PASSION. KNOWLEDGE. PURPOSE.

2010-2012 CATALOG OF GRADUATE STUDIES

The College of Saint Rose

For more information: www.strose.edu

General Information 518-454-5111
.....1-800-637-8556

Academic Advisement 518-454-5217

Admissions–Graduate.....518-454-5143

Admissions–Undergraduate.....518-454-5150

Alumni Relations 518-454-5105

Athletics 518-454-5158

Bursar–Student Accounts.....518-458-5464

Campus Store 518-454-5245

Career Center.....518-454-5141

Financial Aid.....518-458-5464

Neil Hellman Library.....518-454-5180

Office of Intercultural Leadership 518-454-2050

Registrar 518-454-5369

Residence Life 518-454-5295

School of Arts & Humanities.....518-454-5157

School of Business.....518-454-5272

School of Education.....518-454-5208

School of Math & Science.....518-454-5140

Security 518-454-5187

Services for Students with Disabilities 518-337-2335

Spiritual Life 518-454-5250

Student Affairs 518-454-5170

Student Solution Center.....518-458-5464

Summer Programs 518-454-5144

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College's Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (USDE). These statistics can be found at the USDE website http://ope.ed.gov/security or can be obtained from the College's Director of Safety and Security at 518-454-5187 or on the College's website www.strose.edu/safety.

General Information 5
History 6
Mission Statement 6
Integrity Statement 6
Statement of Values 7
Objectives 7
Accreditations 7
Programs of Graduate Study 8
Administration of Saint Rose Graduate Programs 9
Non-Discrimination Statement 10
Right to Modify 10
Directions to The College of Saint Rose 10

Graduate Admissions 11
Admission Requirements 12
Admission of International Students 13
Classification of Students 13
Application to Matriculate 14
Change of Program 14
Application Deadlines 14

Academic Policies and Procedures 15
Progress Toward Degree 16
Policy on Academic Standards 16
Final Evaluation 18
Thesis 18
Conferring Degrees 19
Experiential Learning Credit 19
Transfer Credit 20
Graduate Grades 20
Academic Grievance Procedure 22
Policy on Plagiarism and Other Infringements of Academic Honesty 23
Confidentiality of Student Records 24
Transcript of Record 25
Change in Registration 25
Cross-Registration 25
Independent Study 25
Resumption of Study 25
Undergraduate and Graduate Study 26
Withdrawing from the College 26
Withdrawing from a Course 26

Academic and Student Services....27
Academic Support Center....28
The Learning Center....28
Alumni Association....29
Student Alumni Association....29
Career Center....30
Counseling and Psychological Services Center....30
Emery Educational and Clinical Services Center....31
Health Services....31
Housing Resources....33
ID Cards....33
International Studies....33
Library Resources....33
Office of Intercultural Leadership....34
Parking....34
Office of Spiritual Life....35
Student Activities....35
Technology Resources....35
Tentative Academic Calendar....36

Financial Aid....37
Application Procedures and Deadlines....38
Verification....38
Satisfactory Academic Progress for Federal Financial Aid Programs....38
William D. Ford Federal Direct Loan Program....39
Alternative Loan Programs....40
Veterans' Benefits....40
Vocational and Educational Services for Individuals with Disabilities....40
Tuition Assistance Program (TAP)....41
Other Assistance....41
Graduate Scholarships....41
Graduate Assistantships....42
Expenses 2010-2011....43
Payment of Accounts....43

Academic Programs....44

School of Arts and Humanities....45
Programs in Art....46
Program In Art Education....47
Program In Studio Art....51
Program in Communications....53
Program in English....54
Program in History/Political Science....56
Programs in Music Education....58

School of Business **62**
Master of Science in Accounting 63
B.S./M.S. in Professional Accounting 66
M.B.A. Program Objectives 66
M.B.A. Program Options 67
Juris Doctor/Master of Business Administration (J.D./M.B.A.) 70
B.S./M.B.A. 72
Advanced Certificate in Organizational Leadership and Change Management 73
Advanced Certificate in Not-for-Profit Management 73
Advanced Certificate in Financial Planning 74

