirements will be completed.

Commencement

Commencement is held once each year at the end of the spring semester in May. Students eligible to participate in commencement are those who complete their degree requirements in December (previous), May (current), or August (anticipated). Visit the commencement Web site for more information: www.buffalostate.edu/commencement.

Initial/Permanent/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 college for the appropriate certification. Students eligible for initial/permanent/professional certification can apply online at www.highered.nysed.gov/tcert/teach. Contact the Teacher Certification Office, Caudell Hall 101, (716) 878-6121, with questions.

Project, Thesis, and Comprehensive Examinations

Degree programs require a project, thesis, or comprehensive examination as evidence of mastery of 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.

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.

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 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 advisory committee approval.

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 grades of B or better are acceptable for transfer. Grades of S or P are not acceptable.
4. Coursework taken to fulfill degree requirements for one master’s degree or certificate of advanced study may not be applied toward another master’s degree, graduate certificate, or certificate of advanced study.
5. Official transcripts must be submitted to the Graduate School in a sealed envelope from the institution at which the coursework being requested for transfer was completed. The institution must be accredited by an approved regional or national accrediting agency.
6. Transfer credit requested from institutions using the quarter system will be converted to semester hours using the following equation:
   1 quarter hour = 2/3 (.66) semester hour
   2 quarter hours = 1-1/3 (1.33) semester hours
   3 quarter hours = 2 semester hours

Transfer credit requests should be presented for consideration at the time the student applies for degree candidacy (see Candidacy section, page 8) or as soon as the coursework is completed. Approved transfer credit is added to the student’s official record when the student’s approved degree candidacy application and official transcripts of transfer credit are received by the Graduate School.
ACADEMIC POLICIES

Graduate students must assume full responsibility for knowledge of rules and regulations of the college and department requirements concerning their individual degree programs. Requirements and programs are subject to change, and students must be aware of current regulations.

Academic Misconduct

All students are expected to display honesty and integrity in completing course requirements and complying with college academic regulations. Academic misconduct refers to plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of Buffalo State. Specifically, students may neither use the work of another individual without proper acknowledgement nor perform work for another individual. Other examples of inappropriate academic conduct include prior acquisition or possession of an examination or submission of false data. As a result of a sustained allegation of academic misconduct, a low or failing grade for part or all of the coursework may be given to the student at the discretion of the instructor. No penalty for an alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the procedures of due process that are available.

A statement outlining formal college policies and procedures to be followed in cases of alleged academic misconduct is on file in each dean’s office, the Academic Standards Office, and the Student Life Office.

Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Board, chaired by the director of Academic Standards, 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 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. 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. A student with fewer than 12 credit hours automatically is 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.

Nondegree students have until the completion of the next semester in which enrolled to bring his or her GPA to 3.0 after being placed on academic probation. Failure to do so renders the student ineligible for further registration.

A student who has been academically dismissed must wait one full year from the time of dismissal before applying for readmission.

A student may be readmitted to the college only once after an academic dismissal. If readmitted, the student is automatically returned to academic probation if his or her cumulative GPA is 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 of 3.0 GPA during each semester of academic probation. Failure to do so results in final academic dismissal.

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 college’s graduate faculty, and the course must be among those already approved by the college. Courses may be taken by contract only if they are not offered in the regular schedule during the semester involved.

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 is 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, obtained from the department office, the Graduate School, or www.buffalostate.edu/graduateschool/forms. This form must be signed by the instructor, the department chair, and the school dean by the Individual Study Application deadline. Consult the academic calendar online at www.buffalostate.edu/academics (click on Academic Calendar).
Cross Registration

Graduate coursework may be taken at any public or private college in Western New York with whom Buffalo State College has a cross-registration agreement. Courses are taken on a space-available basis during the fall and spring semesters only. Students must be registered for at least one course at Buffalo State in order to cross register at another institution. International students must be registered for 9 credit hours at Buffalo State to participate.

Cross-registration forms are available in the Registrar's Office. They must be signed by the student's advisor and returned to the Registrar's Office for signature. Students then take signed forms to the campus where the course will be taken, where they follow the registration procedures of that campus.

Transcripts are forwarded automatically to Buffalo State at the end of the semester. Courses taken through cross registration are recorded as if they had been taken at Buffalo State; the credit hours and grades are included in the student's cumulative GPA.

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 college's graduate faculty. All independent study is listed by the appropriate content area prefix and the number 590 (e.g., EDF 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, available from academic departments, the Graduate School, or www.buffalostate.edu/graduateschool/forms. 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. Consult the Academic Calendar for appropriate deadlines, online at www.buffalostate.edu/academics (click on Academic Calendar).

Workshops (XXX 594), Conferences (XXX 596), and Microcourses (XXX 598)

Workshops, conferences, and microcourses are graduate courses offered—variable times and places—on particular themes outside the usual schedule of classes. These courses also carry variable credit. A maximum of 6 credit hours of workshops, conferences, and micro-courses may be included in a master's degree program. 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.

Auditing Courses

Graduate students who are registered for one or more courses may audit courses, provided they have the approval of the department chair and the course instructor. An auditor attends a course without formal recognition, is not on the official class list from the Registrar's Office, is not required to meet the course requirements, is not charged tuition or fees for the course, and does not earn credit for the course.

Special audit: Individuals age 60 or older may audit courses on a space-available basis with the approval of the instructor. Arrangements can be made through the Admissions Office, Moot Hall 110, (716) 878-5511.

Course Load

1. The full-time student course load is 12 credit hours per semester.
2. During summer session, students may earn a maximum of 19 credit hours.
3. The average maximum load for graduate assistants is 9 credit hours per semester, but vary according to assignment. Responsibility for approving specific maximum course load rests with the student, the adviser, and the staff member controlling the service assignment or college appointment.
4. Financial aid eligibility is affected by a student's course load.

Contact the Financial Aid Office to determine eligibility: (716) 878-4902 or www.buffalostate.edu/financialaid.

Grade Point Average (GPA)

To earn a graduate degree or certificate, a student must maintain a minimum cumulative GPA of 3.0 (B) on a 4.0 scale in all graduate courses completed at the college. Transfer credits are not included in the 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 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– or lower are not used to satisfy degree requirements. Grades of C– or lower may be repeated (see Repeating Courses, page 12).

Grading

The college uses letter grades (including plus/minus) to indicate the scholarly achievement of a student at the completion of a course. All grades are awarded at the sole discretion of the faculty member in charge of the course. A grade must be submitted for each student on the course roster at the end of the semester. Students are apprised of class evaluation policies in each class at the beginning of the semester. Questions regarding grading policies or a grade received in a particular course should be addressed to the instructor or the instructor's department chair.

Grading System

A = Superior
A– = Above Average
B+ = Above Average
B = Average (required minimum cumulative GPA)
B– = Below required average, but may be used to meet degree requirements
C+ = Below required average, but may be used to meet degree requirements
C = Below required average, but may be used to meet degree requirements
C– = Below required average; may not be used to meet degree requirements
D+ = Below average; may not be used to meet degree requirements
D = Below average; may not be used to meet degree requirements
E = Failure or unofficial withdrawal
S = Satisfactory
U = Unsatisfactory
P = Pass; may not be given for graduate coursework
F = Fail; may not be given for graduate coursework
which a grade carrying quality points is earned. Quality points awarded by the total number of semester hours attempted in a given course.

Instructors may choose to assign plus or minus grades as well. No other letter grades are used in grades A through C cannot be repeated. Illegally repeated courses are not used to calculate the cumulative GPA. Practicum courses may differ. Contact the academic department. Repeating courses affects financial aid. Contact the financial aid office for the current policy.

A student's cumulative GPA is computed by dividing the total number of quality points awarded by the total number of semester hours attempted in which a grade carrying quality points is earned. A student may repeat a given course once for which a C–, D+, D, or E grade was earned. The repeated course must have the same prefix, number, title, and credit. The repeated course must be taken at Buffalo State. Only the passing grade and those semester hours completed will be used to calculate the GPA. Graduate students may repeat a maximum of two courses of the total degree program.

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 with letter grades A through C cannot be repeated. Illegally repeated courses are not used to calculate the cumulative GPA. Practicum courses may differ. Contact the academic department. Repeating courses affects 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.
Withdrawal forms are available in the Registrar's Office. A course from which a student has officially withdrawn remains on the transcript, recorded as W.

Instructors are required to apprise students of their academic standing no later than the end of the ninth week of the semester (or the equivalent point in a summer session; see Academic Calendar). If a student stops attending but does not officially withdraw from a class, a grade of E (Failure or unofficial withdrawal) is recorded.

An exception may be made for unusual circumstances beyond the student's control. In such cases, procedures for Waiver of Academic Regulations apply.

Withdrawal from a course may affect eligibility for financial aid in current and future semesters. For additional information about financial aid eligibility, refer to the Financial Aid section of this catalog (page 19) or www.buffalostate.edu/financialaid

Students withdrawing from coursework may be eligible for a tuition refund in accordance with the schedule published on page 18 of this catalog. No refunds are issued beyond the end of the refund period.

A student who does not register for any course or withdraws from all courses during his or her first semester should inform the Graduate School.

Transcripts

Official transcripts are not issued directly to students but are forwarded, upon request, to authorities whom the student designates. Student copies may be ordered for personal use. A $5 fee is charged for each transcript request. Photo identification is required when picking up student copies. Transcript request forms are available in the Registrar's Office, Moot Hall 210, or download from www.buffalostate.edu/registrar/transcripts.xml.

Transcripts will not be furnished for students who have incurred a financial obligation to the college.

Transcript requests sent by mail must include the student's name, current address, Social Security number, dates of attendance, graduation date (if applicable), name and address of the party to whom the transcript is to be sent, the student's signature authorizing release of the transcript, and a $5 check or money order payable to Buffalo State College. All checks or money orders must include the student's social security number.

Transcript requests by telephone cannot be honored. Requests are filled in the order they are received. Sufficient time is necessary for processing. Requests for transcripts should be made well in advance of the date needed.

Unit of Credit

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 a week will earn 3 semester hours or credit. Studio, laboratory, and shop classes usually earn 1 credit for each two hours of attendance. The college expects student preparation of two hours for each hour in class.

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 Appeals: Waiver of Academic Regulations

Students are expected to adhere to all regulations of the college. 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 in the Academic Standards Office, Twin Rise 100.

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

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.

Student Complaints Regarding Discrimination

If the complaint involves alleged harassment or discrimination based on race, sex, ethnicity, national origin, sexual orientation, religion, age, disability, or marital or veteran status, the student should use procedures administered through the Equity and Campus Diversity Office. Acts of discrimination should be reported immediately to this office for confidential discussion of the alleged acts. Students have 45 days from the alleged act of discrimination or 45 days after receipt of a grade to file a complaint. A copy of the procedures may be obtained in Cleveland Hall 415.

Student Complaints Regarding Nonacademic Issues

If the complaint involves nonacademic issues, the student should deal with procedures administered by the Dean of Students Office, Campbell Student Union 306. 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 dealing with waiver of collegewide academic regulations or graduation issues, which are addressed by petitions to the Academic Appeals Committee. The college seeks to resolve student grievances as promptly and informally as possible. No adverse action will be taken against any studentinitiating 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 the appropriate college personnel. The academic appeals process regarding a waiver of academic regulations is outlined in 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 college 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 college'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 college academic policies shall continue to be the province of the Academic Appeals Committee (see Waiver of Academic Regulations section).

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 Campus 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
A grievance shall include, but not be restricted to, a complaint by a student:
   a. That college regulations and/or policies have been violated or misapplied to him or her.
   b. That he or she has been treated unfairly, defined in terms of established academic policy or practice governing or affecting students at the college.

2. Time Limit
   a. At the informal level before the fifth week of the following semester.
   b. At the formal level before the 10th week of the following semester.

3. Grievance Resolution Process
   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.
   b. If the matter is not resolved to the student's satisfaction at the department level, he or she may request a hearing at the faculty level by writing to the department chair.

4. 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.

5. Confidentiality
   The dean of the faculty will notify all parties of his or her final decision in writing.

6. 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.

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 the State Education Department within three years of the alleged incident. The complaint may telephone the Postsecondary Complaint Registry at (212) 951-6493 or write to the New York State Education Department, Postsecondary Complaint Registry, One Park Ave., 6th Floor, New York, NY 10016.
Students Unable to Attend Classes on Certain Days Because of Religious Beliefs

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

2. Any student in an institution of higher education who is unable, because of his 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.

3. It shall be the responsibility of the faculty and 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 that 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.

4. If registration, classes, examinations, study, or work requirements are held on Friday after 4 p.m. or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practical to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

5. In effectuating the provisions of the Education Law, it is expected that faculty and administrative officials will exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student for availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative official to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

7. The term “religious beliefs” 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.

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

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students the following rights with respect to their education records:

1. The right to inspect and review student education records within 45 days of the day the college receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) they wish to inspect. The college 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 college 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 student education records that the student believes are inaccurate or misleading.

Students may ask the college to amend records that they believe are inaccurate or misleading. Students should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to students when they are notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the College Council; 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 Loan Clearinghouse officials.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the college discloses education records without consent to officials of other schools to which a student seeks admission 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, e-mail address, telephone number, dates of attendance, part-time/full-time status, class.

b. Most recent institution(s) attended, major field of study, awards, honors (includes dean’s list), degree(s) conferred (including dates).

c. Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), 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 210, Buffalo State College, 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 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.


Assessment

Buffalo State is committed to continuous improvement through assessment. Periodically students are expected to participate in assessment activities designed to elicit information that serves as a basis for quality improvement in our programs and services.
FINANCES

Students are required to pay tuition and fees upon receipt of invoice with cash, credit card, or through a deferred payment plan. If a student is receiving financial aid, he or she must attach a copy of the financial aid award notice with payment; deductions will be made.

Room and board charges must be paid prior to arrival on campus. These charges are usually included in the tuition and fees bill. The rates listed below are subject to review and may change without prior notice.

Further information concerning payment is available in the Student Accounts Office, Moot Hall 260, (716) 878-4121 or online at www.buffalostate.edu/studentaccounts.

Explanation of Terms

**Full time** — A student registered for 12 or more credit hours a semester is considered a full-time student.

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

**Semester** — An academic year at the college 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 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.

**Tuition**

Tuition for full-time Buffalo State College graduate students is $3,450 per semester for New York State residents and $5,460 per semester for out-of-state students. Tuition for part-time graduate students is $288 per credit hour for New York State residents and $455 per credit hour for out-of-state residents.

**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.

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 $2,175 or more than $3,450 (New York State resident tuition rates).

**Fees**

**College Fee**

A mandatory college fee of $12.50 per semester for full-time students and $.85 per credit hour for part-time students is collected by all units of the State University system to finance the operating budget.

**Health Fee**

All full-time students are required to pay a $75 per semester health fee; part-time students pay $6.25 per credit hour per semester. This fee provides basic medical assistance to students on campus through the Weigel Health Center. A mandatory health fee is collected by all units of the State University system.

**Waiver for off-site distance-education students**

Students enrolled exclusively in off-campus or distance learning courses with no on-campus meetings are eligible for a waiver or refund of the student health fee (not the mandatory health insurance), provided they are not concurrently enrolled in on-campus courses. If a student is enrolled in both on-campus and off-campus or distance learning courses, the health fee applies to all courses for which the student is registered. The Weigel Health Center is responsible for processing health fee waivers. More information and refund forms are available at www.buffalostate.edu/weigel or contact the Weigel Health Center at (716) 878-6711.

**Technology Fee**

A mandatory technology fee of $160 per semester for full-time students and $13.50 per credit hour for part-time students is collected to provide enhancements to campus technology.

**Parking Fee**

Students who wish to park on campus pay $70 per academic year and $10 for summer-only permits.
Room and Board

The residence hall room rate is $2,285 per semester for a double-occupancy room. Room rental does not include telephone service, which students arrange with the telephone company. Moore Complex apartments start at $3,729 per semester. Meal plan rates vary, starting at $1,026 per semester.

Miscellaneous Expenses

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

Mandatory Student Health Insurance

The Buffalo State College student health insurance plan has been developed especially for Buffalo State College students. The plan provides coverage for sickness and injuries that occur on and off campus and includes cost-saving features to keep the coverage as affordable as possible.

All full-time domestic undergraduate and graduate students who attend Buffalo State College are eligible and automatically enrolled in the Buffalo State College student health insurance plan unless a waiver form with proof of health insurance coverage is returned to the college’s Weigel Health Center by the applicable deadline.

Part-time domestic students are eligible to purchase this coverage, however they are not automatically enrolled in the plan. Spouse and dependent coverage is available.

Please visit www.buffalostate.edu/weigel for enrollment information or a waiver form or contact the Weigel Health Center at (716) 878-6711.

International students must purchase the SUNY International Health Insurance or have comparable coverage.

International Student Health Insurance

All international students must enroll in a group health insurance plan available through the college. If they carry a health insurance policy that provides coverage comparable to the SUNY-mandated health insurance, it may be accepted as an alternative, if approved by the director of the Weigel Health Center. The premium was $849.00 per year for August 2006 through August 2007. There also are rates for coverage during any semester. The premium is subject to change each year. All American students studying abroad must carry this insurance.

Summer Session Tuition and Fees

Tuition and fees are charged at the credit-hour rate for all courses taken during summer session.

An Estimated Budget

Estimated college costs can be found in the following table for the 2006–2007 academic year. Costs may vary according to a student’s place of residence, academic program, and individual needs. All tuition rates, fees, and fines are subject to change without notice as directed by the State University Board of Trustees.

<table>
<thead>
<tr>
<th>Estimated Budget Per Semester for 2006–2007</th>
<th>Commuter</th>
<th>Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New York State Resident</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fixed costs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$3,450.00</td>
<td>$3,450.00</td>
</tr>
<tr>
<td>Fees</td>
<td>$247.50</td>
<td>$247.50</td>
</tr>
<tr>
<td><strong>Total fixed costs</strong></td>
<td>$3,697.50</td>
<td>$3,697.50</td>
</tr>
<tr>
<td><strong>Variable costs</strong></td>
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<td></td>
</tr>
<tr>
<td>Books and supplies</td>
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<td>$450.00</td>
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<tr>
<td>Maintenance at home</td>
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<td>$1,000.00</td>
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<tr>
<td>Room</td>
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<tr>
<td>Board</td>
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<td>$1,465.00</td>
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<tr>
<td>Miscellaneous expenses</td>
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</tr>
<tr>
<td>Transportation</td>
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<td>$550.00</td>
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<tr>
<td><strong>Total variable costs</strong></td>
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<tr>
<td><strong>Estimated total costs/semester</strong></td>
<td>$6,762.50</td>
<td>$9,047.50</td>
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<tr>
<td><strong>Estimated annual costs</strong> (two semesters)</td>
<td>$13,525.00</td>
<td>$18,095.00</td>
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Time Payment Plan

The college has established a payment plan to assist students and their families in meeting the cost of tuition, fees, room and board. Payment plan applications may be obtained from the Student Accounts Office, Moot Hall 260, (716) 878-4121, or the Financial Aid Office, Moot Hall 230, (716) 878-4901.

Refund Policies

All financial refunds are sent to students in the following order:
1. Transferred electronically to the student’s bank account if a direct deposit application is on file in the Student Accounts Office;
2. Mailed to the student’s local address of record on file in the Registrar’s Office if the student is not a resident student;
3. Mailed to the permanent address of record on file in the Registrar’s Office.

Graduate students are responsible for informing the Graduate School of any address change. Send e-mail to gradoffc@buffalostate.edu, or download a data change form at www.buffalostate.edu/registrar/forms.xml and fax it to (716) 878-5630.
### Tuition
Tuition refunds will be processed only if the student officially withdraws through the Registrar's Office. Students given permission to cancel their registration are responsible for payment of tuition according to the following schedule:

#### Date of Course Withdrawal | Tuition Liability
---|---
**Spring and Fall Semesters**
First week of class* | 0%
Second week | 30%
Third week | 50%
Fourth week | 70%
After fourth week | 100%
Summer Sessions
First two days of Session A, B, or C | 0%
Third day through end of first week of Session A or B | 50%
Third day through end of first week of Session C | 65%
Second week of Session A, B, or C | 100%

*The first week of class ends on Saturday of the week in which classes are scheduled.

### Room Rentals
During the fall and spring semesters, a refund can be made only if a student withdraws due to circumstances beyond his or her control. Questions covering refunds are addressed in the residence hall license.

### Board Charges
Refunds 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 period at the start of each semester. Contact the Buffalo State Campus Dining Services Office, Campbell Student Union 223, for additional information.

### College Fee
Health Fee
Technology Fee
These fees are refunded only when registration is canceled during drop/add period.

### Parking Fee
The parking fee is refundable within the first two weeks of class upon surrender of the parking permit.

### Service Fees
The following fees are administered to comply with mandatory State University of New York policy:

#### Late Registration Fee
Registrations on “late registration day” (the first day of classes) or later are charged a mandatory $30 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 $30 late fee.

### 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. All financial aid should be filed by March 1.

#### Late Payment Fee
A $30 fee is charged if the final semester bill is not paid by the due date.

#### Late Drop/Add Fee
A $15 late drop/add fee is charged for each transaction after the second week of classes. Independent study, special projects, or contracts added after the fourth week of classes also are charged this fee.

### Academic Transcript Fee
There is a $5 fee for each transcript request.

### 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.

### Graduate Admission Application Fee
A nonrefundable $50 processing fee (for first-time applicants) must accompany each 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.

### New York State Debt Collection Mandate
The State University reserves the right to withhold academic records from any student who has not satisfied or made provision to satisfy all obligations incurred in the State University system. Unpaid accounts are, in due course, turned over to an external collection agency. Collection costs are added to the amount of indebtedness.

### 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 prior to 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

Although the primary responsibility for paying for college rests with the student and family, the goal of the Financial Aid Office is to assist students with finding funding where family resources fall short. Each year, between 65 percent and 70 percent of students receive some form of financial aid while attending Buffalo State. This is usually a combination of grant aid (scholarships or other funding that is considered a gift), student loans (money that must be repaid), and student employment (work programs where students earn money on a weekly basis to help with their expenses).

Financial Aid Office staff members are available year round to assist students with the application process and to answer questions related to the receipt of their aid. Specific questions can be directed to the Financial Aid Office, Moot Hall 230, (716) 878-4901, finaid@buffalostate.edu. Additional information is available at www.buffalostate.edu/financialaid.

Application Procedures

The process of applying for financial aid requires time and planning. The Financial Aid Office makes every effort to process aid requests quickly and accurately. Students can assist this process by applying early (March or earlier) and by promptly responding to all requests for additional documentation.

Federal Student Aid

All students must file the Free Application for Federal Student Aid (FAFSA) after January 1 of each year to receive aid for the following fall/spring award year. Award packaging starts on February 15 of each year for the following fall/spring. To receive the maximum aid package, it is important to apply early; as some aid has limited funding and is awarded on a first-come, first-served basis. By filing the FAFSA, students are applying for all federal grant, loan, and work programs administered by the Financial Aid Office.

Though the FAFSA is available in paper form it is strongly recommended that students complete the FAFSA electronically at www.fafsa.ed.gov. To expedite this process a student will need to have a federal pin number. Pin numbers can be requested at www.pin.ed.gov. The pin number serves as the individual’s electronic signature on the FAFSA and gives access to confidential information on the Internet.

After submitting the FAFSA a student will receive a Student Aid Report (SAR) from the federal processor. Students who supplied an e-mail address on the FAFSA will receive an e-mail with a link to an electronic version of the SAR on the web which they can access and print out. Review the SAR carefully for errors and the appropriate school listing(s). If errors are found, students must correct them. Contact the Financial Aid Office with questions.

Buffalo State may require additional documentation to confirm a student’s eligibility to receive aid and/or to ensure the accuracy of information provided on the FAFSA. This may include the submission of tax forms and other documents. If selected, students and spouses are required to provide the office with the requested documentation before aid will be offered or disbursed.

Tuition Assistance Program (TAP)

TAP is a grant program for New York State residents who are enrolled full time (12 or more credits per semester, 9 credits if the student has a graduate assistantship). To apply for a TAP grant from New York State, students must first complete the FAFSA. When students file the FAFSA electronically, they have the option of completing the TAP application at the end of the process, or they can complete it at www.tapweb.org at a later date. Upon review, New York State will send an award certificate to the student detailing his or her TAP eligibility.

Graduate Tuition Scholarship Opportunity Program (EOP, SEEK, HEOP)

The State University of New York offers a Graduate Tuition Scholarship Opportunity Program to eligible students who are New York State residents and graduates of SUNY’s Educational Opportunity Program (EOP); City University of New York’s Search for Education, Elevation, and Knowledge (SEEK) Program; or the Higher Educational Opportunity Program (HEOP) conducted by private colleges. Applicants must provide written verification of participation in EOP, HEOP, or SEEK.

For additional information, contact the Graduate School Cleveland Hall 204, (716) 878-5601, www.buffalostate.edu/graduateschool/tuition.
SUNY Graduate Diversity Fellowship Program

The State University of New York offers a fellowship program to recruit, enroll, and retain students who will contribute to the diversity of the student body in SUNY’s graduate and professional programs. Applicants must be U.S. citizens or permanent residents and pursuing their first master’s degree. A student who is awarded a Graduate Diversity Fellowship must enroll full time (12 graduate credit hours in his or her degree program) each semester to receive a stipend (currently $7000 annually) and full tuition scholarship. College fees are paid by the student. Fellows must maintain a 3.0 cumulative GPA each semester to continue to receive funding. Fellowships are available for fall and spring semesters only. For details and an application, contact the Graduate School or go to www.buffalostate.edu/graduateschool/tuition.

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 12 to 20 hours per week and provide stipends from $3,000 to $6,000 per academic year. A graduate assistant may receive a tuition award and a stipend. Graduate assistants are considered full time when registered for 9 graduate credits per semester. A tuition scholarship, if awarded, is for a maximum of 9 graduate credits each fall/spring semester. Stipends and/or tuition awards do not cover college fees, which are the responsibility of the student.

Application forms may be obtained from the department or office offering the assistantship. A list of available assistantships can be found at www.buffalostate.edu/graduateschool/tuition.

Veterans Benefits

Veterans and children or spouses of veterans who are deceased or have service-connected disabilities may be able to receive aid for approved postsecondary study. Applications are available in the Veterans Certification Office in Moot Hall 141. Questions about aid eligibility should be directed to the Department of Veterans Affairs.

Aid for Students with Disabilities

Students with disabilities pursuing higher education may be eligible for assistance through the State Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Criteria and funding vary. Applications and eligibility requirements may be obtained at the Buffalo-area VESID office. Further information is available from the Special Services for Students with Disabilities Office in South Wing 120.

Aid to Native Americans

The Bureau of Indian Affairs administers a grant program through the American Indian Graduate Center (AIGC) that offers supplementary financial assistance for students pursuing postbaccalaureate degree programs. Students must be an enrolled member of a federally recognized Indian/Alaska Native tribe in the United States and apply for campus-based financial aid through the federal financial aid process at Buffalo State by June 1.

For an application or additional information, contact the American Indian Graduate Center at (800) 628-1920, www.aigc.com, or 4520 Montgomery Boulevard, NE Suite 1-B, Albuquerque, NM 87109.

Summer Session Aid

Summer Session financial aid at Buffalo State is limited to Federal Stafford Loans, Federal Work-Study, and, in limited cases, TAP grants. Students wishing to apply for aid for the summer sessions must complete the supplemental summer application that becomes available at the Financial Aid Office at the end of March each year. In most cases, the FAFSA for the upcoming academic year also must be submitted prior to the start of the summer. Since summer Stafford Loans and summer Work-Study may affect awards for the following fall/spring semester(s), it is advisable that students seek advice prior to accepting funds from either program.

Eligibility for Financial Aid

Eligibility for financial aid is based on many factors including matriculation status, enrollment status, financial need, satisfactory academic progress, and program pursuit.

Matriculation

To be eligible for most forms of financial aid, a student must be a U.S. citizen or eligible noncitizen matriculated into a degree or certificate program. 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 college are considered nonmatriculated and are not eligible for financial aid. Students with bachelor’s degrees taking courses required by the state for teacher certification may borrow a Federal Perkins Loan or a Federal Stafford Loan at the fifth-year undergraduate limits even though they are not actually pursuing a degree. Undeclared (premajor) graduate students also can take out loans at fifth-year undergraduate limits for one year if they are enrolled in preparatory coursework. Preparatory coursework does not include courses taken solely to raise one’s GPA to meet graduate admission standards and does not include coursework in a graduate degree program.

Enrollment Status

In most cases, students must be enrolled at least half time (6 credits) in courses that are part of their degree program to be eligible for financial aid. To receive TAP, students must be enrolled full time (12 credits or 9 credits if student has a graduate assistantship). For TAP, the 12 credits cannot include illegal repeats (i.e., a course that previously received a passing grade for which a student is trying to improve the grade).

Financial Need

Financial need is determined by taking the Cost of Attendance (an estimated budget that includes tuition, fees, room, board, books, supplies, transportation, and a personal allowance) and subtracting from it the Expected Family Contribution (EFC). The EFC is the amount of money a family can reasonably be expected to contribute as determined by the FAFSA. Aid is then awarded based on the resulting comparative measure of need. A student can be funded only up to the amount of the Cost of Attendance.

Satisfactory Academic Progress/Pursuit of Program—TAP

To receive TAP, a student must be in good academic standing. Good academic standing in regard to state aid is concerned with two components: pursuit of program and satisfactory academic progress.

Pursuit of program tracks withdrawal from courses that results in a student being enrolled less than full time in a semester. Students must complete with a passing or failing grade 50 percent of the minimum full-time credit load (12 credits or 9 credits if the student is a graduate assistant) the first and second term they receive TAP. They must complete 75 percent of the minimum full-time credit load the third and fourth terms they receive TAP.
Students who have received five or more TAP payments must complete with a passing or failing grade 100 percent of the minimum full-time load. The total number of terms a student has received TAP as a graduate and undergraduate student are used to determine the pursuit of program component.

Satisfactory academic progress looks at both a student’s cumulative GPA and the accumulation of credits toward a degree. A student’s satisfactory academic progress is measured on the TAP Academic Eligibility Chart (see below). Unlike pursuit of program, only TAP payments received as a graduate student are used to place a student on the eligibility chart. When reading the chart, only semesters that a student receives a TAP payment are considered. A student who first receives a TAP grant in the third semester of his/her program would be required to meet the standards represented by the first column. Students are limited to four semesters of TAP grants.

Students who fail to maintain good academic standing become ineligible for TAP until they achieve the appropriate standards without the assistance of state funding. In exceptional situations, students who become ineligible may be granted a one-time waiver of their ineligibility. All waiver requests should be submitted to the Academic Standards Office, Twin Rise 100.

A student who first receives a TAP grant in the third semester of his/her program would be required to meet the standards represented by the first column. Students are limited to four semesters of TAP grants. Students who fail to maintain good academic standing become ineligible for TAP until they achieve the appropriate standards without the assistance of state funding.

Satisfactory Academic Progress—Federal Aid

A student must be making satisfactory academic progress at the end of each term to be eligible for federal financial aid. This means a student must have a minimum cumulative GPA of 3.0 and successfully complete at least two-thirds of the credits attempted at Buffalo State (known as completion rate). Failure to meet this standard results in financial aid probation. Students on aid probation are still able to receive federal aid.

If after the probationary semester the student is still not making satisfactory academic progress, the student may become ineligible for federal financial aid until he or she again achieves the required standard. In exceptional situations, students who become ineligible may be granted an extension to their probationary period. All appeals of ineligibility should be submitted to the Academic Standards Office, Twin Rise 100. Readmission to the college after an absence does not automatically mean reinstatement of aid eligibility.

In calculating the completion rate, the following grades are treated as attempted but not successfully completed: E, I, N, U, W, and X. Courses that are repeated to improve a grade are counted as attempted each time they are taken but are only counted as completed once. Unlike the TAP program, every semester is considered when measuring a student’s progress, whether or not he or she received federal financial aid.

Students also must complete their degrees within 150 percent of the published program length as measured in credit hours or forfeit federal aid eligibility. For example, for a program requiring 30 credits, a student could not attempt more than 45 credits to complete the degree. The 150 percent limit includes transfer credits. The limit cannot be waived for any reason.

Award Notification

Students who have applied on time should receive an award letter in the late spring or early summer. The award letter offers the student a package of financial aid, which may include an estimated TAP grant, a Graduate EOP Waiver, Federal Work-Study (FWS), and subsidized or unsubsidized Federal Stafford Loans. Students are given an opportunity to decline or reduce the amount of any aid offered by submitting a completed declination statement at the bottom of the award letter. Some aid programs require additional steps to complete the application process. These steps follow.

Federal Work-Study

Students who have been awarded Work-Study are expected to conduct an individual job search from among the Work-Study positions available. Eligible students receive a letter just prior to the start of the semester with their Work-Study eligibility card to be shown during job interviews. They also receive complete instructions on how to research available positions on the financial aid Web site.

Stafford Loans

First-time borrowers must complete an entrance interview that explains a borrower’s rights and responsibilities. The entrance interview can be done on the Internet and must be completed before loan funds can be disbursed. Each student must sign a Master Promissory Note (MPN) which legally obligates him or her to repay the loan. Most students opt to complete an electronic MPN at the New York State Higher Education Services Corporation (HESC) Web site using their HESC pin number as their signature. Students opting to use a lender whose loans are not guaranteed by HESC should bring a completed MPN directly to the Financial Aid Office for hand certification. MPN’s must be submitted while the student is enrolled. A MPN cannot be processed for an enrollment period that has been completed.

The MPN only need be completed once every ten years. In subsequent years, when the student receives an award notice with a Stafford Loan as part of the package, the notice includes a declaration form with which students may decline or reduce the amount of the Stafford Loan. If the student does not sign and submit the declaration statement to Buffalo State, the full amount of the loan is certified.

TAP

New York State TAP award notifications are sent to students directly from HESC shortly after the state budget is set each year. TAP awards are school specific and must have “SUC Buffalo” on the certificate to be valid at Buffalo State. Actual award dollars are sent directly to the Student Accounts Office.
Aid Disbursement

When a student is billed for a semester, portions of a student's financial aid package also appear on the bill as an offset against charges. The difference between the two is owed to the school by the due date on the bill. Most grants and loans are considered deferrable aid. Work-Study is not deferrable aid in that it is given to the student in the form of a paycheck dependent upon the hours a student actually works throughout the semester. Estimates of TAP eligibility also are not deferrable. A student must have a valid TAP award certificate with “SUC Buffalo” listed as the school for TAP to be counted as an offset against the bill.

Disbursement of aid does not begin until the second week of the semester and can take up to a month to be fully disbursed. Aid is credited against charges owed to the school in the order that the aid is disbursed. Once charges are paid in full, any outstanding aid is refunded to the student.

All students anticipating refunds of excess aid are strongly encouraged to sign up for direct deposit, which allows students’ refunds to be electronically deposited in personal bank accounts within 48 hours of the aid being credited to their school account. Students who do not use direct deposit receive refund checks within 14 days.

Students who have aid in excess of charges also may be eligible for a bookstore deferment. A bookstore deferment is a line of credit that allows a student to purchase his or her books before aid is disbursed. The bookstore is then repaid when financial aid is disbursed. Students can request bookstore deferments in the Financial Aid Office or the Student Accounts Office prior to the end of the drop/add period each semester, summer excluded.

The Financial Aid Office also administers an emergency loan program for students needing small amounts of money prior to the disbursement of their aid. To qualify, students must have aid awarded in excess of institutional charges. Students are limited to one such loan during their tenure at Buffalo State.

Students who have not completed the aid application process and thus have not received an award letter prior to being billed are charged late fees if the bill is not paid in full by the due date. These students also are ineligible for bookstore deferments and emergency loans. Therefore, it is imperative that all students begin the aid application process in the early spring each year and complete all steps prior to the start of the academic year.

Overawards

Each year, a number of students receiving aid are overawarded. This occurs, in part, when students are awarded other forms of assistance (e.g., scholarships, tuition waivers, or loans) from outside agencies after they have accepted their award package. Students may have portions of their federal aid reduced or canceled as a result 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 cases, a student may incur full liability for charges but only “earn” a portion of the aid he or she was awarded. In such cases, the unearned portions of aid are returned, but the student still owes the full balance to the college. Students who unofficially withdraw (i.e., stop attending classes without formally withdrawing from school) also may be subject to returning a portion of aid received.

Scholarships

The Scholarship Office in Cleveland Hall 211A can assist students in locating scholarships offered by agencies not affiliated with Buffalo State. Full-time graduate students also are eligible to apply for awards from the Buffalo State College Alumni Association. Applications may be obtained from the Alumni Office, Cleveland Hall 305.
Services and Facilities for Graduate Students

Buffalo State College's impressive research, cultural, academic, athletic, and performing arts facilities offer unlimited learning and social opportunities for those enrolled in graduate studies. In addition, the college's professional staff and offices can assist with career planning, child care, computing, counseling, dining, health care, or living arrangements (on or off campus). Special services are available for minority students, students with disabilities, international students, and veterans.

Barnes & Noble at Buffalo State Bookstore
Campbell Student Union, (716) 878-5509
http://buffalostate.bkstore.com

The bookstore carries a wide range of merchandise, including new and used textbooks; trade books; special-order books; emblematic clothing; art, school, and office supplies; greeting cards; gifts; and computer supplies. The store features Java-U café. The store accepts cash, personal checks, and credit cards. A bookstore deferment program is available. The bookstore is a service of Barnes & Noble College Bookstores Inc.

Burchfield-Penney Art Center
Rockwell Hall, Third Floor, (716) 878-6011
www.burchfield-penney.org

The Burchfield-Penney Art Center—the only museum dedicated exclusively to Western New York art and design—serves as a resource for students, faculty, and the community. The center holds the world's largest collection of work by renowned American watercolorist Charles E. Burchfield (1893–1967) and more than 7,000 works by other important Western New York artists. The center is accredited by the American Association of Museums and is part of the Elmwood Museum District.

Campbell Student Union
Student Life Office
Campbell Student Union 400, (716) 878-4651
www.buffalostate.edu/studentlife

The Campbell Student Union, located in the center of campus, houses an eclectic blend of student services, activities, and recreation. The bookstore and Information Center are located in the union, as are the Offices of the Associate Vice President and Dean of Students, the Associate Vice President for Campus Life, Campus Dining Services, International Student Affairs Office, Student Life Office, United Students Government, and the campus radio station, WBXY-FM 91.3. The union offers a variety of dining services, the Undergrounds Café, Internet access, Java-U Café, ATM machines, and several lounge and study areas, as well as the recently renovated USG game room.

Campus Dining Services
Campbell Student Union 223, (716) 878-5214
www.buffalostate.edu/offices/dining

Campus Dining Services, located in the Student Union, provides students with a variety of food choices, from full home-style meals to pizza and tacos. Meal plans are available for both resident and commuter students. Meal plans are convenient, flexible, and economical, and they are tax free and deferrable against financial aid. Vending machines are located throughout the campus.

Career Development Center
Cleveland Hall 306, (716) 878-5811
www.buffalostate.edu/offices/cdc

The Career Development Center (CDC) provides a full range of career planning and job-search services for graduate students. A comprehensive career search and information center, a computerized career guidance program, and a database of career mentors are among the resources available to help students explore their career plans. The CDC also sponsors annual recruitment events, maintains reference files, and manages a Web site listing full-time, part-time, internship, volunteer, and summer jobs for students and alumni.