Thelma P. Lally School of Education **76**
Conceptual Framework for Education Programs 78
Program in Adolescence (Secondary) Education (Grades 7-12) 80
Program in Applied Technology Education 87
Program In Childhood (Elementary) Education (Grades 1-6) 88
Program in College Student Services Administration 93
Program in Communication Sciences and Disorders 95
Programs in Counseling 98
Program in Curriculum and Instruction 105
Program in Early Childhood Education (Birth-Grade 2) 110
Program in Educational Leadership and Administration 114
Program Requirements for a Master's Degree in Educational Leadership and Administration 115
Program Requirements for Certifications in School Building and School District Leadership 116
School District Business Leader (SDBL) Certificate and Master's Degree 118
Programs in Educational Psychology 120
Program in Educational Technology Specialist: Grades K-12 125
Advanced Certificate in Instructional Technology 128
Programs in Literacy 129
Program in School Psychology 134
Programs in Special Education 135
Special Education Birth-Grade 2 137
Special Education Grades 1-6 139
Special Education Adolescence Grades 7-12 141
Professional Special Education 142
Special Education Certification Only 144
Childhood Education/Special Education Grades 1-6 146
Adolescence Education/Special Education Grades 7-12 148

School of Mathematics and Sciences **151**
Program in Computer Information Systems 151
B.S. Computer Information Systems/M.S. Computer Information Systems 153
B.S. Computer Science/M.S. Computer Information Systems 154
Advanced Certificate in Computer Information Systems 154
Advanced Certificate in Internet Programming 155

Course Descriptions **157**
AED Courses 158
ATE Courses 162
BLE Courses 164
CIS Courses 164
COM Courses 167
CSD Courses 168
CSL Courses 172
CSS Courses 176
ECE Courses 178
EDA Courses 181
EDC Courses 184
EDN Courses 192
EDT Courses 193
EDU Courses 194
ELE Courses 202
ENG Courses 206
EPY Courses 210
HIS Courses 214
LRC Courses 217
MBA Courses 220
MED Courses 227
MUS Courses 230
POS Courses 232
RDG Courses 236
SEC Courses 236
SED Courses 239
SEE Courses 247
SPY Courses 248
TED Courses 250

The College of Saint Rose Directory **254**
Accreditation and Memberships 274
Index 276

general information

GENERAL INFORMATION

The College of Saint Rose is a dynamic, comprehensive college of over 5,158 students (3,036 undergraduates; 2,122 graduates) where teaching is the first priority. Located in the heart of New York State's Capital District, the College is an independent, coeducational college. Through a strong liberal education curriculum and progressive academic programs, the College serves traditional students and working professionals in 66 undergraduate programs, 45 master's degrees, and 21 graduate certificates. It is one of six colleges in the United States sponsored by the Congregation of the Sisters of Saint Joseph of Carondelet.

History

The College of Saint Rose was founded in 1920 by the Sisters of Saint Joseph of Carondelet as a Roman Catholic college for women. Its founders selected the name of Saint Rose to honor the first woman saint in the Americas. The primary academic purpose of the College was the full development of the person through a strong liberal arts curriculum. Initially, emphasis was placed on the professional training of teachers, and this emphasis was expanded in the early years to preparation for business and other professions.

As needs in the Albany area increased, the College expanded and revised its programs to meet those needs. An evening division was developed in 1946 to meet the needs of World War II veterans and was reinstituted in 1974 to respond to continuing education needs. In 1949, a graduate school was added to provide master's degree programs. Men were admitted to both the original evening and the graduate division and, in 1969, the College became fully coeducational.

In 1970, the Board of Trustees was expanded to include laypersons in addition to the Sisters of Saint Joseph. With the formal transfer of control to this Board, The College of Saint Rose became an independent college sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province.

Mission Statement

The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome men and women from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.

The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community's energetic involvement and effective leadership in society.

Approved by the Board of Trustees, May 2005.

Integrity Statement

Honesty, trust, respect, fairness, responsibility, and the free exchange of ideas form the foundation of integrity that supports the entire community at The College of Saint Rose. Faculty, staff, administrators, and students embrace these ideals in all their interactions and communications. Members of the Saint Rose community are committed to developing and implementing clear and fair institutional policies, standards, and practices, applied equitably and humanely. In keeping with its mission, The College of Saint Rose creates a culture that continually fosters the development of personal integrity and promotes ethical behavior throughout the larger society.

Approved by the Board of Trustees, May 2005.

Statement of Values

The College of Saint Rose values an environment which:

- Promotes academic excellence
- Nurtures respect for and commitment to lifelong learning
- Strives to achieve a caring, diverse community
- Fosters the development of the whole person
- Empowers individuals to improve themselves and the world around them
- Reveres its Catholic history and heritage and respects other traditions.

Adopted by the Board of Trustees, May 1994.

Objectives

Graduate-level education at The College of Saint Rose is designed to build upon and go beyond undergraduate work. It aims to move students to advanced levels in their chosen fields. Such specialization involves a quantitative and qualitative increase in knowledge; the ability to critique and synthesize; familiarity with the principles, problems, ethical issues, and histories of the chosen disciplines; and the development of the attitudes and skills particular to the fields of study. Our graduate programs encourage this specialization by providing students with advanced-level course work and with opportunities to conduct and report on original research. The programs also challenge students to balance their professional development with an increased awareness of and concern for the needs of society.

Accreditations

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation:

- The School of Business at The College of Saint Rose, inclusive of its degree programs at the bachelor's and master's level, is accredited by the *Association of Collegiate Business Schools and Programs*;
- The Communication Sciences and Disorders program at the master's level is accredited by *The Council on Academic Accreditation in Audiology and Speech-Language Pathology*;
- The Department of Art and Design at The College of Saint Rose is accredited by the *National Association of Schools of Art and Design*;
- The Department of Music at The College of Saint Rose is accredited by the *National Association of Schools of Music*;
- Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the *National Council for Accreditation of Teacher Education*;
- The bachelor's program in Social Work is accredited by the *Council for Social Work Education*.

Programs of Graduate Study

The following degree programs are registered through the New York State Education Department (NYSED) and are offered to graduates at The College of Saint Rose:

School of Arts and Humanities

MAJOR	NYS HEGIS CODE	DEGREE	PAGE
Art Education	0831	MSED	47
Art Education	0831	ADV CERT	49
Studio Art	1002	MA	51
Communications	0601	MA	53
English	1501	MA	54
History/Political Science	2207	MA	56
Music Education	0832	MSED	58
Music Education	0832	ADV CERT	58

School of Business

MAJOR	NYS HEGIS CODE	DEGREE	PAGE
Accounting	0502	MS	63
Professional Accounting	0502	BS/MS	66
MBA	0506	MBA	66
JD/MBA	0506	MBA	70
Organizational Leadership and Change Management	0506	ADV CERT	73
Not-for-Profit Management	0506	ADV CERT	73
Financial Planning	0504	ADV CERT	74

Thelma P. Lally School of Education

MAJOR	NYS HEGIS CODE	DEGREE	PAGE
Adolescence Education Biology 7-12	0803	MSED	80
Adolescence Education Chemistry 7-12	0803	MSED	80
Adolescence Education Earth Science 7-12	0803	MSED	80
Adolescence Education English 7-12	0803	MSED	80
Adolescence Education Mathematics 7-12	0803	MSED	80
Adolescence Education Social Studies 7-12	0803	MSED	80
Adolescence Education Spanish 7-12	0803	MSED	80
Adolescence Education	0803	ADV CERT	80
Adolescence Education/Special Education	0808	MSED	148
Adolescence Education: Business & Marketing Education	0838.01	MSED	80
Adolescence Education: Business & Marketing Education	0838.01	ADV CERT	80
Applied Technology Education	0839.01	MSED	87
Applied Technology Education	0829.01	ADV CERT	87
Bilingual Education	0899	ADV CERT	Refer to individual Education Programs
Childhood Education	0802	MSED	88
Childhood Education/Special Education	0808	MSED	146
College Student Services Administration	2104.10	MSED	93
Communication Sciences and Disorders	1220	MSED	95
Counseling	2104.10	MSED	98
Counseling: School	0826.01	ADV CERT	98