Carnegie Academy for the Scholarship of Teaching and Learning
Classroom Building B322, (716) 878-3292
www.buffalostate.edu/orgs/castl

Buffalo State is a core member of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), designed to foster a network of campuses that provides the structure and support for promoting the scholarship of teaching and learning. Both faculty and staff benefit from the research conducted at Buffalo State. The work of faculty who study the improvement of college teaching is reflected in relevant, meaningful learning experiences for students.
Center for Excellence in Urban and Rural Education
Caudell Hall 107, (716) 878-3610
www.buffalostate.edu/centers/ceure
CEURE is dedicated to the enhancement of high-need urban and rural schools through the recruitment, education, and retention of qualified and effective educators. To support educational reform and improvement, the center partners with schools, communities, institutions of higher learning, and other constituencies. CEURE offers a variety of services to the field and partnerships with academic programs at the undergraduate and graduate levels including:

- Recruitment incentives
- Specialized curriculum, resources, and programs for teachers
- Training for faculty, staff, community educators, and future teachers
- Alternative certification opportunities
- Internship opportunities
- Beginning teacher mentorship and support
- Professional development for current teachers and school personnel
- School partnership projects
- School improvement research initiatives
- Resource network

Child Care Center (Buffalo State College Child Care Center)
Buckham Campus School, (716) 878-5335
www.buffalostate.edu/offices/bsschild
The campus child-care center is open to the children of Buffalo State students, faculty, and staff. Accredited by the National Academy of Early Childhood Programs and licensed by the New York State Office of Children and Family Services, the center accepts children between the ages of 6 weeks and 5 years 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. Tuition is based on a sliding scale.

Computing and Technology Services
Twin Rise 206, (716) 878-4611
www.buffalostate.edu/depts/cts
Computing and Technology Services supports computing hardware, software, and networking for instruction, research, and administrative activities on campus. E-mail accounts are provided to all registered students. Access to e-mail, course materials, and library resources is available through the Web. There are networked student computer laboratories with Intel and Macintosh microcomputers at numerous locations across campus. These workstations provide access to more than 50 instructional programs, including MS Office (Access, Word, Excel, PowerPoint), Web tools, and various programs for desktop publishing, drawing, CAD, and statistical analysis. Wireless Internet access is available in several campus locations.

Continuing Professional Studies
Cleveland Hall 210, (716) 878-5907
www.buffalostate.edu/academics/cenc
The Continuing Education Office offers a comprehensive array of learning opportunities to meet the needs of all potential students. Working in partnership with the college's academic and public service units and research centers, the office extends the college's offerings to people of all ages and cultures within Western New York and beyond. A variety of methods are offered, including distance education programs, workshops, seminars, traditional courses, and credit- and noncredit-bearing certificate programs.

Buffalo State College recognizes that mature students bring prior knowledge gained through life experiences and skills and can often credit this knowledge toward a degree. This process, known as Prior Learning Assessment, can allow students to be eligible to achieve college credit for skills and knowledge they have already gained through work or other life experiences. A fee is assessed for any credits awarded.

The Continuing Education Office meets the training and development needs of many area employers. The center provides custom-designed courses, seminars, workshops, organizational and training needs analyses, and employee development programs. The center works with each organization to provide individualized programs, either on site or at the college's conference and training facilities.

Counseling Center
Weigel Health Center, Second Floor, (716) 878-4436
www.buffalostate.edu/depts/counsel
The Counseling Center provides professional psychological services to students experiencing developmental or situational difficulties that may interfere with their ability to take advantage of the educational opportunities at Buffalo State. The staff includes licensed psychologists, a substance-abuse counselor, a counselor, and a part-time psychiatrist. Information shared in counseling is confidential and is protected to the full extent of the law.

Dean of Students
Campbell Student Union 306, (716) 878-4618
www.buffalostate.edu/offices/stuaffr
Dean of students 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, and the college's judicial system and mediation services are administered through the dean's office. As a spokesperson for students, the dean helps address important student-life issues and helps foster a positive atmosphere conducive to educational excellence. The dean assists students with their campus needs and promotes high standards of academic performance, social behavior, and citizenship.

Disability Services Office
South Wing 120, (716) 878-4500
TTD/TDY Number: (716) 878-3182
www.buffalostate.edu/offices/disabilityservices
Buffalo State ensures access to on-campus academic programs, services, and activities on campus to qualified individuals with disabilities in accordance with guidelines established by the Rehabilitation Act of 1973, Section 504, and by the Americans with Disabilities Act of 1990. This office provides advocacy and coordinates appropriate accommodations for students with disabilities. To receive services, students must contact the office, provide appropriate documentation, and meet with staff. Together, students and staff plan for support before assistance is given.
E. H. Butler Library
(716) 878-6300
www.buffalostate.edu/library

At the center of campus and easily identified by its signature ice fountain, E. H. Butler Library is an ideal place for both the serious researcher and the casual reader. The library serves Buffalo State students, faculty, and staff with more than a million research materials, including more than a half million books, and online access to full-text articles from more than 20,000 journals.

Visit the library on the Web for access to a wealth of information, including the online library catalog; many full-text databases; general information about the library including hours and descriptions of services and resources.

The library’s Information Commons provides a variety of services in support of the information needs of the college community. Knowledgeable librarians, circulation staff, and computer student assistants are available to help patrons. Computer labs and wireless hot spots are available in several areas of the library with networked black-and-white and color laser printers. StudyQuad, Butler Library’s state-of-the-art study facility, provides a safe, well-lighted area for students to work late at night.

Audiovisual materials and equipment are housed in Media Services. The Curriculum Materials Lab contains elementary- and secondary-level textbooks, children’s books, and resources for teachers and others working with children. Archives/Special Collections maintains the official and historical documents of the college dating from the 1860s, as well as a wide range of unique materials. The Creative Studies Library, the largest collection of creativity books in the world, is a noncirculating collection that supports the Center for Studies in Creativity at Buffalo State.

Electronic Learning Office
E. H. Butler Library 312, (716) 878-6829; toll-free (866) 411-0779
www.buffalostate.edu/elearning

The Electronic Learning Office supports the design and development of online courses and programs; provides faculty, staff, and student training on the use of course management systems; and is the college’s contact for the SUNY Learning Network. Electronic learning is the delivery of course content via the Web, audiotape and videotape, satellite broadcast, interactive TV, DVD, and CD-ROM. The instructor and learners do not have to be separated; electronic learning can take place in the traditional classroom as well. Online course offering are listed in the class schedule.

Great Lakes Center
Classroom Building C215 and Porter Avenue, Buffalo, (716) 878-4329
www.buffalostate.edu/glc

The Great Lakes Center brings together more than 25 affiliated faculty members from eight academic departments at Buffalo State to conduct research in aquatic ecology, fisheries, environmental toxicology and chemistry, urban ecology, watershed dynamics, and environmental education.

The center consists of a complex of laboratories on the main campus and an aquatic research laboratory on a 4.5-acre site at the junction of Lake Erie and the Niagara River. The Great Lakes Center also maintains the 40-foot research vessel Aquarius, and the 46-foot vessel, the Seneca. It also has an electroshocking boat, a fleet of smaller craft for near-shore sampling, and a variety of sampling instruments.

Intercollegiate Athletics
Houston Gym 234, (716) 878-3816
www.buffalostate.edu/athletics

The 70,000-square-foot Sports Complex, home to the NCAA Division III Buffalo State Bengals, comprises the Ice Arena; Houston Gymnasium with its pool, dance studios, and basketball, racquetball, and volleyball courts; and the Sports Arena. 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 Buffalo State College Intercollegiate Athletics Hall of Fame. Surrounding athletics facilities are Coyer Field, a softball field, practice fields, a quarter-mile (400-meter) outdoor track, and tennis courts. Students can sign up for intramural activities (including team and individual sports) or use athletic facilities with a valid Buffalo State ID. There is a membership fee to use the new, state-of-the-art fitness center located in Houston Gym.

International Center for Studies in Creativity
Chase Hall 244, (716) 878-6223
www.buffalostate.edu/centers/creativity

The International Center for Studies in Creativity is an internationally recognized unit within Buffalo State College. Center 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), founded the Center at Buffalo State in 1967.

The center’s programs have a tradition of more than 40 years of research, development, and teaching in the field of creativity studies. Documentation of the program’s effectiveness shows 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 in creative studies, 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 creative studies courses help improve performance in other classes and provide a competitive edge in the job market. Our 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 creative studies skills to be particularly useful.

In conjunction with E. H. Butler Library, the Creative Studies Special Collection comprises the largest collection of materials on creativity in the world. The collection includes print and nonprint resources, including books, curricular materials, software programs, dissertations, research projects, and theses on creative thinking and its cultivation. The Creativity-Based Information Resources (CBIR) database, maintained by the center, includes annotations of periodical literature, chapters, software, assessments, and other resources relating to the study of creativity, invention, and innovation. For more information, visit www.buffalostate.edu/orgs/cbir.

The Center’s academic program is enhanced by the Alex F. Osborn Visiting Professorship, which has attracted to campus some of the most important minds in creativity research to date.
International and Exchange Office
University College
South Wing 410, (716) 878-4620
This office oversees the functions of several centers and offices:

Center for China Studies
Classroom Building 310, (716) 878-6328
www.buffalostate.edu/centers/ccs
The center promotes and coordinates research, scholarly exchanges, academic programs, and economic development with China.

International Education Office
South Wing 410B, (716) 878-4620
www.buffalostate.edu/studyabroad
This office coordinates Buffalo State-sponsored international study in Australia, Canada, England, Italy, and Netherlands, Puerto Rico, and Spain. Faculty and staff may develop short-term study sessions in other countries as well.

International Learning Styles Center
South Wing 430, (716) 878-6832
www.buffalostate.edu/offices/learningstyles
This center fosters lifelong academic, intellectual, and personal success through the promotion and dissemination of research, information, publications, and other resources focusing on learning, teaching, and productivity styles. The ILSC is an affiliated center of the International Learning Styles Network.

International Student Affairs Office
Campbell Student Union 400, (716) 878-5331
www.buffalostate.edu/offices/isa
The International Student Affairs Office offers a variety of services to international students, including academic advisement and personal counseling. In addition, the office helps students regarding visas, work permits, and regulations of the Immigration and Naturalization Service (INS). A three-day orientation program is provided for new international students at the beginning of each semester. The office also administers English-language competency and placement exams.

Performing Arts Center
Rockwell Hall 210, (716) 878-3032
www.buffalostate.edu/pac
The Performing Arts Center (PAC) at Rockwell Hall, an 856-seat multipurpose theater, hosts more than 180 events each year. Faculty and students of the Theater and Music Departments regularly present concerts here. The PAC is also home to the Buffalo City Ballet, Buffalo Opera Unlimited, and numerous other community and campus events.

Research Foundation
Bishop Hall B17, (716) 878-6700
http://rf.buffalostate.edu
The Research Foundation at Buffalo State College, a nonprofit educational corporation, processes all grant proposals for research, educational projects, training programs, and equipment acquisitions submitted by faculty, staff, and students. Assistance is provided in identifying federal, state, and private support of researchable topics, proposal preparation, fiscal administration of funded grants and contracts, and evaluation of completed projects.
Externally funded research at the college has followed a pattern of steady and substantial growth, with numerous opportunities for graduate and research assistantships. The office works closely with the Research Foundation of the State University of New York’s central office in Albany.

Residence Life Office
(On-Campus Housing)
Porter Hall, (716) 878-3000
www.buffalostate.edu/offices/reslife
Graduate students who choose to live on campus generally choose to live in Tower 1 or Moore Complex apartments. Tower 1, reserved for students over 21, is suite-style, in which three or four student rooms connect with a small communal living area. Moore Complex consists of apartments in which two to four students share a bathroom, living room, and kitchen.
The Residence Life Office supports, complements, and enhances the academic mission of the college through a dynamic residence life program that encourages individual growth and development for a diverse residential student population. Management systems ensure the orderly and effective administration of all aspects of the program, including facility management, housekeeping, and security.
Year-round housing also is provided on a space-available basis in Twin Rise North and Moore Complex for international students and others who need housing during college break periods. Room and board fees must be paid in full before room assignment can be finalized.
Off-campus housing is available near campus.

Speech-Language-Hearing Clinic
Caudell Hall 150, (716) 878-5502
www.buffalostate.edu/offices/sla/clinic.htm
The Speech-Language-Hearing Clinic provides individual and group speech, language, and hearing services to clients of all ages. Services are provided by graduate students in the Speech-Language Pathology Department under the direct supervision of faculty and professional staff members 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; aphasia; hearing, voice, and fluency disorders; and traumatic brain injury. The staff also works with people who wish to modify their accents. Services are free to Buffalo State students.
University Police
Chase Hall 100, (716) 878-6333
www.buffalostate.edu/offices/police

The State University Police Department at Buffalo State is the law-enforcement agency responsible for crime prevention and control, criminal investigations, traffic and parking supervision, physical plant security, disaster coordination, community policing, and the maintenance of public order.

The department offers many special services, including personal-safety awareness education, a motorist assistance program, a safety escort service, a property identification system, and a found-property department.

To make arrangements for lectures or special programs, call (716) 878-6332 or (716) 878-6612 between 8:00 a.m. and 4:00 p.m.

Parking Rules and Regulations
The rules governing motor vehicles on campus are intended to ensure maximum pedestrian and vehicular safety and to establish the most convenient arrangements possible for students, staff, and visitors. Motor vehicles may park in any of the designated areas shown on the campus map. Only vehicles with special permits authorizing them to park in spaces designated for persons with disabilities are allowed to park in such spaces. All vehicles parked on the grounds of Buffalo State must display valid college parking permits. Maps and parking permits are available in the Student Accounts Office, Moot Hall 260.

Parking is prohibited:
• On all roadways
• In all fire lanes
• On lawns, grass, or grounds
• On or over painted lines in parking areas or crosswalks
• In such a way as to interfere with free and proper use of a roadway or pedestrian crossings

The department may authorize towing of any vehicle found to be in violation of the college’s rules and regulations. Violations will result in parking fines and/or summonses. The college assumes no responsibility for automobiles and/or their contents. Rules regarding parking for persons with disabilities are strictly enforced. Parking tickets may be paid in the Student Accounts Office, Moot Hall 260. For more information, call the Traffic Office at (716) 878-3041.

Crime Statistics Availability
A copy of the Buffalo State College campus crime statistics as reported annually to the U.S. Department of Education will be provided upon request. Please direct all requests to the Chief of University Police, Chase Hall, Buffalo State College, 1300 Elmwood Avenue, Buffalo, NY 14222, (716) 878-6332. Information also can be obtained from the U.S. Department of Education Web site at http://ope.ed.gov/security or University Police’s Web site at www.buffalostate.edu/offices/policy/safety.

Veterans Certification Office
Moot Hall 141, (716) 878-5045
The Veterans Certification Office assists current and prospective students who are veterans, servicepersons, or dependents or survivors of veterans with Veterans Affairs educational benefits. Information on current regulations affecting educational benefits, tutorial assistance, and dependency allowance also is provided.

Weigel Health Center
(716) 878-6711
www.buffalostate.edu/weigel

The Weigel Health Center provides health and wellness services 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 a walk-in or appointment basis if a clinician is available. There is no charge for most services.

The Outreach Program sponsors professionals and peer educators who present talks on health issues, such as wellness, stress management, sexuality, violence, and alcohol- and other drug-abuse prevention. Educational resources are available for student research or classroom projects.

All students must be in compliance with New York State law regarding immunizations. Measles, mumps, and rubella immunizations are provided at no charge at the center for those students who need vaccinations. Students must be in compliance to register for classes. New York State Public Law also requires that all students enrolled for at least 6 semester hours complete and return the Meningitis Information Response Form to Weigel Health Center. The form is available at www.buffalostate.edu/weigel.

All full-time students are required to have health insurance. Students with their own health coverage must present waivers and copies of insurance cards by stated deadlines. Student who have not been approved for waivers will be automatically enrolled in and charged for the Buffalo State College Student Accident and Sickness Plan. Part-time students are not automatically enrolled but may apply for coverage.

Whitworth Ferguson Planetarium
Science Building 118, (716) 878-4911
The Whitworth Ferguson Planetarium is a teaching tool for the college and the community. The planetarium schedules a number of educational programs and public shows attended by thousands of area school children and adults annually.
## GRADUATE PROGRAMS AT BUFFALO STATE COLLEGE

### School of Arts and Humanities
Dean: Appointment Pending
Rockwell Hall 222

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Degree</th>
<th>Department</th>
<th>Buffalo State Code</th>
<th>HEGIS Code</th>
<th>See:</th>
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<tbody>
<tr>
<td>Art Conservation M.A. and C.A.S.</td>
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<td>Art Conservation</td>
<td>5700</td>
<td>1099</td>
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</tr>
<tr>
<td>Art Education (K–12)</td>
<td>M.S.Ed.</td>
<td>Art Education</td>
<td>6100</td>
<td>0851</td>
<td>Page 32</td>
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<tr>
<td>Art Education PTCP+</td>
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<tr>
<td>English</td>
<td>M.A.</td>
<td>English</td>
<td>5640</td>
<td>1501</td>
<td>Page 48</td>
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<tr>
<td>English Education (7–12)</td>
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<td>English</td>
<td>6610</td>
<td>1501.01</td>
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</tr>
<tr>
<td>English Education (7–12) PTCP+</td>
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<td>English</td>
<td>7013</td>
<td>1501.01</td>
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<tr>
<td>French Education (7–12)</td>
<td>PTCP+</td>
<td>Modern and Classical Languages</td>
<td>7046</td>
<td>1102.01</td>
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<tr>
<td>Spanish Education (7–12) PTCP+</td>
<td></td>
<td>Modern and Classical Languages</td>
<td>7076</td>
<td>1105.01</td>
<td>Page 61</td>
</tr>
</tbody>
</table>

Graduate-level courses are also offered in the following departments: communication, design, fine arts, modern and classical languages. *

### School of Education
Ronald S. Rochon, Ph.D., Dean
Caudell Hall 114

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Degree</th>
<th>Department</th>
<th>Buffalo State Code</th>
<th>HEGIS Code</th>
<th>See:</th>
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<tbody>
<tr>
<td>Adult Education M.S. and Graduate Certificate</td>
<td></td>
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<td>6850/6851</td>
<td>0807</td>
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</tr>
<tr>
<td>Business and Marketing Education M.S.Ed.</td>
<td></td>
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<td>6300</td>
<td>0858.01</td>
<td>Page 35</td>
</tr>
<tr>
<td>Business and Marketing Education PTCP+</td>
<td></td>
<td>Educational Foundations</td>
<td>7019</td>
<td>0858</td>
<td>Page 36</td>
</tr>
<tr>
<td>Career and Technical Education M.S.Ed.</td>
<td></td>
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<td>6800</td>
<td>0859.03</td>
<td>Page 36</td>
</tr>
<tr>
<td>Career and Technical Education PTCP+</td>
<td></td>
<td>Educational Foundations</td>
<td>7022</td>
<td>0859.03</td>
<td>Page 37</td>
</tr>
<tr>
<td>Childhood and Early Childhood Curriculum and Instruction M.S.Ed.</td>
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<td>Elementary Education and Reading</td>
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<td>0829</td>
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<tr>
<td>Childhood Education (Grades 1–6) M.S.Ed.</td>
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<td>Elementary Education and Reading</td>
<td>6520</td>
<td>0802</td>
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<td>Childhood Education (Grades 1–6), including initial teaching certification M.S.Ed.</td>
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<td>Elementary Education and Reading</td>
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<tr>
<td>Early Childhood Education (Birth–Grade 2) M.S.Ed.</td>
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<td>Elementary Education and Reading</td>
<td>6521</td>
<td>0823</td>
<td>Page 44</td>
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<tr>
<td>Early Childhood Education (Birth–Grade 2), including initial teaching certification M.S.Ed.</td>
<td></td>
<td>Elementary Education and Reading</td>
<td>6211</td>
<td>0823</td>
<td>Page 45</td>
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<tr>
<td>Educational Leadership C.A.S.</td>
<td></td>
<td>Educational Foundations</td>
<td>9241</td>
<td>0828</td>
<td>Page 48</td>
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<tr>
<td>Human Resource Development Graduate Certificate</td>
<td></td>
<td>Educational Foundations</td>
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<td>0807</td>
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<tr>
<td>Literacy Specialist (Birth–Grade 6) M.S.Ed.</td>
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<td>Elementary Education and Reading</td>
<td>6261</td>
<td>0850</td>
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<tr>
<td>Literacy Specialist (Grades 5–12) M.P.S.</td>
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<td>Elementary Education and Reading</td>
<td>6251</td>
<td>0850</td>
<td>Page 52</td>
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<tr>
<td>Special Education: Adolescence M.S.Ed.</td>
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<td>Exceptional Education</td>
<td>6342</td>
<td>0808</td>
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<tr>
<td>Special Education: Childhood M.S.Ed.</td>
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<td>Exceptional Education</td>
<td>6344</td>
<td>0808</td>
<td>Page 62</td>
</tr>
<tr>
<td>Special Education: Early Childhood M.S.Ed.</td>
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<td>Exceptional Education</td>
<td>6340</td>
<td>0808</td>
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<tr>
<td>Teaching Bilingual Exceptional Individuals M.S.Ed.</td>
<td></td>
<td>Exceptional Education</td>
<td>6326</td>
<td>0808</td>
<td>Page 62</td>
</tr>
</tbody>
</table>
School of Natural and Social Sciences
Lawrence G. Flood, Ph.D., Dean
Classroom Building A113

Biology  M.A.  Biology  5631  0401  Page 33
Biology Education (7–12)  M.S.Ed.  Biology  6631  0401.01  Page 33
Biology Education (7–12; 5–6 extension)  PTCP+  Biology  7016  0401.01  Page 34
Chemistry  M.A.  Chemistry  5632  1905  Page 37
Chemistry Education (7–12)  M.S.Ed.  Chemistry  6632  1905.01  Page 38
Chemistry Education (7–12; 5–6 extension)  PTCP+  Chemistry  7025  1905.01  Page 38
Earth Science Education (7–12)  M.S.Ed.  Earth Sciences and Science Education  6633  1917.01  Page 45
Earth Science Education (7–12; 5–6 extension)  PTCP+  Earth Sciences and Science Education  7037  1917.01  Page 46
History  M.A.  History and Social Studies Education  5640  2205  Page 50
History with Museum Studies Concentration  M.A.  History and Social Studies Education  5640  2205  Page 51
Mathematics Education (7–12)  M.S.Ed.  Mathematics  6620  1701.01  Page 53
Mathematics Education (7–12; 5–6 extension)  PTCP+  Mathematics  7055  1701.01  Page 54
Museum Studies  Graduate Certificate  History and Social Studies Education  7011  1099  Page 56
Physics Education (7–12)  M.S.Ed.  Physics  6634  1902.01  Page 57
Physics Education (7–12; Alternative Certification)  M.S.Ed.  Physics  6635  1902.01  Page 57
Social Studies Education (7–12)  M.S.Ed.  History and Social Studies Education  6640  2201.01  Page 58
Social Studies Education (7–12; 5–6 extension)  PTCP+  History and Social Studies Education  7070  2201.01  Page 59
Social Studies Education (7–12; 5–6 extension)  PTCP+  History and Social Studies Education  7073  2201.01  Page 60

Graduate-level courses are also offered in the following departments: anthropology, geography and planning, health and wellness, political science, sociology.*

School of the Professions
Gary W. Jones, Ph.D., Interim Dean
Cleveland Hall 214

Creative Studies  M.S  Creative Studies  6700  4903  Page 42
Creative and Change Leadership  Graduate Certificate  Creative Studies  6701  4903  Page 43
Criminal Justice  M.S.  Criminal Justice  6771  2105  Page 43
Educational Computing  M.S.Ed.  Computer Information Systems  6950  0899  Page 47
Industrial Technology  M.S.  Technology  6600  0925  Page 52
Speech-Language Pathology  M.S.Ed.  Speech-Language Pathology  6522  1220  Page 64
Student Personnel Administration  M.S.  Student Personnel Administration  6900  0826  Page 65
Technology Education  M.S.Ed.  Technology  6500  0839.01  Page 66
Technology Education  PTCP+  Technology  7079  0839.01  Page 67

Graduate-level courses are also offered in the following departments: business, dietetics and nutrition, health and wellness, social work.*

The Graduate School
Richard J. Lee, Ed.D., Interim Dean
Cleveland Hall 204

Multidisciplinary Studies  M.A.  The Graduate School  5000  4999  Page 55
Multidisciplinary Studies  M.S.  The Graduate School  6000  4999  Page 55

*See course listings in this catalog, beginning on page 68.
+Postbaccalaureate Teacher Certification Program (PTCP): No degree or certificate is awarded by Buffalo State College. See program descriptions for details.
Master of Science Program
Graduate Certificate Program (6850, 6851)
HEGIS 0807

Educational Foundations Department
Frederick C. Howe, Chair
Susan K. Birden, Program Coordinator
Bacon Hall 306, (716) 878-3905
www.buffalostate.edu/adulteducation

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.

The graduate certificate in adult education is designed for professionals who desire graduate-level training in the discipline of adult education but do not need a master's degree. The graduate certificate program consists of four courses from the master of science in adult education program (12 credit hours: ADE 600, ADE 605, ADE 610, and ADE 625). Students who complete the certificate program and choose to continue their graduate studies at Buffalo State may request that certificate program courses be applied toward the master's degree in adult education. This program does not lead to teaching certification.

The master's program and certificate program are offered both on the Buffalo State campus and through distance learning technology at remote locations.

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. Applicants who hold a bachelor's degree but do not meet either of the above criteria may be admitted if they attain a minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE), attain a minimum score of 45 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. A letter describing the applicant's interest.

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

Graduation Requirements: A minimum of 30 credit hours, including 12 hours in an elective field specialization, selected under advisement.

The 12-credit field specialization is developed by each student and his or her academic adviser to incorporate courses from related academic disciplines. The use of courses from related disciplines greatly enriches the ability of the program to meet the needs and goals of individual students; more than 30 departments currently offer graduate courses at Buffalo State. Examples of field specializations include administration, linguistics, literacy, English as a second language, job development, workplace learning and staff development, vocational education, counseling, human resources development, student personnel administration, multiculturalism, creativity, exceptionality, educational foundations, criminal justice, health and wellness, educational computing, and business.

Students also must complete either a written comprehensive examination or a master's project.

Program Requirements

Required Courses.................................................................................................................18 cr

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADE 600</td>
<td>Adulthood and Development</td>
</tr>
<tr>
<td>ADE 605</td>
<td>Historical, Social, and Philosophical Foundations of Adult Education</td>
</tr>
<tr>
<td>ADE 610</td>
<td>Methods of Adult Education</td>
</tr>
<tr>
<td>ADE/ESP 624</td>
<td>Internship (in area of specialization)</td>
</tr>
<tr>
<td>ADE 625</td>
<td>Designing and Evaluating Programs for Adult Learners</td>
</tr>
<tr>
<td>EDIF 649</td>
<td>Methods of Educational Research</td>
</tr>
</tbody>
</table>

Elective Field Specialization Courses ...........................................................................12 cr

Select one option:
- Four content courses plus comprehensive examination
- Three content courses plus ADE 690 Master's Project

Total Required Credit Hours..........................................................................................30 cr

All courses are 3 credit hours unless otherwise indicated.

CAPS

ADULT EDUCATION

APPLIED ECONOMICS

Master of Arts Program
(5650)
HEGIS 2204

Economics and Finance Department
Ted P. Schmidt, Chair
William Ganley, Program Coordinator
Classroom Building B224, (716) 878-6640
www.buffalostate.edu/economics

The master of arts in applied economics is designed for students who want to improve their understanding of 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's orientation toward application as opposed to theory enhances opportunities for graduates in a broad range of occupations and institutions.

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 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 a minimum combined quantitative/verbal score of 1000 on the Graduate Record Exam (GRE), attain a minimum score of 45 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.
4. A letter describing the applicant's interest.

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

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.
Program Requirements

Required Courses .................................................................................................................. 12 cr

ECO 505  History of Economic Thought
ECO 507  Applied Microeconomic Theory
ECO 508  Applied Macroeconomic Theory
ECO 524  Applied Econometrics

Content Specialty Courses .................................................................................................... 9 cr

Select options A or B.

A. Economic Policy Analysis Courses
   Select three courses from the following:
   ECO 510  Economics of Education
   ECO 600  Labor Economics
   ECO 612  Urban Economic Analysis
   ECO 650  Public Finance
   ECO 660  Cost-Benefit Analysis

B. Financial Economics Courses
   Select three courses from the following:
   ECO 650  Public Finance
   FIN 619  Risk Management
   FIN 622  Capital Markets
   FIN 630  International Finance
   FIN 645  Estate Planning and Taxation

Other Elective Courses

Master's Project, Master's Thesis, or Comprehensive Examination .................................. 0–6 cr

Select one option:

ECO 690  Master's Project
ECO 695  Master's Thesis (3-6)
Comprehensive Examination (0)

Total Required Credit Hours .................................................................................................... 30 cr

1 Selected under advisement

All courses are 3 credit hours unless otherwise indicated.

ART CONSERVATION

Master of Arts Program
Certificate of Advanced Study Program
(5700)
HEGIS 1099

Art Conservation Department
Elizabeth S. Peña, Ph.D., Chair and Director
Rockwell Hall 230, (716) 878-5025
www.buffalostate.edu/artconservation

This three-year master of arts program prepares students for careers as museum or private conservators to care for artistic, historical, or culturally significant material artifacts. The instructional program, which includes a 12-month internship with an experienced conservator, provides students with a broad background in conservation to help ensure continued professional growth throughout their careers. In their second year, students select objects, paintings, or paper conservation as a specialty. They may choose to focus on a subspecialty, such as ethnographic and archaeological objects, photographs, or books. A certificate of advanced study in art conservation is awarded with the M.A. degree.

Admission Requirements:
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.8 (4.0 scale).
2. Acceptable scores on the Graduate Record Examination (GRE).
3. Completion of at least the following:
   a. history of art—21 credit hours. At the discretion of the department, may include up to 12 credit hours of archaeology and/or ethnography/anthropology courses that emphasize material culture.
   b. chemistry—16 credit hours: a two-semester introductory (general) chemistry lecture course for science majors with accompanying laboratory sections and a two-semester organic chemistry sequence with accompanying laboratory sections.
   c. studio art (drawing, printmaking, painting, sculpture)—8 credit hours.

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

Application Deadline: Completed admission applications must be received by the department office no later than February 1 of the year in which admission is sought.

Program Requirements

Required Courses .................................................................................................................. 57 cr

CNS 600  Techniques of Examination and Documentation I (2)
CNS 601  Techniques of Examination and Documentation I Laboratory (1)
CNS 602  Techniques of Examination and Documentation II (2)
CNS 603  Techniques of Examination and Documentation II Laboratory (1)
CNS 604  Techniques of Examination and Documentation III (2)
CNS 605  Techniques of Examination and Documentation III Laboratory (1)
CNS 606  Techniques of Examination and Documentation IV (2)
CNS 607  Techniques of Examination and Documentation IV Laboratory (1)
CNS 610  Conservation Science: Properties and Behavior of Materials; Methods of Analysis I (2)
CNS 611  Conservation Science: Properties and Behavior of Materials; Methods of Analysis I Laboratory (1)
CNS 612  Conservation Science: Properties and Behavior of Materials; Methods of Analysis II (2)
CNS 613  Conservation Science: Properties and Behavior of Materials; Methods of Analysis II Laboratory (1)
CNS 614  Conservation Science: Properties and Behavior of Materials; Methods of Analysis III (3)
CNS 615  Conservation Science: Properties and Behavior of Materials; Methods of Analysis III Laboratory (1)
CNS 616  Conservation Science: Properties and Behavior of Materials; Methods of Analysis IV (3)
CNS 617  Conservation Science: Properties and Behavior of Materials; Methods of Analysis IV Laboratory (1)
CNS 620  Technology and Conservation of Paintings I (2)
CNS 621  Technology and Conservation of Paintings I Laboratory (1)
CNS 622  Technology and Conservation of Paintings II (2)
CNS 623  Technology and Conservation of Paintings II Laboratory (1)
CNS 624  Technology and Conservation of Paintings III (2)
CNS 625  Technology and Conservation of Paintings III Laboratory (1)
CNS 630  Technology and Conservation of Objects I (2)
CNS 631  Technology and Conservation of Objects I Laboratory (1)
CNS 632  Technology and Conservation of Objects II (2)
CNS 633  Technology and Conservation of Objects II Laboratory (1)
CNS 634  Technology and Conservation of Objects III (2)
CNS 635  Technology and Conservation of Objects III Laboratory (1)
CNS 640  Technology and Conservation of Objects IV (2)
CNS 641  Technology and Conservation of Objects IV Laboratory (1)
CNS 642  Technology and Conservation of Objects V (2)
CNS 643  Technology and Conservation of Objects V Laboratory (1)
CNS 644  Technology and Conservation of Objects VI (2)
CNS 645  Technology and Conservation of Objects VI Laboratory (1)
CNS 660  Internship (12)
CNS 661  Internship Sustaining (0)
CNS 662  Internship Sustaining (0)

Elective Courses

Select one course from the following:

CNS 626  Technology and Conservation of Paintings IV (4)
CNS 636  Technology and Conservation of Works of Art on Paper IV (4)
CNS 646  Technology and Conservation of Objects IV (4)

Internship

CNS 698  Internship Sustaining (0)
CNS 699  Internship (12)

Final Examination ............................................................................................................... 0 cr

May be oral and/or written.

Total Required Credit Hours ............................................................................................... 73 cr

1 Selected under advisement
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 permanent/professional certification to teach art in grades kindergarten–12. This certifying degree program requires 30 credit hours of study and enables students to acquire competence in theory, research, and methodology in art. Within the required program format, students are encouraged to pursue individualized programs of study.

Advisement: Academic advisers are assigned by the department and should be consulted at all decision points; however, students remain responsible for fulfilling department and college requirements specific to the program.

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 major area of study and 2.5 overall, or a minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE).

2. Submit a copy of a New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach art. If you are a recent graduate or are just completing your undergraduate program at the time of application, you must submit documentation showing that you have completed all requirements for certification (i.e., copies of test scores and certificates of workshop completion).

3. An interview with the Art Education Department chair.

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 686 Seminar</td>
<td></td>
</tr>
<tr>
<td>AED 689 Research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Specialty Courses</th>
<th>15–21 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art education, fine arts, design</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Studies Courses</th>
<th>0–6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 690 Master's Project</td>
<td></td>
</tr>
<tr>
<td>AED 695 Master's Thesis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master’s Project or Master’s Thesis</th>
<th>3–6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 690 Master’s Project</td>
<td></td>
</tr>
<tr>
<td>AED 695 Master’s Thesis (6)</td>
<td></td>
</tr>
</tbody>
</table>

Total Required Credit Hours: 30 cr

1Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
**Master of Arts Program**  
*(5631)*  
**HEGIS 0401**

**Biology Department**  
Randal J. Snyder, *Chair*  
Science Building 314, (716) 878-5203  
www.buffalostate.edu/biology

The master of arts in biology prepares students for advanced research, professional employment, or study at the Ph.D. level.

**Admission Requirements:**
1. A bachelor’s degree from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale), or a minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE). The GRE general test is required; the GRE subject test in biology (B24) is strongly recommended.
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 student’s thesis committee may regard failure to complete these recommended undergraduate courses as a deficiency and may require such coursework for graduation.
4. A written statement of the applicant’s academic background, future plans, and area of research interest.

Each applicant is strongly advised to identify a faculty sponsor and request a letter of support from him or her to accompany the admission application.

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

**Graduation Requirements:**
1. A minimum cumulative GPA of 3.0 (4.0 scale). The candidate may take no more than 36 credit hours to achieve this average.
2. A minimum of 30 credit hours, including a 6-credit-hour master’s thesis. Courses in which a candidate earns a grade below C do not bear credit toward the degree but are calculated in the cumulative average.
4. Two semesters of Research Seminar (BIO 617).

**Program Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Courses</td>
<td>22 cr</td>
</tr>
<tr>
<td>Research</td>
<td>2 cr</td>
</tr>
<tr>
<td>BIO 617</td>
<td></td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td>6 cr</td>
</tr>
<tr>
<td>BIO 695</td>
<td></td>
</tr>
<tr>
<td>Total Required Credit Hours</td>
<td>30 cr</td>
</tr>
</tbody>
</table>

1Selected under advisement

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**Master of Science in Education Program**  
*(6631)*  
**HEGIS 0401.01**

**Biology Department**  
National Council for Accreditation of Teacher Education (NCATE) Accredited  
Randal J. Snyder, *Chair*  
Science Building 314, (716) 878-5203  
www.buffalostate.edu/biology

The master of science in biology education is designed for teachers who wish to combine advanced work in biology with graduate work in education.

**Admission Requirements:**
1. A bachelor’s degree from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale), or a minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE). The GRE general test is required; the GRE subject test in biology (B24) is strongly recommended.
2. A New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach science or approved equivalent.
3. Three letters of recommendation evaluating the applicant’s academic qualifications.
4. An official transcript of the student’s undergraduate program showing evidence of completion of at least 18 credit hours in biology and satisfactory preparation in chemistry, physics, and mathematics.
5. A written statement of the applicant’s academic background and career goals. In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

**Graduation Requirements:**
1. A minimum cumulative GPA of 3.0 (4.0 scale). The candidate may take no more than 36 credit hours to achieve this average.
2. 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.
3. Successful oral presentation of the written master’s thesis or project.

**Program Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology Courses</td>
<td>12–15 cr</td>
</tr>
<tr>
<td>BIO 6XX</td>
<td></td>
</tr>
<tr>
<td>Science Education Courses</td>
<td>9 cr</td>
</tr>
<tr>
<td>SCI 628</td>
<td>Seminar in Secondary Science Education</td>
</tr>
<tr>
<td>SCI 632</td>
<td>Curricular Trends in Secondary School Science</td>
</tr>
<tr>
<td>SCI 685</td>
<td>Evaluation in Science Education</td>
</tr>
<tr>
<td>Elective Course</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIO 5XX or BIO 6XX</td>
<td></td>
</tr>
<tr>
<td>Master’s Project or Master’s Thesis</td>
<td>3–6 cr</td>
</tr>
<tr>
<td>Select one option:</td>
<td></td>
</tr>
<tr>
<td>BIO 698</td>
<td>Master’s Project</td>
</tr>
<tr>
<td>BIO 695</td>
<td>Master’s Thesis (6)</td>
</tr>
<tr>
<td>Total Required Credit Hours</td>
<td>30 cr</td>
</tr>
</tbody>
</table>

1Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
BIOLOGY EDUCATION (7–12)

Postbaccalaureate Teacher Certification Program (7013)
HEGIS 0401.01

Biology Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Randal J. Snyder, Chair
Science Building 314, (716) 878-5203
www.buffalostate.edu/biology

The biology education (7–12) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach both biology and general science in grades 7–12. This program is designed for students who have earned a baccalaureate degree in biology or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach biology in secondary schools or general science in 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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

A minimum GPA of 2.75 in required biology courses is needed for admission to SED 405, SED 407, and SED 408.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements: A bachelor's degree in biology or a related field from an accredited college or university with a minimum GPA of 2.75 (4.0 scale) in required biology courses.

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

Program Requirements

Required Biology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211</td>
<td>Introduction to Cell Biology and Genetics (4)</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Introduction to Organismal Biology and Diversity (4)</td>
</tr>
<tr>
<td>BIO 215</td>
<td>Introduction to Ecology, Evolution, and Behavior (4)</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Genetics (4)</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Ecology (4)</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Organic Evolution</td>
</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 300</td>
<td>Biotostatistics (or equivalent) (4)</td>
</tr>
<tr>
<td>BIO 322</td>
<td>or BIO 324</td>
</tr>
</tbody>
</table>

Elective Biology Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any upper-division biology course</td>
<td></td>
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</tbody>
</table>

Total Required Credit Hours: 27 cr

Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 500</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDU 446</td>
<td>Teaching Literacy in Middle and Secondary Schools</td>
</tr>
<tr>
<td>ENG 372</td>
<td>Foundations of Teaching Adolescents with Disabilities</td>
</tr>
<tr>
<td>SCI 445</td>
<td>Literacy for Teaching Science</td>
</tr>
<tr>
<td>SED 200</td>
<td>Field Experience in Secondary Science Education</td>
</tr>
<tr>
<td>SED 400</td>
<td>Techniques for Teaching Laboratory Activities in the Secondary Science Classroom</td>
</tr>
<tr>
<td>SED 405</td>
<td>Methods and Materials for Teaching Secondary School Science</td>
</tr>
<tr>
<td>SED 409</td>
<td>Seminar in Secondary Science Education</td>
</tr>
</tbody>
</table>

Total Required Credit Hours: 24 cr

Student Teaching Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 407</td>
<td>Practicum Teaching Science in the Middle School (6)</td>
</tr>
<tr>
<td>SED 408</td>
<td>Practicum Teaching Science in the High School (6)</td>
</tr>
</tbody>
</table>

Total Required Credit Hours: 12 cr

Total Required Credit Hours: 102 cr

Courses or Equivalent Courses in Other Fields for Certification

A. Foreign Language Courses (6 cr)

B. Cognate Science Courses (23 cr)

C. Mathematics Courses (6–7 cr)

Total Required Credit Hours: 102 cr

All courses are 3 credit hours unless otherwise indicated.

BIOLOGY EDUCATION (7–12; 5–6 EXTENSION)

Postbaccalaureate Teacher Certification Program (7016)
HEGIS 0401.01

Biology Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Randal J. Snyder, Chair
Science Building 314, (716) 878-5203
www.buffalostate.edu/biology

The biology education (7–12 with 5–6 extension) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach both biology and general science in grades 5–12. This program is designed for students who have earned a baccalaureate degree in biology or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach biology in secondary schools or general science in 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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

A minimum GPA of 2.75 in required biology courses is needed for admission to SED 405, SED 407, and SED 408.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements: A bachelor's degree in biology or a related field from an accredited college or university with a minimum GPA of 2.75 (4.0 scale) in required biology courses.

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

Required Biology Courses ........................................................................................................ 27 cr

Or equivalents:
- BIO 211 Introduction to Cell Biology and Genetics (4)
- BIO 212 Introduction to Organisms and Diversity (4)
- BIO 213 Introduction to Ecology, Evolution, and Behavior (4)
- BIO 305 Genetics (4)
- BIO 315 Ecology (4)
- BIO 405 Organic Evolution

Select one course from the following:
- BIO 308/BIO 309 Human Anatomy and Physiology and Laboratory (4)
- BIO 402 Comparative Animal Physiology (4)

Elective Biology Course .......................................................................................................... 3 cr

Any upper-division biology course except BIO 322 or BIO 324

Professional Education Courses .......................................................................................... 30 cr

- EDF 303 Educational Psychology
- EDF 416 Teaching Literacy in Middle and Secondary Schools
- EXE 372 Foundations of Teaching Adolescents with Disabilities
- SCI 323 Science as Inquiry
- SCI 445 Literacy for Teaching Science
- SED 200 Field Experience in Secondary Science Education
- SED 310 Teaching Science in a Middle School
- SED 401 Techniques for Teaching Laboratory Activities in the Secondary Science Classroom
- SED 405 Methods and Materials for Teaching Secondary School Science
- SED 409 Seminar in Secondary Science Education

Student Teaching Courses .................................................................................................. 12 cr

- SED 407 Practice Teaching Science in the Middle School (6)
- SED 408 Practice Teaching Science in the High School (6)

Courses or Equivalent Courses in Other Fields for Certification ...................................... 36 cr

A. Foreign Language Courses (6 cr)
   - One year or equivalent

B. Cognate Science Courses (23 cr)
   - CHE 111/ CHE 112 Fundamentals of Chemistry I and II (8)
   - GES 101 Introductory Geology (4)
   - GES 105 Introductory Geology Laboratory (1)
   - PHY 111/PHF 112 University Physics I and II (8)

Select one course from the following:
- GES 111 General Oceanography
- GES 131 Introductory Astronomy
- GES 241 Meteorology

C. Mathematics Courses (6-7 cr)
   - BIO 300 Biostatistics (or equivalent) (4)
   - MAT 126 Calculus (or equivalent)

Total Required Credit Hours ................................................................................................. 108 cr

All courses are 3 credit hours unless otherwise indicated.

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BUSINESS AND MARKETING EDUCATION

Master of Science in Education Program
(6300)
HEGIS 0838.01

Educational Foundations Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Frederick C. Howe, Chair
N. John Popovich, Program Coordinator
Bacon Hall 306, (716) 878-4717
www.buffalostate.edu/educationalfoundations

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.

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 New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach business or distributive education.
3. An updated résumé.
4. Two letters of recommendation to the program.
5. An essay describing the applicant's interest in teaching, as well as business and educational background.

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

Program Requirements

Required Professional Courses ............................................................................................... 18 cr

- BME 600 Principles of Business and Marketing Education
- BME 601 Research Seminar
- or
- EDF 689 Methods and Techniques of Educational Research
- BME 602 Curriculum Development and Planning in Business and Marketing Education
- BME 604 Improving Instruction in Business and Marketing
- BME 605 Evaluation in Business and Marketing Education
- CTE 606 or EDF 600 Master's Project

Elective Courses .................................................................................................................... 15 cr

Appropriate courses that allow students to form a concentration in a specific area, such as curriculum or business. A minimum of 6 credit hours must be in business.

Total Required Credit Hours ............................................................................................... 33 cr

All courses are 3 credit hours unless otherwise indicated.
Postbaccalaureate Teacher Certification Program
(7019)
HEGIS 0838

Educational Foundations Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Frederick C. Howe, Chair
N. John Popovich, Program Coordinator
Bacon Hall 306, (716) 878-4717
www.buffalostate.edu/educationalfoundations

This program is designed for students who have earned a baccalaureate or master’s degree in business and marketing education or a business-related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach business and marketing in secondary 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, Caudell Hall 101. 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 or master’s degree from an accredited college or university, with a concentration of at least 36 credit hours in business and marketing education or related courses, with a minimum GPA of 2.5 (4.0 scale). The department will accept up to 6 credit hours in computer information systems and/or economics. All other courses should match the required courses in the undergraduate business and marketing education program.
2. An updated résumé.
3. Two letters of recommendation to the Educational Foundations Department.
4. An essay indicating the applicant’s interest in teaching, as well as business and marketing education and educational background.

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

Program Requirements

Business and Marketing Education Courses ............................................................36 cr

Accepted courses per review of Business Department

Professional Courses ............................................................................................35 cr

CTE 501 Principles of Business and Marketing Education
CTE 502 Curriculum and Evaluation in Business and Marketing Education
CTE 510 Instructional Strategies in Business and Marketing Education
CTE 511 Applied Teaching Methods in Business and Marketing Education
CTE 515 Student Teaching (6)
CTE 516 Student Teaching (6)
EDF 500 Educational Psychology
EDU 416 Teaching Literacy in Secondary Schools
EXE 100 Nature and Needs of Individuals with Special Needs

Total Required Credit Hours ..............................................................................69 cr

All courses are 3 credit hours unless otherwise indicated.

Master of Science in Education
(6800)
HEGIS 0839.03

Educational Foundations Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Frederick C. Howe, Chair
N. John Popovich, Program Coordinator
Bacon Hall 306, (716) 878-4717
www.buffalostate.edu/educationalfoundations

This program is currently under revision. Contact the department for the most current information.

Program Requirements

Required Courses .................................................................................................. 6 cr

BUS 602/EDF 611 Curriculum Development and Planning
EDF 611 Evaluation in Occupational Education

Elective Courses ................................................................................................ 15–18 cr

Select five to six courses from the following:
CTE 530 Career Education: Rationale, Nature, and Concepts
CTE 546 Contemporary Methodology
CTE 550 Organization of Diversified Cooperative Work-Study Programs
CTE 555 Operation of Diversified Cooperative Work-Study Programs
CTE 600 Contemporary Issues in Occupational Education
CTE 601 Supervision of Vocational Education
CTE 602 Administration of Vocational Education
CTE 603 Selected Topics in the Organization, Administration, and Supervision of CTE
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 or Master's Thesis ........................................... 6–9 cr

BUS 601/EDF 605 Research Seminar: Occupational Education
CTE 690 Master's Project
or
CTE 695 Master's Thesis (6)

Total Required Credit Hours ........................................................................... 30 cr

All courses are 3 credit hours unless otherwise indicated.
CAREER AND TECHNICAL EDUCATION

Postbaccalaureate Teacher Certification Program
(7022)
HEGIS 0839.03

Educational Foundations Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Frederick C. Howe, Chair
N. John Popovich, Program Coordinator
Bacon Hall 306, (716) 878-4717
www.buffalostate.edu/educationalfoundations

This program is designed for students who have earned a baccalaureate degree in an area other than career and technical education (CTE) from an accredited college or university and intend to complete the coursework required for New York State certification as a career and technical teacher.

This postbaccalaureate teacher certification program prepares career and technical teachers for teaching positions in high schools, vocational schools, technical institutes, correctional facilities, and community colleges. It provides theoretical and practical preparation in planning, instructing, and managing the learning environment for students who have or will have extensive work experience in a specific trade.

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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

This program is offered during the evening at Buffalo State. Some courses are offered via interactive distance learning at off-campus BOCES sites.

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 in an area other than career and technical education, with a minimum cumulative GPA of 2.5 (4.0 scale).
2. Minimum of one year of work experience in a CTE area.

Program Requirements

Total Required Credit Hours ...................................................................................36–66 cr

Required Courses........................................................................................................36 cr
CTE 100 Theory (or equivalent) (15)
CTE 200 Practice (or equivalent) (15)
CTE 301 Foundations of Career and Technical Subjects Education
CTE 302 Course Organization
CTE 306 Laboratory Management
CTE 311 Career Mentoring Internship
CTE 350 School and Community Relationship Field Experience
CTE 402 Assessment Techniques in Career and Technical Subjects
CTE 404 Methods of Teaching Career and Technical Subjects
CTE 413 Student Teaching in Career and Technical Education (6)
CTE 421 Occupational Education for Individuals with Special Needs
EDF 305 Educational Psychology
EDF 355 Human Development during Early Adolescence
ENG 670 Foundation of Language

Elective Courses
Select at least one course from the following:
CHE 580 Advanced Analytical Chemistry
CHE 590 Independent Study (variable cr)
CHE 620 Kinetics and Reaction Mechanisms (4)
CHE 625 Physical Methods of Structure Determination (4)
CHE 630 Advanced Synthetic Techniques (5)
CHE 660 Seminar and Thesis Defense (2)
CHE 795 Master's Thesis in Chemistry (6)

Total Required Credit Hours .....................................................................................30 cr

CHEMISTRY

Master of Arts Program
(5632)
HEGIS 1905

Chemistry Department
M. Scott Goodman, Chair
Science Building 313, (716) 878-5204
www.buffalostate.edu/chemistry

The master of arts in chemistry program prepares students for advanced research, professional employment, or study at the Ph.D. level. It requires a thesis and can involve full- or part-time study, depending on the nature of the student's research project.

Admission Requirements:
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.6 (4.0 scale) in all chemistry courses.
2. A minimum of 24 credit hours of chemistry, including one year of physical chemistry, one year of general physics, and mathematics through differential and integral calculus.
3. Three letters of recommendation.

Program Requirements

Required Courses........................................................................................................21 cr
CHE 620 Kinetics and Reaction Mechanisms (4)
CHE 625 Physical Methods of Structure Determination (4)
CHE 630 Advanced Synthetic Techniques (5)
CHE 660 Seminar and Thesis Defense (2)
CHE 795 Master's Thesis in Chemistry (6)

Elective Courses
Select at least one course from the following:
CHE 580 Advanced Analytical Chemistry
CHE 590 Independent Study (variable cr)
CHE 620 Kinetics and Reaction Mechanisms (4)
CHE 625 Physical Methods of Structure Determination (4)
CHE 630 Advanced Synthetic Techniques (5)
CHE 660 Seminar and Thesis Defense (2)
CHE 795 Master's Thesis in Chemistry (6)

Total Required Credit Hours .....................................................................................21 cr

All courses are 3 credit hours unless otherwise indicated.
### CHEMISTRY EDUCATION (7–12)

#### Master of Science in Education Program

**HEGIS 1905.01**

**Chemistry Department**
National Council for Accreditation of Teacher Education (NCATE) Accredited
M. Scott Goodman, Chair
Science Building 313, (716) 878-5204
www.buffalostate.edu/chemistry

The master of science in chemistry education (7–12) is designed for teachers who wish to combine advanced work in chemistry with graduate work in education.

**Admission Requirements:**
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.6 (4.0 scale) in chemistry courses.
2. A New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach at the secondary level.
3. A minimum of 24 credit hours of undergraduate chemistry courses, including one year of physical chemistry.
4. A minimum of one year each of calculus, general physics, biology, and geosciences.
5. Three letters of recommendation.

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

**Program Requirements**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>9 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 628 Seminar in Secondary Science Education</td>
<td></td>
</tr>
<tr>
<td>SCI 632 Curricular Trends in Science Teaching in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>SCI 685 Evaluation in Science Education</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>3–6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from the following:</td>
<td></td>
</tr>
<tr>
<td>CHE 629 Special Topics in Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 630 Advanced Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 660 Physical Methods of Structure Determination</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Master's Project or Master's Thesis</th>
<th>6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 694 Research Methods and Techniques in Science Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Required Credit Hours</th>
<th>30 cr</th>
</tr>
</thead>
</table>

All courses are 3 credit hours unless otherwise indicated.

### CHEMISTRY EDUCATION (7–12)

#### Postbaccalaureate Teacher Certification Program

**HEGIS 1905.01**

**Chemistry Department**
National Council for Accreditation of Teacher Education (NCATE) Accredited
M. Scott Goodman, Chair
Science Building 313, (716) 878-5204
www.buffalostate.edu/chemistry

The chemistry education (7–12) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach both chemistry and general science in grades 7–12.

This program is designed for students who have earned a baccalaureate degree in chemistry or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach chemistry in secondary schools or general science in 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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

A minimum GPA of 2.75 in required chemistry courses is needed for admission to SED 405, SED 407, and SED 408.

**Financial Assistance:** For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

**Admission Requirements:** A bachelor’s degree in chemistry or a related area from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale) in required chemistry courses.

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

**Program Requirements**

<table>
<thead>
<tr>
<th>Required Chemistry Courses</th>
<th>42 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 411/CHE 112 Fundamentals of Chemistry I and II (8)</td>
<td></td>
</tr>
<tr>
<td>CHE 420/CHE 202 Organic Chemistry I and II</td>
<td></td>
</tr>
<tr>
<td>CHE 423/CHE 204 Organic Chemistry Laboratory I and II (2)</td>
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<tr>
<td>CHE 425 Physical Methods of Structure Determination</td>
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</tr>
<tr>
<td>CHE 429 Physical Chemistry I and II</td>
<td></td>
</tr>
<tr>
<td>CHE 430/SCI 206 Physical Chemistry Laboratory I and II (2)</td>
<td></td>
</tr>
<tr>
<td>CHE 434 Analytical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 435/CHE 208 Analytical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 438* Master's Thesis in Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

*Can be counted toward both the 15-credit chemistry requirement and the 6-credit research requirement.

<table>
<thead>
<tr>
<th>Total Required Credit Hours</th>
<th>30 cr</th>
</tr>
</thead>
</table>

All courses are 3 credit hours unless otherwise indicated.
### CHEMISTRY EDUCATION (7–12; 5–6 EXTENSION)

**Postbaccalaureate Teacher Certification Program**  
(7028)  
HEGIS 1905.01

**Chemistry Department**  
National Council for Accreditation of Teacher Education (NCATE) Accredited  
M. Scott Goodman, Chair  
Science Building 313, (716) 878-5204  
www.buffalostate.edu/chemistry

The chemistry education (7–12 with 5–6 extension) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach both chemistry and general science in grades 5–12.

This program is designed for students who have earned a baccalaureate degree in chemistry or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach chemistry in secondary schools or general science in 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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

A GPA of 2.75 in required chemistry courses is needed for admission to SED 405, SED 407, and SED 408.

**Financial Assistance:** For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

**Admission Requirements:** A bachelor’s degree in chemistry or a related area from an accredited college or university with a minimum GPA of 2.75 (4.0 scale) in required chemistry courses.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.
Master of Science in Education Program
(6210)
HEGIS 0829

Elementary Education and Reading Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Wendy A. Paterson, Chair
Bacon Hall 302, (716) 878-5916
www.buffalostate.edu/elementaryeducation

Teachers with New York State initial teaching certification in childhood or early childhood education or provisional teacher certification in elementary 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 may apply for professional teaching certification (for those with initial certification) or permanent teaching certification (for those with provisional certification) from the New York State Department of Education.

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 minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE).
2. A New York State Certificate of Qualification (CQ) or provisional certification in elementary education, or initial certification in childhood or early childhood education. If you are a recent graduate or are just completing your undergraduate program at the time of application, write in the anticipated date of certification on the admission application. You must submit a copy of your certification to the Elementary Education and Reading Department by the time you apply for degree candidacy (after completing 6 credits and before completing 12 credits).
3. A word-processed statement of professional goals, interests, and relevant professional experience. Please sign and date your statement.
4. Three letters of reference on special department forms that attest to the applicant’s performance or potential as a teacher. Department forms may be downloaded at www.buffalostate.edu/graduate/admissions.
5. A personal interview (at the discretion of the Admissions Committee).

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.

Program Requirements

Seminar .............................................................................................................................3cr
EDU 501 Seminar for the Reflective Teacher (to be taken early in the program)

Multicultural Perspectives and Diversity Courses .........................................................6 cr
Select one course from category A and one course from category B:

Category A
EDF 506 Multicultural Education
EDU 520 Teaching and Learning in Diverse Elementary School Classrooms
SSE 640 The Sociocultural Context and Issues of Diversity in American Schooling

Category B
EDF 528 Human Relations
EDF 641 Social Foundations of Education
EDF 645 Social Influences on Teaching and Learning
EDU/EXE 577 Teaching Individuals with Exceptionalities in Regular Classroom
EXE 500 Individuals with Special Needs
SOC 506 Minorities in American Culture

Curriculum and Instructional Development Courses .........................................................9 cr
Select three courses from the following:
EDC 600 Multimedia for Educators
EDC 604 Authoring for Educators
EDC 606 Internet for Educators
EDF 593 Educational Psychology
EDF 611 Evaluation in Education
EDU 513 Survey of Basic Concepts of Elementary Reading Instruction
EDU 534 Holistic Curriculum
EDU 535 Teaching Writing in the Elementary School
EDU 545 Curriculum for the Young Child
EDU 546 Improvement of Instruction in Language Arts
EDU 551 Improving Mathematics in the Elementary School
EDU 554 Social Studies in the Elementary School
EDU 574 Elementary School Curriculum
EDU 609 Improving Reading in the Content Areas
EDU 611 Literacy in the Primary Grades
EDU 612 Developing Literacy through Literature
EDU 613 Assessment of Language Arts for the Classroom Teacher
EDU 640 Conflict Resolution and Peaceable Schools
EDU 671 Constructing Science Understanding in the Elementary School
EDU 672 The Microcomputer in the Instructional Program
MED 600 Contemporary Mathematics Curriculum Developments
SCI 521 Lab Techniques for Elementary School Teachers
SSE 502 Teaching Social Studies

Content Distribution Courses .........................................................................................12 cr
Select one course in each category from the department list:
A. English language arts
B. Social studies, history, geography, economics, or government
C. Mathematics
D. Science: biology, chemistry, earth science, or physics

A current list of acceptable courses is available from the department or at www.buffalostate.edu/elementaryeducation.

Research and Master's Project ......................................................................................6 cr
EDF 689 Methods and Techniques of Educational Research
EDU 690 Master's Project

Total Required Credit Hours .........................................................................................36 cr
All courses are 3 credit hours unless otherwise indicated.

Master of Science in Education Program
(6520)
HEGIS 0802

Elementary Education and Reading Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Wendy A. Paterson, Chair
Bacon Hall 302, (716) 878-5916
www.buffalostate.edu/elementaryeducation

Teachers with New York State initial teaching certification in early childhood education may apply for admission to the master's program in childhood education. Students who successfully complete this master of science in education program may apply for professional teaching certification from the New York State Department of Education.

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 minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE).
2. New York State initial certification in early childhood. If you are a recent graduate or are just completing your undergraduate program at the time of application, write in the anticipated date of certification on the application. You must submit a copy of your certification to the Elementary Education and Reading Department by the time you apply for degree candidacy (after completing 6 credits and before completing 12 credits).

3. A word-processed statement of professional goals, interests, and relevant professional experience. Please sign and date your statement.

4. Three letters of reference on special department forms that attest to the applicant's performance or potential as a teacher. Department forms may be downloaded at www.buffalostate.edu/graduateschool/admissions.

5. A personal interview (at the discretion of the Admissions Committee). 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.

**Program Requirements**

| Seminar | EDU 501 Seminar for the Reflective Teacher (to be taken early in the program) | 3 cr |

<table>
<thead>
<tr>
<th>Multicultural Perspectives and Diversity Courses</th>
<th>Select one course from category A and one course from category B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category A</td>
<td>EDU 500 Multicultural Education</td>
</tr>
<tr>
<td></td>
<td>EDU 620 Teaching and Learning in Diverse Elementary School Classrooms</td>
</tr>
<tr>
<td></td>
<td>SSE 540 The Sociocultural Context and Issues of Diversity in American Schooling</td>
</tr>
<tr>
<td>Category B</td>
<td>EDU 641 Social Foundations of Education</td>
</tr>
<tr>
<td></td>
<td>EDU 645 Social Influences on Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>EDU/EDE 577 Teaching Individuals with Exceptionalities in Regular Classroom</td>
</tr>
<tr>
<td></td>
<td>EXE 500 Individuals with Special Needs</td>
</tr>
<tr>
<td></td>
<td>SOC 590 Minorities in American Culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Select one course from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 501 Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>EDU 528 Human Relations</td>
</tr>
<tr>
<td></td>
<td>EDU 611 Evaluation in Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Courses</th>
<th>Select two courses from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 534 Bilingual Curriculum</td>
</tr>
<tr>
<td></td>
<td>EDU 551 Improving Mathematics in the Elementary School</td>
</tr>
<tr>
<td></td>
<td>EDU 554 Social Studies in the Elementary School</td>
</tr>
<tr>
<td></td>
<td>EDU 574 Elementary School Curriculum</td>
</tr>
<tr>
<td></td>
<td>EDU 640 Conflict Resolution and Peacemaking in Schools</td>
</tr>
<tr>
<td></td>
<td>EDU 671 Constructing Science Understanding in an Elementary Classroom</td>
</tr>
<tr>
<td></td>
<td>EDU 672 Microcomputer in the Instructional Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Course</th>
<th>EDU 513 Survey of Basic Concepts of Elementary Reading Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 535 Teaching Writing in the Elementary School</td>
</tr>
<tr>
<td></td>
<td>EDU 546 Improvement of Instruction of Language Arts</td>
</tr>
<tr>
<td></td>
<td>EDU 609 Improving Reading in the Content Areas</td>
</tr>
<tr>
<td></td>
<td>EDU 612 Developing Literacy Through Literature</td>
</tr>
</tbody>
</table>

| Methods and Practicum Course | EDU 602 Enhancing and Integrating Elementary Math, Science and Social Studies (6) | 6 cr |

<table>
<thead>
<tr>
<th>Research and Master's Project</th>
<th>EDU 689 Methods and Techniques of Educational Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 690 Master's Project</td>
</tr>
</tbody>
</table>

| Total Required Credit Hours | All courses are 3 credit hours unless otherwise indicated. | 36 cr |

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**Master of Science in Education Program, including initial teacher certification (MIITC*)**

(6212)  
HEGIS 0802

**Elementary Education and Reading Department**

National Council for Accreditation of Teacher Education (NCATE) Accredited  
Accredited by Association of Childhood Education International  
Wendy A. Paterson, Chair  
Bacon Hall 302, (716) 878-5916  
www.buffalostate.edu/elementaryeducation

**Master Including Initial Teacher Certification**

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.

**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 minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE).

2. An academic major or concentration in one of the liberal arts and sciences, such as American studies, English, mathematics, science, history, geography, environmental studies, or a language other than English. Certain majors are not acceptable; for example, political science, computer science, criminal justice, business.

3. A passing score on the New York State Liberal Arts and Sciences Test (LAST).

4. A completed Application Requirement Worksheet 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 (ENG101 or ENG102) do not count toward the English requirement.

5. Two years of high school or two semesters of college study in one foreign language (high school transcript should be submitted with application).

6. A word-processed statement of professional goals, interests, and relevant professional experience. Please sign and date your statement.

7. Demonstrated command of oral and written language.

8. A personal interview (at the discretion of the Admissions Committee).

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:**

1. Each applicant will be evaluated in terms of his or her baccalaureate degree, academic performance, and experiential background, as well as the substance and quality of the personal statement.

2. To receive initial certification, students must pass the applicable New York State certification exams.

**Program Requirements**

| Seminar | EDU 501 Seminar for the Reflective Teacher (to be taken early in the program) | 3 cr |

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**BUFFALO STATE COLLEGE GRADUATE CATALOG 2006-2008 41**
Multicultural Perspectives and Diversity Course ......................................................... 3 cr
EDU 620  Teaching and Learning in Diverse Elementary School Classrooms

Foundation Courses ..................................................................................................... 6 cr
EDU 503  Educational Psychology
and
Select one course from the following:
EDU 528  Human Relations
EDU 540  Human Development

Literacy Course ............................................................................................................ 3 cr
Select one course from the following:
EDU 609  Improving Reading in the Content Areas
EDU 611  Literacy in the Primary Grades
EDU 612  Developing Literacy through Literature

Exceptional Education Course ..................................................................................... 3 cr
EDU 577/EXE 577  Teaching Individuals with Exceptionalities in Regular Classroom

Methods and Practicum Courses ................................................................................ 30 cr
EDU 310  Teaching Social Studies in the Elementary School
EDU 312  Teaching Math/Science in the Elementary School (6)
EDU 400/EDU 401  Student Teaching (12)
EDU 511  Methods of Teaching English/Language Arts (6)
EDU 672  Microcomputer in the Instructional Program

Mathematics Course .................................................................................................... 3 cr
One graduate course with advisor approval

Research and Master's Project ..................................................................................... 6 cr
EDU 689  Methods and Techniques of Educational Research
EDU 690  Master’s Project

Total Required Credit Hours ....................................................................................... 57 cr

All courses are 3 credit hours unless otherwise indicated.

CREATIVE STUDIES

Master of Science Program
(6700)
HEGIS 4903

Creative Studies Department
Gerard J. Puccio, Chair
Chase Hall 244, (716) 878-6223
www.buffalostate.edu/centers/creativity

The Creative Studies Department and its International Center for Studies in Creativity credential students 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 the 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 creative studies. These courses study the development of methodologies to facilitate creativity. These multidisciplinary courses are taught by faculty from a variety of disciplines, allowing students to contribute their unique insights in areas such as psychology, sociology, management, education, and business.

The creative studies program challenges students to develop their creative talents and to become leaders of change in their professional lives.

Introductory-level graduate courses may be taken by students in other departments at Buffalo State to enrich their majors. Students from business, education, and a variety of other disciplines find this coursework useful. Multidisciplinary graduate students integrate creativity courses to fulfill part of their requirements for a master's degree. Other students with a serious interest in understanding creativity and its many applications pursue the graduate certificate or the full master of science degree program.

The master's degree program consists of three major strands of coursework. The Foundations of Creativity strand surveys various approaches to assessing and defining creativity, as well as a variety of models and theories associated with understanding the nature of creative behavior. The introductory course to this strand is CRS 559. The fourth strand (Research, Development and Dissemination) includes involvement with the department's program of research, development, and dissemination. Students pursue a master's project or thesis that makes a contribution to the emerging discipline of creativity studies. The introductory course to this strand is CRS 580. Students may opt to complete a comprehensive examination and portfolio review in place of the project or thesis.

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. Completed introductory courses in psychology, sociology, philosophy, or other courses in the social and behavioral sciences.
3. A written statement of the applicant's professional or educational goals and how a degree in creativity studies supports these goals.
4. Two letters of reference (forms provided by department, or download from www.buffalostate.edu/centers/creativity).
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.

Graduate Certificate Program and Distance Graduate Program for Professionals

Those interested in pursuing any one of the program strands but not the full master's degree may complete the graduate certificate program in creativity and change leadership; see next program. Certificates are issued upon completion of at least 18 credit hours (six courses).

Program Requirements

Required Courses ......................................................................................................... 21 cr
CRS 559  Principles in Creative Problem Solving
CRS 560  Foundations of Creative Learning
CRS 580  Creativity Assessment: Methods and Resources
CRS 610  Facilitation of Group Problem Solving
CRS 625  Current Issues in Creative Studies
CRS 635  Creativity and Change Leadership
CRS 670  Foundations in Teaching and Training Creativity

Elective Courses .......................................................................................................... 6–12 cr
Select one option:
Comprehensive Exam (6)
CRS 690  Master's Project
CRS 795  Master's Thesis (6)

Total Required Credit Hours ...................................................................................... 35 cr

All courses are 3 credit hours unless otherwise indicated.
CREATIVITY AND CHANGE LEADERSHIP

Graduate Certificate Program
(6701)
HEGIS 4903

Creative Studies Department
Gerard J. Puccio, Chair
Chase Hall 244, (716) 878-6223
www.buffalostate.edu/centers/creativity

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 a view that leadership skills can be learned.

The ability to think creatively is an essential leadership skill: the creative process brings about change. Often, a leader must act as a catalyst for change. 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 towards 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 choose to continue with the master's degree in creativity.

The master's program and certificate program are offered on the Buffalo State campus and to distance students. 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), go to www.buffalostate.edu/centers/creativity/education/Distance.html

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.
3. Two letters of reference (forms provided by department, or download from www.buffalostate.edu/centers/creativity).
4. Five years of professional experience (distance learning program applicants only).
5. Successful review by the Graduate Admissions Committee.

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

Program Requirements
Required Courses.................................................................15 cr
CRS 559 Principles in Creative Problem Solving
CRS 560 Foundations of Creative Learning
CRS 580 Creativity Assessment: Methods and Resources
CRS 610 Facilitation of Group Problem Solving
CRS 635 Creativity and Change Leadership

Elective Course...........................................................................3 cr
Select one course from the following:
CRS 625 Current Issues in Creative Studies
CRS 670 Foundations in Teaching and Training Creativity

Total Required Credit Hours .................................................18 cr
All courses are 3 credit hours unless otherwise indicated.

CRIMINAL JUSTICE

Master of Science Program
(6771)
HEGIS 2105

Criminal Justice Department
Elizabeth Szoczy, Chair
Classroom Building C114, (716) 878-4517
www.buffalostate.edu/criminaljustice

The department provides a comprehensive graduate education in criminal justice through an academically rigorous, multidisciplinary program of study. The curriculum, which is grounded in the social sciences, integrates theory, research, and practice with a goal to prepare students for leadership positions in the criminal justice profession and/or for advanced graduate study. The department is committed to fostering an intellectual climate that encourages faculty research, thus enhancing the understanding of criminal justice issues. The department also provides the state and local criminal justice community with expertise across a wide range of specialties represented among the faculty.

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. A written statement of intent that includes the applicant's preparation for graduate study.
3. 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. A minimum of five years of full-time work experience in the criminal justice field. OR
   b. A minimum combined score of 900 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE).
4. Applications may be accepted after the deadlines published by the Graduate Office for the fall/spring semester. Requests for late application should be made to the department chair.

Program Prerequisites:
1. An undergraduate descriptive and inferential statistics course from a four-year institution.
2. An undergraduate research methods course from a four-year institution.

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

Total Required Credit Hours .................................................51 cr

Program Components

Criminal Justice Core Courses..............................................30 cr
CRS 501 Criminal Justice Theory and Practice
CRS 502 Criminal Justice Research
CRS 640 Criminal Justice and Public Policy
CRS 660 Criminal Justice Administration
CRS 680 Criminal Justice and Technology
CRS 700 Criminal Justice and Community Change
CRS 720 Criminal Justice and Public Administration

Research Component..........................................................12 cr
CRS 725 Criminal Justice Research Methods
CRS 730 Criminal Justice Research I
CRS 731 Criminal Justice Research II
CRS 732 Criminal Justice Research III

Elective Courses.....................................................................9 cr
Select one course from the following:
CRS 506 Juvenile Justice
CRS 510 Corrections
CRS 511 Law Enforcement
CRS 512 Victimology
CRS 515 Legal Issues in Criminal Justice
CRS 520 Intelligence Analysis
CRS 530 Criminal Justice and the Media
CRS 540 Criminal Justice and Communications
CRS 600 Criminal Justice and Legal Priorities
CRS 610 Criminal Justice and Leadership
CRS 620 Criminal Justice and Administration
CRS 630 Criminal Justice and Technology
CRS 640 Criminal Justice and Public Policy
CRS 650 Criminal Justice and Public Administration
CRS 660 Criminal Justice and Community Change
CRS 670 Criminal Justice and Environmental Justice
CRS 700 Criminal Justice and Community Change
CRS 710 Criminal Justice and Public Administration
CRS 720 Criminal Justice and Public Administration
CRS 730 Criminal Justice and Public Administration
CRS 740 Criminal Justice and Public Administration

Capstone Component..........................................................10 cr
CRS 750 Criminal Justice Capstone Project

Total Required Credit Hours .................................................51 cr
Graduation Requirements:
In addition to 36 credit hours of coursework, the exit requirements for students in the criminal justice graduate program consist of a graduate comprehensive examination or a master's research paper.

Program Requirements

Required Core Courses ................................................................. 9 cr
- CRJ 501 Theoretical Perspectives on Crime/Criminal Justice
- CRJ 504 Research Methods in Criminal Justice
- CRJ 605 Administration of Criminal Justice

Elective Courses ........................................................................... 27 cr
Select from the following:
- CRJ 508 History of Criminal Justice
- CRJ 509 Independent Study
- CRJ 601 Correctional Strategies
- CRJ 602 Organizational Behavior and Management Process in Criminal Justice
- CRJ 604 Criminal Courts
- CRJ 605 Law and Social Control
- CRJ 606 Law Enforcement Issues
- CRJ 608 Special Topics in Criminal Justice
- 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 628 Organized Crime
- 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 .................................................... 0 cr
Or
Master's Research Paper (0)

Total Required Credit Hours ...................................................... 36 cr

All courses are 3 credit hours unless otherwise indicated.

Master of Science in Education Program
(6521)
HEGIS 0823

Elementary Education and Reading Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Wendy A. Paterson, Chair
Bacon Hall 302, (716) 878-5916
www.buffalostate.edu/elementaryeducation

Teachers with New York State initial teaching certification in childhood education or provisional teacher certification in elementary education may apply for admission to the master's program in early childhood education. Students who successfully complete this master of science in education program may apply for professional teaching certification (for those with initial certification) or permanent teaching certification (for those with provisional certification) from the New York State Department of Education.

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 minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE).
2. A New York State Certificate of Qualification (CQ) or provisional certification in elementary education, or initial certification in childhood education. If you are a recent graduate or are just completing your undergraduate program at the time of application, write in the anticipated date of certification on the application form. You must submit a copy of your certification to the Elementary Education and Reading Department by the time you apply for degree candidacy (after completing 6 credits and before completing 12 credits).
3. A word-processed statement of professional goals, interests, and relevant professional experience. Please sign and date your statement.
4. Three letters of reference on special department forms that attest to the applicant's performance or potential as a teacher. Department forms may be downloaded at www.buffalostate.edu/graduateschool/admissions.
5. A personal interview (at the discretion of the Admissions Committee).
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.

Program Requirements

Seminar ................................................................. 3 cr
- EDU 501 Seminar for the Reflective Teacher (to be taken early in the program)

Multicultural Perspectives and Diversity Courses ...................................... 6 cr
Required
- EDU 508 Families and Early Childhood Programs

Select one course from the following:
- EDH 583 Educational Psychology
- EDH 628 Human Relations
- EDI 611 Evaluation in Education

Curriculum Courses .............................................................. 6 cr
- EDI 545 Curriculum for the Young Child
- EXE 650 Assessment of Infants and Preschoolers with Disabilities

Literacy Courses .............................................................. 6 cr
Select two courses from the following:
- EDU 511 Literacy in the Primary Grades
- EDU 612 Developing Literacy through Literature

Methods and Practicum Courses ............................................... 6 cr
- EDU 616 Integrating Theory and Practice in Programs for Infants and Toddlers
- EDU 626 Integrating the Content Areas in the Teaching of Young Children

Research and Master's Project ................................................... 6 cr
- EDH 689 Methods and Techniques of Educational Research
- EDU 690 Master's Project

Total Required Credit Hours ...................................................... 36 cr

All courses are 3 credit hours unless otherwise indicated.
Master of Science in Education Program, including initial teacher certification (MIITC*)
(6211)
HEGIS 0823

Elementary Education and Reading Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Wendy A. Paterson, Chair
Bacon Hall 302, (716) 878-5916
www.buffalostate.edu/elementaryeducation

*Master Including Initial Teacher Certification
This program is designed for students with 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 early childhood education from the New York State Department of Education.

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 minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE).
2. An academic major or concentration in one of the liberal arts and sciences, such as American studies, English, mathematics, science, history, geography, environmental studies, or a language other than English. Certain majors are not acceptable; for example, political science, computer science, criminal justice, business.
3. A passing score on the New York State Liberal Arts and Sciences Test (LAST). Contact the Teacher Certification Office, (716) 878-6121, for details.
4. A completed Application Requirement Worksheet 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 (ENG101 or ENG102) do not count toward the English requirement.
   b. Two years of high school or two semesters of college study in one foreign language (high school transcript should be submitted with application).
   c. A word-processed statement of professional goals, interests, and relevant professional experience. Please sign and date your statement.
   d. Three letters of reference on special department forms that attest to the applicant's performance or potential as a teacher. Department forms may be downloaded at www.buffalostate.edu/graduateschool/admissions.
   e. Demonstrated command of oral and written language.
   f. A personal interview (at the discretion of the Admissions Committee). 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:
1. Each applicant will be evaluated in terms of his or her baccalaureate degree, academic performance, and experiential background, as well as the substance and quality of the personal statement.
2. To receive initial certification, students must pass the applicable New York State certification exams.

Program Requirements
Seminar ........................................................................................................................... 5 cr
EDU 501 Seminar for the Reflective Teacher (to be taken early in the program)

Early Childhood Education (Birth–Grade 2)

Exceptional Education .................................................................................................. 3 cr
EDU 577/EXE 577 Teaching Individuals with Exceptionalities in the Regular Classroom

Multicultural Perspectives and Diversity Courses ..................................................... 6 cr
Required
EDU 620 Teaching and Learning in Diverse Elementary School Classrooms
Select one course from the following (may be taken during student teaching):
EDF 411 Parents, School, and Community
EDF 528 Families and Early Childhood Programs (taken during student teaching)

Required Foundation Course ..................................................................................... 3 cr
Select one course from the following:
EDF 505 Educational Psychology
EDF 540 Human Development

Curriculum Course ..................................................................................................... 3 cr
EDU 543 Curriculum for the Young Child

Literacy Course ......................................................................................................... 3 cr
Select one course from the following:
EDU 511 Methods of Teaching English Language Arts (6)
EDU 612 Developing Literacy through Literature

Methods and Practicum Courses ............................................................................ 27 cr
EDU 329 Integrating Thematic Instruction Young Children (6)
EDU 400/EDU 410 Student Teaching (12)
EDU 511 Methods of Teaching English Language Arts (6)
EDU 616 Integrating Theory and Practice in Programs for Infants and Toddlers

Research and Master's Project .................................................................................. 6 cr
EDF 689 Methods and Techniques of Educational Research
EDC 690 Master's Project

Total Required Credit Hours .................................................................................... 54 cr
All courses are 3 credit hours unless otherwise indicated.

Earth Science Education (7–12)

Master of Science in Education Program
(6633)
HEGIS 1917.01

Earth Sciences and Science Education Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Donald L. Birld, Chair
Science Building 271, (716) 878-6731
www.buffalostate.edu/earthsclences

This program is designed for in-service teachers or those seeking science teaching certification. The earth science education program permits graduate work in any of the sciences or mathematics, in addition to required science education coursework. The program presumes an undergraduate background in geology/earth sciences; however, individuals with deficiencies may be granted conditional admittance. See the Earth Sciences and Science Education Department chair for details.