Counseling: Mental Health - College	2104.10	MSED	98
Counseling: Mental Health - Community	2104.10	MSED	98
Curriculum and Instruction	0829	MSED	105
Early Childhood Education	0823	MSED	110
Educational Leadership and Administration	0828	MSED	114
Educational Leadership and Administration: School Building Leader	0828	ADV CERT	116
Educational Leadership and Administration: School District Leader	0827	ADV CERT	116
Educational Leadership and Administration: School District Business Leader	0828	MSED	118
Educational Leadership and Administration: School District Business Leader	0827	ADV CERT	118
Educational Psychology	0822	MSED	120
Educational Psychology: Program Evaluation	0825	ADV CERT	120
Educational Technology Specialist	0899.20	MSED	125
Instructional Technology	0899	ADV CERT	128
Literacy: Birth-Grade 6	0830	MSED	129
Literacy: Birth-Grade 6	0830	ADV CERT	129
Literacy: Grades 5-12	0830	MSED	129
Literacy: Grades 5-12	0830	ADV CERT	129
School Psychology	0826.02	ADV CERT	134
Special Education: Adolescence Biology	0808	MSED	135
Special Education: Adolescence Chemistry	0808	MSED	141
Special Education: Adolescence Earth Science	0808	MSED	141
Special Education: Adolescence English	0808	MSED	141
Special Education: Adolescence Mathematics	0808	MSED	141
Special Education: Adolescence Social Studies	0808	MSED	141
Special Education: Adolescence Spanish	0808	MSED	141
Special Education: Birth-Grade 2	0808	MSED	137
Special Education: Grades 1-6	0808	MSED	139
Special Education: Professional	0808	MSED	142
Special Education: Certification	0808	ADV CERT	144

School of Mathematics and Sciences

MAJOR	NYS HEGIS CODE	DEGREE	PAGE
Computer Information Systems	0701	MS	151
Computer Information Systems	0701	ADV CERT	154
Internet Programming	0701	ADV CERT	155

Administration of Saint Rose Graduate Programs

The College of Saint Rose is chartered by the Board of Regents of the State of New York. All of its graduate degrees and programs, listed above, are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Graduate programs are administered by the Provost and Vice President for Academic Affairs, who is responsible for the overall coordination and development of academic programs and services. Essential to the administration of graduate studies is the Graduate Academic Committee, a committee composed of faculty, administrators, and students, which reviews and approves graduate curricula, admission criteria, and graduate program policies.

Regular meetings of program faculty ensure academic growth and program development. The College is committed to encouraging excellence through regularly scheduled program reviews, a course and teacher evaluation plan, follow-up contact with alumni, and the use of outside evaluators.

Non-Discrimination Statement

The College of Saint Rose values diversity and abides by federal, state and local law in admissions, employment and all services and programs provided. It does not unlawfully discriminate on the basis of race, color, sex, religion/creed, disability, age, national/ethnic origin, sexual orientation or any other condition established by law.

Right to Modify

Right to Modify: Information in this catalog pertains to the 2010-2012 academic years. The College reserves the right to change any requirements and regulations, including fees, schedules, courses and programs. Updates to this information may be found on the College's website at www.strose.edu.

Directions to The College of Saint Rose

The College of Saint Rose is located between Western and Madison Avenues in Albany. Directions are provided to the office of Graduate and Continuing Education Admissions, DeSales Hall, 919 Madison Avenue.

Parking is available behind DeSales Hall.

From the North: Take the Northway (I-87 South) to I-90. Proceed east on I-90 to exit 5 (Everett Road). At the end of the exit ramp, turn right onto Everett Road and look for the signs for The College of Saint Rose. At the second light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, then turn left onto Madison Avenue. The office of Graduate and Continuing Education Admissions will be coming up on your left, just before the intersection of Madison and Partridge Street.

From the South: Take the New York State Thruway to exit 23 (I-787). Proceed north on I-787 to I-90 West. Continue traveling west on I-90 to exit 5 (Everett Road). At the end of the exit ramp, turn left onto Everett Road and look for the signs for The College of Saint Rose. At the third light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, then turn left onto Madison Avenue. The office of Graduate and Continuing Education Admissions will be coming up on your left, just before the intersection of Madison and Partridge Street.