Students must demonstrate competencies in the following areas:
Earth sciences—historical geology, paleontology, geomorphology, astronomy, oceanography, mineralogy and petrology, meteorology
Other sciences—completion of no less than two semesters of lab-based coursework in each of the following: biology, chemistry, and physics
Science education—evaluation, secondary curricula, current issues
The usual method of demonstrating competencies in the sciences is through successful completion of graduate or undergraduate courses in the areas listed.
Graduate credit is available only for courses listed as graduate. No competency may be fulfilled by examination after admission to the major.
EARTH SCIENCE EDUCATION (7–12) continued

Admission Requirements:
1. A bachelor’s degree from an accredited college or university with a minimum cumulative GPA of 2.65 (4.0 scale).
2. A New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate.
3. Three letters of recommendation that address teaching ability and academic standing.
4. Completion of two courses in earth sciences, including an introductory lab-based physical geology course, with a minimum grade of C.
5. An admission interview (at the discretion of the Admissions Committee).

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

Program Requirements

Science and Mathematics Courses ......................................................... 15–18 cr

Science Education Courses ................................................................. 9 cr
SCI 628 Seminar in Secondary Science Education
SCI 632 Curricular Trends in Science Teaching in the Secondary School
SCI 685 Evaluation in Science Education

Master’s Project or Master’s Thesis ......................................................... 3–6 cr
Select one option:
SCI/GES 690 Master’s Project
SCI/GES 795 Master’s Thesis (6)

Total Required Credit Hours ............................................................... 30 cr
All courses are 3 credit hours unless otherwise indicated.

EARTH SCIENCE EDUCATION

Postbaccalaureate Teacher Certification Program (7037)
HEGIS 1917.01

Earth Sciences and Science Education Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Donald L. Birdd, Chair
Science Building 271, (716) 878-6731
www.buffalostate.edu/earthsciences

The earth science education (7–12) postbaccalaureate teacher certification program leads to eligibility for New York State initial certification to teach both earth science and general science in grades 7–12. This program is designed for students who have earned a baccalaureate degree in earth science or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach earth science in secondary schools or general science in middle schools.

After successfully completing the teacher certification program and passing the New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

A minimum GPA of 3.0 (4.0 scale) in required earth science courses is needed for admission to SED 405, SED 407, and SED 408.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements: A bachelor’s degree in earth science or a related area from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in required earth science courses.

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

Program Requirements

Required Earth Sciences Courses ......................................................... 40 cr
GES 101 Introductory Geology
GES 102 Historical Geology
GES 103 Introductory Geology Laboratory (1)
GES 111 General Oceanography
GES 132 Introductory Astronomy
GES 241 Meteorology
GES 102 Invertebrate Paleontology (4)
GES 103 Mineralogy and Petrology (4)
GES 307 Geomorphology
GES 305 Structural Geology (4)
GES 405 Geology of North America
One astronomy elective
One upper-level earth science elective

Professional Education Courses ......................................................... 24 cr
EDF 101 Educational Psychology
EDU 416 Teaching Literacy in Middle and Secondary Schools
EXE 372 Foundations of Teaching Adolescents with Disabilities
SCI 445 Literacy for Teaching Science (or equivalent)
SED 200 Field Experience in Secondary Science Education
SED 401 Techniques for Teaching Laboratory Activities in the Secondary Science Classroom
SED 405 Methods and Materials for Teaching Secondary School Science
SED 409 Seminar in Secondary Science Education

Student Teaching Courses ................................................................. 12 cr
SED 410 Teaching Science in the Middle School (6)
SED 411 Teaching Science in the High School (6)

Courses in Other Fields for Certification ........................................... 28–30 cr

A. Foreign Language Courses (6 cr)
One year or equivalent

B. Cognate Science Courses (22–24 cr)
Select two biology courses from the following:
BIO 211 Introduction to Cell Biology and Genetics (4)
BIO 212 Introduction to Organismal Biology and Diversity (4)
BIO 213 Introduction to Ecology, Evolution, and Behavior (4)
GIE 111/GIE 112 Fundamentals of Chemistry I and II (8)
PHY 111/PHY 112 University Physics I and II (8)
or
PHY 101/PHY 108 General Physics I and II (6)

Total Required Credit Hours ............................................................... 100–106 cr
All courses are 3 credit hours unless otherwise indicated.

EARTH SCIENCE EDUCATION

Postbaccalaureate Teacher Certification Program (7040)
HEGIS 1917.01

Earth Sciences and Science Education Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Donald L. Birdd, Chair
Science Building 271, (716) 878-6731
www.buffalostate.edu/earthsciences

The earth science education (7–12 with 5–6 extension) postbaccalaureate teacher certification program leads to eligibility for New York State initial certification to teach both earth science and general science in grades 7–12. The program is designed for students who have earned a baccalaureate degree in earth science or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach earth science in secondary schools or general science in 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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

A minimum GPA of 3.0 in required earth science courses is needed for admission to SED 405, SED 407, and SED 408.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements: A bachelor's degree in earth science or a related area from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) in required earth science courses.

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

Program Requirements

Required Earth Sciences Courses .................................................................40 cr

GES 101  Introductory Geology
GES 102  Historical Geology
GES 105  Introductory Geology Laboratory (1)
GES 111  General Oceanography
GES 131  Introductory Astronomy
GES 241  Meteorology
GES 312  Invertebrate Paleontology (4)
GES 305  Mineralogy and Petrology (4)
GES 307  Geomorphology
GES 308  Structural Geology (4)
GES 405  Geology of North America
One astronomy elective
One upper-level earth science elective

Professional Education Courses ...............................................................30 cr

EDF 395  Educational Psychology
EDU 416  Teaching Literacy in Middle and Secondary Schools
EXE 372  Foundations of Teaching Adolescents with Disabilities
SCI 253  Science as Inquiry
SCI 445  Literacy for Teaching Science (or equivalent)
SED 200  Field Experience in Secondary Science Education
SED 310  Teaching Science in the Middle School
SED 401  Techniques for Teaching Laboratory Activities in the Secondary Science Classroom
SED 405  Methods and Materials for Teaching Secondary School Science
SED 409  Seminar in Secondary Science Education

Student Teaching Courses .................................................................12 cr

SED 407  Practice Teaching in the Middle School (6)
SED 408  Practice Teaching in the High School (6)

Courses in Other Fields for Certification .............................................28-30 cr

A. Foreign Language Courses (6 cr)
   One year or equivalent

B. Cognate Science Courses (22-24 cr)
   Select two biology courses from the following:
   BIO 211  Introduction to Cell Biology and Genetics (4)
   BIO 212  Introduction to Organismic Biology and Diversity (4)
   BIO 213  Introduction to Ecology, Evolution, and Behavior (4)
   CHE 111/CHE 112  Fundamentals of Chemistry I and II (8)

   or
   PHY 107/PHY 108  General Physics I and II (6)

Total Required Credit Hours .................................................................109 cr

All courses are 3 credit hours unless otherwise indicated.

See Applied Economics

EDUCATIONAL COMPUTING

Master of Science in Education Program
(6950)
HEGIS 0899

Computer Information Systems Department
Lawrence W. Scott, Chair
John T. Thompson, Program Coordinator
Chase Hall 208, (716) 878-3531
E-mail: thompjs@buffalostate.edu
www.buffalostate.edu/depts/edcomputing

This program is designed primarily for K–12 educators who wish to develop and expand their skills in the educational application of computers in the classroom. Emphasis is on the use of computers in the instructional process. The program is significantly different from a graduate degree program in computer science or computer information systems.

Graduates of the educational computing program learn to:

• Use computers in the instructional process
• Develop evaluation criteria and evaluate educational software
• Prepare software using a variety of techniques
• Design a microcomputer system for an educational site
• Use computers in noninstructional and/or administrative settings
• Assess current and future technological trends in education
• Explore social, legal, and ethical issues involved in educational computing

Admission Requirements:

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale). Students with less than a 3.0 GPA may be admitted as preliminaries.
2. Elementary/Secondary teaching certification is recommended.
3. Three letters of recommendation.
4. A written statement that details the applicant’s previous computer experience and sets forth the applicant's career goals.
5. Knowledge of and previous experience with the Internet and common software tools (e.g., word processing, spreadsheet, and presentation software) is a prerequisite for full admission to the program. Students deficient in this prerequisite may be admitted as preliminaries.

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

Program Requirements

Professional Core Courses .................................................................9 cr

EDF 503  Educational Psychology
EDF 649  Methods and Techniques of Educational Research
EDC 678  Principles of Curriculum Design

Educational Computing Courses .......................................................12 cr

EDC 601  Instructional Technologies
EDC 604  Authoring for Educators
EDC 672  The Microcomputer in the Instructional Program
EDC 787  Computer Applications in Education Administration

Content Core .................................................................12 cr

Four courses in content in the area in which the student is seeking certification (for students seeking professional teaching certification)

or

Four electives chosen by advisement (for students not seeking certification)

Master's Project .................................................................3 cr

EDC 690  Master's Project in Computer Applications in Instruction

Total Required Credit Hours .......................................................36 cr

All courses are 3 credit hours unless otherwise indicated.
EDUCATIONAL LEADERSHIP

Certificate of Advanced Study Program (9201)
HEGIS 0828

Elementary Education and Reading Department
Wendy A. Paterson, Chair
Nancy A. Chicola, Program Coordinator
Bacon 302, (716) 878-5916
www.buffalostate.edu/elementaryeducation

This post-master's degree program leads to a certificate of advanced study (CAS) in educational leadership and to 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. Department forms may be downloaded at www.buffalostate.edu/graduatemaster/admissions.
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 service. See department forms for direction on writing the statement.
6. An interview providing evidence of successful leadership potential.
7. Evidence of satisfactory verbal and written English language skills.
8. Acceptable score on the Miller Analogies Test (MAT).

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

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. An application for admission to candidacy, signed by the student, the student's academic adviser, the department chair, and the School of Education Dean, must be submitted to the Graduate School after the completion of 6 credit hours and before the completion of 12 credit hours.
4. A maximum of 6 credit hours of independent study may be included in the program.
5. At the completion of 24 credit hours of coursework in EDL, students may enroll in EDL 703 (Educational Leadership Internship, a 3-credit-hour 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.
6. All coursework must receive a minimum grade of C to meet program requirements.
7. 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

EDL 552 Public School Law
EDL 606 School-Community Relations
EDL 607 Site-Based Leadership
EDL 612 School Business Management and Finance
EDL 630 Curriculum Leadership
EDL 631 Supervision of Teaching
EDL 702 Educational Leadership Field Experiences
EDL 703 Educational Leadership Internship
EDL 704 Seminar in Educational Change

Total Required Credit Hours: 33 cr

Elective Courses

Select two courses from the following, or others under advisement:

EDL 590 Multicultural Education
EDL 599 Principles of Creative Problem Solving
EDL 560 Methods, Theories, and Models of Creative Learning
EDL 590 Advanced School Law (course by contract)
EDL 602 Administration of Special Education Programs
EDL 608 Administration of Programs for the Young Child
EDL 610 Methods of Adult Education
EDL 640 Conflict Resolution and Peaceable Schools
EDL 652 Special Education School Law
EDL 643 Facilitation of Group Problem Solving
EDL 646 Seminar in Inner City Education
EDL 706 Problems in Leadership
EDL 707 Computer Applications in Education Administration
EDL 714 Personnel Administration in Schools
EDL 715 School Administration and Research
EDL 735 Administrators and the Reading Program

ENGLISH

Master of Arts Program (5610)
HEGIS 1501

English Department
Appointment pending, Chair
Ketchum Hall 326, (716) 878-5416
www.buffalostate.edu/english

The M.A. 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 offers in-depth study while significantly broadening students' knowledge. It also serves as an excellent preparatory program for doctoral-level study in English.

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, exclusive of freshman English.

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

Language Requirement:

Prior to the completion of 18 credit hours, students must demonstrate competence in one foreign language as well as written and oral English.

Advisement: Each student is assigned an academic adviser. All students must apply for candidacy after the completion of 6 credit hours and before the completion of 12 credit hours.

Program Requirements

Required Courses

Select the following areas, so that the combined undergraduate and graduate record includes at least one course from each area:

Linguistics or history of the English language
Chaucer or Milton
Shakespeare or Elizabethan writers
Seventeenth- or eighteenth-century English literature
Nineteenth-century English literature
American literature
World literature
Twentieth century literature
Criticism
Research in literature and language
Each student is assigned an academic adviser. All students must apply for candidacy after the completion of 6 credit hours and before the completion of 12 section in this catalog.

Program Requirements

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. A New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach English in grades 7–12.
3. Two years of high school or two semesters of college study in one foreign language.* Applicants must verify foreign language study with high school or college transcripts.
4. Coursework in exceptional education and educational technology (3 credit hours each) or demonstrated expertise in these areas.* Applicants who do not meet these requirements may take courses at Buffalo State.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Advisement: Each student is assigned an academic adviser.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Advisement: Each student is assigned an academic adviser. All students must apply for candidacy after the completion of 6 credit hours and before the completion of 12 credit hours.

Program Requirements

English Courses ......................................................................................................................9–15 cr

At least three courses must be in literature

English Education and Professional Education Courses ........................................................15–21 cr

EDF 500 Multicultural Education
ENG 691 Advanced Study in the Teaching of English
or
ENG 692 Teaching of Writing
ENG 695 Research in the Teaching of English
(Recommended after ENG 691 or ENG 692 when possible)

Two additional English education and/or professional education courses* (*)

*Possible English courses: ENG 691, ENG 692, ENG 694, or ENG 670. Students may take both ENG 691 and ENG 692. Students also may select graduate courses from other appropriate departments, such as exceptional education, educational foundations, and elementary education and reading, under advisement.

Total Required Credit Hours ....................................................................................................30 cr

1 Selected under advisement
All courses are 3 credit hours unless otherwise indicated.

ENGLISH EDUCATION (7–12)

Master of Science in Education Program
(6610)
HEGIS 1501.01

English Department

National Council Accreditation of Teacher Education (NCATE) Accredited
Appointment pending, Chair
Ketchum Hall 326, (716) 878-5416
www.buffalostate.edu/english

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 either (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.

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. A New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach English in grades 7–12.
3. 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.
4. 27 credit hours in professional education, including secondary English methods and student teaching in middle or secondary schools.

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

Advisement: Each student is assigned an academic adviser. All students must apply for candidacy after the completion of 6 credit hours and before the completion of 12 credit hours.

Program Requirements

Elective Courses.................................................................%cr

In English or other academic areas

Master’s Thesis, Master’s Project, or Comprehensive Examination...........................................0–6 cr

Select one option:
ENG 690 Master’s Project
ENG 695 Master’s Thesis (6)
Comprehensive Examination (0)

Total Required Credit Hours ....................................................................................................30 cr

1 Selected under advisement
All courses are 3 credit hours unless otherwise indicated.

Postbaccalaureate Teacher Certification Program
(7043)
HEGIS 1501.01

English Department

National Council Accreditation of Teacher Education (NCATE) Accredited
Appointment pending, Chair
Ketchum Hall 326, (716) 878-5416
www.buffalostate.edu/english

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, Caudell Hall 101. 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.

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 2.75 (4.0 scale) and a major in English (or a related discipline with a minimum of 36 credit hours in English), including courses in Shakespeare, ethnic American literature, young adult literature, and world literature.*
2. A minimum GPA of 2.75 in English coursework.*
3. Two years of high school or two semesters of college study in one foreign language.* Applicants must verify foreign language study with high school or college transcripts.
4. Coursework in exceptional education and educational technology (3 credit hours each) or demonstrated expertise in these areas.*

*Applicants who do not meet these requirements may take courses at Buffalo State to become eligible to apply to the program.

In addition, all applicants should review the Admission to a Graduate Program section in this catalog.
Admission Requirements:
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.75 (4.0 scale) and a major in French language, literature, and culture (or a related discipline with a minimum of 36 credit hours in French).*
2. A minimum GPA of 2.75 in French coursework and overall.
3. Successful completion of two written essays (one English, one French), administered by the department as part of the interview process.
4. A personal interview with the program coordinator, department chair, or other designated official.

*Applicants who do not meet these admission requirements may take courses at Buffalo State to become eligible to apply to the program.

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

Program Requirements

Required French Courses

Select two courses from the following:

- FRE 305 Phonetics and Orthography
- FRE 306 The Civilization of France
- FRE 307 Survey of French Literature
- FRE 308 Survey of French Literature
- FRE 309 Survey of Nineteenth- and Twentieth-Century French Literature
- FRE 410 French Poetry from Baudelaire to Present
- FRE 411 Studies in French Poetry
- FRE 412 Studies in the French Novel
- FRE 413 Studies in French Theater
- FRE 415 Advanced Grammar and Composition
- FRE 416 Advanced Conversation and Composition
- FRE 417 Business French
- FRE 497 Seminar I
- FRE 497 Seminar II

**Postbaccalaureate Teacher Certification Program (7046)**

**HEGIS 1102.01**

**Modern and Classical Languages Department**

National Council for Accreditation of Teacher Education (NCATE) Accredited

Michael Johnson, Chair

Eliane McKee, Program Coordinator

Bishop Hall 122, (716) 878-5414

www.buffalostate.edu/languages

The French education (7–12) postbaccalaureate teacher certification program leads to eligibility for New York State initial certification to teach French in grades 7–12.

This program is designed for students who have earned a baccalaureate degree in French or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach French in secondary or middle schools.

The program provides the background necessary for teachers to implement the New York State learning standards for Languages Other Than English (LOTE) 7–12. It also meets the standards set by such national professional organizations as the American Council of Teachers of French Languages and the National Council for Accreditation of Teacher Education.

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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

It takes approximately three to four semesters to complete certification requirements at Buffalo State College.

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.

To student teach, a student must have achieved a minimum cumulative GPA of 2.75 in French coursework and overall, and must have earned a minimum grade of C in FRE 405 and FRE 406.

Financial Assistance: For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.
The department may grant conditional admission to the program if minimum requirements are not met. Additional work requirements or waivers of general prerequisites for admission shall be set forth by the Instruction Committee at the time of acceptance.

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

Advisement: The student, with the approval of the department chair, selects an academic adviser who participates in the student’s principal area of interest.

Graduation Requirements:
1. At least 15 credit hours of coursework at the 600 or 700 level.
2. Master’s thesis and defense: The student, in consultation with his or her academic adviser and second reader, prepares and submits a written thesis. Once approved, the student must successfully provide an oral defense. The approved thesis is submitted as three bound copies.
3. Demonstrated competence in a foreign language may be required. If applicable, competency examinations will be arranged by the thesis adviser and approved by the department chair.

Program Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12 cr</th>
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</thead>
<tbody>
<tr>
<td>HIS 500 American History Seminar</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIS 660 Museums and Society</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIS 665 Critical Issues in Museum Studies</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIS 704 American, European, and Third World History</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIS 709 Local Regional Research Methods</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Independent Study or Internship..............................................................................................................3 cr

Elective Courses ...........................................................................................................................................9 cr

| Selected under advisement: AED 695 Foundations in Museum Education Studies | 3 cr |
| COM 519 Communication for Managers | 3 cr |
| CRS 559 Principles of Creative Problem Solving | 3 cr |
| CRS 560 Methods, Theories, and Models of Creative Learning | 3 cr |
| DES 640 Graduate Studio in Design | 3 cr |

Master’s Thesis ..............................................................................................................................................6 cr

HUMAN RESOURCE DEVELOPMENT

Graduate Certificate Program
(6852)
HEGIS 0807

Educational Foundations Department
Frederick C. Howe, Chair
Susan K. Birden, Program Coordinator
Bacon Hall 306, (716) 878-3905
www.buffalostate.edu/education

This graduate certificate program is designed to serve the advanced educational needs of professionals who educate and train workers and volunteers but do not need a master’s degree. 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. Students wishing to complete the graduate certificate in human resource development and the master of science in adult education within 30 credit hours must complete the entire graduate certificate and then apply for admission to the master’s degree in adult education. This program does not lead to teaching certification.

Online Availability: The master’s degree in adult education and the graduate certificates in adult education and human resource development are offered both on the Buffalo State campus and through computer-based online learning.
HUMAN RESOURCE DEVELOPMENT  (CONTINUED)

**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. Applicants who hold a bachelor's degree but do not meet either of the above criteria may be admitted if they attain a minimum combined quantitative/verbal score of 1000 on the GRE and a minimum score of 45 on the Miller Analogies Test.
3. A letter describing the applicant's interest.

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

**Program Requirements**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADE 610</td>
<td>Methods in Adult Education</td>
</tr>
<tr>
<td>ADE 625</td>
<td>Designing and Evaluating Programs for Adult Learners</td>
</tr>
<tr>
<td>BUS/EDF/SWK 665</td>
<td>Human Resource Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Required Credit Hours</th>
<th>12 cr</th>
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</thead>
<tbody>
<tr>
<td>All courses are 3 credits unless otherwise indicated.</td>
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</tbody>
</table>

INDUSTRIAL TECHNOLOGY

**Master of Science Program**

*HEGIS 0925*

**Technology Department**

Peter S. Pawlik, Chair
John J. Earshen, Program Coordinator

Upton Hall 314, (716) 878-6018
www.buffalostate.edu/technology

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 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.

**Program Requirements**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT 601/ECO 601</td>
<td>Engineering Economy</td>
</tr>
<tr>
<td>INT 602</td>
<td>Operations Management</td>
</tr>
<tr>
<td>INT 659</td>
<td>Integrated Industrial Systems</td>
</tr>
<tr>
<td>INT 699</td>
<td>Research Design and Methods</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>12-18 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from the following:</td>
<td></td>
</tr>
<tr>
<td>BUS 536/HIS 536</td>
<td>American Enterprise System</td>
</tr>
<tr>
<td>HIS 607</td>
<td>The U.S. in Contemporary World Affairs</td>
</tr>
<tr>
<td>INT 610</td>
<td>Managerial Marketing</td>
</tr>
<tr>
<td>INT 611</td>
<td>Network Theory</td>
</tr>
<tr>
<td>INT 612</td>
<td>Quality Control Management</td>
</tr>
<tr>
<td>INT 630</td>
<td>Work Measurement</td>
</tr>
<tr>
<td>INT 661</td>
<td>Manufacturing Properties of Materials</td>
</tr>
<tr>
<td>INT 662</td>
<td>Manufacturing Case Studies</td>
</tr>
<tr>
<td>INT 670</td>
<td>Production and Inventory Management</td>
</tr>
<tr>
<td>INT 675</td>
<td>Just-in-Time Manufacturing</td>
</tr>
<tr>
<td>PSC 500</td>
<td>Public Administration and Policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master's Project, Master's Thesis, or Comprehensive Examination</th>
<th>0–6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one option:</td>
<td></td>
</tr>
<tr>
<td>INT 690</td>
<td>Master's Project (3)</td>
</tr>
<tr>
<td>INT 695</td>
<td>Master's Thesis (6)</td>
</tr>
<tr>
<td>Comprehensive Examination (0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Required Credit Hours</th>
<th>30 cr</th>
</tr>
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<tbody>
<tr>
<td>All courses are 3 credit hours unless otherwise indicated.</td>
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</tr>
</tbody>
</table>

LITERACY SPECIALIST

**Master of Professional Studies Program**

**Master of Science in Education Program**

*HEGIS 0830*

**Elementary Education and Reading Department**

National Council for Accreditation of Teacher Education (NCATE) Accredited
Accredited by International Reading Association

Wendy Paterson, Chair
Lori Quigley, Program Coordinator
Bacon Hall 302, (716) 878-5916 or 878-5622
www.buffalostate.edu/elementaryeducation

The Elementary Education and Reading Department offers two programs leading to New York State certification as a literacy specialist: one for the elementary grades and another for middle and secondary grades. Both programs prepare professional literacy specialists to provide instruction for students with reading or writing difficulties. Graduates of these programs also will be able to serve as effective resources and leaders for schoolwide literacy curriculum and instruction.
Mathematics Department

Master of Science in Education Program (6620)

HEGIS 1701.01

Mathematics Department

National Council for Accreditation of Teacher Education (NCATE) Accredited
Robin Sue Sanders, Chair
Bishop Hall 317, (716) 878-5621
www.buffalostate.edu/mathematics

This program is designed to develop, enhance, and extend the content knowledge and professional competencies of secondary mathematics teachers. Completion of this master of science program does not lead to New York State initial teaching certification. Those interested in receiving initial certification should consider the postbaccalaureate teacher certification program in mathematics education grades 7-12 (7055).

Admission Requirements:
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (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 Graduate School dean.

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

The program is under revision. Contact the Mathematics Department for current requirements.

Master of Science in Education Program (6261)

Graduates of the master of science program earn eligibility for certification as literacy specialists (birth through grade 6). Applicants to the 36-credit program must be certified in elementary education, early childhood education, or childhood education.

Program Requirements

Required Courses ....................................................................................................... 27 cr

EDF 689 Methods and Techniques of Educational Research
EDU 515 Survey of Basic Concepts of Elementary Reading Instruction
EDU 600 Literacy Instruction for Linguistically Diverse Students
EDU 611 Literacy in the Primary Grades
EDU 642 Reading Assessment and Evaluation
EDU 643 Teaching Students with Reading Difficulties: Childhood
EDU 647 Clinical Practicum (6)
EDU 655 Seminar in Reading

Elective Courses1 .......................................................... 9 cr

Select three courses from the following:
EDU 516 Improvement of Instruction in Language Arts
EDU 546 Teaching Writing in the Elementary School
EDU 560 Improving Reading in the Content Areas
EDU 612 Developing Literacy through Literature
EDU 615 Applying Psychology to the Teaching of Reading

Other courses in language arts, young adult literature, linguistics, or other literacy-related areas may be selected under advisement.

Total Required Credit Hours .............................................................................. 36 cr

1Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
Mathematics Education (7–12) continued

Program Requirements

Mathematics Courses .................................................................12–15 cr
Select from the following:
- MAT 601* Topics in Modern Algebra
- MAT 605 Theory of Matrices
- MAT 611* Topics in Real Analysis
- MAT 620 Modern Geometry: Selected Topics
- MAT 631 Foundations of Mathematics
- MAT 641 Theory of Numbers
- MAT 670 Discrete Math and Foundations of Computer Science
- MAT 681 Intermediate Probability
- MAT 683 Statistical Theory
- MAT 696 History of Mathematics
- MAT 699 Advanced Special Topics
- MAT 701 Modern Algebra I
- MAT 711 Analysis I
  *Required if not part of student’s undergraduate program

Mathematics Education Courses .............................................6–9 cr
Select from the following:
- MED 601 Seminar in Teaching of Mathematics (6–9)
- MED 602 Mathematics for the Secondary School Teacher
- MED 604 Teaching of Geometric Concepts
- MED 605 Teaching of Algebraic Concepts
- MED 606 Logo: Computer Programming II for Education
- MED 607 Technology in Math Education
- MED 683 Problem Solving and Problem Posing

Curriculum and Research Courses ...........................................6 cr
- MED 595 Research Methods and Techniques in Mathematics Education
- MED 600 Contemporary Mathematics Curriculum Development

Master’s Project or Master’s Thesis ..........................................3–6 cr
Select one option:
- MED 690 Master’s Project
- MED 795 Thesis in Mathematics Education (3–6)

Total Required Credit Hours ..................................................30 cr

All courses are 3 credit hours unless otherwise indicated.

Mathematics Education (7–12)

Postbaccalaureate Teacher Certification Program
(7055)
HEGIS 1701.01

Mathematics Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Robin Sue Sanders, Chair
Bishop Hall 317, (716) 878-5621
www.buffalostate.edu/mathematics

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. 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, Caudell Hall 101. 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 2.5 (4.0 scale) in mathematics courses.
2. Must have passed the New York State certification exams: the Liberal Arts and Sciences Test (LAST) and the Mathematics Content Specialty Test for provisional/initial certification. Contact the Teacher Certification Office, (716) 878-6121, for details.
3. Two years of high school or one year of college-level foreign language.

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

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 .........................................18–24 cr
Select one course from the following:
- MED 500 Practicum I: Graduate Field Experience in Secondary Mathematics Education

Select one course from the following:
- MED 307 Uses of Technology in the Teaching of Mathematics
- MED 607 Technology in Mathematics Education

Select one course from the following:
- MED 389W Methods in the Teaching of Secondary School Mathematics
- MED 501 Seminar in the Teaching of Mathematics

Select one course from the following:
- MED 340W Learning and Teaching Problem Solving
- MED 583 Problem Solving and Problem Posing

Select one option from the following:
- MED 407 Student Teaching of Mathematics in Junior High/Middle School (6)
- MED 408 Student Teaching of Mathematics in Senior High School (6)
- MED 501 Practicum II: Practice Teaching Mathematics in the Middle School
- MED 502 Practicum III: Practice Teaching Mathematics in the High School

Professional Education Courses ..............................................13–15 cr
Select one course from the following:
- EDF 305 Educational Psychology
- EDF 505 Educational Psychology

Select one course from the following:
- EDF 403 Historical and Philosophical Forces Influencing Secondary Education
- EDF 525 Philosophy of Education

Select one course from the following:
- EDU 417 Parents, Schools, and Community
- EDU 513 Survey of Basic Concepts of Elementary Reading Instruction

Select one course from the following:
- EDU 416 Teaching Literacy in Middle and Secondary Schools
- EDU 609 Improving Reading in the Content Areas

Select one course from the following:
- ESE 100 Nature and Needs of Individuals with Special Needs
- MED 524 Mathematics Instruction at the Secondary Level (1)

Total Required Credit Hours ................................................31–39 cr

All courses are 3 credit hours unless otherwise indicated.
MATHEMATICS EDUCATION
(7–12; 5–6 EXTENSION)

Postbaccalaureate Teacher Certification Program
(7058)
HEGIS 1701.01

Mathematics Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Robin Sue Sanders, Chair
Bishop Hall 317, (716) 878-5621
www.buffalostate.edu/mathematics

This program is designed for students who are currently enrolled in the mathematics education 7–12 postbaccalaureate teacher certification program (7055) or who have been approved for candidacy in the mathematics education master's program (6620). It allows them to extend certification in mathematics to grades 5–12.

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, Caudell Hall 101.

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 New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach mathematics in grades 7–12, or candidacy in the M.S.Ed. in mathematics education program (6620).

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

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.

Environmental Research and Education Option
Gordon S. Fraser, Director and Coordinator
Great Lakes Center for Environmental Research and Education
Classroom Building C 215, (716) 878-4329

This option focuses on study of the environment of the Great Lakes. The primary disciplines include anthropology, biology, chemistry, earth science and earth science education, and geography and planning. Secondary disciplines include creative thinking, economics, and history. The program imparts the broad-based understanding and technical knowledge necessary to deal with complex issues facing the lakes and their contributing watersheds.

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 statement of intent that includes the following: (a) the professional or educational objectives of a multidisciplinary approach to the master's degree; (b) reasons for interest in pursuing the environmental research and education option; and (c) a detailed outline of the proposed plan of study, including specific courses.
3. Three letters of recommendation.
4. Acceptable scores on the Graduate Record Exam (GRE).
5. An interview with the program coordinator. Contact the Great Lakes Center for Environmental Research and Education for an appointment.

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

Individualized Option
Appointment pending, Coordinator
The Graduate School
Cleveland Hall 204, (716) 878-5601

Through advisement and within certain guidelines, this option allows students to design their own programs by selecting graduate courses from any department at the college or from other accredited institutions.

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 statement of intent that includes the following: (a) the professional or educational objectives of a multidisciplinary approach to the master's degree; (b) a brief explanation of the reasons for interest in a nontraditional study format; and (c) a detailed outline of the proposed plan of study, including specific courses.
3. An interview with the option coordinator.
4. Prior to admission, applicants must obtain a principal adviser from the graduate faculty, who must sign the Principal Adviser Consent Form. Assistance in selecting a principal adviser may be available during the student's interview.

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

MULTIDISCIPLINARY STUDIES

Master of Arts Program
Master of Science Program
(5000, 6000)
HEGIS 4999

The Graduate School
Richard J. Lee, Interim Dean
Appointment pending, Program Coordinator
Cleveland Hall 204, (716) 878-5601
www.buffalostate.edu/graduateschool/multi

Multidisciplinary studies programs are 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 may design their own programs.

There are four program options available: individualized, environmental research and education, human services administration, or public relations management.

Upon satisfactory completion of an approved course of study, either a master of arts or a master of science degree is awarded, depending on the scope and content of the program.

Human Services Administration Option
Angelo A. Concirroto, Program Coordinator and Director
Center for the Development of Human Services College Relations
Bacon Hall 103, (716) 885-4309

This option provides students with the conceptual, technical, and professional tools required for leadership roles in modern human-service agencies. The program is designed for individuals employed in human-service organizations, especially as middle managers.

Admission Requirements:
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale).
MULTIDISCIPLINARY STUDIES continued

2. A statement of intent that includes the following: (a) the professional or educational objectives; (b) reasons for interest in public relations administration option; and
3. Two letters of recommendation.
4. An interview with the program coordinator. The program coordinator will contact the student for an appointment after the completed application is received.

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

Public Relations Management Option
Ronald D. Smith, Chair, Professor, and Coordinator
Communication Department
Bishop Hall 221, (716) 878-6039

This option is designed for students who hold undergraduate degrees in areas other than public relations, although public relations graduates can be admitted. Those interested in the public relations programs who do not wish to pursue a master's degree in multidisciplinary studies may choose a four-course certificate option. The certificate program will assist those making the transition to public relations management by focusing on formal perspectives of the professional and managerial dimensions of the field.

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 statement of intent, which must include the following information: (a) work experience, if any, relevant to public relations or public communication fields; (b) career goals and how this program will help the applicant achieve them; and (c) a detailed outline of the proposed plan of study, including specific courses, if applying to the master of science degree (if applying only to the certificate program, no list of courses is required).
3. An interview with the program coordinator. The program coordinator will contact the student for an appointment after the completed application is received.

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

Program Requirements (All Options)
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 or master's project.
2. A maximum of 12 credit hours may be taken in a discipline that offers a master's degree.
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) and must have the prior approval of the principal adviser and the program advisory committee.
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 School.
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 and must orally defend it to the principal adviser and the advisory committee. Master of science candidates must complete either a thesis or a supervised project and also must successfully defend it in a oral examination by the principal adviser and the advisory committee.
10. An application for admission to candidacy, approved by the student's principal adviser and members of the advisory committee, must be submitted to the Graduate School before the completion of 12 credit hours at Buffalo State.

Advisement (All Options)
Each student must convene an academic advisory committee for his or her program consisting of a principal adviser (PA) and two additional graduate advisers. (Human services administration and public relations management option have assigned PAs; see the option coordinator for details.) It is the student's responsibility to initiate and maintain contact with the advisory committee.

The PA works closely with the student throughout his or her course of study and usually supervises the student's thesis or project. The PA works with the student to select two graduate faculty members to serve on his or her program advisory committee.

The advisory committee approves the student's plan of study (candidacy application) and the thesis or project, and attests to the student's successful completion of the approved program. At least two of the college's four schools (arts and humanities, education, natural and social sciences, and professions) must be represented on the committee. One committee member from outside the college (a member of a graduate faculty at another institution) may be recommended but must meet the approval of the corresponding Buffalo State department and the dean of the Graduate School. A copy of the non-Buffalo State faculty member's curriculum vitae must accompany the candidacy application. All committee memberships must be approved by the dean of the Graduate School.

MUSEUM STUDIES

Graduate Certificate Program (7641)
HEGIS 1099

History and Social Studies Education Department
David A. Carson, Chair
Classroom Building C205, (716) 878-5412
www.buffalostate.edu/history

The museum studies certificate is a flexible program designed to allow students to tailor a program to their background and primary work experience. Each student is assigned an academic adviser who works closely with the student to create an appropriate program. The certificate in museum studies can be applied toward a master's degree program at Buffalo State in art education (K–12), history, social studies education (7–12), creative studies, or applied economics. Students interested in combining the museum studies certificate with a degree program are advised to first discuss this option with an adviser from the corresponding degree program.

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. Two letters of recommendation.
3. A 500-word personal statement describing your graduate education goals.

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

Program Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HGS 560</td>
<td>Museums and Society</td>
</tr>
<tr>
<td>HGS 565</td>
<td>Critical Issues in Museum Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 595</td>
<td>Foundations in Museum Education Studies</td>
</tr>
<tr>
<td>COM 519</td>
<td>Communication for Leaders and Managers</td>
</tr>
<tr>
<td>CRB 550</td>
<td>Principles of Creative Problem Solving</td>
</tr>
<tr>
<td>or CRB 575</td>
<td>Methods, Theories, and Models of Creative Learning</td>
</tr>
<tr>
<td>EED 640</td>
<td>Graduate Studio in Design</td>
</tr>
<tr>
<td>ECO 508</td>
<td>Applied Macroeconomic Theory</td>
</tr>
<tr>
<td>HIS 500</td>
<td>Studies in American History</td>
</tr>
<tr>
<td>HIS 590</td>
<td>Independent Study</td>
</tr>
<tr>
<td>HIS 620</td>
<td>Exceptional Hispanic Individuals: Historic and Cultural Concerns</td>
</tr>
</tbody>
</table>
### Master of Science in Education Program

**Program Requirements**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physics Teaching Methods</strong></td>
<td>6 cr</td>
</tr>
<tr>
<td>PHY 510 Process Skills in Physics Teaching</td>
<td></td>
</tr>
<tr>
<td><strong>Physics Content with Model Pedagogy</strong></td>
<td>12 cr</td>
</tr>
<tr>
<td>PHY 520 Powerful Ideas and Quantitative Modeling: Force, Motion and Energy</td>
<td></td>
</tr>
<tr>
<td>PHY 522 Powerful Ideas and Quantitative Modeling: Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>9 cr</td>
</tr>
<tr>
<td>Select three courses from the following:</td>
<td></td>
</tr>
<tr>
<td>PHY 518 Wave Phenomena and Optics</td>
<td></td>
</tr>
<tr>
<td>PHY 520 Modern Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 525 Nuclear and Particle Physics</td>
<td></td>
</tr>
<tr>
<td>SCI 527 Curriculum Trends in Science Teaching in the Secondary School</td>
<td></td>
</tr>
<tr>
<td>SCI 685 Evaluation in Science Education</td>
<td></td>
</tr>
<tr>
<td>SCI 695 Teaching Science with Media</td>
<td></td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td>5 cr</td>
</tr>
<tr>
<td>PHY 500 Physics Education Research Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Master's Project</strong></td>
<td>5 cr</td>
</tr>
<tr>
<td>PHY 590 Master's Project</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Credit Hours</strong></td>
<td>35 cr</td>
</tr>
</tbody>
</table>

*All courses are 3 credit hours unless otherwise indicated.*
PHYSICS EDUCATION (7–12) continued

Electives .........................................................................................................................6 cr
PHY 518 Wave Phenomena and Optics
PHY 520 Modern Physics
PHY 525 Nuclear and Particle Physics
PHY 616 Advanced Dynamics
PHY 618 Advanced Electricity and Magnetism I
SCI 527 Current Topics in Science
SCI 622 Curricular Trends in Science Teaching in the Secondary School
SCI 664 Teaching Science with Media
SCI 685 Evaluation in Science Education
Or other courses by advisement.

Seminar...........................................................................................................................3 cr
PHY 500 Physics Education Research Seminar

Mentored Physics Teaching ............................................................................................3 cr
PHY 502 Initial Teaching Experience for Alternative Certification

Master’s Project ..............................................................................................................3 cr
PHY 690 Master’s Project

Other science courses ...................................................................................................18 cr
18 credits spread over two other sciences. These may be undergraduate courses.

Total required credit hours...........................................................................................45 cr

SOCIAL STUDIES EDUCATION (7–12)

Master of Science in Education Program (6640)
HEGIS 2201.01

History and Social Studies Education Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
David A. Carson, Chair
Classroom Building C205, (716) 878-5412
www.buffalostate.edu/history

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). Prior to the completion of 12 credit hours, the student must file an application for candidacy, which is a written contract specifying the courses to be completed in the master’s program. 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.

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. A New York State Certificate of Qualification (CQ), provisional certificate, or initial certificate to teach social studies.
3. 36 credit hours in history and/or the social sciences.

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

Graduation Requirements: (a) Successful completion of a master’s thesis (SSE 795), or (b) a comprehensive examination, or (c) defense of a graduate portfolio consisting of four graduate-level papers/projects.

Program Requirements
At least 15 credit hours must be from 600- or 700-level courses.

Required Courses1 ...............................................................................................................15 cr
History and/or social science courses; 9 or more credit hours must be concentrated in a single discipline.

Professional Education Courses ...................................................................................15 cr
SSE 792* Teaching Social Studies
SSE 513 Seminar in Secondary Social Studies Education
SSE 655* Social Studies Laboratory
SSE 689 Research Methods and Techniques in Secondary Social Studies
SSE XXX Social Studies Education Elective

*Must be taken concurrently with one History Problems course
(HIS 606, HIS 614, HIS 616, HIS 623, HIS 624, HIS 640)

Master’s Thesis, Portfolio Defense, or Comprehensive Examination ...........................0–6 cr
Select one option:
SSE 795 Master’s Thesis (3–6)
Defense of Graduate Portfolio (0)
Comprehensive Examination (0)

Total Required Credit Hours...................................................................................30–36 cr

1Selected under advisement
All courses are 3 credit hours unless otherwise indicated.
**SOCIAL STUDIES EDUCATION (7–12)**

**Postbaccalaureate Teacher Certification Program (7070)**

**HEGIS 2201.01**

**History and Social Studies Education Department**
National Council for Accreditation of Teacher Education (NCATE) Accredited
David A. Carson, Chair
Classroom Building C205, (716) 878-5412
www.buffalostate.edu/history

The social studies education (7–12) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach social studies in grades 7–12. This program is designed for students who have earned a baccalaureate degree from an accredited college or university in history or social science, or another discipline with a 36-credit concentration in history and/or social science courses, and who intend to complete the coursework required for New York State certification to teach social studies in secondary or middle schools.

The program supplies the background knowledge necessary for teachers to implement the New York State learning standards 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 National Council for the Accreditation of Teacher Education.

After successfully completing the teacher certification program and passing required New York State certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

To student teach, a student must have a minimum cumulative GPA of 2.75 in the program, as well as maintain grades of C or higher in SSE 303 and SSE 309.

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 2.75 in all history and social science courses and overall.
2. 36 credit hours in history and/or the social sciences.
3. Acceptable evaluations on the PRAXIS II exam in social studies content. Students with deficient scores must take coursework to remedy areas of deficiency.
4. An interview with the program coordinator, department chair, or other designated official.

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

**Program Requirements**

**Content Area Courses or equivalents..................................................39-50 cr**

<table>
<thead>
<tr>
<th>A. Basic U.S. History Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 106 American Life I</td>
<td></td>
</tr>
<tr>
<td>HIS 107 American Life II</td>
<td></td>
</tr>
<tr>
<td>HIS 415 History and Government of New York State</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Basic World History Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 116 Europe Since 1500</td>
<td></td>
</tr>
<tr>
<td>HIS 117 Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 230 World Civilizations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Other World History Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any two Asian, Middle Eastern, African, or Latin American history courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Geography Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 300 World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GEG 362 Geography of U.S. and Canada</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Political Science Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from the following:</td>
<td></td>
</tr>
<tr>
<td>PSC 101 Introduction to American Government</td>
<td></td>
</tr>
<tr>
<td>PSC 220 Development of American Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>PSC 320 U.S. Constitution/Civil Liberties</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Economics Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one course from the following:</td>
<td></td>
</tr>
<tr>
<td>ECO 101 The Economic System</td>
<td></td>
</tr>
<tr>
<td>ECO 201 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 202 Principles of Microeconomics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Cultural Diversity Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SSE 365 American Identity in Transition: Diversity and Pluralism in the United States</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Elective Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>History or social science courses</td>
<td></td>
</tr>
</tbody>
</table>

**Foreign Language Courses .................................................................6 cr**

One year or equivalent

**Professional Education Courses .........................................................30 cr**

| EDF 305 | Educational Psychology |
| EDU 410 | Teaching Reading in Middle and Secondary Schools |
| ENG 309 | Teaching and Evaluating Writing |
| PST 357 | Adolescent and Young Adult Development |
| SSE 303 | Methods and Materials in Teaching Middle School Social Studies |
| SSE 309 | Methods and Materials in Teaching High School Social Studies |
| SSE 370 | Computer Technology in the Social Studies Classroom |
| SST 200 | Introduction to Secondary Teaching |

Select one course from the following:

| EXE 100 | Nature and Needs of Individuals with Special Needs |
| EXE 372 | Foundations of Teaching Secondary Students with Disabilities |

Select one course from the following:

| SSE 402 | Historical and Philosophical Foundations of Social Education |
| SSE 407 | The Teaching of History |

**Student Teaching Courses .................................................................12 cr**

| SSE 409 | Student Teaching of Social Studies in the Middle School (6) |
| SSE 410 | Student Teaching of Social Studies in Senior High School (6) |

**Total Required Credit Hours.........................................................92 cr**

Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
SOCIAL STUDIES EDUCATION
(7–12; 5–6 EXTENSION)

Postbaccalaureate Teacher Certification Program
(7073)
HEGIS 2201.01

History and Social Studies Education Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
David A. Carson, Chair
Classroom Building C205, (716) 878-5412
www.buffalostate.edu/history

The social studies education (7–12 with 5–6 extension) postbaccalaureate teacher certification leads to eligibility for a New York State initial certificate to teach social studies in grades 5–12. This program is designed for students who have earned a baccalaureate degree in history, a social science, or another discipline with a 36-credit concentration in history and/or social science courses from an accredited college or university and who intend to complete the coursework required for New York State certification to teach social studies in secondary or middle schools.

The program supplies the background knowledge necessary for teachers to implement the New York State learning standards for social studies in grades 5–12. It also meets the standards set by national professional organizations, such as the National Council for the Social Studies and the National Council for the Accreditation of Teacher Education.

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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

To student teach, a student must have a minimum cumulative GPA of 2.75 in the program, as well as maintain grades of C or higher in SSE 303 and SSE 309.

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 2.75 (4.0 scale) in all history and social science courses and overall.
2. 36 credit hours in history and/or the social sciences.
3. Acceptable evaluations on the PRAXIS II exam in social studies content. Students with deficient scores must take coursework to remedy areas of deficiency.
4. An interview with the program coordinator, department chair, or other designated official.

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

Program Requirements

Content Area Courses ................................................................. 39-50 cr

Or equivalents:

A. History of the Western Hemisphere Courses
   HIS 106 American Life I
   HIS 107 American Life II
   HIS 108 History of Canada
   or
   HIS 316 Modern Canada
   HIS 314 Modern Latin America
   HIS 415 History and Government of New York State

B. History of the Eastern Hemisphere Courses
   HIS 116 Europe Since 1500
   HIS 117 Twentieth Century Europe
   HIS 230 World Civilizations

C. Geography Courses (by advisement)
   GEG 200 World Regional Geography
   GEG 262 Geography of U.S. and Canada

D. Political Science Course
   Select one course from the following:
   PSC 102 Introduction to American Government
   PSC 202 Development of American Constitutional Law
   PSC 320 U.S. Constitution/Civil Liberties

E. Economics Course
   Select one course from the following:
   ECO 101 The Economic System
   ECO 201 Principles of Macroeconomics
   ECO 202 Principles of Microeconomics

F. Cultural Diversity Course
   Select one course from the following:
   PSC 220 Development of American Constitutional Law
   PSC 320 U.S. Constitution/Civil Liberties
   PSC 220 Development of American Constitutional Law
   PSC 320 U.S. Constitution/Civil Liberties

G. Elective Courses 1 (0-11 cr)
   History and/or social science courses

Foreign Language Courses ......................................................... 6 cr

One year or equivalent

Professional Education Courses .................................................. 30 cr

EDF 403 Educational Psychology
EDU 416 Teaching Reading in Middle and Secondary Schools
ENG 409 Teaching and Evaluating Writing
PSY 157 Adolescent and Young Adult Development
SSE 303 Methods and Materials in Teaching Middle School Social Studies
SSE 309 Methods and Materials in Teaching High School Social Studies
SSE 370 Computer Technology in the Social Studies Classroom
SSE 400 Introduction to Secondary Teaching

Select one course from the following:
EXE 100 Nature and Needs of Individuals with Special Needs
EXE 172 Foundations of Teaching Secondary Students with Disabilities

Select one course from the following:
SSE 402 Historical and Philosophical Foundations of Social Education
SSE 407 The Teaching of History

Student Teaching Courses .......................................................... 15 cr

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 488 Internship: Middle Childhood and Adolescence Education

Total Required Credit Hours ..................................................................... 95 cr

1Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
SPANISH EDUCATION (7–12)

Postbaccalaureate Teacher Certification Program (7076)
HEGIS 1105.01

Modern and Classical Languages Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Michael Johnson, Chair
Mark K. Warford, Program Coordinator
Bishop Hall 122, (716) 878-5414
www.buffalostate.edu/languages

The Spanish education (7–12) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach Spanish in grades 7–12. This program is designed for students who have earned a baccalaureate degree in Spanish or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach Spanish in secondary or middle schools.

The program provides the background necessary for teachers to implement the New York State learning standards for Languages Other Than English (LOTE) 7–12. It also meets the standards set by national professional organizations, such as the American Council of Teachers of Foreign Languages and the National Council for Accreditation of Teacher Education.

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, Caudell Hall 101. No degree or certificate is awarded by Buffalo State.

It takes approximately three to four semesters to complete certification requirements at Buffalo State College.

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.

To student teach, a student must have achieved a minimum GPA of 2.75 in Spanish coursework and overall, and must have earned a minimum grade of C in FLE 405 and FLE 406.

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 2.75 (4.0 scale) and a major in Spanish language, literature, and culture (or a related discipline with a minimum of 36 credit hours in Spanish). *
2. A minimum GPA of 2.75 in Spanish coursework and overall.
3. Successful completion of two written essays (one in English, one in Spanish), administered by the department as part of the interview process.
4. A personal interview with the program coordinator, department chair, or other designated official.

*Applicants who do not meet these admission requirements may take courses at Buffalo State to become eligible to apply to the program.

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

### Program Requirements

<table>
<thead>
<tr>
<th>Required Spanish Courses</th>
<th>6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>SPA 305</td>
<td>Introduction to Spanish Literature</td>
</tr>
<tr>
<td>SPA 306</td>
<td>Spanish Phonetics</td>
</tr>
<tr>
<td>SPA 307</td>
<td>Survey of Spanish Literature</td>
</tr>
<tr>
<td>SPA 308</td>
<td>Survey of Spanish Literature</td>
</tr>
<tr>
<td>SPA 310</td>
<td>The Civilization of Latin America</td>
</tr>
<tr>
<td>SPA 311</td>
<td>Survey of Spanish American Literature</td>
</tr>
<tr>
<td>SPA 405</td>
<td>Old Spanish</td>
</tr>
<tr>
<td>SPA 415</td>
<td>Advanced Grammar and Composition</td>
</tr>
<tr>
<td>SPA 416</td>
<td>Advanced Conversation</td>
</tr>
<tr>
<td>SPA 495</td>
<td>Special Project</td>
</tr>
<tr>
<td>SPA 496</td>
<td>Seminar I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Education Courses</th>
<th>24 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 303</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>EDF 403</td>
<td>Historical and Philosophical Foundations of Secondary Education</td>
</tr>
<tr>
<td>EDF 416</td>
<td>Teaching Reading in Secondary Schools</td>
</tr>
<tr>
<td>EXE 372</td>
<td>Foundations of Teaching Secondary Students with Disabilities</td>
</tr>
<tr>
<td>FLE 200</td>
<td>Field Experience in Foreign Language Education</td>
</tr>
<tr>
<td>FLE 316</td>
<td>Teaching Reading in a Foreign Language in Middle School</td>
</tr>
<tr>
<td>FLE 405</td>
<td>Methods and Materials for Teaching Foreign Languages in the Secondary Schools</td>
</tr>
<tr>
<td>FLE 406</td>
<td>Techniques for Teaching and Evaluating Foreign Languages in Middle and Secondary Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teaching Courses</th>
<th>12 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 407</td>
<td>Student Teaching of Foreign Languages in the Middle/Junior High School (6)</td>
</tr>
<tr>
<td>FLE 408</td>
<td>Student Teaching of Foreign Languages in the High School (6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Required Credit Hours</th>
<th>42 cr</th>
</tr>
</thead>
</table>

1 Selected under advisement
All courses are 3 credit hours unless otherwise indicated.
Because of the variety of options available in the department, it is imperative that majors and premajors seek advisement as early as possible. Students admitted to the major (as majors or premajors) may take courses other than EXE 500. Premajor Status: Students may not apply for premajor status. They apply to the Exceptional Education Department. Premajors apply for admission as majors by submitting a change of major form to the Graduate School during or after the completion of two EXE courses. Premajors are not guaranteed admission to the program.

The Exceptional Education Department offers three specialty programs in special education: early childhood, childhood, and adolescence. The programs are designed for students with undergraduate majors in education or special education.

The Exceptional Education Department offers three specialty programs in special education: early childhood, childhood, and adolescence. 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. Required preliminary courses are listed under each program area below.

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. The 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.

Certification: Students in the department who are certified in early childhood education, childhood education, or adolescent education must fulfill course and degree requirements for New York State certification in special education and/or teaching bilingual exceptional education.

Admission Requirements:
1. A bachelor’s degree from an accredited college or university with a minimum cumulative GPA of 2.5 (4.0 scale). Admission is competitive; not all qualified applicants are admitted.
2. Certification in early childhood special education, childhood special education, or adolescence special education. Applicants with certification in early childhood education, childhood education, or adolescence education must meet additional special education certification requirements once enrolled.
3. Employment or other experience relevant to the graduate course of study.
4. A written statement describing the applicant’s philosophy of education and relevant experiences in the field. This statement must adhere to standard written English.
5. Faculty review.
6. Completion of a special application (available from the department or download from www.buffalostate.edu/graduateschool/admissions).
7. The ability to speak English and Spanish, and an oral interview (for teaching bilingual exceptional individuals 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 special 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.

The program prepares early interventionists and teachers to work with infants and young children with disabilities—or young children at risk for becoming disabled—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 disabilities.

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.

Preliminary Courses ........................................................................................................24 cr

Required for students without provisional/initial certification in special education
EXE 500 Individuals with Special Needs
EXE 501 Educational Assessment Techniques for Special Education
EXE 502 Contingency Management
EXE 504 Graduate Practicum in Special Education (6)

Required Courses .............................................................................................................74 cr

EXE 510 Strategies for Cognition and Emergent Literacy in Young Children with Disabilities
EXE 612 Managing the Behavior of Young Children with Disabilities
EXE 620 Curriculum for Individuals with Moderate and Severe Disabilities
EXE 628 Collaboration and Consultative Practices in Inclusive Settings
EXE 650 Assessment of Young Children with Disabilities
EXE 652 Intervention for Young Children with Disabilities
EXE 682 Instructional Field Experience in Special Education
EXE 684 Graduate Seminar in Exceptional Education
Special Education: Childhood Program (6341)

This program prepares teachers for delivery of educational services in classrooms with typical students. It prepares special education teachers to work closely with general educators in a consultative or collaborative role to help infuse special education practices into the general education class. The coursework is designed to familiarize teachers with curricular expectations and content in general education. It also prepares teachers to make appropriate modifications to the curriculum for students with mild disabilities in general educational settings. 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.

Preliminary Courses.............................................................................................................18 cr

Required Courses..................................................................................................................24 cr

Elective Courses..................................................................................................................3 cr

Special Education: Adolescence Program (6342)

This program prepares teachers to work with students with mild disabilities at the secondary level. It is intended to develop multifaceted teachers who possess a number of key competencies. Secondary special educators are prepared to work collaboratively with general education subject matter specialists, as well as with career education personnel. Graduates of this program become knowledgeable in subject matter content, as well as career and vocational education. They also acquire a solid base in the technology of teaching, with knowledge related to direct and interactive instruction (cooperative learning and peer tutoring).

The adolescence program recognizes the unique needs of adolescents with learning problems. Many students who continue to experience learning difficulties at the secondary level (due to the lack of appropriate instruction or services) may become frustrated and drop out of school. Others who continue in the educational system until they reach age 21 and are no longer eligible to receive services are unprepared to enter the community as independent, participating members of the workforce or community. A major goal of this program is to prepare teachers to address students' skill deficits, social adaptation problems, and vocational competence.

Preliminary Courses.............................................................................................................18 cr

Required Courses..................................................................................................................27 cr

Elective Courses..................................................................................................................3 cr

Master's Project or Master's Thesis....................................................................................3–6 cr

Total Required Credit Hours..........................................................................................33–51 cr

1 Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
Teaching Bilingual Exceptional Individuals (6326)
Graduates of this program receive a master of science in education degree and are recommended for New York State certification in special education and bilingual education. Job opportunities are available for a full range of services to individuals with disabilities. Graduates will be eligible for placements in inclusion settings, resource rooms, self-contained classrooms, and residential services. State certification allows graduates to work with individuals with mild disabilities, from early childhood to adult, in both monolingual and bilingual (Spanish-English) settings.

All courses must be planned with an academic adviser and approved by the department chair.

**Admission Requirements:**
1. Current enrollment in one of the special education master's programs (i.e., early childhood, childhood, or adolescence), or
2. Current enrollment in the speech-language pathology master's program, or
3. A master's degree in special education.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BXX 623 Policies and Practices of Bilingual Education and Bilingual Special Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>BXX 625 Curriculum I: Strategies for Culturally and Linguistically Diverse Exceptional Students</td>
<td>3 cr</td>
</tr>
<tr>
<td>BXX 626 Assessment Techniques in Bilingual Special Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>BXX 627 Curriculum II: Applied Strategies in Bilingual Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>BXX 628 Bilingual Special Education Field Practicum</td>
<td>3 cr</td>
</tr>
<tr>
<td>ESE 684 Graduate Seminar in Exceptional Education</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Total Required Credit Hours:** 18 cr

Doctor of Philosophy Degree in Special Education
The Buffalo State College Exceptional Education Department and the University at Buffalo Learning and Instruction Department have developed a doctor of philosophy degree in special education. Students interested in more information about this program should contact Sharon Raimondi, Ph.D., (716) 645-2455, ext. 1143.

**SPEECH-LANGUAGE PATHOLOGY**

Master of Science in Education Program (6322)
HEGIS 1220

**Speech-Language Pathology Department**
Accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association National Council for Accreditation of Teacher Education (NCATE) Accredited

Constance Dean Qualls, Ph.D., Chair
Ketchum Hall 209, (716) 878-5502
www.buffalostate.edu/speech

Programs must be planned under advisement and approved by the graduate program director and department chair. 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 teacher certification. Students must complete a minimum of three semesters of 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 meet with their academic adviser 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 program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association and is registered with the State Education Department for licensure in speech-language pathology and for the initial/professional teaching certificate (Teacher of the Speech and Hearing Handicapped).

Curriculum is currently under revision. Contact Department Chair for details.

**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. A minimum of 22 credit hours of undergraduate coursework in speech-language pathology that includes courses related to the normal development of speech, language, and hearing processes; courses related to disordered speech, language, and hearing; and courses related to the speech and hearing sciences. For ASHA and NCATE certification, the following courses are also required. If they were not taken at the undergraduate level, they will be added to the graduate program:
   3. credits in a biological science
   3. credits in the physical sciences
   3. credits in math (can be MATH 311)
   3. credits in the social and behavioral sciences
3. Three 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, two of the letters must come from faculty in the major. For students from other majors, two of the letters must come from faculty in the major.
4. Graduate Record Examination (GRE) scores. All three scores will be evaluated.
5. A written personal statement reflecting reasons for choosing this discipline.

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

**Application Deadline:** Applicants must apply by February 1 for summer or fall admission. No applications are accepted for spring admission.

**Program Requirements**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 501 Clinical Methods (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 511 Neural Processes of Communication (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 516 Diagnostic Principles and Procedures (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 541 Language Disorders: Birth to Age 5</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 580 Research Methods in Speech-Language Pathology (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 685 Contemporary Issues in Clinical Interactions: Families and Culture (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 606 Fluency Disorders and Clcik Palate</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 607 Dysphagia Across the Life Span (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 608 Neurocognitive Speech Disorders Across the Life Span (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 609 Disorders of Voice (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 610 Evaluation and Treatment of Phonological Disorders (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 615 Aural Rehabilitation</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 621 Augmentative and Alternative Communication (2)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 622 Language Disorders of School-Aged Individuals</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 623 Acquired Language Disorders</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Practicum**

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 595 Graduate Practicum in an Educational Setting (6)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 516 Clinical Practicum (7; 1-3 cr per semester)</td>
<td>3 cr</td>
</tr>
<tr>
<td>SLP 611 Externship in Communication Disorders (6)</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Master's Project or Master's Thesis**

Select one option:
- SLP 690 Master's Project
- SLP 695 Master's Thesis (3-6 cr)

**Total Required Credit Hours**

<table>
<thead>
<tr>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>57-60 cr</td>
</tr>
</tbody>
</table>

1Selected under advisement

All courses are 3 credit hours unless otherwise indicated.
The professional training of the student personnel worker depends on the mentoring, networking, and administrative procedures related to institutions of higher education. The internship is a vehicle for diversified professional training that encompasses practical experience in applying classroom theoretical knowledge to real-world situations. Furthermore, it emphasizes the role of the professional student personnel worker in admissions, residence halls, financial aid, registration, orientation, academic and personal advisement, counseling, international student activities, minority student services, career development, student union activities, athletics, alumni affairs, and student affairs administration. The program is relevant not only to those currently involved in college personnel work but also to those interested in working in client-centered careers in community agencies, health delivery, law enforcement, human resource administration, marketing, teaching, and consulting.

Students may focus on courses and internships in four concentration areas: administration, counseling and student development, community education, and research and evaluation.

Internships: The professional training of the student personnel worker depends heavily on internships that provide practical experience in applying classroom theories. The internship is a vehicle for diversified professional training that encompasses research, planning, and organization; the development of priorities; and principles of student personnel administration and services-oriented work. Furthermore, the internship meets the student's self-education needs, inspires self-confidence and self-reliance, provides experience in ethical behavior when dealing with students and colleagues, and encourages a sense of responsibility to the profession.

Assistantships: Graduate assistantships and other employment opportunities are available in student affairs, academic affairs, and other areas at Buffalo State. Recipients may receive a stipend, as well as waivers of tuition and room costs. For information about hall director positions, contact the vice president for student affairs, Cleveland Hall 519; for information about other positions, contact the appropriate campus offices or the Career Development Center, Cleveland Hall 306. Employment opportunities may be available on a competitive basis, in nearby institutions of higher education or in community agencies. For college-wide assistantship opportunities, visit www.buffalostate.edu/graduateschool.

Professional Organizations: SPA graduates gain mentoring, networking, and professional development support through several organizations, including the Buffalo State Graduate Association for Student Personnel Administrators (GASPA), the Buffalo State Student Personnel Administration (SPA) Alumni Chapter, the College Student Personnel Association of New York State (CSPA), the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA). Information and applications are available through the SPA faculty or in the Student Personnel Administration Department.

Graduation Requirements: A minimum of 36 credit hours are needed for degree completion: 27 credit hours of required coursework and 9 hours of electives. After completing 6 to 12 credit hours, students apply for degree candidacy and are subject to continuous review by the faculty to ensure adherence to professional standards in the classroom and internships. A written comprehensive examination must be completed during a student's final semester (offered in November and April of each academic year).

Contact a program faculty adviser for details on course changes and assistance in choosing an area of concentration (9 elective credit hours and 6 internship/practicum credit hours), and to plan and complete the degree candidacy form.

Admission Requirements:
1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 2.8 (4.0 scale). Applicants who hold a bachelor's degree but do not meet the minimum GPA requirement may be admitted if they either attain a minimum combined quantitative/verbal score of 1000 on the Graduate Record Examination (GRE) or enroll in adviser-designated graduate work as an accepted premajor and achieve a minimum cumulative GPA of 3.5.
2. Prerequisite academic work and skill development that provides evidence of the applicant's capability to accomplish the master's degree program requirements.
3. Consideration can be given to work-related experience and involvement in the field.
4. Three letters of recommendation.
5. A letter/essay indicating reasons for interest in the program. This will be evaluated as a writing sample.
6. A current résumé.
7. An interview with SPA program faculty.

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

Program Requirements

Required Courses ..........................................................27 cr
CSP 616 American Higher Education
CSP 617 Student Development and Learning
CSP 618 Student Personnel Administration
CSP 622 Techniques of Counseling I
CSP 625 Internship/Practicum I
CSP 628 Techniques of Counseling II
CSP 624 Internship/Practicum II
CSP 650 Student Assessment Tests
CSP 649 Methods of Educational Research
Comprehensive Examination (offered in November and April; 0 cr)

Elective Courses1 ...........................................................9 cr
Select three courses from any of the following areas:
A. Administration
CSP 504 Community College Administration
CSP 619 Management Systems and Leadership in Higher Education
CSP 620 Planning and Finance in Higher Education
CSP 651 The Law and Higher Education
CSP 670 The College Student Movement 1955–1975

B. Counseling and Student Development
CRS 559 Principles of Creative Problem Solving
CRS 560 Foundations for Creative Learning
CSP 630 Group Counseling
CSP 631 Vocational Development and Career Counseling
CSP 670 The College Student Movement 1955–1975
CSP 711 Seminar in Techniques of Counseling and Psychotherapy

BUFFALO STATE COLLEGE GRADUATE CATALOG 2006-2008 65
### Master of Science in Education Program (6500)  
**HEGIS 0839.01**

#### Technology Department
National Council for Accreditation of Teacher Education (NCATE) Accredited  
Peter S. Pawlik, Chair  
Clark W. Greene, Program Coordinator  
Upton Hall 314, (716) 878-6018  
[www.buffalostate.edu/technology](http://www.buffalostate.edu/technology)

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.

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 2.3 (4.0 scale), or a New York State initial certificate to teach industrial arts/technology.  
2. Acceptance by the program coordinator.  
   In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

This program is currently under review. Please contact the Technology Department for further information.

#### Program Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>15-18 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 602/BUS 602</td>
<td>Curriculum Development and Planning</td>
</tr>
<tr>
<td>EDF 611</td>
<td>Evaluation in Education</td>
</tr>
<tr>
<td>EDF 689/INT 689</td>
<td>Methods and Techniques of Educational Research</td>
</tr>
<tr>
<td>TED 600</td>
<td>Foundations of Technology Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>12-15 cr</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Master's Project or Master's Thesis</th>
<th>3-6 cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one option:</td>
<td></td>
</tr>
<tr>
<td>TED 690</td>
<td>Master's Project</td>
</tr>
<tr>
<td>TED 695</td>
<td>Master's Thesis (6)</td>
</tr>
</tbody>
</table>

| Total Required Credit Hours | 30 cr |

*Selected under advisement  
All courses are 3 credit hours unless otherwise indicated.

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### Student Personnel Administration  
*continued*

C. Community Education
- CSP 504 Community College Administration
- CSP 619 Management Systems and Leadership in Higher Education
- CSP 642 Vocational Development and Career Counseling
- CSP 670 The College Student Movement 1955–1975

D. Research and Evaluation
- CRS 580 Creativity Assessment: Methods and Resources
- CSP 695 Thesis; may be substituted for Master's Project (6)
- EDF 520 Educational Statistics I (Descriptive and Inferential)

E. Any Concentration Area
- CSP 590 Independent Study (if research-based)
- CSP 690 Master's Project

Other elective courses can be selected from related courses/workshops in various disciplines or interdisciplinary areas.

*Can apply to other concentrations

Total Required Credit hours ................................................................. 36 cr

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### Teaching Bilingual Exceptional Individuals

See Special Education
TECHNOLOGY EDUCATION

Postbaccalaureate Teacher Certification Program
(7079)
HEGIS 0839.01

Technology Department
National Council for Accreditation of Teacher Education (NCATE) Accredited
Peter S. Pawlik, Chair
Clark W. Greene, Program Coordinator
Upton Hall 314, (716) 878-6018
www.buffalostate.edu/technology

The technology education postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach technology education in grades kindergarten–12. 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.

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, Caudell Hall 101. 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 from an accredited college or university.
2. Completion of 30 credit hours in technology coursework, including biotechnology, communication, construction, manufacturing, and transportation systems or their equivalents.
   In addition, all applicants should review the Admission to a Graduate Program section in this catalog.

Program Requirements

Required Courses..........................................................................................................21 cr
BME 301/TED 100 Principles of Occupational Education
BME 302 Curriculum and Evaluation in Occupational Education
EDF 303 Educational Psychology
EDU 416 Teaching Literacy in the Secondary School
EXE 372 Teaching Adolescents with Disabilities
TEC 340 Technology Education Methods and Evaluation

Professional Semesters .................................................................................................12 cr
TED 450 Professional Semester (6)
TED 451 Professional Semester (6)

Total Required Credit Hours.........................................................................................33 cr

All courses are 3 credit hours unless otherwise indicated.
Guide to Course Descriptions

Individual graduate-level courses are described in alphabetical order by discipline in this section of the catalog.

Course Scheduling

Whether or not a specific course will be scheduled for a given term is contingent on student enrollment, budget support, and adequate staffing. Check the graduate course schedule for updated course scheduling each semester. The descriptions in this catalog are current as of Spring 2006.

Undergraduate Courses

This catalog does not list undergraduate courses numbered 101-499. These course descriptions can be found at www.buffalostate.edu. Undergraduate coursework does not fulfill the requirements of an advanced degree.

Here is a sample course listing:

CRS 680
DESIGNING AND DELIVERING CREATIVITY EDUCATION
3, 3/0; Sp 06, Sp 07
Prerequisites: CRS 559 and CRS 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.

Here’s what it means:

CRS 680
This is a creative studies course, number 680.

DESIGNING AND DELIVERING CREATIVITY EDUCATION
Name of course
3, 3/0
This course earns three credits; it meets for three lecture hours and zero lab hours each week.

Sp 06, Sp 07
This course is tentatively offered spring 2006 and spring 2007. Check current course schedules on the Web to confirm course offerings. If a course listing does not show a date, the department was unable to make a commitment when this catalog went to press, or the course will not be taught during 2006–2007.

The remainder of the course listing describes the subject matter and any prerequisites.

Course Number System

500–599 Generally open to all graduate students
600–699 Generally limited to students within the program and others with specific preparation
700–799 Advanced courses requiring greater preparation

Course Prefix Key

ADE ADULT EDUCATION
AED ART EDUCATION
ANT ANTHROPOLOGY
BIO BIOLOGY
BME BUSINESS AND MARKETING EDUCATION
BUS BUSINESS STUDIES
BXE BILINGUAL EXCEPTIONAL EDUCATION
CHE CHEMISTRY
CNS ART CONSERVATION
COM COMMUNICATION
CRJ CRIMINAL JUSTICE
CRS CREATIVE STUDIES
CSP STUDENT PERSONNEL ADMINISTRATION
CTE CAREER AND TECHNICAL EDUCATION
DES DESIGN
ECO ECONOMICS
EDC EDUCATIONAL COMPUTING
EDF EDUCATIONAL FOUNDATIONS
EDL EDUCATIONAL LEADERSHIP
EDU EDUCATION
ENG ENGLISH
EXE EXCEPTIONAL EDUCATION
FAR FINE ARTS
FIN FINANCE
FLE FOREIGN LANGUAGE
FRE FRENCH
GEG GEOGRAPHY
GES GEO SCIENCES
HEW HEALTH AND WELLNESS
HIS HISTORY
HPR COACHING AND PHYSICAL EDUCATION
INT INDUSTRIAL TECHNOLOGY
MAT MATHEMATICS
MCL MODERN AND CLASSICAL LANGUAGES
MED MATHEMATICS EDUCATION
NFS NUTRITION AND FOOD SCIENCE
PHYS PHYSICS
PLN PLANNING
PSC POLITICAL SCIENCE
PSY PSYCHOLOGY
SAF SAFETY STUDIES
SCI SCIENCE
SLP SPEECH-LANGUAGE PATHOLOGY
SOC SOCIOLOGY
SPA SPANISH
SSE SOCIAL STUDIES EDUCATION
SWK SOCIAL WORK
TEC TECHNOLOGY
TED TECHNOLOGY EDUCATION
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 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, online instruction—in the present delivery systems for teaching and learning.

ADE 624
INTERNSHIP
3, 3/0
Supervised internship experience in a student personnel administration, adult education, and/or multidisciplinary 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 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 655/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.

ADE 665/EDF 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.

ADE 675/CTE 675
POSTSECONDARY TEACHING PRACTICUM
3, 3/0
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. Analysis issues in teaching: diversity, technology, exceptionality, promoting social justice.

AED 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.

AED 500
ART IN THE ELEMENTARY SCHOOL
3, 3/0
Use of art materials, processes, and procedures in the elementary school; individual experience in various media appropriate at different grade levels; consideration of the role of the classroom teacher in self-contained, supervised, or art specialist programs; related problems of the school curriculum.

AED 501
ART DEVELOPMENT IN THE PRESCHOOL CHILD
3, 3/0
Intelectual, emotional, physical, perceptual, and creative development of the young child from birth through kindergarten; roles of parents and teachers in the creative growth of the child; implications for the choice of materials, processes, and procedures appropriate at the preschool level.

AED 502
ART FOR THE EXCEPTIONAL CHILD
3, 3/0
Special problems in the use of art media with children who vary markedly from their peers in emotional, physical, intellectual, or other conditions; individual and/or group investigations of topics ranging from students with disabilities (PL 94-142, Education of All Handicapped Children Act) to the specially gifted or talented students; implications of the choice of materials, processes, and procedures in individual cases; consideration of the role of the art teacher vis-a-vis the school art therapist.

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 arts 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, 3/0
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 512
DESIGN PRINCIPLES AND PRACTICES
3, 3/0
General design principles and applications; elements of design in space organization; theoretical and functional applications to individual plans and projects. Tutorial relationship with instructor.

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 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.
SUPERVISION IN ART EDUCATION

AED 527
FIELD STUDIES
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 590
INDEPENDENT STUDY
3, 0/0

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 601
ADMINISTRATION AND SUPERVISION IN ART EDUCATION
3, 3/0
Role of the supervisor of art in relation to the community; the school administration, the classroom teacher, and the special art teacher; functions of the art consultant and the special art teacher in elementary schools; preparing budgets, procuring equipment, and ordering supplies. Extra class reports and discussions. Classification: elective for art education graduate program students.

AED 603
INTERNSHIP (ART EDUCATION OR ART THERAPY)
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 606
METHODS OF DEVELOPING AND EVALUATING ART CURricula
3, 3/0
Formulation of standards for analyzing and evaluating teaching materials and strategies as they relate to teacher-student dialogue, learning behavior, and problems of the individual; experimental research studies in schools; may include visits and participation of site personnel.

AED 609
STUDIO METHODS
3, 3/0
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
METHODS OF INSTRUCTION IN NONSTUDIO DISCIPLINES
3, 3/0
Theoretical and practical background to implement nonstudio activities in the art classroom; approaches to teaching art history, criticism, aesthetics, and multicultural concerns.

AED 688
SEMINAR IN ART EDUCATION
3, 3/0
Prerequisite: Completion of 18–21 credit hours.
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 602 or 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
3, 3/0
Prerequisite: AED 602 or AED 689.
Individual investigation of an original problem representing a significant contribution to the literature of the field. May be repeated.

ANT
ANTHROPOLOGY
Anthropology Department

ANT 590
INDEPENDENT STUDY
3, 0/0

ANT/HIS 620
EXCEPTIONAL HISPANIC INDIVIDUALS: HISTORICAL AND CULTURAL CONCERNS
3, 3/0;
Offered by contract only.
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.

ANT 690
MASTER’S PROJECT
3, 0/0

ANT 695
MASTER’S THESIS
3, 0/0

BIO
BIOLOGY
Biology Department

BIO 590
INDEPENDENT STUDY
3, 0/0
Independent investigation into a specific area of biology; topic selected by the student in consultation with a faculty member.

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 ecology 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 605
MYCOLOGY
4, 3/3
Prerequisite: General botany or equivalent. Taxonomy, morphology, reproduction, physiology, ecology, and economic importance of selected groups of fungi.

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 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 620
SYMBIOLOGY
3, 3/0
Prerequisites: One semester each of physiology, ecology, and genetics. Interactions of symbiotes at various levels: physiologic, ecologic, and genetic factors that influence these interactions.

BIO 626
TOPICS IN BOTANY
3, 3/0
Prerequisite: 9 credit hours of botany-oriented courses.
Lecture and discussion on a specific topic in botany, such as biotaxonomy, 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  
Prerequisite: 9 credit hours of zoology-oriented courses.  
Lecture and discussion on a specific topic in zoology, such as invertebrate zoology, endocrinology, fisheries biology, or functional vertebrate morphology. Topics vary with each session. May be taken more than once.

**BIO 665 ALGOLGY**  
3, 2/2  
Prerequisite: One course in ecology or equivalent.  
Taxonomy, ecology, morphology, ultrastructure, physiology, and economic importance of selected species of freshwater algae. May require Saturday field trips.

**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.

**BUS 500 MARKETING OF SERVICES**  
3, 3/0  
Prerequisite: 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 519 COMMUNICATION FOR 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. Required for all BUS, CTE, DED, TED, and TED students.

**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/EDF/PSY 715 MANAGEMENT PRACTICES AND TECHNIQUES**  
3, 3/0  
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.

**BUS/EDF/POL 716 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.

**BXE BILINGUAL EXCEPTIONAL EDUCATION**  
Exceptional Education Department

**BXE 623 POLICIES AND PRACTICES OF BILINGUAL SPECIAL EDUCATION**  
3, 3/0  
Historical, philosophical, and legal foundations for bilingual education and bilingual special education; pedagogical concerns, program design; multicultural perspectives; sociocultural considerations; psycholinguistic concerns; current research findings; current practices in the fields of bilingual education and bilingual special education.
CHE 625
CURRICULUM I: STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL STUDENTS
3, 3/0
Prerequisites: Bilingual special education program major; BXE 500 and BXE 623. Unique needs of culturally and linguistically diverse exceptional students in the areas of language literacy and the development of effective content in English and Spanish; curriculum models, instructional design, teaching methods, and material development; implications of disability and cultural and linguistic diversity. Designed for bilingual special education program majors.

BXE 626
ASSESSMENT TECHNIQUES IN BILINGUAL SPECIAL EDUCATION
3, 3/0
Prerequisite: Bilingual special education program major. Theoretical and applied knowledge of procedures and instruments for assessing culturally and linguistically diverse individuals who are disabled; role of culture and language in the assessment process; practical techniques, materials, and experience in assessment.

BXE 627
CURRICULUM II: APPLIED STRATEGIES IN BILINGUAL SPECIAL EDUCATION
3, 3/0
Prerequisites: Bilingual special education program major; BXE 625 and BXE 626. Pedagogical and theoretical research in bilingual special education; practical application; 50-hour field participation in which students demonstrate understanding of the strategies and competencies needed to effectively teach English-language learners with disabilities.

BXE 628
BILINGUAL SPECIAL EDUCATION FIELD PRACTICUM
6, 6/0
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.

CHE
CHEMISTRY
Chemistry Department

CHE 530
ADVANCED ENVIRONMENTAL CHEMISTRY
3, 3/0
Prerequisite: CHE 201. 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, hazardous wastes, soil chemistry, and toxicological chemistry.

CHE 540
SPECIAL TOPICS IN ORGANIC CHEMISTRY
3, 3/0
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 550
CHEMISED PHYSICAL CHEMISTRY
4, 4/0
Prerequisites: Graduate status and instructor permission. Advanced study of thermodynamics and quantum mechanics, with applications to chemical problems.

CHE 560
SPECIAL TOPICS IN INORGANIC CHEMISTRY
3, 3/0
Prerequisite: CHE 460 or equivalent. One of the following topics, presented in detail: coordination chemistry, nonaqueous solvents, the representative elements and lanthanides, synthetic inorganic chemistry. 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 570
BIOMOLECULES: PROTEINS, NUCLEIC ACIDS, AND ENZYMES
3, 3/0

CHE 580
ADVANCED ANALYTICAL CHEMISTRY
3, 3/0
Prerequisites: Graduate status and chemistry program major or instructor permission. Current topics in trace analysis using quantitative instrumental techniques.