From the East: Take the Massachusetts Turnpike to the New York State Thruway, get off at exit B-1 (I-90 West). Proceed on I-90 to exit 5 (Everett Road). At the end of the exit ramp, turn left onto Everett Road and look for the signs for The College of Saint Rose. At the third light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, then turn left onto Madison Avenue. The office of Graduate and Continuing Education Admissions will be coming up on your left, just before the intersection of Madison and Partridge Street.

From the West: Take the New York State Thruway to exit 24 and proceed on I-90 east to exit 5 (Everett Road). At the end of the exit ramp, turn right onto Everett Road and look for the signs for The College of Saint Rose. At the second light, turn left onto Route 5 (Central Avenue). Continue through four lights and then turn right onto North Main Avenue. Proceed on North Main for four blocks, then turn left onto Madison Avenue. The office of Graduate and Continuing Education Admissions will be coming up on your left, just before the intersection of Madison and Partridge Street.

graduate
admissions

ADMISSIONS

Admission Requirements

Applicants should understand that graduate study is not simply an extension of an undergraduate program; rather, it demands scholarship of a higher order and emphasizes research, creativity, student initiative, and responsibility.

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application and a Statement of Purpose of approximately 300 words detailing the applicant's goals for graduate study.

2. Evidence of the possession of a baccalaureate degree from an accredited institution through submission of official transcripts from all undergraduate and graduate institutions attended

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission of resumes, writing samples, portfolios, test scores, and participation in interviews or admissions workshops

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students may wish to visit our website at www.strose.edu/grad for online application options and downloadable forms.

Faculty review of applications is conducted once all required components of the application have been received. Faculty admissions committees consider evidence of strengths that may complement academic histories. Availability of space in the program of interest is an additional consideration when faculty make admission decisions.

Applicants will be notified in writing by The Office of Graduate and Continuing Education Admissions after a decision has been made on their application. Applicants admitted to graduate study will receive a letter of acceptance containing the name of their academic advisor, registration instructions, and other helpful information. Students are responsible for following the advisement and registration instructions included with admission letters.

All materials submitted in support of applications become the property of the College and constitute part of the applicant's permanent record. Application materials will be destroyed for students who have been accepted for admission but do not register for courses within a period of two years.

Admission of International Students

The College of Saint Rose encourages applications from international students. The College is authorized under federal law to enroll non-immigrant alien students in full-time master's degree programs. Special application materials are available from The Office of Graduate and Continuing Education Admissions or at the Saint Rose website (www.strose.edu).

In addition to satisfying the admission criteria required by specific academic programs, prospective international students must also fulfill these requirements:

1. International students and students whose native language is not English must present evidence of proficiency in English. The College recognizes three methods to meet this requirement: (1) satisfactory scores on the TOEFL exam (80 on the iBT version), www.toefl.org; (2) satisfactory scores on the IELTS exam (6.0 on the academic version), www.ielts.org; or (3) successful completion of an ELS language center program through level 112, www.els.edu.

2. Applicants must submit transcripts from each college or university attended. These documents must be official, and each must bear the official seal of the academic institution. English translations and explanations of each grading system are also required. Applicants should request course-by-course and equivalency evaluations from an independent evaluation service, such as World Education Service (WES), www.wes.org.

3. Prospective MBA and Accounting students submit scores for the Graduate Management Admissions Test (GMAT) if they do not hold the equivalent of a United States master's degree, doctorate or law degree. For information, visit www.mba.com.

4. International students seeking an I-20 (eligibility for visa) are required to submit a Certification of Finances before they may register for courses. Evidence of support must be signed by the person(s) who will be responsible for all the student's academic and living expenses and must be accompanied by official bank statements.

All admission material should be received by The Office of Graduate and Continuing Education Admissions well in advance of the semester for which the student is applying.

The College will execute a certificate of eligibility for a student visa (I-20) for enrollment in a full-time master's degree program only after an offer of admission has been made. All proof of English proficiency, financial documentation, evaluated transcripts and other admission credentials must be approved by the Office of Graduate and Continuing Education Admissions.