CHE 590
INDEPENDENT STUDY
3, 0/0
Prerequisites: CHE 202, CHE 306 or CHE 550, and CHE 460 or instructor permission. Methods for determining mechanisms of chemical processes. Required for all M.A. in chemistry candidates.

CHE 620
KINETICS AND REACTION MECHANISMS
4, 4/0
Prerequisites: CHE 202, CHE 306 or CHE 550, and CHE 460 or instructor permission. Methods for determining mechanisms of chemical processes. Required for all M.A. in chemistry candidates.

CHE 625
PHYSICAL METHODS OF STRUCTURE DETERMINATION
4, 4/0
Prerequisites: CHE 202 and CHE 306. Methods of determining molecular structure, with special emphasis on electronic spectroscopy, vibrational and rotational spectroscopy, nuclear magnetic resonance spectroscopy, and mass spectrometry. Required for all M.A. in chemistry candidates.

CHE 630
ADVANCED SYNTHETIC TECHNIQUES
5, 0/5
Prerequisites: CHE 201, CHE 202, CHE 203, CHE 204, CHE 460, and CHE 470 or equivalent training in organic, inorganic, and biochemistry. Advanced techniques for the synthesis, purification, and characterization of inorganic, organic, organometallic, and biochemical compounds. Required for all M.A. in chemistry candidates.

CHE 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 Chemistry Department.

CHE 695
MASTER’S THESIS
3, 0/0

CHE 699
SEMINAR AND THESIS DEFENSE
2, 2/0
Prerequisite: Instructor permission. Oral presentation of a topic selected from the current literature of chemistry; presentation and defense of the thesis. Required for all M.A. in chemistry candidates.

CHE 795
RESEARCH THESIS IN CHEMISTRY
3, 0/0
Individual investigation of an original problem submitted in acceptable form according to directions given by the Chemistry Department. Required for all M.A. in chemistry candidates.

CNS
ART CONSERVATION
Art Conservation Department

CNS 600
TECHNIQUES OF EXAMINATION AND DOCUMENTATION I
2, 2/0; F 06, F 07
Continuation of CNS 600. Advanced techniques used to examine and document the structure and condition of artworks and cultural artifacts; proper techniques for planning, producing, and delivering professional slide presentations. Emphasizes both theoretical understanding and development of practical skills.

CNS 603
TECHNIQUES OF EXAMINATION AND DOCUMENTATION II
LABORATORY
1, 0/3; F 07, Sp 08

CNS 604
TECHNIQUES OF EXAMINATION AND DOCUMENTATION III
2, 2/0; F 06, F 07
Continuation CNS 602. Advanced techniques in examination and documentation; advanced skills in radiography and in ultraviolet, infrared, and other imaging techniques appropriate to a student’s area of conservation specialization; advanced-level readings in conservation literature, as well as in the fields of imaging science and nondestructive testing; research into the application of newly developed examination methods and new applications of existing methods; individual supervision of applications of all techniques to the treatment or analysis of artifacts assigned in advanced courses of paintings, paper, and objects conservation.

CNS 605
TECHNIQUES OF EXAMINATION AND DOCUMENTATION III
LABORATORY
1, 0/3; F 06, F 07

CNS 606
TECHNIQUES OF EXAMINATION AND DOCUMENTATION IV
2, 2/0; F 07, Sp 08
Continuation of CNS 604. Advanced techniques in examination and documentation; advanced skills in radiography and in ultraviolet, infrared, and other imaging techniques appropriate to a student’s area of conservation specialization; advanced-level readings in conservation literature, as well as in the fields of imaging science and nondestructive testing; research into the application of newly developed examination methods and new applications of existing methods; individual supervision of applications of all techniques to the treatment or analysis of artifacts assigned in advanced courses of paintings, paper, and objects conservation.
CNS 607
TECHNIQUES OF EXAMINATION AND DOCUMENTATION IV
LABORATORY
1, 0/1; Sp 07, Sp 08
Continuation of CNS 604/605. Individually supervised instruction in advanced techniques in examination and documentation; advanced skills in radiography and in ultraviolet, infrared, and other imaging techniques appropriate to a student’s area of conservation specialization; advanced-level readings in conservation literature; assignment in the fields of imaging science and nondestructive testing, research into the application of newly developed examination methods and new applications of existing methods; individual supervision of applications of all techniques to the treatment or analysis of artifacts assigned in advanced courses in paintings, paper, and objects conservation.

CNS 610
CONSERVATION SCIENCE: PROPERTIES AND BEHAVIOR OF MATERIALS, METHODS OF ANALYSIS I
2, 3/0; F 06, F 07
The science and technology underlying the physics and chemistry of art and conservation materials, both alone and in combination: relationship between molecular structure and material properties; behavior of art materials during conservation treatments, aging, and interactions with environmental agents; identification, measurement, and control of environmental factors and agents harmful to a work of art; microscopy; microchemical testing, and other analytical methods of value to the practicing conservator in the identification of art materials.

CNS 611
CONSERVATION SCIENCE: PROPERTIES AND BEHAVIOR OF MATERIALS, METHODS OF ANALYSIS I LABORATORY
1, 0/3; F 06, F 07
Continuation of CNS 610. The science and technology underlying the physics and chemistry of art and conservation materials, both alone and in combination: relationship between molecular structure and material properties; behavior of art materials during conservation treatments, aging, and interactions with environmental agents; identification, measurement, and control of environmental factors and agents harmful to a work of art; microscopy; microchemical testing, and other analytical methods of value to the practicing conservator in the identification of art materials.

CNS 614
CONSERVATION SCIENCE: PROPERTIES AND BEHAVIOR OF MATERIALS, METHODS OF ANALYSIS III
3, 3/0; F 06, F 07
Continuation of CNS 612. Instrumental methods of analysis used to determine the age, provenance, or condition of an artifact; the physics and chemistry underlying each type of analysis; the way in which analysis is carried out; interpretation of results; advantages and limitations of the method. Students work directly with available instrumentation (including an x-ray powder diffraction unit, a gas chromatograph, and infrared- and ultraviolet-visible spectrophotometers). Students are encouraged to undertake an experimental research project relevant to the conservation specialization each has elected.

CNS 615
CONSERVATION SCIENCE: PROPERTIES AND BEHAVIOR OF MATERIALS, METHODS OF ANALYSIS III LABORATORY
1, 0/3; F 06, F 07
Continuation of CNS 614. Instrumental methods of analysis used to determine the age, provenance, or condition of an artifact; the physics and chemistry underlying each type of analysis; the way in which analysis is carried out; interpretation of results; advantages and limitations of the method. Students work directly with available instrumentation (including an x-ray powder diffraction unit, a gas chromatograph, and infrared- and ultraviolet-visible spectrophotometers). Students are encouraged to undertake an experimental research project relevant to the conservation specialization each has elected.

CNS 616
CONSERVATION SCIENCE: PROPERTIES AND BEHAVIOR OF MATERIALS, METHODS OF ANALYSIS IV
3, 3/0; Sp 07, Sp 08
Continuation of CNS 614. Instrumental methods of analysis used to determine the age, provenance, or condition of an artifact; the physics and chemistry underlying each type of analysis; the way in which analysis is carried out; interpretation of results; advantages and limitations of the method. Students work directly with available instrumentation (including an x-ray powder diffraction unit, a gas chromatograph, and infrared- and ultraviolet-visible spectrophotometers). Students are encouraged to undertake an experimental research project relevant to the conservation specialization each has elected.

CNS 617
CONSERVATION SCIENCE: PROPERTIES AND BEHAVIOR OF MATERIALS, METHODS OF ANALYSIS IV LABORATORY
1, 0/3; Sp 07, Sp 08

CNS 620
TECHNOLOGY AND CONSERVATION OF PAINTINGS I
2, 2/0; F 06, F 07
Historical survey of processes employed by artists and craftsmen in the fabrication of paintings: construction and characteristics of the various media and materials; relation of the method of fabrication to physical and aesthetic characteristics. Students duplicate some processes in the studio and observe demonstrations of others. Field trips.

CNS 621
TECHNOLOGY AND CONSERVATION OF PAINTINGS II LABORATORY
1, 0/3; F 06, F 07

CNS 622
TECHNOLOGY AND CONSERVATION OF PAINTINGS II
2, 2/0; Sp 07, Sp 08
Lectures, demonstrations, and in-studio discussion of actual treatment problems, basic techniques, and materials used in the conservation of easel paintings; causes and evidences of deterioration in painting; proper methods of handling, packing, and shipping. Field trips.

CNS 623
TECHNOLOGY AND CONSERVATION OF PAINTINGS II LABORATORY
1, 0/3; Sp 07, Sp 08

CNS 624
TECHNOLOGY AND CONSERVATION OF PAINTINGS III
2, 3/3; F 06, F 07
Students select an area of specialization (requires approval of the faculty member involved) and then participate in unique conservation treatments, which may involve research and scientific experimentation.

CNS 626
TECHNOLOGY AND CONSERVATION OF PAINTINGS IV
4, 3/6; Sp 07, Sp 08

CNS 630
TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER I
2, 2/0; F 06, F 07
The structure and fabrication of paper and media commonly found in works of art on paper; causes and effects of paper deterioration; examination and identification of varying papers and media. Field trips.

CNS 631
TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER I LABORATORY
1, 0/3; F 06, F 07

CNS 632
TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER II
2, 2/0; Sp 07, Sp 08
History and theories of various techniques in paper conservation (washing, neutralization, bleaching, backing/lining, adhesives, matting); hands-on practice of these and other techniques in assigned conservation treatment projects during the studio periods. Field trips.

CNS 633
TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER II LABORATORY
1, 0/3; Sp 07, Sp 08

CNS 634
TECHNOLOGY AND CONSERVATION OF WORKS OF ART ON PAPER III
2, 3/3; F 06, F 07
Continuation of CNS 632. More complex problems and treatment techniques.

CNS 640
TECHNOLOGY AND CONSERVATION OF OBJECTS I
2, 2/0; F 06, F 07
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 641
TECHNOLOGY AND CONSERVATION OF OBJECTS I LABORATORY
1, 0/3; F 06, F 07

CNS 642
TECHNOLOGY AND CONSERVATION OF OBJECTS II
2, 2/0; Sp 07, Sp 08
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; Sp 07, Sp 08

CNS 644
TECHNOLOGY AND CONSERVATION OF OBJECTS III
2, 3/3; F 06, F 07
A continuation of the first year of demonstrations and supervised work in which students are encouraged to experiment with fabrication techniques that have some bearing on their conservation projects.
COMMUNICATION

Communication Department

COM 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; the 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.

COM 590 INDEPENDENT STUDY 3, 0/0
Prerequisites: COM 610 and COM 620; admission to the graduate program in public relations management.
Management of public relations with diverse publics in various environments, including internal, media, consumer, community, and investor relations.

COM 610 STRATEGIC PUBLIC RELATIONS 3, 3/0
Prerequisite: Admission to the graduate program in public relations management. Organizational principles and strategic planning practices underscoring effective management of public relations.

COM 620 PUBLIC RELATIONS MANAGEMENT 3, 3/0
Prerequisites: COM 610; admission to the graduate program in public relations management.
Management of public relations with diverse publics in various environments, including internal, media, consumer, community, and investor relations.

COM 630 APPLICATIONS OF PUBLIC RELATIONS 3, 3/0
Prerequisites: COM 610 and COM 620; admission to the graduate program in public relations management.
Management of various elements in the production of public relations messages: writing, design, and research. A foundation for formal research in public relations planning, implementation, and evaluation.

COM 640 CERTIFICATE PROJECT IN PUBLIC RELATIONS 3, 3/0
Prerequisites: COM 610 and COM 620; admission to the graduate program in public relations management.
Practical application of knowledge acquired in COM 610, COM 620, and COM 630 through the development of a strategic public relations campaign or project.

COM 690 MASTER'S PROJECT 3, 0/0
Prerequisites: COM 610 and COM 620; prerequisite or corerequisite: COM 630.
Practical application of knowledge acquired in COM 610, COM 620, and COM 630 through the development of a strategic public relations campaign or project.

COM 695 MASTER'S THESIS 3, 0/0

CRIMINAL JUSTICE

Criminal Justice Department

CRJ 501 THEORETICAL PERSPECTIVES ON CRIME AND CRIMINAL JUSTICE 3, 3/0
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.

CRJ 504 RESEARCH METHODS IN CRIMINAL JUSTICE 3, 3/0
Prerequisite: Graduate status or instructor permission.
Nature of research in criminal justice: theory, experimental and quasi-experimental design, sampling, measurement, data analysis, and ethics.

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 590 INDEPENDENT STUDY 3, 3/0

CRJ 601 CORRECTIONAL STRATEGIES 3, 3/0
Prerequisite: Graduate status.
Historical, philosophical, theoretical, and legal dimensions of correctional practices in the United States; contemporary correctional strategies and services, including institutional and community-based programs, within the context of contemporary correctional policy.

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.

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 twice (up to 6 credits).
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 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 between 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 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.

CREATIVE STUDIES

Creative Studies Department

CRS 509 THE GIFTED INDIVIDUAL 3, 3/0
Nature of giftedness and talent; characteristics associated with giftedness and creativity; methods, techniques, and resources for identification; models for gifted programming.

CRS 559 PRINCIPLES IN CREATIVE PROBLEM SOLVING 3, 3/0; F 06, Sp 07, F 07, F 08
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; F 06, Sp 07, F 07, Sp 08
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; F 06, Sp 07, F 07, Sp 08
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.

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 3, 0/0

CRS 610 FACILITATION OF GROUP PROBLEM SOLVING 3, 3/0; F 06, Sp 07, S 07, F 07, Sp 08
Prerequisite: 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.

CRS 625 CURRENT ISSUES IN CREATIVE STUDIES 3, 3/0; F 06, Sp 07, F 07, Sp 08
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
Prerequisite: CRS/EXE 509.
Development of appropriate curriculum, materials, instructional methods, and evaluation strategies for giftedness and talent development; designing, implementing, and evaluating appropriate comparison of programming models.

CRS 635 CREATIVITY AND CHANGE LEADERSHIP 3, 3/0; S 07, Sp 08
Prerequisites: CRS 560 and CRS 625.
Cultivating 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; F 06, F 07
Prerequisites: CRS 559 and CRS 610.
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; Sp 07, Sp 08
Prerequisites: CRS 559 and CRS 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.
CSP 690
MASTER’S PROJECT
3, 3/0; F 06, Sp 07, F 07, Sp 08
Prerequisites: CRS 559 and CRS 610.
Development and implementation of an applied project requiring Critical 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 795
MASTER’S THESIS
6, 0/0; F 06, Sp 07, F 07, Sp 08
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.

CSP
STUDENT PERSONNEL ADMINISTRATION
Student Personnel Administration Department
CSP 504
COMMUNITY COLLEGE ADMINISTRATION
3, 3/0
Prerequisite: Graduate status.
Purpose, functions, and characteristics of the community/two-year college; diverse student populations; historical and philosophical evolution; organization and leadership; finance, governance, and management of academic and support services; appropriate research; enrollment management; relationship to the surrounding community.

CSP 590
INDEPENDENT STUDY
3, 3/0
Prerequisite: Graduate status and SPA program faculty member approval.
Involvement in scholarly and special project/program development.

CSP 616
AMERICAN HIGHER EDUCATION
3, 3/0
Prerequisite: Graduate status.
Evolution of American higher education: its history and philosophy; contemporary curriculum and its impact on the student; emergence of student affairs; campus constituencies; governance structures; creation of specialized colleges.

CSP 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.

CSP 618
STUDENT PERSONNEL ADMINISTRATION
3, 3/0
Prerequisite: Graduate status.
Philosophy, organization, and management 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.

CSP 619
MANAGEMENT SYSTEMS AND LEADERSHIP IN HIGHER EDUCATION
3, 3/0
Prerequisite: Graduate status and CSP 618.
Management systems theory and practice in higher education and student affairs; organizational functioning; adaptation, and decline; personnel selection; 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.

CSP 620
PLANNING AND FINANCE IN HIGHER EDUCATION
3, 3/0
Prerequisite: Graduate status and CSP 618.
Fundamentals of college and university finance and economics; underlying decision support systems; institutional research in the policy-making and planning processes in higher education; strategic budgeting; resource allocation; collective bargaining; institutional planning; assessment; and research; new trends in grant development; alternative financing; fund-raising; external relations.

CSP 622
TECHNIQUES I: COUNSELING AND INTERVIEWING
3, 3/0
Prerequisite: Graduate status.
Intentional interviewing, conflict resolution, and self-assessment for the helping professions; self-development of the student as a counselor; basic counseling skills appropriate for effective listening, assertion, supervising, and interviewing; individual and group facilitation and problem-solving skills.

CSP 623
TECHNIQUES II: THEORIES OF COUNSELING FOR A MULTICULTURAL SOCIETY
3, 3/0
Prerequisite: Graduate status.
Major and evolving theories of counseling; training in counseling techniques as applied to a diverse student/client population; cultural and life-choice differences; issues of gender, age, and the needs of the learning and physically challenged; counseling interventions necessary to serve students/clients who are addicted or are experiencing loss, stress, indecision, alienation, intercultural conflict, or relationship abuse; counselor self-knowledge.

CSP 624
INTERNSHIP/PRACTICUM I
3, 3/0
Prerequisite: Graduate status.
Administrative-based internship or supervised counseling practicum; seminar in contemporary issues/trends in college student personnel administration. All SPA majors are required to complete both internship/practicum courses with a total of 300 internship/practicum hours in their fieldwork; a graduate assistantship in an administrative or counseling area that provides both a substantive experience and professional supervision may fulfill the administrative internship or counseling practicum requirement in CSP 624.

CSP 625
INTERNSHIP/PRACTICUM II
3, 3/0
Prerequisite: CSP 624.
Administrative-based internship or supervised counseling practicum; seminar in contemporary issues/trends in college student personnel administration; critical issues in society and higher education today; utilizing the case study method of instruction. All SPA majors are required to complete both internship/practicum courses with a total of 300 internship/practicum hours in their fieldwork; a graduate assistantship in an administrative or counseling area that provides both a substantive experience and professional supervision may fulfill the administrative internship or counseling practicum requirement in CSP 625.

CSP 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.

CSP 632
VOCATIONAL DEVELOPMENT AND CAREER COUNSELING
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.

CSP 650
STUDENT ASSESSMENT: TESTS AND MEASUREMENT
3, 3/0
Prerequisite: Graduate status.
Basic appraisal techniques, including diagnostic interviewing, observational systems, rating scales, inventories, checklists, survey instruments, interactive analysis, and educational and psychological testing; descriptive statistical principles of student evaluation; uses of computers and tests in counseling, advisement, and research.

CSP 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.

CSP 670
THE COLLEGE STUDENT MOVEMENT 1955–1975
3, 3/0
Prerequisite: Graduate status.
Overview of the history and linkages among the American college student, civil, and human rights movements of the 1960s and 1970s. This pedagogical perspective can be applied to American history, educational history, rhetorical studies, American higher education, women’s studies, African American and Latino studies, and other areas concerned with the social sciences and the humanities.

CSP 689
METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH
3, 3/0
Prerequisite: SPA Program major; CSP 650.
Background of educational research, selection and development of research problems; sources of information and data; methods of educational research, tools and techniques of educational research, collection, treatment, application, and interpretation of research data; organizing and writing a research report. Research techniques and methods emphasize higher education and student personnel administration application.

CSP 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 Educational Foundations Department.
CSP 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.

CSP 711
SEMINAR IN TECHNIQUES OF COUNSELING AND PSYCHOTHERAPY
3, 3/0
Prerequisites: CSP 622; instructor permission. A continuation of counseling theories, processes, and techniques based on the traditions of therapeutic psychology: schools of psychoanalytic, behavioral, cognitive, humanistic, and transpersonal psychology; current holistic trends in treatment methods and professional services; established and evolving theories and techniques of counseling and psychotherapy. Detailed focus on six to nine selected therapies.

CTE 590
INDEPENDENT STUDY
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.

CTE 603
SELECT TOPICS IN THE ORGANIZATION AND ADMINISTRATION/SUPERVISION OF OCCUPATIONAL 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 655/655
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.

CTE 669
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 690
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.

DES 592
INDEPENDENT STUDY IN DESIGN
3, 0/6; Offered by contract only. 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, 0/6; Offered by contract only. 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 equivalent to class hours. May be taken up to three times.

DES 642
GRADUATE STUDIO IN FURNITURE DESIGN
3, 0/6; Offered by contract only. 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, 0/6; Offered by contract only. 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, 0/6; Offered by contract only. 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, 0/6; Offered by contract only. 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.
**ECONOMICS**

**Economics and Finance Department**

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**Prerequisites**

- ECO 507 and ECO 508 or ECO 509 or ECO 542 or instructor permission.
- Prerequisites: Graduate status.
- One core course required for M.A. program or instructor permission.

**Course Descriptions**

- **ECO 502**: Workshop in Economic Education. New trends in economic education; various models of participatory and active learning; examination of an economics curriculum; hands-on practice in applying computer- and participatory pedagogical techniques in economics. Designed to aid teachers in developing pedagogical tools for enhancing education, especially at the secondary level.

- **ECO 507**: Applied Microeconomic Theory. Microeconomic theories and their application to specific areas of economic analysis; forecasting and policy analysis in the public and private spheres; 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 microeconomic problems. 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. Macroeconomic theories and their application to specific areas of economic analysis; 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. Students use the models developed in this course to understand real-world examples and learn how to apply economic theory in practice.

- **ECO 509**: History of Economic Thought. 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.

**Additional Courses**

- **ECO 524**: Applied Econometrics. 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.

**EDC**

**Educational Computing**

**Computer Information Systems Department**

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<td>EDC 672</td>
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<td>EDC 707</td>
<td>COMPUTER APPLICATIONS IN EDUCATION ADMINISTRATION</td>
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**Prerequisites**

- Basic hardware components of a computer system; operating systems software; hands-on experience using common communications, word processing, spreadsheet and database software applications.

- Instructors uses of multimedia and the Internet; discussion of the hardware and software necessary for multimedia and Internet productions; integration of multimedia components into classroom instruction using presentation software and Web site development.

- **EDC 672**: The microcomputer in the instructional program. Increasing the effectiveness of instructional programs through the use of microcomputers: selecting microcomputer software, fulfilling the specific curricular needs of learners, and aiding the management of the instructional program.

- Use of computer technology to make everyday administrative tasks in the school classroom and office more effective and efficient.
EDUCATIONAL FOUNDATIONS

EDF 500/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 (multietnic) settings.

EDF 503 EDUCATION PSYCHOLOGY
3, 3/0
Theories of learning; history of educational psychology; measurements of learning; variables and their interpretation; application of learning theory to the teaching situation.

EDF 505 SIMULATED EDUCATIONAL AND SOCIAL SYSTEMS
3, 3/0
Performance practicum through simulations and educational games, study of contemporary school and society in its organizational characteristics, functions, values, and conflicts, including analyses of poverty, racism, ecology, social stratification, supply and demand, authority, and processes of change; theory, design, use, and evaluation of simulations and games for the elementary and secondary classroom.

EDF 520 EDUCATIONAL STATISTICS I (DESCRIPTIVE AND INFERENTIAL)
3, 3/0
Basic statistical concepts and their application to inferential statistics. Students develop a statistical framework of reference in dealing with educational and psychological problems.

EDF 521 BEHAVIOR AND DEVELOPMENT OF PREADOLESCENTS AND EARLY ADOLESCENTS
3, 3/0
Human behavior and development during the middle school and junior high school years; educational implications and applications to individual children.

EDF 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.

EDF 526 SCHOOL COMMUNICATION AND PUBLIC INTERACTION
3, 3/0
Analysis and systematic study of the image, understanding, and support of education by the various constituencies—students, teaching and nonteaching staff, board of education, individual citizens, pressure groups and organizations. Emphasizes effective school communication and positive public interaction.

EDF 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.

EDF 529 ADOLESCENT PSYCHOLOGY
3, 3/0
Characteristics and problems of adolescents; relationship of adolescent behavior to earlier development; special provisions of the early secondary school for this age group.

EDF 531 CHILD STUDY AND DEVELOPMENTAL DIAGNOSIS
3, 3/0
Basic and special approaches to studying human behavior and development; implications for teaching/learning processes and child guidance; effective individual and group diagnostic-prescriptive plans; child study techniques.

EDF 540 STUDIES IN HUMAN GROWTH AND DEVELOPMENT
3, 3/0
Research in child and adolescent growth; changing concepts in mental, emotional, social, and personality growth.

EDF 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.

EDF 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.

EDF 590 INDEPENDENT STUDY
3, 3/0

EDF 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.

EDF 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.

EDF 610 PRINCIPLES OF OPEN EDUCATION
3, 3/0
Analyses of open education movement and practices from perspectives of philosophical and sociological foundations of education; study of authors and classics in progressive education; identification of principles of educational and organizational theory in specific open education practices, including learning centers, individualization, testing and record keeping, and simulation and educational games; social implications of educational reform.

EDF 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.

EDF 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.

EDF 630 SELF-PROCESSES IN HUMAN DEVELOPMENT AND EDUCATION
3, 3/0
Consideration of self-theories related to child and adolescent development; emphasis on educational implications. Exploration of self-technique applicable in child guidance and learning.

EDF 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.

EDF 645 SOCIAL INFLUENCES ON TEACHING AND LEARNING
3, 3/0
Application of sociological principles and approaches to teaching and learning; social perspectives on the family, school, pupil, and community.

EDF 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.

EDF 665/ADE 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.

EDF 682 HISTORICAL PERSPECTIVES IN AMERICAN EDUCATION
3, 3/0
Historical study of education in colonial America: European background, implications of the Revolutionary era. Exploration of students’ interests within the field.

EDF 685 SOCIAL PROCESSES IN HUMAN DEVELOPMENT AND EDUCATION
3, 3/0
Consideration of processes whereby human beings from infancy through adulthood internalize cultural values/patterns and adapt social roles/behaviors. Special emphasis on teaching/learning applications and basic approaches for guiding optimum social/moral development in educational settings, consideration of prevention, diagnosis, and treatment of social disabilities.

EDF 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 the inner-city students; quest for educational equity; community/parent involvement.
EDF/BUS 688
LEADERSHIP IN ORGANIZATIONS
3, 3/0
Prerequisite: EDF/BUS/PSY 715.

Theories of leadership; organizational contexts and culture for leadership; role of the leader in organizations; leadership competencies for organizational effectiveness; the leader’s role in mentoring and coaching for effective performance; leader’s role in achievement of organizational mission and goals.

EDF 689
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.

EDF 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 Graduate School.

EDF 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.

EDF 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.

SPECIAL TOPICS
3, 3/0

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.

EDF 630
CURRICULUM LEADERSHIP
3, 0/0
Educational leader’s role in the design, implementation, and evaluation of 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.

EDF 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; group and individual conferences; induction of new teachers; interservitation; demonstration teaching; teachers’ meetings; conferences; evaluation of programs.

EDF 632
SUPERVISION OF ADMINISTRATIVE PERSONNEL
3, 3/0
Principles of supervision: the role of the supervisor in the implementation of instruction; the role of the supervisor in the development of instructional materials; the relationship of the supervisor to the curriculum; the role of the supervisor in the evaluation of instruction; the role of the supervisor in the development of professional growth programs.

EDF 633
SUPERVISION OF INSTRUCTIONAL PROGRAMS
3, 3/0
Principles of supervision: the role of the supervisor in the implementation of instruction; the role of the supervisor in the development of instructional materials; the relationship of the supervisor to the curriculum; the role of the supervisor in the evaluation of instruction; the role of the supervisor in the development of professional growth programs.

EDF 634
SUPERVISION OF ADMINISTRATIVE PERSONNEL
3, 3/0
Principles of supervision: the role of the supervisor in the implementation of instruction; the role of the supervisor in the development of instructional materials; the relationship of the supervisor to the curriculum; the role of the supervisor in the evaluation of instruction; the role of the supervisor in the development of professional growth programs.

EDF 635
SUPERVISION OF INSTRUCTIONAL PROGRAMS
3, 3/0
Principles of supervision: the role of the supervisor in the implementation of instruction; the role of the supervisor in the development of instructional materials; the relationship of the supervisor to the curriculum; the role of the supervisor in the evaluation of instruction; the role of the supervisor in the development of professional growth programs.

EDF 636
SUPERVISION OF TEACHERS
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; group and individual conferences; induction of new teachers; interservitation; demonstration teaching; teachers’ meetings; conferences; evaluation of programs.

EDF 637
SUPERVISION OF ADMINISTRATIVE PERSONNEL
3, 3/0
Principles of supervision: the role of the supervisor in the implementation of instruction; the role of the supervisor in the development of instructional materials; the relationship of the supervisor to the curriculum; the role of the supervisor in the evaluation of instruction; the role of the supervisor in the development of professional growth programs.

EDF 638
SUPERVISION OF INSTRUCTIONAL PROGRAMS
3, 3/0
Principles of supervision: the role of the supervisor in the implementation of instruction; the role of the supervisor in the development of instructional materials; the relationship of the supervisor to the curriculum; the role of the supervisor in the evaluation of instruction; the role of the supervisor in the development of professional growth programs.

EDF 639
SUPERVISION OF TEACHERS
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; group and individual conferences; induction of new teachers; interservitation; demonstration teaching; teachers’ meetings; conferences; evaluation of programs.

EDF 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 school curricula into existing school programs.

EDF 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, offered by contract only.

EDF 663
SEMINAR IN INNER-CITY EDUCATION
3, 0/0; Offered by contract only.

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.

EDF 702
EDUCATIONAL LEADERSHIP FIELD EXPERIENCES
1, 0/0
A sequence of three 1-credit courses (upon entry into the EDF program, students are required to register for EDF 702 for three terms) designed to engage students in field experiences from the time they enter the EDF/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.

EDF 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
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<td>EDU 584/ADE 584</td>
<td>LITERACY SKILLS AND THE ADULT LEARNER</td>
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<td>EDU 590</td>
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EDU 604  INSTRUCTIONAL STRATEGIES FOR MORE-EFFECTIVE TEACHING 3, 3/0; Offered by contract only  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 LINGUISTICALLY DIVERSE STUDENTS 3, 3/0  Prerequisite: EDU 513 or equivalent.
Supporting literacy instruction for linguistically diverse learners in elementary classrooms: literacy learning and culture; dialects and second-language development; a model for effective instruction based on best-practices research for application in mainstream classrooms.

EDU 609  IMPROVING READING IN THE CONTENT AREAS 3, 3/0  Prerequisites: EDU 513; 543 or equivalent.
Teaching strategies to help intermediate- and secondary-level students successfully use reading in their content area studies; the reading process; student motivation; developing comprehensive and thinking skills; developing meaningful vocabulary; evaluation and assessment. Emphasizes using the ideas of the main points as the departure point for designing teaching methods and materials.

EDU 611  TEACHING LITERACY IN THE PRIMARY GRADES 3, 3/0  Prerequisites: EDU 513 or equivalent.
Implications of research in early literacy; factors influencing early success in reading and writing; process vs. product instruction; emergent literacy instruction; building a support system; focusing on print; developing decoding and comprehensive strategies; appreciating effects of special needs and individualizing instruction for such needs; planning, organizing, and managing a program; assessing growth and needs.

EDU 612  DEVELOPING LITERACY THROUGH LITERATURE 3, 3/0  Prerequisites: EDU 513 or equivalent.
Implications of research and practice in the areas of correlating reading/writing instruction with children's literature; choosing appropriate methodology; familiarity with genre and instructional elements; multiple word identification, comprehension, and writing strategies; integrating literature across the curriculum; organizing and managing a program; assessing growth and needs; involving parents.

EDU 613  ASSESSMENT OF ENGLISH LANGUAGE ARTS FOR THE CLASSROOM TEACHER 3, 3/0  Prerequisites: EDU 513 plus one of the following: EDU 535, EDU 546, or any additional graduate-level course with reading or language arts content.
A diagnostic-prescriptive approach to develops: reading; analysis of reading success and causes of reading failure; strategies for identifying disabled, average, and gifted readers and students who require a modified reading program; materials and teaching skills for working with each of these classes of readers to individualize reading instruction; standardized, informal, and criterion-referenced tests; utilization of case studies and reports provided by supportive personnel; procedures for student referral; preparation of case summaries; reporting to parents.

EDU 615  APPLYING PSYCHOLOGY TO THE TEACHING OF READING 3, 3/0  Prerequisites: EDU 513 or equivalent.
Theories of learning and psycholinguistics as they apply to the teaching of reading; theories of language and language acquisition; learning theories related to learning to read, especially as related to readiness, attention, retention, and extension; transfer and practice; personality factors that affect reading.

EDU 616  INTEGRATING THEORY AND PRACTICE IN PROGRAMS FOR INFANTS AND TODDLERS 3, 3/0  Prerequisites: Admission to early childhood education program and EDU 543.
Research basis of early childhood education. Students integrate theory and practice to design programs and activities appropriate for infants and toddlers and implement these activities during a field experience. Special attention given to the assessment of young children.

EDU 620  TEACHING AND LEARNING IN DIVERSE ELEMENTARY SCHOOL CLASSROOMS 3, 3/0  Prerequisites: EDU 501.
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 race; collaborative learning in culturally diverse classrooms; contextual teaching and learning.

EDU 626  INTEGRATING THE CONTENT AREAS IN THE TEACHING OF YOUNG CHILDREN 3, 3/0  Prerequisites: EDU 543.
Current theory and practice of instruction across the curriculum, emphasizing a constructive approach to teaching early childhood children K-8 through a common core: adhering to the principles of developmentally appropriate practices. Field experience required.

EDU 640  CONFLICT RESOLUTION AND PEACEABLE SCHOOLS 3, 3/0  Prerequisites: EDU 513 or equivalent and instructor permission.
Conflict resolution in the public school context; foundations of peacemaking; emotional intelligence; teaching tolerance; cooperative learning. Presents a model for incorporating peaceable schools curriculum into existing school programs.

EDU 642  READING ASSESSMENT AND EVALUATION 3, 3/0  Prerequisites: EDU 513 or equivalent and instructor permission.
Principles of reading difficulties in the classroom setting.

EDU 643  TEACHING STRATEGIES FOR CHILDREN WITH READING DIFFiculties 3, 3/0  Prerequisites: EDU 642 and instructor permission.
Principles of diagnosis; diagnostic techniques and instruments; diagnostic teaching; communicating with children, parents, and professionals. The first course in the reading/teaching certification program. Fall only.

EDU 644  READING ASSESSMENT AND EVALUATION 3, 3/0  Prerequisites: EDU 513 or equivalent and instructor permission.
Principles of reading difficulties in the classroom setting.

EDU 645  TEACHING STRATEGIES FOR ADOLESCENTS WITH READING DIFFiculties 3, 3/0  Prerequisites: EDU 642 and instructor permission.
Principles of diagnosis; diagnostic techniques and instruments; diagnostic teaching; communicating with children, parents, and professionals. The first course in the reading/teaching certification program. Fall only.

EDU 647  PRACTICUM IN READING 6, 6/0  Prerequisites: EDU 643 or EDU 645 and instructor permission, normally one semester prior to registration.
Integrating of theoretical and practical aspects of the reading program in a supervised clinical setting. Students function as members of the Literacy Center staff and are required to develop, implement, and evaluate diagnostic and remedial reading programs for children referred to the Reading Center. Written reports are prepared for the parents and schools of the children serviced in the Literacy Center. 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 655  TEACHING OF READING: GRADUATE SEMINAR 3, 3/0  Prerequisites: EDU 647 and instructor permission.
Literacy specialist majors identify important aspects in the field that they feel need further critical review and deliberative discussion. Topics selected are those most consistently marked for conflict, flux, and contradiction. Working cooperatively, students and instructors jointly identify course topics, review current research and literature, and exchange findings through a variety of techniques involving formal and informal presentations, debates, exchanges, and use of local and regional resources. Fall only.

EDU 670  PRINCIPLES OF CURRICULUM DESIGN 3, 3/0  Prerequisites: EDU 513.
Basic principles of curriculum design, sources of curricula and factors that influence curricular decisions; curriculum thinking of experts in the field; multiple dimensions in curriculum design.

EDU 671  CONSTRUCTING SCIENCE UNDERSTANDING IN AN ELEMENTARY CLASSROOM 3, 3/0  Prerequisites: EDU 513.
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  THE MICROCOMPUTER IN THE INSTRUCTIONAL PROGRAM 3, 3/0  Prerequisites: EDU 513.
Application and integration of microcomputers in the instructional program; proficiency in the educational uses of microcomputers; tool-based software use; software evaluation; curriculum 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 ENHANCING AND INTEGRATING ELEMENTARY SOCIAL STUDIES, SCIENCE, AND MATHEMATICS 6, 6/0
Designed for those seeking certification in childhood education. Research and field experience investigating the connections between theory and practice in selecting, organizing, and presenting elementary school science, mathematics, and social studies materials and evaluating pupil progress. Students exhibit the characteristics of reflective practitioners and teachers as researchers.

EDU 690 MASTER’S PROJECT 3, 3/0
Prerequisites: EDU 501, EDU 689, and minimum 24 hours of graduate-level coursework. Builds on foundations constructed in EDU 689 and EDU 501. 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 734 SUPERVISION OF READING INSTRUCTION 3, 3/0
Prerequisites: EDU 647 and formal application to the Literacy Center director. Students are designated Literacy Center supervisors and function as staff members of the Literacy Center; supervising literacy teachers as they plan and implement literacy programs for pupils with mild to severe literacy problems. Students work with resident literacy faculty and with students taking EDU 642 or EDU 645, reviewing and evaluating case studies, plans for remediation, and final reports to schools and parents. Designed for advanced graduate students specializing in clinic and remedial reading.

ENG ENGLISH Department

ENG 524 ENGLISH INSTRUCTION AT THE SECONDARY LEVEL 1, 3/0
Prerequisites: Graduate status; exceptional education major. An overview of the content, teaching methods, activities, and evaluation procedures typically used in English instruction at the secondary level.

ENG 590 INDEPENDENT STUDY 3, 0/0

ENG 601 RESEARCH IN LITERATURE AND LANGUAGE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Theory and practice in methods of research essential to the historical and critical analysis of literature. Should be taken early as a basis for other courses.

ENG 610 MEDIEVAL ENGLISH LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected writers, forms, movements, and theoretical approaches.

ENG 613 SEVENTEENTH-CENTURY ENGLISH LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected writers, forms, movements, and theoretical approaches.

ENG 614 EIGHTEENTH-CENTURY ENGLISH LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected writers, forms, movements, and theoretical approaches.

ENG 615 NINETEENTH-CENTURY ENGLISH LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected writers, forms, movements, and theoretical approaches.

ENG 619 TWENTIETH-CENTURY ENGLISH LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected writers, forms, movements, and theoretical approaches.

ENG 620 IRISH LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Major writers, schools, and traditions.

ENG 621 AMERICAN LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected periods, writers, forms, movements, and theoretical approaches.

ENG 623 LITERATURE OF CONTINENTAL EUROPE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected periods, writers, forms, movements, and theoretical approaches.

ENG 630 CHAUCER 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selections from the major and minor works.

ENG 631 SHAKESPEARE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. One aspect of Shakespeare’s work (e.g., the comedies or the tragedies).

ENG 635 MILTON 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected poetry and prose.

ENG 638 STUDIES IN INDIVIDUAL WRITERS 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. One aspect of Shakespeare’s work (e.g., the comedies or the tragedies).

ENG 640 STUDIES IN INDIVIDUAL WRITERS 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Important writers or schools.

ENG 642 STUDIES IN POETRY 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Important writers or schools.

ENG 643 STUDIES IN DRAMA 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Dramatists or schools of drama (e.g., Renaissance, modern European).

ENG 644 IDEOLOGY AND LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. The study of literature from a major modern perspective. Topics in the ideological analysis of literature (e.g., the Exemplars, individualism, colonialism, and postcolonialism).

ENG 652 LITERARY CRITICISM 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Modern theoretical approaches to literature and its social, political, and ideological contexts.

ENG 660 CHILDREN’S LITERATURE 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Selected topic (e.g., a survey of types and resources, classic children’s literature, fantasy, realism).

ENG 670 ADVANCED LINGUISTICS 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. 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).

ENG 690 MASTER’S PROJECT 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. Student’s accumulated skills brought to focus in 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.

ENG 691 ADVANCED STUDY IN THE TEACHING OF ENGLISH 3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor. 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.

ENG 692 THE TEACHING OF WRITING 3, 3/0
Prerequisites: One course in advanced writing, creative writing, or journalism or instructor permission. 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.
ENG 693 RESEARCH IN THE TEACHING OF ENGLISH
3, 3/0
Prerequisite: Admission to the M.S. program in secondary English.
Introduction to research and research methodology. Students will write a project or thesis proposal as part of class activities.

ENG 694 TEACHING LITERATURE
3, 3/0
Prerequisites: Graduate status; English or English education major or appropriate premajor.
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.

ENG 695 MASTER’S THESIS
3–6, 3–6/0
Prerequisite: M.A. or M.S. in English candidate.
Student’s accumulated skills brought to focus in individual research with a faculty member’s approval and guidance. An original inquiry into a literary question (writer, theme, ideology, etc.) or a linguistic or critical question resulting in an essay of 40–60 pages.

EXE

EXCEPTIONAL EDUCATION
Exceptional Education Department

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: EXE 500 or equivalent.
Educational assessment used with individuals with disabilities: purposes, models, practices, and issues. Students design tests and collect and interpret data regarding particular educational decisions.

EXE 502 CONTINGENCY MANAGEMENT
3, 3/0
Prerequisite: Provisional/initial certification in special education or EXE 504.
Procedures and strategies for managing the behavior of students with special needs in educational settings; prevention of undesirable classroom behavior; assessment and remediation of behavior problems; effective delivery of instruction.

EXE 503 INSTRUCTIONAL STRATEGIES FOR INDIVIDUALS WITH MILD DISABILITIES
3, 3/0
Prerequisite: EXE 500 or equivalent.
Basic curricular concepts and teaching practices related to the development and implementation of effective instructional programs for students with mild disabilities.

EXE 504 GRADUATE PRACTICUM IN SPECIAL EDUCATION
6, 6/0
Prerequisites: EXE 500 or equivalent; EXE 501 or equivalent; EXE 502 or equivalent; EXE 503 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.

EXE 504 CONTINGENCY MANAGEMENT
3, 3/0
Prerequisite: EXE 500 or equivalent.
Direct instruction and manipulation of behavior environments for promoting positive behavior and management strategies for students with disabilities.

EXE 505 PROFESSIONAL PRACTICE I: BASIC CURRICULUM FOR INDIVIDUALS WITH MODERATE AND SEVERE DISABILITIES
3, 3/0
Prerequisites: Provisional/initial certification in special education or EXE 504.
Basic curricular concepts and teaching practices related to the development and implementation of effective instructional programs for students with moderate and severe disabilities.

EXE 506 PROFESSIONAL PRACTICE II: ADVANCED CURRICULUM FOR INDIVIDUALS WITH MODERATE AND SEVERE DISABILITIES
3, 3/0
Prerequisite: EXE 505 or equivalent.
Advanced curriculum class in the Exceptional Education Department. Designed to help special education teachers teach language arts and reading to students with special needs at the elementary and middle school level; 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 507 TEACHING INDIVIDUALS WITH EXCEPTIONALITIES IN THE REGULAR CLASSROOM
3, 3/0
Prerequisite: EXE 500 or equivalent or instructor permission.
Characteristics of individuals with disabilities; adaptation of regular class curricula to meet their needs; strategies for observation, motivation, behavior management, and individualization of instruction. May not be used toward special education certification or the master’s degree in special education.

EXE 508 PERSONALITY AND SOCIETY
3, 3/0
Prerequisite: EXE 500 or equivalent.
An introduction to the study of personality and society, including individuals with behavioral and emotional disorders in an educational setting; methods of identification, assessment, and instructional planning.

EXE 509 DEVELOPMENTAL DISABILITIES
3, 3/0
Prerequisite: Provisional/initial certification in special education or EXE 504.
Developmental disabilities: characteristics and needs of individuals with disabilities; implications for school settings; methods of identification, assessment, and planning.

EXE 510 RESEARCH IN THE TEACHING OF ENGLISH
3, 3/0
Prerequisite: Provisional/initial certification in English education or EDU 581.
Research on parent and family reactions and involvement in education as a special education teacher and on behalf of students with special needs, their families, and their general education teachers.

EXE 511 TEACHING LITERATURE
3, 3/0
Prerequisite: Provisional/initial certification in English education or EDU 581.
Reading instruction and instructional planning.

EXE 512 CURRICULUM FOR INDIVIDUALS WITH MILD DISABILITIES
3, 3/0
Prerequisite: Provisional/initial certification in special education or EXE 504.
Curriculum for individuals with mild disabilities; principles and procedures for reinforcing existing behaviors; teaching new behaviors; evaluating progress through use of student performance data; contingency management procedures for including individuals with moderate and severe disabilities in regular education settings.

EXE 513 TRANSITION FROM SCHOOL TO ADULT COMMUNITY LIFE
3, 3/0
Prerequisite: Provisional/initial certification in special education or EXE 504.
Transitioning students with disabilities from school programs to satisfying adult lives in the community, including supported and nonsupported competitive employment.
EXE 636  PROMOTING EFFECTIVE SOCIAL INTERACTIONS IN THE SCHOOLS 3, 3/0  
Prerequisite: 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 642  CURRICULUM FOR INDIVIDUALS WITH MODERATE AND SEVERE DISABILITIES II 3, 3/0  
Prerequisite: EXE 620 or equivalent. 
Continuation of EXE 620. Age-appropriate curriculum content for students with moderate, severe, profound, and multiple disabilities; emphasizes curriculum content and instruction that is functional and age-appropriate, with instruction provided for same-age nondisabled peers in general education settings; the student’s home school building, and home community. Topics include specific curriculum areas that relate to students with moderate, severe, profound, and multiple disabilities; interpreting the literature in relation to instructional configurations; and identifying curriculum content and providing meaningful instruction.

EXE 644  ADVANCED BEHAVIOR ANALYSIS FOR CHALLENGING BEHAVIORS 3, 3/0  
Prerequisite: EXE 504 or equivalent, EXE 620, and EXE 634. 
Specific strategies and techniques for the analysis, treatment, and evaluation of serious behavior problems in individuals with disabilities; facilitation of generalization of student performance; appropriate research designs in applied behavior analysis.

EXE 650  ASSESSMENT OF INFANTS AND PRESCHOOLERS WITH DISABILITIES 3, 3/0  
Prerequisite: Provisional/initial certification in special education or EXE 504, PSY 415, PSY 417, or EDU 405, or equivalent infancy course approved by adviser. 
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  EDUCATIONAL INTERVENTION FOR INFANTS/PRESCHOOLERS WITH DISABILITIES 3, 3/0  
Prerequisite: EXE 650 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 660  EFFECTIVE INTERPERSONAL INTERACTIONS IN SPECIAL EDUCATION ENVIRONMENTS 3, 3/0  
Prerequisite: Minimum of 12 hours of graduate study in exceptional education. Knowledge, skills, and behaviors affecting interactions with others across settings serving individuals with disabilities. Emphasis on immediate application and practice. Activities involving group interaction and professional self-evaluation.

EXE 682  INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION 3, 3/0  
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 684  GRADUATE SEMINAR IN EXCEPTIONAL EDUCATION 3, 3/0  
Prerequisites: Completion of all core courses except the research requirement and a minimum of 30 hours of coursework from the specialized program. 
Special education issues and problems: review, analysis, and critique of articles and other materials, findings and opinions, research efforts, and approaches. Each student organizes and leads at least one discussion. Students write a formal review of the literature on a problem or issue of their choice and outline a feasible study of a related research problem.

EXE 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 Exceptional Education Department.

EXE 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.

FIN 590  INDEPENDENT STUDY 3, 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.

FIN 599  GRADUATE STUDY IN PHOTOGRAPHY 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.

FIN 610  GRADUATE STUDY IN PAINTING 3, 0/6  
Individual activities in painting for advanced students; emphasizes personal growth and mastery of chosen media; tutorial relationship with instructor; advanced studio and gallery visits; extra class assignments, including minimum studio hours equal to class hours. May be taken up to three times.

FIN 620  GRADUATE STUDY IN PHOTOGRAPHY 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.

FIN 621  GRADUATE STUDY IN PRINTMAKING 3, 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.

FIN 622  CAPITAL MARKETS 3, 3/0  
Prerequisite: B.A./B.S. with background in economics or instructor permission. 
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 (interest rate swaps, standard, and exotic products) and new strategies (option spreads, hedges).

FIN 623  RISK MANAGEMENT 3, 3/0  
Prerequisites: B.A./B.S. with background in economics or instructor permission. 

FIN 695  MASTER’S THESIS 3, 0/0  
Individual investigation of an original problem submitted in acceptable form according to directions given by the Fine Arts Department.

FAR 590  INDEPENDENT STUDY 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  
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.
FIN 630 INTERNATIONAL FINANCE  
3, 3/0  
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: B.A./B.S. with background in economics or finance. Principles, concepts, 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.

FLE FOREIGN LANGUAGE EDUCATION  
Modern and Classical Languages Department

FLE 500 TEACHING A SECOND LANGUAGE IN MIDDLE AND HIGH SCHOOLS  
3, 3/0  
Prerequisite: Admission to master of science K–12 foreign language teaching program or instructor permission. Advanced pedagogical approaches, methodologies, and techniques that apply the findings of current research to teaching practices, to incorporate present standards for second language learning into the classroom; emphasis on practical application and focus on the learner.

FLE 520 TEACHING A SECOND LANGUAGE AT THE ELEMENTARY LEVEL  
3, 3/0  
Prerequisite: Bachelor’s or master’s degree in foreign language education, or state certification in a language other than English grades 7–12, or instructor permission. Middle school, high school, or prospective teachers of a second language extend their skills and adapt necessary teaching aids to the K–6 level.

FLE 540 SECOND LANGUAGE ACQUISITION  
3, 3/0  
Prerequisite: Admission to master of science K–12 foreign language teaching program or instructor permission. Important trends in second language acquisition research and their implications for foreign language teaching.

FLE 600 INTEGRATING TECHNOLOGY INTO THE SECOND LANGUAGE CLASSROOM  
3, 3/0  
Prerequisite: Admission to master of science K–12 foreign language teaching program or instructor permission. Survey of innovations in computer-assisted foreign language learning, students gain the knowledge and skills of accomplished foreign language teachers to integrate technology into the classroom and to manage educational innovation in general.

FLE 680 SEMINAR: SPECIAL TOPICS IN RESEARCH ON FOREIGN LANGUAGE LEARNING  
3, 3/0  
Prerequisite: Admission to master of science K–12 foreign language teaching program or instructor permission. Survey of current research on foreign language learning; students gain the knowledge and skills of accomplished foreign language teachers to accommodate language learners.

FRE FRENCH  
Modern and Classical Languages Department

FRE 590 INDEPENDENT STUDY  
3, 0/0

FRE 610 THE AGE OF ENLIGHTENMENT  
3, 3/0  
Prerequisites: Admission to master of science K–12 foreign language teaching program (French) and undergraduate course in French literature or instructor permission. Detailed study “in the original French” of works by Montesquieu, Voltaire, Diderot, and Rousseau that characterized and shaped the Age of Enlightenment.

FRE 620 GEORGE SAND SEMINAR  
3, 3/0  
Prerequisites: Admission to master of science K–12 foreign language teaching program (French) and undergraduate course in French literature or, culture, or instructor permission. Detailed study “in the original French” of a selection of George Sand’s romantic, feminist, pastoral, and socialist novels: excerpts from Sand’s autobiography and correspondence; major critics of her work.

FRE 630 FRENCH AND FRANCOPHONE POPULAR NOVELS SINCE THE NINETEENTH CENTURY  
3, 3/0  
Prerequisites: Admission to master of science K–12 foreign language teaching program (French) and undergraduate course in French literature, or instructor permission. Extensive reading “in the original French” of selected French and/or Francophone popular novels, in-depth study of how they reflect their society, epoch, and author.

FRE 640 EXPERIMENTAL LITERATURE OF THE TWENTIETH CENTURY  
3, 3/0  
Prerequisites: Admission to master of science K–12 foreign language teaching program (French) and undergraduate course in French literature or culture, or instructor permission. Detailed study of experimental literature of the twentieth century, especially surrealism, the theatre of the absurd, and the nouveau roman.

FRE 650 THE ERIE CANAL: A GEOGRAPHICAL FIELD STUDY  
3, 3/0  
Prerequisite: Instructor permission. Historical geography of the building and growth of the Erie Canal and Buffalo: growth and change of the canal system; related urban, commercial, industrial, and recent recreational development. Field trips, fees for trips. Summer only.

FRE 670 SOIL SCIENCE AND MANAGEMENT  
3, 3/0  
Prerequisite: Instructor permission. Introduction to soil properties and their influence on physical, chemical, and biological processes. The role of soils in the transportation and fate of water and chemicals. The importance of soils for watershed management and protection of aquatic ecosystems.

GEG GEOGRAPHY  
Geography and Planning Department

GEG 503 STUDIES IN RESOURCE CONSERVATION  
3, 3/0, Offered by contract only. Principles of natural resource conservation; selected problems in resource conservation: soil erosion; water pollution; destruction of forests, grasslands, and wildlife; flood control; depletion of minerals. Emphasizes conservation in the United States and New York State.

GEG 505 THE ERIE CANAL: A GEOGRAPHICAL FIELD STUDY  
3, 3/0, Offered by contract only. Historical geography of the building and growth of the Erie Canal and Buffalo: growth and change of the canal system; related urban, commercial, industrial, and recent recreational development. Field trips, fees for trips. Summer only.

GEG 507 MAP READING AND ANALYSIS  
3, 3/0, Offered by contract only. Map essentials; types of maps and symbols; techniques of map interpretation; classification and use of map projections; map collections.

GEG 508 STUDIES IN THE GEOGRAPHY OF NEW YORK STATE  
3, 3/0, Offered by contract only. Physical landscape; cultural geography and settlement; primary economic activities; urban systems and environments; planning and future development of the state.

GEG 516 WATERSHED POLLUTION  
3, 3/0  
Prerequisite: CHE 101 or CHE 201 or equivalent. Important pollutants and toxic chemicals generated by anthropogenic activities. Transport, transformation, and fate of these pollutants in watersheds. Impacts of these pollutants on soil, forest, and aquatic ecosystems using specific case studies.

GEG 521 WATERSHED ANALYSIS  
3, 3/0; F 07  
Prerequisite: Instructor permission. Introduction to the systematic analysis of stream dynamics of watersheds and the impact of humans on these dynamics. Physical, chemical, and biological processes in watershed management. Class discussion and class project focus on a practical watershed assessment problem.

GEG 525 FUNDAMENTALS OF GIS  
3, 3/0; F 06, Sp 07, F 07, Sp 08  
Prerequisite: Instructor permission. Geographic information systems (GIS) and computer cartography. Principles and methods of spatial data automation, models and structures of spatial databases, spatial analysis, and map display in a computerized environment. Computer mapping principles, including scales, map projections, symbolization, coloring strategy, and thematic mapping.

GEG 528 ENVIRONMENTAL ASSESSMENT AND PLANNING APPLICATIONS IN GIS  
3, 3/0; F 06, F 08  
Prerequisite: Instructor permission. Advanced concepts of GIS with a focus on spatial analytical applications for environmental assessment and planning, GIS theories and software implementation through hands-on practice to solve real-world environmental and planning problems.

GEG 565 PRINCIPLES OF HYDROLOGY  
3, 3/0; Sp 08  
Prerequisite: Instructor permission. Principles of hydrology and the relationship to water resources management and watershed processes. Quantifying the processes governing surface, subsurface, and atmospheric movement of water. Methods to collect and analyze hydrologic data.
GEG 590
INDEPENDENT STUDY
3, 0/0

GEG 610
SEMINAR
3, 3/0
Prerequisite: 12 hours of geography coursework. Investigation, examination, and discussion of topics of current interest to geographers. Topics to be announced. May be taken more than once.

GEG 616
ATMOSPHERIC DEPOSITION MONITORING AND MODELING
3, 3/0; Offered by contract only. Atmospheric transport and deposition of pollutants. Data interpretation, sampling protocols, monitoring and modeling techniques. Case studies.

GEG 617
HYDROLOGIC MODELING
3, 3/0
Prerequisite: GEC 375 or equivalent. Mathematical models that can be used to quantify hydrologic processes. Understanding the mechanistic concepts, assumptions behind the models, and the advantages and limitations associated with using the models. Value of observed data in calibrating the models and the uncertainty associated with model predictions.

GEG 618
FLUID DYNAMICS AND SEDIMENT TRANSPORT
3, 3/0; Sp 07
Prerequisites: MAT 110 and PHY 107 and PHY 108 or equivalents. How water and sediment move through the watershed. The properties of fluids as they apply to sediment transport, the physics of fluid movement, the processes by which sediment is entrained, transported, and deposited, and the processes by which landforms are shaped.

GEG 619
WETLAND HYDROLOGY AND ECOLOGY
3, 3/0
Prerequisites: Instructor permission, BIO 315 or equivalent, GEC 375/575 or equivalent. Introduction to physical, chemical, and ecological processes in wetlands. Impact of wetlands on watershed hydrology and nutrient cycling. Management approaches for wetlands and key regulations that protect wetlands.

GEG 690
MASTER’S PROJECT
3, 0/0

GEG 695
MASTER’S THESIS
3, 0/0

GEG 502
THE RESTLESS EARTH
3, 3/0; Not open to students with historical geology course credit. Prerequisite: GES 101 or equivalent. Evidence for and history of continental drift, polar wandering, and sea-floor spreading; effect of such movements on ancient climates and on the evolution of certain organisms.

GEG 503
MINERALOGY AND PETROLOGY FOR EARTH SCIENCE TEACHERS
3, 3/0; Not open to students with geology or earth sciences degrees. Origin and identification of crystals, minerals, and rocks.

GEG 504
FIELD INVESTIGATIONS FOR EARTH SCIENCE TEACHERS
3, 3/0
Measuring surface changes: techniques necessary to construct base maps and topographic maps, collect stream gauging data, and measure slopes; applications to secondary earth science classrooms. Field trips.

GEG 506
GEOLGY OF NEW YORK STATE
3, 3/0
Prerequisites: GES 101 and GES 102 or GES 502 or equivalent. Physiography, stratigraphy, paleontology, and economic geology of New York State; geological history of New York region; geology of selected recreational sites. Field trips.

GEG 513
ADVANCED FORENSIC GEOSCIENCE
3, 2/2
Application of the principles of earth science to the law. Hands-on approach includes details from actual criminal cases. Forensic application of a variety of geological subjects, such as rock and mineral types, geological and topographical maps, fossils, sand, and soil.

GEG 521
ADVANCED ENVIRONMENTAL GEOCHEMISTRY
3, 3/0
Prerequisites: GES 101, GES 103, CHE 112 or equivalent. The chemical nature of the earth. Emphasis on how natural systems work and the fundamental geochemical processes that affect the fate and transport of inorganic and organic pollutants in the environment.

GEG 525
ADVANCED HYDROGEOLOGY
3, 2/2
Prerequisites: GES 101 or GEC 101, at least one 300-level GES course, and college algebra. The interaction of groundwater and geologic material. Occurrence and movement of groundwater, assessment of aquifer properties, and chemical interactions between groundwater and rock. Includes groundwater protection and remediation strategies, as well as mathematical principles of groundwater flow.

GEG 529
ADVANCED ENVIRONMENTAL FIELD METHODS AND ANALYSIS
3, 2/2
Prerequisites: GES 101 or GEC 101, at least one 300-level GES course, and college algebra. Environmental detection of contaminants. Applied study of contaminant distribution and movement. Emphasis on environmental law and regulations, hazardous chemicals, and remediation approaches used by environmental professionals.

GEG 535
ASTRONOMY FOR EARTH SCIENCE TEACHERS
3, 3/0; Not open to students with introductory astronomy course credit. Prerequisite: Prior experience or assignment to teach secondary science. The dynamic universe: solar system, stars, galaxies, and quasars. Night sky and planetarium observation.

GEG 541
METEOROLOGY FOR EARTH SCIENCE TEACHERS
3, 3/0; Not open to students with introductory meteorology course credit. Prerequisite: Prior experience or assignment to teach secondary science. Weather as a response to the unequal distribution of energy from the sun; data-collecting techniques, interpretation and predictions appropriate for secondary science education classes.

GEG 590
INDEPENDENT STUDY
3, 0/0

GEG 605
PALEONTOLOGY
3, 3/0; Not open to students with paleontology course credit. Prerequisite: GES 101 or equivalent; prerequisite or corequisite: GES 102 or GES 502. Basic principles of the nature and interpretation of the fossil record, with an overview of the types of organisms commonly preserved as fossils. Emphasizes practical applications of paleontology and the dynamic nature of science.

GEG 606
ADVANCED INVERTEBRATE PALEONTOLOGY
3, 3/0
Prerequisite: GES 302 or equivalent. Methods and techniques used in the identification and classification of selected fossil invertebrate groups.

GEG 607
REGIONAL GEOMORPHOLOGY OF THE UNITED STATES
3, 3/0
Prerequisite: GES 307 or equivalent. Factors and forces that led to the development of the surface features of selected areas of the United States.

GEG 639
TOPICS IN MODERN ASTRONOMY
3, 3/0
Prerequisite: GES 131, GES 535, or equivalent. The expanding universe, primordial fireball, quasars, missing mass in the universe, black holes, pulsars, neutron stars, origin of the elements, current research.

GEG 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, submitted in acceptable form according to directions given by the Earth Sciences and Science Education Department.

GEG 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.

HEW

HEALTH AND WELLNESS
Health and Wellness Department

HEW 520
DRUGS, SOCIETY, AND HEALTH
3, 3/0
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/ADE 580
PARENTING/SEXUALITY EDUCATION PRACTICES IN HEALTH
3, 3/0
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.

HEW 590
INDEPENDENT STUDY
3, 0/0
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.

HEW 695
MASTER'S THESIS
3, 0/0

HIS
HISTORY
History and Social Studies Education Department

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/BUS 536
THE AMERICAN ENTERPRISE SYSTEM
3, 3/0
Offered by contract only. 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; emphasis on historical trends and their futuristic implications.

HIS 590
INDEPENDENT STUDY
3, 3/0
Offered by contract only. Prerequisite: Instructor permission. Independent inquiry into a specific topical area of U.S., European, or third world history.

HIS 602/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 underdeveloped nations of the world today.

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
United States 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 postrevolutionary 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 era; “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 America economics 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
Prerequisite: Graduate status. Imperial theories and social science; theories of imperialism; origins of World War I as a test case of theories; colonialism in Africa, Asia, and Ocean; 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/ANT 620
EXCEPTIONAL HISPANIC INDIVIDUALS: HISTORICAL AND CULTURAL CONCERNS
3, 3/0
Offered by contract only. 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 relationships of language and culture, the ultimate implications for bilingual special education, and the Hispanic exceptional child.

HIS 623
PROBLEMS IN U.S. HISTORY: COLONIAL PERIOD TO 1877
3, 3/0
Prerequisite: Graduate status. Critical and indepth examination of specific topics or periods in U.S. history within the context of larger interpretations of American historical development. Course may be used to explore subjects for an eventual master's project. May be taken more than once.

HIS 624
PROBLEMS IN U.S. HISTORY SINCE 1877
3, 3/0
Offered by contract only. Prerequisite: Graduate status. Regional, state, and national history in the context of the larger interpretations of U.S. historical development in the modern period. Designed to enable students to gain sophistication and confidence in subject areas and to explore subjects for eventual master's projects.

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 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.

88  BUFFALO STATE COLLEGE GRADUATE CATALOG  2006–2008
HIS 660 MUSEUMS AND SOCIETY
3, 3/0
Prerequisite: Graduate status.
Museum theory and practice for history and education students and those in disciplines such as anthropology, art, art history, biology, and home economics. Extensive reading; illustrated lectures; exercises in museum and historical agency–related problems.

HIS 665 CRITICAL ISSUES IN MUSEUM STUDIES
3, 3/0
Prerequisite: Graduate status.
Historical, legal, and logistical issues facing museums and museum collections. An opportunity to conduct in-depth research on a topic relevant to the student’s graduate and professional interests.

HIS 688 INTERNSHIP
3, 3/0; Offered by contract only.
Prerequisites: Graduate status; minimum cumulative GPA of 3.0; background of courses or experience within the area of interest; permission of advisor and department chair. Guided and supervised field experiences to complement the student’s academic program.

HIS 690 MASTER’S PROJECT
3, 3/0; Offered by contract only.
Research or investigation of a particular historical topic or issue, planned and carried out by the student in consultation with the instructor.

HIS 694 MASTER’S THESIS
3, 0/0
Individual investigation of an original problem submitted in acceptable form according to directions given by the Graduate School.

HIS 696 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 697 SEMINAR IN THE BIBLIOGRAPHY OF EUROPEAN HISTORY
3, 3/0; Offered by contract only.
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 699 SEMINAR IN MODERN RUSSIAN AND EASTERN EUROPEAN HISTORY
3, 3/0; Offered by contract only.
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 701 SEMINAR IN MODERN RUSSIAN HISTORY
3, 3/0
Prerequisite: Graduate status.
In-depth study of a specific period or topic in modern Russian history.

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 720 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.

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 intrscholastic coaching certification.

HPR 590 INDEPENDENT STUDY
3, 0/0

HPR 590 INDEPENDENT STUDY
3, 0/0

INT 590 INDEPENDENT STUDY
3, 0/0

INT 611 JUST-IN-TIME MANUFACTURING
3, 3/0
Prerequisite: Graduate status.
Principles and techniques of small lot production; techniques that make small lot production economical.

INT 612 QUALITY CONTROL MANAGEMENT
3, 3/0
Prerequisite: TEC 313 or equivalent.
Process control; parametric and nonparametric techniques; sampling program development; establishing quality policy; selling quality in the organization; design of experiments; developing vendor relations; quality planning.

INT 630 WORK MEASUREMENT
3, 3/0
Prerequisites: Graduate status and TEC 405 or equivalent.
Methods of work-measurement systems: development and application of time standards and incentive programs.

INT 659 INTEGRATED INDUSTRIAL SYSTEMS
3, 3/0
Prerequisite: Appropriate business systems and technical-level coursework necessary for acceptance to an industrial technology master’s program.
Application, justification, and implementation of integrated industrial systems: establishment of database systems; specific computerized industrial systems; integrated industrial systems; flexible manufacturing.

INT 660 MANUFACTURING PROPERTIES OF MATERIALS
3, 3/0
Prerequisites: TEC 201, TEC 311, or equivalent.
Selection and classification of materials and methods of manufacturing; choosing an economical fabrication procedure based on the physical properties of the material.

INT 669 INTEGRATED INDUSTRIAL SYSTEMS
3, 3/0
Prerequisites: Graduate status and TEC 405 or equivalent.
Methods of work-measurement systems: development and application of time standards and incentive programs.

INT 670 PRODUCTION AND INVENTORY MANAGEMENT
3, 3/0
Prerequisite: Graduate status.
Case studies of contemporary industrial manufacturing operations: comprehensive analysis of facilities; production planning; process; production; quality control; human/machine scheduling; managed activities.

INT 590 INDEPENDENT STUDY
3, 0/0

INT 612 QUALITY CONTROL MANAGEMENT
3, 3/0
Prerequisite: TEC 313 or equivalent.
Process control; parametric and nonparametric techniques; sampling program development; establishing quality policy; selling quality in the organization; design of experiments; developing vendor relations; quality planning.

INT 630 WORK MEASUREMENT
3, 3/0
Prerequisites: Graduate status and TEC 405 or equivalent.
Methods of work-measurement systems: development and application of time standards and incentive programs.

INT 659 INTEGRATED INDUSTRIAL SYSTEMS
3, 3/0
Prerequisite: Appropriate business systems and technical-level coursework necessary for acceptance to an industrial technology master’s program.
Application, justification, and implementation of integrated industrial systems: establishment of database systems; specific computerized industrial systems; integrated industrial systems; flexible manufacturing.

INT 660 MANUFACTURING PROPERTIES OF MATERIALS
3, 3/0
Prerequisites: TEC 201, TEC 311, or equivalent.
Selection and classification of materials and methods of manufacturing; choosing an economical fabrication procedure based on the physical properties of the material.

INT 662 MANUFACTURING CASE STUDY
3, 3/0
Prerequisite: Graduate status.
Case studies of contemporary industrial manufacturing operations: comprehensive analysis of facilities; production planning; process; production; quality control; human/machine scheduling; managed activities.

INT 670 PRODUCTION AND INVENTORY MANAGEMENT
3, 3/0
Prerequisite: Graduate status.
Case studies of contemporary industrial manufacturing operations: comprehensive analysis of facilities; production planning; process; production; quality control; human/machine scheduling; managed activities.

INT 675 JUST-IN-TIME MANUFACTURING
3, 3/0
Prerequisite: Graduate status.
Principles and techniques of small lot production; techniques that make small lot production economical.
MATHEMATICS
Mathematics Department

MAT 501 MATHEMATICS FOR TEACHERS: SELECTED TOPICS FROM MODERN ALGEBRA
3, 3/0
Equivalence; congruences; Boolean algebra; groups, rings, integral domain, and fields; matrices. (Course under revision)

MAT 521 MATHEMATICS FOR TEACHERS: GEOMETRY
3, 3/0
Prerequisites: MAT 121 and MAT 122.
Formal and informal geometry; nonmetric geometry; congruence; measurement; constructions; similarity; coordinate geometry; trigonometric functions. (Course under revision)

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, MAT 325, MAT 311 or equivalent.
Probability; probability distributions, sampling, design of experiments, hypothesis testing, regression, analysis of variance, nonparametric statistics.

MAT 590 INDEPENDENT STUDY
3, 0/0
Prerequisite: Completion of 9 credit hours of graduate study in industrial technology. Research methodology; technical proposal and project/thesis development; data collection and analysis in an industrial facility; technical presentation; skill enhancement.

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 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 603 THEORY OF MATRICES
3, 3/0
Prerequisite: 12 credit hours of mathematics coursework beyond calculus.
Algebra of matrices and determinants; equivalence, similarity, and congruence relations on matrices; vector spaces, linear transformations; characteristics, roots, and vectors; applications.

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-Stieljes integral; sequence and series of functions; some special functions; the Lebesgue theory.

MAT 620 MODERN GEOMETRY: SELECTED TOPICS
3, 3/0
Prerequisite: MAT 322.
Prerequisite: MAT 322.
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; number system and linear continuum; the complex number system; groups and their significance for the foundations; development of various viewpoints on foundations.

MAT 651 THEORY OF NUMBERS
3, 3/0
Prerequisite: 12 credit hours of mathematics coursework beyond calculus.
Number 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 581.
Advanced probability theory; combinatorial analysis; the laws of large numbers; theory of stochastic processes.

MAT 683 STATISTICAL THEORY
3, 3/0
Prerequisite: MAT 581.
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 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 517.
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 711 ANALYSIS I
3, 3/0
Prerequisite: MAT 517.
Topological spaces, bases and subbases; subspaces; continuous functions; product spaces; separation and compactness; Urysohn’s Lemma; Tietze extension theorem; compactness; metrizability; connectedness; locally compact spaces and compactification.

MAT 771 TOPOLOGY
3, 3/0
Topological spaces, bases and subbases; subspaces; continuous functions; product spaces; separation and compactness; Urysohn’s Lemma; Tietze extension theorem; compactness; metrizability; connectedness; locally compact spaces and compactification.

MAT 795 MASTER’S THESIS
3, 3/0
Individual investigation into an area of mathematics; under the guidance of a faculty member.

LANGUAGES
Modern and Classical Languages Department

MCL 590 INDEPENDENT STUDY
3, 0/0
MCL 690 MASTER’S PROJECT
3, 0/0
MCL 695 MASTER’S THESIS
3–6, 0/0
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 postbaccalaureate certification program; successful completion of all coursework in the postbaccalaureate certification program; recommendation from a member of the mathematics education graduate faculty committee. Introduction to the practice of classroom teaching for the prospective middle/junior high school mathematics teacher. Field experience with classroom discipline, instructional planning, curricular issues, assessment and testing, field observation and participation, peer presentations, construction and critique of lesson plans, use of media, and research and use of teaching strategies.

MED 502 PRACTICUM III: PRACTICE TEACHING MATHEMATICS IN THE HIGH SCHOOL 3, 0/6
Introduction to the practice of classroom teaching for prospective high school mathematics teachers. Field experience with classroom discipline, instructional planning, curricular issues, assessment and testing, field observation and participation, peer presentations, construction and critique of lesson plans, use of media, and research and use of teaching strategies.

MED 504 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 506 LOGO: COMPUTER PROGRAMMING II FOR EDUCATORS 3, 3/0
History of LOGO language development; use of LOGO in the secondary and elementary schools; turtle graphics and the use of LOGO in problem solving. Appropriate for teachers of math and science, as well as teachers of other subjects.

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. EDIF 689 Methods and Techniques of Educational Research may be substitute for this course.

MED 600 CONTINUOUS 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
Techniques and topics for teaching mathematics in grades seven through 12.

MED 602 MATHEMATICS FOR THE SECONDARY SCHOOL TEACHER: SELECTED TOPICS 3, 3/0
Prerequisite: Instructor permission. Selected topics in mathematics related to the secondary mathematics curriculum.

MED 603 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 604 MASTER’S PROJECT 3, 3/0
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 605 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.

MED 683 RECENT ADVANCES IN NUTRITION 3, 3/0
Prerequisites: 6 credit hours of graduate-level coursework in nutrition. Application of the principles of nutrition education learned in NFS 510 by designing, presenting, and evaluating a nutrition research project.

NFS 500 MACRONUTRIENTS 3, 2/0
Prerequisites: NFS 510 and instructor permission. Proteins, carbohydrates, and lipids, with an emphasis on metabolism and interrelationships with other nutrients.

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 590 INDEPENDENT STUDY 3, 3/0
Prerequisites: NFS 590 and instructor permission. History, important issues, and basic principles of nutrition education: instructional and evaluation methods; current research literature.

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 RECENT ADVANCES IN NUTRITION 3, 3/0
Principles of nutrition: current trends and research in nutrition; application of nutrition information to specific problems of individuals and society.

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 SEMINAR IN NUTRITION 1, 1/0
Prerequisites: 6 credit hours of graduate-level coursework. In-depth exploration of topics of interest to students. Each student presents one seminar on a topic agreed upon by the instructor and the student.

NFS 634 NUTRITION AND GERONTOLOGY 2, 2/0
Nutritional aspects of aging and individuals in later maturity.
PHYSICS
Physics Department

PHY 500
PHYSICS EDUCATION RESEARCH SEMINAR
3, 3/0; Sp 07, Sp 08
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, 3/0; F 06, Sp 07, F 07, Sp 08
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; Sp 07, Sp 08
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
PROCESS SKILLS IN PHYSICS TEACHING
6, 3/3; S 07, S 08
Use of inquiry-based teaching techniques to develop concepts central to the New York State physics core curriculum. Use of mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop strategies to achieve these goals in the physics classroom with adolescent learners.

PHY 518
WAVE PHENOMENA AND OPTICS
3, 3/0; F 07
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
3, 3/0; F 06, Sp 08
Major developments in twentieth-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 525
NUCLEAR AND PARTICLE PHYSICS
3, 3/0; Sp 07
Major developments in nuclear and particle physics in the twentieth century, culminating in the standard model. Discussion of how these developments changed our understanding of the structure or matter.

PHY 590
INDEPENDENT STUDY
3, 0/0

PHY 620
POWERFUL IDEAS AND QUANTITATIVE MODELING: FORCE, MOTION, AND ENERGY
3, 3/0; S 08
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.

PHY 622
POWERFUL IDEAS AND QUANTITATIVE MODELING: ELECTRICITY AND MAGNETISM
3, 3/0; S 07, S 08
Designed for high school physics teachers. Activities and laboratory experiences develop ideas in electricity and magnetism. Exemplary pedagogical techniques are modeled and examined.

PHY 690
MASTER’S PROJECT
3, 3/0
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.

PSY
Psychology Department

PSY 500
RESEARCH TECHNIQUES
3, 3/0
Prerequisite: Acceptance to the psychology graduate program. Preparation for research, design and execution, critical evaluation, and communication of research. Self-study and supervised practice for the development of research skills.

PSY 590
MASTER’S PROJECT
3, 0/0

PSY 600
DEVELOPMENTAL PSYCHOLOGY
3, 0/0
Prerequisites: PSY 101 and instructor permission. Introduction to the developmental changes that occur from conception to later adulthood, at various levels of analysis.

PSY 605
POLITICAL PSYCHOLOGY
3, 0/0
Prerequisites: PSY 101 and instructor permission. Examination of the role of psychological factors in political decision making and policy formation.

PSY 610
TECHNIQUES IN EXPERIMENTAL PSYCHOLOGY
3, 3/0
Prerequisites: 12 credit hours of psychology and instructor permission. Use of research design, logic, and statistical methods in psychological research.

PSY 690
MASTER’S PROJECT
3, 0/0

PSC
Political Science Department

PSC 500
PUBLIC ADMINISTRATION
3, 3/0
Public administration and related areas of public policy: comparative and historical aspects, public budgeting, agency management, decision making, evaluation, and policy analysis; ethical issues and administrative law.

PSC 590
INDEPENDENT STUDY
3, 0/0

PSC 600
INTERNATIONAL RELATIONS
3, 0/0
Prerequisites: PSY 101 and instructor permission. Major management theories and factors affecting organizational systems; managing conflict and negotiating agreements; management of social change; armament of political authority and human rights and their interdependence and interdependence in international systems.

PSC 605
POLITICS OF THE THIRD WORLD
3, 0/0
Dimensions and directions of the politics of the third world: political, economic, and social changes; armament of political authority and human rights and their interdependence and interdependence in international systems.

PSC 690
MASTER’S PROJECT
3, 0/0
Research or investigation of a specific psychological topic, planned and carried out by student with consultation and guidance from instructor.

PSC 695
MASTER’S THESIS
3, 0/0

PLN
Planning Department

PLN 560
ENVIRONMENTAL IMPACT ASSESSMENT
3, 3/0; Sp 08
Prerequisites: Instructor permission. Legislation and technical procedures involved with the development of environmental impact statements (EIS) and environmental assessments (EA). Practical experience in conducting an EA and writing an EIS. Includes one field trip.

PLN 590
INDEPENDENT STUDY
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

PLN 695
MASTER’S THESIS
3, 0/0

PSY
Psychology Department

PSY 500
RESEARCH TECHNIQUES
3, 3/0
Prerequisite: Acceptance to the psychology graduate program. Preparation for research, design and execution, critical evaluation, and communication of research. Self-study and supervised practice for the development of research skills.

PSY 590
MASTER’S PROJECT
3, 0/0

PSY 600
DEVELOPMENTAL PSYCHOLOGY
3, 0/0
Prerequisites: PSY 101 and instructor permission. Introduction to the developmental changes that occur from conception to later adulthood, at various levels of analysis.

PSY 605
POLITICAL PSYCHOLOGY
3, 0/0
Prerequisites: PSY 101 and instructor permission. Examination of the role of psychological factors in political decision making and policy formation.

PSY 610
TECHNIQUES IN EXPERIMENTAL PSYCHOLOGY
3, 3/0
Prerequisites: 12 credit hours of psychology and instructor permission. Use of research design, logic, and statistical methods in psychological research.

PSY 690
MASTER’S PROJECT
3, 0/0

PSY 695
MASTER’S THESIS
3, 0/0

PSC
Political Science Department

PSC 500
PUBLIC ADMINISTRATION
3, 3/0
Public administration and related areas of public policy: comparative and historical aspects, public budgeting, agency management, decision making, evaluation, and policy analysis; ethical issues and administrative law.

PSC 590
INDEPENDENT STUDY
3, 0/0

PSC 600
INTERNATIONAL RELATIONS
3, 0/0
Prerequisites: PSY 101 and instructor permission. Major management theories and factors affecting organizational systems; managing conflict and negotiating agreements; management of social change; armament of political authority and human rights and their interdependence and interdependence in international systems.

PSC 605
POLITICS OF THE THIRD WORLD
3, 0/0
Dimensions and directions of the politics of the third world: political, economic, and social changes; armament of political authority and human rights and their interdependence and interdependence in international systems.

PSC 690
MASTER’S PROJECT
3, 0/0
Research or investigation of a specific psychological topic, planned and carried out by student with consultation and guidance from instructor.

PSC 695
MASTER’S THESIS
3, 0/0

PLN
Planning Department

PLN 560
ENVIRONMENTAL IMPACT ASSESSMENT
3, 3/0; Sp 08
Prerequisites: Instructor permission. Legislation and technical procedures involved with the development of environmental impact statements (EIS) and environmental assessments (EA). Practical experience in conducting an EA and writing an EIS. Includes one field trip.

PLN 590
INDEPENDENT STUDY
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

PLN 695
MASTER’S THESIS
3, 0/0
SCI 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.

SCI 537 ENERGY EDUCATION IN THE PRECOLLEGE CLASSROOM
3, 3/0
Current domestic energy issues: energy laws, energy conservation, fossil fuels, nuclear power, and the renewable energy options (solar, wind, biomass, etc.); existing energy curricula (units, films, games); appropriate classroom and field energy activities for children. Designed for in-service, precollege teachers.

SCI 540 LOCAL ENVIRONMENTAL PROBLEMS SEMINAR
3, 3/0
In-depth discussions of environmental problems on the Niagara Frontier by local experts, designed to supply in-service science teachers and others concerned with the local environment with current local environmental information.

SCI 590 INDEPENDENT STUDY
3, 0/0

SCI 628 SEMINAR IN SECONDARY SCIENCE EDUCATION
3, 3/0
Recent research in educational psychology and its application for science teaching; contemporary trends in science education; sociological and philosophical implications of science; recent research in science education; issues identified by students enrolled in class. Required in all graduate science secondary education programs.

SCI 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.

SCI 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. Required in all graduate secondary education programs.

SCI 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. Required in all science secondary education programs.

SCI 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 Earth Sciences and Science Education Department.

SCI 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.

SCI 695 MASTER’S THESIS
3, 0/0

SCI 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.

SCI 805 GRADUATE PRACTICUM IN AN EDUCATIONAL SETTING
6, 0/30
Prerequisites: Graduate status in speech-language pathology program; minimum grades of B in previous clinical practicum; 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 511 NEURAL PROCESSES OF COMMUNICATION
2, 2/0
Prerequisite: Graduate status in speech-language pathology program.
Basic concepts of neuroanatomy and neurophysiology as the foundation for diagnosis and treatment of communicative disorders of neurologic origin.

SLP 515 CLINICAL PRACTICUM 1-3, 5/2.5–5/8.5
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, 2/0
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.

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 590 INDEPENDENT STUDY 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 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 multicultural populations; understanding relevant policies for multicultural speech-language pathology.

SLP 606 FLUENCY DISORDERS AND CLEFT PALATE 3, 3/0
Prerequisite: Graduate status in speech-language pathology program.
Etologic, psychologic, sociologic, clinical, and multicultural information relative to the assessment and treatment of individuals with dysfluent speech or disordered speech caused by cleft lip and/or palate; theoretical, evidence-based, and practical applications.

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 AND DYSPHAGIA ACROSS THE LIFE SPAN 2, 2/0
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.

SLP 609 DISORDERS OF VOICE 2, 2/0
Prerequisite: Graduate status in speech-language pathology program.
Nature, etiology, diagnosis, and intervention of voice disorders across the life span and in multicultural populations; theoretical, evidence-based, and practical applications.

SLP 610 EVALUATION AND TREATMENT OF PHONOLOGICAL DISORDERS 2, 2/0
Prerequisite: Graduate status in speech-language pathology program.
Methods for evaluating and treating speech-sound production disorders, including consideration of cultural and linguistic differences in speech production: theoretical, evidence-based, and practical applications.

SLP 611 EXTERNSHIP IN COMMUNICATION DISORDERS 6, 15/30
Prerequisites: Graduate status in speech-language pathology program, minimum grade of B in previous clinical practice; 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.

SLP 615 AURAL REHABILITATION 3, 3/0
Prerequisites: Graduate status in speech-language pathology program, SLP 314 or equivalent.
Effects of hearing loss on speech and language development, speech perception, and educational achievement; rehabilitative strategies; amplification devices, and communication options for the hearing impaired; characteristics and management of children with central auditory processing disorders; cultural and ethical considerations; theoretical, evidence-based, and practical applications.

SLP 621 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION 2, 2/0
Prerequisite: Graduate status in speech-language pathology or exceptional education program.
Needs of nonspreading individuals across the life span and in multicultural populations; alternative and augmentative communication systems, techniques, and strategies; assessment and intervention strategies for alternative and augmentative communication: theoretical, evidence-based, and practical applications.

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 690 MASTER'S PROJECT 3, 0/0
Prerequisite: SLP 580 or equivalent.
Individual investigation of an original problem submitted in acceptable form according to guidelines provided by the Speech-Language Pathology Department.

SLP 695 MASTER'S THESIS 3–6, 3–6/0
Individual investigation of an original problem submitted in acceptable form according to guidelines provided by the Graduate School.

SPA SPANISH
Modern and Classical Languages Department

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.

SPA 602 CONTEMPORARY CIVILIZATIONS AND CULTURES OF SPAIN 3, 3/0
Prerequisites: Admission to master of science K–12 foreign language teaching program (Spanish) and undergraduate course in Spanish civilizations and cultures; 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. Taught in Spanish.
SPA 609
CIVILIZATIONS AND CULTURES OF LATIN AMERICA
3, 3/0
Prerequisites: Admission to master of science k–12 foreign language teaching program (Spanish) and undergraduate course in Latin American civilizations and cultures, or instructor permission.
Challenges faced by the emerging nations of Latin America from the nineteenth century to the present; emphasis on the relationships among these diverse cultures and the rest of the world. Taught in Spanish.

SPA 617
DON QUIXOTE
3, 3/0
Prerequisites: Admission to master of science k–12 foreign language teaching program (Spanish) and undergraduate course in Spanish literature or culture, or instructor permission.
Cervantes' Don Quixote in its historical context; multiple levels of interpretive reading; questions of genre relationships. Taught in Spanish.

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 590
INDEPENDENT STUDY
3, 3/0; Offered by contract only.
Prerequisite: Instructor permission.
Independent inquiry into a specific topical area of social studies education.

SSE 594
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 curricula projects.

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 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 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 650
SOCIAL STUDIES LABORATORY
3, 3/0
Prerequisite: Graduate status; SSE 513 recommended; corequisite: HIS 606, HIS 614, HIS 616, HIS 623, or HIS 624.
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
3, 3/0
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 688
INTERNSHIP
1, 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 advisor and department chair.

SSE 689
RESEARCH METHODS AND TECHNIQUES IN SECONDARY SOCIAL STUDIES
3, 3/0
Prerequisites: SSE 513 and 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, 0/0; Offered by contract only.
Prerequisite: Written approval of faculty advisor 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 730
PRACTICUM: INNOVATIONS IN THE SOCIAL STUDIES
3, 0/0
Prerequisites: One course in statistics and research methodology.
Use of data for program planning in human service organizations. Students design a study pertinent to human services management.

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 remediating and preventing child maltreatment.

SWK 590
INDEPENDENT STUDY
3, 0/0

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 for training.

SWK 643
SUPERVISION IN THE HUMAN SERVICES
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 for training.
TEC

Technology Department

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 requirements; 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 526
OCCUPATIONAL AWARENESS
3, 3/0
Fieldwork designed to increase educators’ occupational awareness as based on the 15 U.S. Office of Education career clusters. Students attend sessions wherein cluster representatives of business, industry, and labor organizations discuss work environment, obtaining employment, employer and employee job expectations, economic benefits, and required skills.

TED 531
ELEMENTS OF MANUFACTURING TECHNOLOGY
3, 3/0
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
3, 3/0

TED 600
FOUNDATIONS IN TECHNOLOGY EDUCATION
3, 3/0
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 industrial arts. Required for technology education majors.

TED 690
MATERIAL PROJECT
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
MATERIAL'S THESIS
3, 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 advisor, 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, 3/0
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 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.
BUFFALO STATE COLLEGE
College Council
John T. Hoskins, Chair
William J. Bissett
James Brandys, ’71, ’73
Anne Laura Koessler Brosnahan
Arlene F. Kaukus, ’75
Alphonso O’Neil-White
Gerald C. Saxe
Jody B. Ulrich, ’82
Howard A. Zemsky
Todd V. Espinosa, Student Representative

Administration
Muriel A. Howard
President

Dennis K. Ponton
Provost and Vice President for Academic Affairs

Voldemar A. Innus
Vice President and Chief Information Officer

Stanley Kardonsky
Vice President for Finance and Management

Carmine A. Grande
Vice President for Institutional Advancement and Development

Hal D. Payne
Vice President for Student Affairs

Dolores E. Battle
Senior Adviser to the President for Equity and Campus Diversity

Appointment pending
Dean, School of Arts and Humanities

Ronald S. Rochon
Dean, School of Education

Lawrence G. Flood, Dean
School of Natural and Social Sciences

Gary W. Jones
Interim Dean, School of the Professions

Richard J. Lee
Interim Dean, Graduate School

Janet E. Ramsey
Dean, University College

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Elizabeth D. “Betty” Capaldi
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President of the Research Foundation

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Kimberly R. Cline
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Acting Vice Chancellor for Community Colleges

Nicholas Rostow
University Counsel

Michael C. Trunzo
Senior Associate Vice Chancellor for University Relations
GRADUATE FACULTY

Date indicates year hired at Buffalo State

SUNY Distinguished Professor
Francis R. Kowsky, Ph.D., Johns Hopkins University, Fine Arts Department (1970)

SUNY Distinguished Teaching Professors
George T. Hole, Ph.D., University of Rochester, Philosophy and Humanities Department (1965)

SUNY Distinguished Service Professors
Betsy J. Cappella, Ph.D., University at Buffalo, Chair, Educational Foundations Department (1985)
Sharon F. Cramer, Ph.D., New York University, Exceptional Education Department (1985)
Janet E. Ramsey, Ph.D., University at Buffalo, Dean, University College (1985)
Edward O. Smith Jr., Ph.D., Lehigh University, History and Social Studies Education Department (1963)

ANTHROPOLOGY DEPARTMENT
Jill Nash, Ph.D., Harvard University, Chair and Professor (1974)
Simeon W. Chilungu, Ph.D., University at Buffalo, Associate Professor (1970)
William E. Engelbrecht, Ph.D., University of Michigan, Professor Emeritus, SUNY Chancellor's Award for Excellence in Teaching (1973)
Lydia M. Fish, Ph.D., Indiana University, Professor (1967)
Dennis L. Gaffin, Ph.D., University at Buffalo, Associate Professor (1989)
Donald D. Mitchell, Ph.D., Harvard University, Professor (1974)

ART CONSERVATION DEPARTMENT
Elizabeth S. Peña, Ph.D., Boston University, Director (2003)
James E. Hamm, M.A., C.A.S., SUNY College at Oneonta, Professor (1986)
Dan A. Kushel, M.A., Columbia University, M.A., C.A.S., SUNY College at Oneonta, SUNY Distinguished Teaching Professor (1978)
Aaron N. Shugar, Ph.D., University College London, Assistant Professor (2006)
Gregory D. Smith, Ph.D., Duke University, Assistant Professor, Andrew W. Mellon Professorship in Conservation Science (2005)
Jonathan L. Thornton, M.A., C.A.S., SUNY College at Oneonta, Professor (1980)
Judith C. Walsh, M.A., C.A.S., SUNY College at Oneonta, Associate Professor (2005)

ART EDUCATION DEPARTMENT
Mary L. Wyrick, Ph.D., Pennsylvania State University, Chair and Professor (1992)
Lucy Andrus, M.S.Ed., Buffalo State College, Professor (1982)
Cheryl M. Hamilton, Ph.D., University of Wisconsin-Milwaukee, Associate Professor (1999)
Katherine B. Hartman, M.A., University at Buffalo, Associate Professor, SUNY Chancellor's Award for Excellence in Teaching (1980)
Shirley Hayes, Ph.D., Pennsylvania State University, Associate Professor (2005)
Diane M. Koopel, M.S., Bank Street College of Education, Assistant Professor (2001)
Michael E. Parks, Ed.D., Ball State University, Professor (1981)
Alice C. Pennisi, Ed.D., Columbia University, Assistant Professor (2005)
John F. Siskar, Ph.D., University at Buffalo, Associate Professor; Interim Director, Center for Excellence in Urban and Rural Education (1992)
Phyllis Thompson, Ph.D., University of Wisconsin-Milwaukee, Assistant Professor (2003)

BIOLOGY DEPARTMENT
Randall J. Snyder, Ph.D., University of California, Chair and Associate Professor (1990)
Douglas P. Easton, Ph.D., University of Iowa, Professor (1977)
Kofi Fynn-Akins, Ph.D., University of California, Davis, Adjunct Assistant Professor (1999)
Wayne K. Gall, Ph.D., University of Toronto, Adjunct Assistant Professor (1999)
John R. Gehman, Ph.D., Victoria University of Wellington, Adjunct Research Professor (2002)
Amy M. McMillan, Ph.D., University of Kansas, Assistant Professor (2003)
Javier Peñalosa, Ph.D., Harvard University, Associate Professor (1978)
Christopher M. Pennuto, Ph.D., University of Kansas, Associate Professor (2003)
Alice Perez-Fuentetaja, Ph.D., SUNY College of Environmental Science and Forestry, Associate Professor (2006)
Gary W. Pettibone, Ph.D., Bowling Green State University, Professor (1986)
Howard P. Riessen, Ph.D., Yale University, Associate Professor (1988)
Edward A. Standaard, Ph.D., University of Georgia, Associate Professor (1985)
Gregory J. Wadsworth, Ph.D., North Carolina State University, Associate Professor (1992)
Thomas D. White, Ph.D., University of California, Los Angeles, Associate Professor (1991)
Wendel B. Wickland, M.S., Eastern Michigan University, Assistant Professor; Director, Special Programs (1964)

BUSINESS DEPARTMENT
Kevin F. Mulcahy, Ed.D., University of California, Los Angeles, Chair and Associate Professor (1992)
Solochidi ol Ahiarah, Ph.D., University of Pittsburgh, Associate Professor (1990)
Leonard R. Grazziplene, Ph.D., University at Buffalo, Professor (1968)
Andrew J. Joniak, Ph.D., University of New Mexico, Associate Professor (1974)
Joseph M. Kelly, J.D., Northern Illinois University, Professor (1990)
Michael J. Littman, Ph.D., Ohio State University, Associate Professor (1986)
S. Diane McFarland, Ph.D., University at Buffalo, Assistant Professor (2002)
Benjamin D. Sackmary, Ph.D., University of Massachusetts, Professor (1988)
DIETETICS AND NUTRITION DEPARTMENT

Suk Y. Oh, Ph.D., Colorado State University, Chair and Professor (1995)

Tina M. Colaizzi-Annas, Ph.D., University at Buffalo, Assistant Professor (1997)

Dennis K. Ponton, Ph.D., West Virginia University, Professor; Provost and Vice President for Academic Affairs (1977)

Tejaswini Rao, Ph.D., Pennsylvania State University, Associate Professor; Director, Didactic Program (1976)

EARTH SCIENCE AND SCIENCE EDUCATION DEPARTMENT

Gary S. Solar, Ph.D., University of Maryland, Chair and Assistant Professor (2000)

Richard J. Batt, Ph.D., University of Colorado, Associate Professor (1989)

Elissa T. Bergdol, Ph.D., University at Buffalo, Assistant Professor (2002)

Donald L. Birdd, Ed.D., University of Northern Colorado, Professor, SUNY Chancellor's Award for Excellence in Teaching (1985)


Kyle C. Fredrick, B.S., University of Wisconsin-River Falls, Lecturer (2005)

Robin Lee Harris, Ph.D., University of Iowa, Associate Professor (1997)

John E. Mack, Ph.D., The Catholic University of America, Associate Professor, SUNY Chancellor's Award for Excellence in Teaching (1973)

Jill K. Singer, Ph.D., Rice University, Professor; Director, Undergraduate Research (1986)

Kevin K. Williams, Ph.D., Arizona State University, Associate Professor (2006)

Joseph L. Zawicki, Ph.D., University at Buffalo, Assistant Professor (2001)

ECONOMICS AND FINANCE DEPARTMENT

Ted P. Schmidt, Ph.D., University of California-Riverside, Chair and Associate Professor (1990)

Theodore E. Byrle, Ph.D., University of Cincinnati, Associate Professor (1984)

Susan M. Davis, Ph.D., New School for Social Research, Associate Professor (1985)

Frederick G. Floss, Ph.D., University at Buffalo, Professor (1983)

William T. Ganley, Ph.D., University of California-Berkeley, Professor; Coordinator, Applied Economics Program (1972)

Curtis Haynes Jr., Ph.D., University of Massachusetts-Amherst, Associate Professor (1993)

Victor Kasper Jr., Ph.D., Rutgers University, Assistant Professor (2001)

Yung-Mo Kim, Ph.D., J.D., University at Buffalo, Professor (1968)

Douglas G. Koritz, Ph.D., University of Pittsburgh, Associate Professor; Assistant Dean, Intellectual Foundations (1986)

Michael S. Pendleton, D.A., Idaho State University, Associate Professor (1979)

Alex J. Ratkowski, Ph.D., University of Nebraska, Associate Professor (1976)

EDUCATIONAL FOUNDATIONS DEPARTMENT

Frederick C. Howe, Ph.D., Michigan State University, Chair and Professor; SUNY Chancellor's Award for Excellence in Teaching (1973)

Susan K. Birden, Ph.D., University of Oklahoma, Associate Professor (2001)

Bett J. Cappella, Ph.D., University at Buffalo, SUNY Distinguished Service Professor (1985)

Angelo A. Conorozzo, M.S.W., University at Buffalo, Lecturer; Director, Center for Development of Human Services College Relations (1995)

David T. Converse, Ph.D., University of Nebraska-Lincoln, Associate Professor (1964)

Robert A. Dobmeier, Ph.D., University at Buffalo, Lecturer (2002)


Jean E. Gounard, Ph.D., University of Bordeaux (France), Lecturer; Director, International Student Affairs (1973)


Geraldine M. Hur, Ph.D., University of Akron, Assistant Professor (2005)

Karen L. Kwandrans, M.S.Ed., Buffalo State College, Lecturer; Coordinator, GEAR UP (2000)

James R. Leufhe, Ph.D., University at Buffalo, Lecturer (2001)

Peter Manci, Ph.D., University of Rochester, Professor (1987) P. Rudolph Mattai, Ph.D., University at Buffalo, Professor (1990)

Patricia Medina, Ed.D., Rutgers University, Assistant Professor (2005)

Nanci M. Monaco, Ph.D., University at Buffalo, Associate Professor (2000)

James L. Palermo, Ph.D., University at Buffalo, Professor, SUNY Chancellor's Award for Excellence in Teaching (1968)

Walter Polka, Ph.D., Harvard University, Lecturer (1998)

N. John Popovich, Ed.D., Wayne State University, Associate Professor; Coordinator, Career and Technical Education Program (1974)

James D. Rotella, Ed.D., University at Buffalo, Professor (1968)

Thomas R. Scheira, Ph.D., University at Buffalo, Lecturer (1998)

Keith W. Schmidli, Ph.D., University at Buffalo, Assistant Professor (1999)

Therese D. Warden, Ph.D., University at Buffalo, Lecturer (2005)

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ELEMENTARY EDUCATION AND READING DEPARTMENT
Wendy A. Paterson, Ph.D., University at Buffalo, Chair and Associate Professor, SUNY Chancellor's Award for Excellence in Professional Service (1988)
Maria A. Ceprano, Ph.D., University at Buffalo, Professor (1997)
Nancy A. Chiola, Ph.D., University of Colorado at Denver, Associate Professor; Coordinator, Educational Leadership Program (2000)
Leslie K. Day, M.S.Ed., Buffalo State College, Lecturer; Assistant Chair, Undergraduate Programs (1990)
Lloyd M. Elm, Ph.D., Pennsylvania State University, Associate Professor (2005)
Kathleen A. Falconer, M.S.Ed., Purdue University, Lecturer (2002)
Marion Fox-Barnett, Ed.D., University at Buffalo, Associate Professor (2000)
Ellen S. Friedland, Ph.D., University at Buffalo, Assistant Professor; Assistant Chair, Graduate Programs (1999)
Mary T. Graff, Ph.D., University at Buffalo, Assistant Professor (2001)
David R. Henry, Ph.D., University at Buffalo, Associate Professor (1999)
Muriel A. Howard, Ph.D., University at Buffalo, Professor; President, Buffalo State College (1996)
Peter W. Loehr, Ph.D., Kent State University, Associate Professor (1996)
Rosemary P. Lonberger, Ph.D., University at Buffalo, Associate Professor (1991)
Dianne S. McCarthy, Ph.D., University at Buffalo, Assistant Professor (2005)
Stephen F. Phelps, Ph.D., Syracuse University, Professor (1978)
Lori V. Quigley, Ph.D., Fordham University, Associate Professor; Director, Literacy Center (2000)
Hibajene Shandomo, Ph.D., Andrews University, Assistant Professor (2000)
Coralee S. Smith, Ph.D., University of Missouri-Columbia, Associate Professor (1999)
Carol A. Stevens, Ph.D., Cleveland State University, Columbus, Associate Professor (1992)
Paul G. Theobald, Ph.D., University of Illinois, Woods-Beals Endowed Chair and Professor (2004)
Linda B. Tolbert, Ph.D., Louisiana State University, Assistant Professor (2004)
Kim S. Trasedell, Ed.D., University at Buffalo, Assistant Professor (2002)

ENGLISH DEPARTMENT
Kevin J. Railey, Ph.D., Stony Brook University, Chair and Professor (1991)
Charles R. Bachman, Ph.D., Indiana University, Professor (1965)
Geraldine E. Bard, Ph.D., University at Buffalo, Professor (1973)
Lisa Berghlund, Ph.D., University of Virginia, Associate Professor (2001)
Barbara T. Bonniem, Ed.D., Indiana University, Professor (1988)
Ann C. Colley, Ph.D., University of Chicago, Professor (1985)
Mark K. Fulk, Ph.D., Miami University of Ohio, Associate Professor (2001)
Melvin J. Hoffman, Ph.D., University at Buffalo, Professor (1968)
E. Carole Brown Knuth, Ph.D., University at Buffalo, Professor (1974)
Susan M. Leist, Ed.D., University of Virginia, Professor; Chair, College Senate (1991)
Peter J. Ramos, Ph.D., University at Buffalo, Assistant Professor (2005)
Thomas J. Reigstad, Ph.D., University at Buffalo, Professor (1981)
Jennifer D. Ryan, Ph.D., University of Iowa, Assistant Professor (2005)
Karen Sando-O’Connor, Ph.D., University of Wales-Cardiff, Associate Professor (1997)
Aimable Twagilimana, Ph.D., University at Buffalo, Professor (1995)
Ralph L. Wahlstrom, Ph.D., Michigan Technological University, Associate Professor (1997)
Craig G. Werner, Ph.D., Harvard University, Associate Professor (1984)

EXCEPTIONAL EDUCATION DEPARTMENT
Sarita C. Samora, Ph.D., University at Buffalo, Chair and Professor (1981)
R. Bruce Baum, Ed.D. Indiana University, Professor (1972)
Judith A. Bondurant-Utz, Ed.D., University of Cincinnati, Professor (1977)
Sharon E. Cramer, Ed.D., New York University, SUNY Distinguished Service Professor (1985)
Barbara J. Dray, Ph.D., University of Texas at Austin, Assistant Professor (2005)
Warren L. Gleckel, Ph.D., Syracuse University, Associate Professor (1975)
Shannon E. Gormley, Ph.D., The Pennsylvania State University, Assistant Professor (2005)
Richard J. Lee, Ed.D., University at Buffalo, Associate Professor; Interim Dean, Graduate School; SUNY Chancellor's Award for Excellence in Professional Service (1970)

FINE ARTS DEPARTMENT
Lin Xia Jiang, M.F.A., University of Utah, Chair and Professor (1995)
Dennis L. DeHart, M.F.A., The University of New Mexico, Assistant Professor (2005)
Anthony Pomerantz, M.F.A., Yale University, Assistant Professor (2001)
Francis R. Kowsky, Ph.D., Johns Hopkins University, SUNY Distinguished Professor (1970)
Leslie R. Krum, M.F.A., Pratt Institute, Professor (1969)
Rebka T. Menon, Ph.D., Binghamton University, Associate Professor (2001)
Joseph A. Miller, M.F.A., Southern Illinois University, Associate Professor (1997)
Kenneth P. Payne, M.F.A., University of Wisconsin, Professor (1990)
Peter J. Sowinski, M.F.A., Ohio State University, Professor (1974)

GEOGRAPHY AND PLANNING DEPARTMENT
Kimberly N. Irvine, Ph.D., McMaster University, Chair and Professor (1988)
James R. Bensley, M.A., Virginia Polytechnic Institute and State University, Lecturer (1997)
Ian G. Droppo, Ph.D., University of Exeter, Adjunct Associate Professor (1996)
Gordon S. Fraser, Ph.D., University of Illinois, Professor; Director, Great Lakes Center (1998)
Kelly M. Frothingham, Ph.D., University of Illinois at Urbana-Champaign, Assistant Professor (2000)
Wende A. Mix, Ph.D., University at Buffalo, Associate Professor (2004)
Thomas P. D. Murphy, Ph.D., University of British Columbia, Adjunct Assistant Professor (2000)
Michael L. Sampson, Ph.D., University of Louisville, Adjunct Associate Professor (2004)
Tao Tang, Ph.D., University of Wisconsin-Milwaukee, Associate Professor (1998)
Stephen J. Vermette, Ph.D., McMaster University, Associate Professor (1993)
William E. Wieczorek, Ph.D., University at Buffalo, Professor; Director, Center for Health and Social Research (1997)

HEALTH AND WELLNESS DEPARTMENT
Catherine G. Ansuni, Ed.D., University at Buffalo, Chair and Professor (1988)
Susan M. Baldwin, Ph.D., Kent State University, Assistant Professor (2002)
Scott W. Roberts, Ed.D., Brigham Young University, Professor (1986)

HISTORY AND SOCIAL STUDIES EDUCATION DEPARTMENT
David A. Carson, Ph.D., Texas Christian University, Chair and Professor, SUNY Chancellor's Award for Excellence in Teaching (1983)
Felix L. Armfield, Ph.D., Michigan State University, Associate Professor (2000)
Cynthia A. Conides, Ph.D., Columbia University, Associate Professor (1997)
Jill M. Gradwell, Ph.D., University at Buffalo, Assistant Professor (2004)
Michael C. Lazich, Ph.D., University at Buffalo, Assistant Professor (1997)
Ann K. Lupo, M.S.Ed., Buffalo State College, Lecturer (1997)
Gary Marotta, Ph.D., New York University, Professor (2000)
Kenneth S. Mernitz, Ph.D., University of Missouri, Associate Professor (1985)
William J. Mitchell, Ph.D., University of Missouri, Associate Professor (1991)
Andrew D. Nicholls, Ph.D., University of Guelph, Associate Professor (1996)
Ralph J. Raico, Ph.D., University of Chicago, Professor (1967)
Jean E. Richardson, Ph.D., University at Buffalo, Associate Professor (1995)
Paul W. Shields, M.S., Buffalo State College, Lecturer (2001)
Edward O. Smith Jr., Ph.D., Lehigh University, SUNY Distinguished Service Professor (1963)
MATHEMATICS DEPARTMENT
Bobin S. Sanders, Ph.D., University of Illinois at Urbana-Champaign, Chair and Associate Professor (1997)

Valentin E. Brimkov, Ph.D., University of Sofia, Bulgaria, Associate Professor (2005)
Joaquin O. Carbonara, Ph.D., University of California, San Diego, Associate Professor (1992)
Daniel W. Cunningham, Ph.D., University of California, Los Angeles, Associate Professor (1991)
Chaitali Ghosh, Ph.D., University at Buffalo, Assistant Professor (2000)
Thomas M. Giambrone, Ed.D., University at Buffalo, Professor (1990)
James Guyker, Ph.D., Lehigh University, Professor (1970)
Susan E. McMillen, Ph.D., University at Buffalo, Associate Professor; Coordinator, Mathematics Education Program (2000)
Peter R. Mercer, Ph.D., University of Toronto, Associate Professor (1997)
Frederick C. Reiner, Ph.D., University at Buffalo, Assistant Professor (1999)
Margaret Sherman, Ph.D., North Dakota State University, Assistant Professor (2002)
John J. Slivka, Ph.D., University at Buffalo, Professor (1969)
David C. Wilson, Ph.D., University at Buffalo, Assistant Professor (2002)
Jodelle S. Wuerthe-Magner, Ph.D., University of Maryland, Assistant Professor (2000)
Tingyao Zheng, Ph.D., University of Georgia, Associate Professor (2000)

MODERN AND CLASSICAL LANGUAGES DEPARTMENT
Lee Ann Grace, Ph.D., University at Buffalo, Associate Professor; Assistant Dean, International and Exchange Office (1973)
Andrea Guaita, Ph.D., Rutgers University, Professor; Director, All College Honors Program, SUNY Chancellor's Award for Excellence in Teaching (1985)
Elaine Mckeow, Ph.D., Ohio State University, Professor, SUNY Chancellor's Award for Excellence in Teaching (1985)
Rafika Merini, Ph.D., Binghamton University, Associate Professor (1990)
Raul E. Neira, Ph.D., University of Texas at Austin, Associate Professor (1991)
Lucy M. Schwartz, Ph.D., Harvard University, Professor (1995)
Mark K. Warford, Ph.D., University of Tennessee, Assistant Professor (2000)

PHILOSOPHY AND HUMANITIES DEPARTMENT
George T. Hole, Ph.D., University of Rochester, SUNY Distinguished Teaching Professor (1965)

PHYSICS DEPARTMENT
Michael J. De Marco, Ph.D., University of Cincinnati, Chair and Professor (1981)
Dewayne A. Beery, Ph.D., University at Buffalo, Associate Professor (1963)
Dermot Coffey, Ph.D., University of Illinois at Urbana-Champaign, Assistant Professor (2002)
David J. Estensad, Ph.D., Cornell University, Associate Professor (1986)
Dan L. MacIsuac, Ph.D., Purdue University, Associate Professor (2002)
Om P. Bastgi, Ph.D., University of Southern California, Professor Emeritus (1973)

POLITICAL SCIENCE DEPARTMENT
Anthony T. Neal, Ph.D., Clark Atlanta University, Chair and Associate Professor (1988)
Ram Desai, Ph.D., Michigan State University, Professor (1963)
Lawrence G. Flood, Ph.D., University of North Carolina, Professor; Dean, School of Natural and Social Sciences (1977)
Simon Peter Gomez, Ph.D., Binghamton University, Assistant Professor (1999)
Keith M. Henderson, D.P.A., University of Southern California, Professor (1969)
Abdul H. Raof, Ph.D., New York University, Professor (1967)
Sarah Slavin, Ph.D., George Washington University, Professor Emerita (1981)

PSYCHOLOGY DEPARTMENT
Jurgis Karuza Jr., Ph.D., Wayne State University, Chair and Professor (1978)
Jerry F. Cataldo, Ph.D., University at Buffalo, Professor (1969)
Robert F. Delprino, Ph.D., Old Dominion University, Associate Professor (1992)
Jean M. DiPerro, Ph.D., University at Buffalo, Assistant Professor (1999)
Gary W. Heiman, Ph.D., Bowling Green State University, Professor (1976)
Dwight A. Hennessey, Ph.D., York University, Assistant Professor (2000)
Michael G. MacLean, Ph.D., Arizona State University, Associate Professor (1997)
Jill M. Norrelis, Ph.D., Wayne State University, Associate Professor (1997)
R. Karen O’Quin, Ph.D., Michigan State University, Professor; Associate Dean, School of Natural and Social Sciences (1982)
Howard M. Reid, Ph.D., University of Maine at Orono, Professor, SUNY Chancellor’s Award for Excellence in Teaching (1977)
Pamela Schuett-Pizzaro, Ph.D., Virginia Polytechnic Institute and State University, Associate Professor (1996)
Tamara L. Towles-Schwen, Ph.D., Indiana University, Assistant Professor (2002)
Michael J. Zborowski, Ph.D., Ohio University, Associate Professor (1991)

SOCIAL WORK DEPARTMENT
Louis A. Golca, M.S.W, University at Buffalo, Associate Professor (1977)
David Wegenast, D.S.W., City University of New York, Professor (1973)

SOCIOLGY DEPARTMENT
Virginia E. Grabiner, Ph.D., University of California-Berkeley, Chair and Associate Professor, SUNY Chancellor's Award for Excellence in Teaching (1975)
Gerhard J. Falk, Ed.D., University at Buffalo, Professor, SUNY Chancellor's Award for Excellence in Teaching (1957)
Amiria A. Hodge, Ph.D., Texas Women's University, Assistant Professor (2000)
Rosyain A. Lindner, Ph.D., University of Minnesota, Professor; Associate Vice President, Academic and Student Affairs (1974)
Allen C. Shelton, Ph.D., University of Georgia, Assistant Professor (1998)
Ron Stewart, Ph.D., Howard University, Professor (1990)
Thomas S. Weinberg, Ph.D., University of Connecticut, Professor, SUNY Chancellor's Award for Excellence in Teaching (1969)
Gary S. Wellborn, Ph.D., University at Buffalo, Associate Professor (1993)
Zhang Jie, Ph.D., Brigham Young University, Professor (1997)

SPEECH-LANGUAGE PATHOLOGY DEPARTMENT
Constance Dean Qualls, Ph.D., University of Memphis, Chair and Professor (2005)
Sally A. Arnold, Ph.D., Northwestern University, Evanston, Associate Professor (1995)
Karen Bailey-Jones, M.A., University at Buffalo, Director, Speech-Language-Hearing Clinic (1992)
Dolores E. Battle, Ph.D., University at Buffalo, Professor; Senior Adviser to the President for Equity and Campus Diversity (1970)
Deborah G. Fletcher, Ph.D., University of Memphis, Assistant Professor (2006)
Deborah M. Insalaco, Ph.D., University of Arizona, Assistant Professor (1999)
Gary W. Jones, Ph.D., University at Buffalo, Associate Professor; Interim Dean, School of the Professions (1992)
Christine M. Scott, M.S., Foothone College, Lecturer (2006)
Barbara Weitzner-Lin, Ph.D., University at Buffalo, Associate Professor (1985)

STUDENT PERSONNEL ADMINISTRATION DEPARTMENT
Carol L. Puttu, Ph.D., Bowling Green State University, Chair and Professor (2002)
Wanda M. Davis, D.Ed., Pennsylvania State University, Associate Professor (1995)
Bonita R. Durand, Ph.D., University at Buffalo, Lecturer; Executive Assistant to the President, President’s Office (1996)
Timothy L. Gallineau, D.Ed., University of Akron, Associate Professor (1992)
Richard J. Herdlein III, Ph.D., University of Pittsburgh, Associate Professor (1997)

TECHNOLOGY DEPARTMENT
Mohan S. Devgun, Ph.D., Birmingham University, Professor (1990)
John J. Earshen, Ph.D., University at Buffalo, Associate Professor (1980)
Clark W. Greene, M.S.Ed., Buffalo State College, Lecturer (2000)
Anthony J. Hotchkiss, Ph.D., Southampton University, Professor (1994)
David J. Kukulka, Ph.D., University at Buffalo, Professor (1982)
Elaine M. Polvinen, M.E.A., Rochester Institute of Technology, Professor (1991)
Richard A. Stempienk, Ph.D., University at Buffalo, Associate Professor (1974)

THEATER DEPARTMENT
Carol T. Beckley, M.E.A., Southern Methodist University-Dallas, Associate Professor (1994)
Sarah Meredith, Ph.D., Florida State University, Associate Professor (2003)
Gerald A. Trentham, M.E.A., York University, Assistant Professor (1998)
**TELEPHONE NUMBERS**

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<th>Academic and Student Affairs Office</th>
<th>(716) 878-5901</th>
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<td>Barnes &amp; Noble at Buffalo State Bookstore</td>
<td>(716) 878-5509</td>
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<td>Burchfield-Penney Art Center</td>
<td>(716) 878-6011</td>
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<td>Campbell Student Union</td>
<td>(716) 878-4631</td>
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<td>Campus Dining Services</td>
<td>(716) 878-5214</td>
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<td>Career Development Center</td>
<td>(716) 878-5811</td>
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<td>Child Care Center</td>
<td>(716) 878-5335</td>
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<td>Computing and Technology Services</td>
<td>(716) 878-4611</td>
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<td>Continuing Professional Studies</td>
<td>(716) 878-5907</td>
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<td>Counseling Center</td>
<td>(716) 878-4436</td>
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<td>Disability Services Office</td>
<td>(716) 878-4500</td>
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<td>E. H. Butler Library</td>
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<td>Financial Aid Office</td>
<td>(716) 878-4901</td>
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<td>Graduate School</td>
<td>(716) 878-5601</td>
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<td>Great Lakes Center</td>
<td>(716) 878-4329</td>
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<td>International and Exchange Office</td>
<td>(716) 878-4620</td>
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<td>Performing Arts Center at Rockwell Hall</td>
<td>(716) 878-3032</td>
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<td>Registrar’s Office</td>
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<td>Residence Life Office</td>
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<td>Student Accounts Office</td>
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<td>Teacher Certification Office</td>
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<td>University Police</td>
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<td>Veterans Certification Office</td>
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<td>Weigel Health Center</td>
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<td>School of Arts and Humanities</td>
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<td>Dean’s Office</td>
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<td>Art Conservation Department</td>
<td>(716) 878-5025</td>
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<td>Art Education Department</td>
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<td>Communication Department</td>
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<tr>
<td>Design Department</td>
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<td>English Department</td>
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<td>Fine Arts Department</td>
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<td>Interior Design Department</td>
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<td>Modern and Classical Languages Department</td>
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<td>Music Department</td>
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<td>Philosophy and Humanities Department</td>
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<td>Dean’s Office</td>
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<td>Educational Foundations Department</td>
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<td>Elementary Education and Reading Department</td>
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<td>Dean’s Office</td>
<td>(716) 878-6434</td>
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<td>Anthropology Department</td>
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<td>Biology Department</td>
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<td>Chemistry Department</td>
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<td>Earth Sciences and Science Education Department</td>
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<td>Economics and Finance Department</td>
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<td>Geography and Planning Department</td>
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<td>History and Social Studies Education Department</td>
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<td>Psychology Department</td>
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<td>School of the Professions</td>
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<td>Dean’s Office</td>
<td>(716) 878-4698</td>
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<td>Business Department</td>
<td>(716) 878-4239</td>
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<td>Computer Information Systems Department</td>
<td>(716) 878-5528</td>
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<td>Creative Studies Department</td>
<td>(716) 878-6223</td>
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<tr>
<td>Criminal Justice Department</td>
<td>(716) 878-4517</td>
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<tr>
<td>Dietetics and Nutrition Department</td>
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<td>Health and Wellness Department</td>
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<td>Hospitality and Tourism Department</td>
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<td>Social Work Department</td>
<td>(716) 878-5705</td>
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<td>Speech-Language Pathology Department</td>
<td>(716) 878-5502</td>
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<td>Student Personnel Administration Department</td>
<td>(716) 878-3789</td>
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<tr>
<td>Technology Department</td>
<td>(716) 878-6017, 878-6018</td>
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