Classification of Students

Individuals are admitted to graduate study as matriculated (degree or graduate certificate) or non-matriculated (non-degree) students. (NOTE: Not all programs accept non-degree students.)*

1. Applicants who meet all requirements for admission to degree programs and who have been approved by the faculty may be admitted as degree- or certificate-seeking matriculated students.

2. Students who have enrolled in graduate study but are not pursuing degree or certificate programs are non-degree, non-matriculated students. Students applying for this status submit applications, official transcripts from all institutions attended and a Statement of Purpose. Those who register as non-degree students must recognize that courses taken may or may not be credited toward degrees if they eventually enter degree programs. Decisions about applying credits earned prior to matriculation to degrees will be reached by the faculty of programs to which students apply.

Specific application requirements for each status, matriculated and non-matriculated, are listed in the application instructions which are included in the application packet or on the Saint Rose website at www.strose.edu/gradapply.

**See program specifications for clarification and exceptions.*

Application to Matriculate

Students who wish to change from non-matriculation to matriculation status must satisfy all admission requirements for the programs to which they apply. An Application for Matriculation ("change of status") form may be obtained from The Office of Graduate and Continuing Education Admissions. Students complete this form, following all instructions, and return it with any other required documentation to the Graduate Admissions office. Once the materials are received, students will be evaluated by program faculty for degree status.

Change of Program

Students who wish to change from one program to another should complete the Change of Program application, submit a new Statement of Purpose and an official transcript from the The College of Saint Rose Registrar, and also be in good academic standing. New letters of recommendation may be required. Students will be evaluated for admission by faculty of the new program and will be obliged to complete all the requirements in their new programs. Forms to change programs may be obtained at The Office of Graduate and Continuing Education Admissions and the Registrar's office. Completed forms should be returned to the Graduate Admissions office. Once materials are received, a student's request will be evaluated for program change.

Deadlines

The Office of Graduate and Continuing Education Admissions makes every effort to process applications for graduate studies received after the deadline dates, with the exception of Communication Sciences and Disorders, School Psychology, and Counseling programs, which will not be processed after the deadline. However, there is no guarantee that applications received after deadlines can be processed quickly enough to ensure matriculation or registration for the term requested.

Preferred Application Deadlines

Fall Semester .....June 1

Spring Semester .....October 15

Summer Semester .....March 15

Communication Sciences and Disorders Application Deadlines

The following deadlines apply only to the Communication Sciences and Disorders program:

Fall Semester .....February 1

Spring Semester .....October 1

Summer Semester .....February 1

School Psychology Application Deadline

The following deadline applies only to the School Psychology program. Applications to the School Psychology program are considered for Fall admission only.

Fall Semester .....February 15

Counseling MSED Application Deadlines

The following deadlines apply only to the MSED in Counseling program:

Fall Semester .....April 15

Spring Semester .....October 15

academic policies and procedures

ACADEMIC POLICIES AND PROCEDURES

Progress Toward Degree

Students accepted to degree programs are expected to work with continuity and to register for courses in those programs until all requirements are completed. Ordinarily, students register each semester for a minimum of three credit hours. Full-time students carry a minimum of nine hours of credit per semester. All courses to be counted toward the degree must be completed within six years. Six credits may be taken in each of the two summer sessions, for a maximum of 12 credits per summer.

Policy on Academic Standards

The following academic standards apply to **all** graduate degree and certificate programs of The College of Saint Rose. Students should refer to appropriate sections of this catalog for additional School and program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- If the student's cumulative grade point average falls below 3.00, a student will receive a letter of warning from the school dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- After earning a grade of F, the student will receive a letter of academic dismissal from the school dean.
- For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- A student may repeat only once a course in which a grade of less than B has been received.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.
- The grading policy of the School in which a student's major program resides prevails.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The School of Arts and Humanities

The following academic standards apply to all graduate degree and certificate programs in the School of Arts and Humanities. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- Only (credit) courses in which a grade of B (defined as 3.00) or better is earned will be applicable to the degree. For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- After earning a grade of C for the first time, a student will receive a letter of warning from the school dean. If the student's cumulative grade point average is below 3.00, the letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- A student may repeat only once a course in which a grade of less than B has been received.
- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the School dean.
- After earning a grade of F, the student will receive a letter of academic dismissal from the School dean.

- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The School of Business

The following academic standards apply to all graduate degree and certificate programs in the School of Business. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- If the student's cumulative grade point average falls below a 3.0, the student will receive a letter of warning from the School dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6credits.
- Only one grade of C may be applied toward a degree or certificate.
- No course may be repeated more than once.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The Thelma P. Lally Scool of Education

The following academic standards apply to all graduate degree and certificate programs in the School of Education. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- Only (credit) courses in which a grade of B (defined as 3.00) or better is earned will be applicable to the degree. For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- After earning a grade of C for the first time, a student will receive a letter of warning from the School dean. If the student's cumulative grade point average is below 3.00, the letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- A student may repeat only once a course in which a grade of less than B has been received.
- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the School dean.
- After earning a grade of F, the student will receive a letter of academic dismissal from the School dean.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The School of Mathematics and Sciences

The following academic standards apply to all graduate degree and certificate programs in the School of Mathematics and Sciences. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- After earning a grade of C for the first time, a student will receive a letter of warning from the School dean. (If the student's cumulative grade point average is below 3.00, the letter

will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.)

- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the school dean.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Final Evaluation

Final evaluation procedures and requirements are specified in the sections describing each program. Programs requiring comprehensive examinations ordinarily offer these examinations toward the end of the Spring, Summer and Fall semesters. Students should consult the semester course schedule for examination dates. Students must register for the exams unless otherwise specified in the sections describing the programs. Students must either have completed all course work or be registered for their final credits in order to register for comprehensive examinations, the comprehensive seminar or the final directed research project. Registration for these experiences must be completed by the stated deadlines published in the semester course brochure. Should a student be unsuccessful in passing a comprehensive examination, he/she may retake that examination only once, and the second attempt cannot be made within the same semester as the first. The consequence of a second failure of the comprehensive examination is dismissal from the program and inability to earn a master's degree in the program for which the examination is a requirement.

Students must file an Application for Completion of Degree for the master's degree according to the published schedule in this catalog. Applications should be picked up and completed in the Registrar's office. Applications should indicate the means of final evaluation. Students' advisors will review the records and qualifications for graduation during students' final semesters.

Thesis

Students may, and are encouraged to, write theses in partial fulfillment of the requirements for the master's degree. Theses, modest but significant investigations of problems or topics in students' major areas, provide appropriate culmination of the course work for programs. Although traditionally of a formal nature, theses proposals may be more nontraditional and creative in their approaches if supported by the program faculty.

A Guide to the Preparation of Master's Theses is available in The Office of Graduate and Continuing Education Admissions and in the offices of school deans. There are suggested formats and evaluation checklists for three types of theses proposals: qualitative research, quantitative research, and liberal arts theses. Each format reflects a different method of research or theses writing, although all three encourage writers to provide the information needed by readers of the proposal. Liberal arts theses are conducted primarily in the library rather than in the field and, usually, are creations of artifacts (novel, art work, etc.) as theses projects.

A student's thesis committee is comprised of the thesis director (a faculty member from one's department) and at least one other committee member referred to as the reader. The student's thesis proposal must be approved by all members of this committee. The student will, then, ordinarily work closely with the thesis director during the writing of the thesis, consulting with other faculty members on the thesis committee as appropriate.

After the proposal is approved by the thesis committee, the student submits the Thesis Research Proposal Form, with the original signatures of the committee members, to the Registrar's office and registers for thesis research credit. Such research ordinarily carries six credits and may be spread over two semesters. For each semester during which the student's thesis is in progress, an "I" (Incomplete) grade will be awarded and an "I" grade fee will be assessed.

Two copies of the completed thesis, with signatures from the thesis committee, ready for binding, must be delivered to the Serial Librarian at the Neil Hellman Library one week prior to Commencement. A receipt from the Librarian must then be brought to the thesis director, who

submits the final grade and forwards the receipt to the appropriate school dean. Completed theses are the property of The College of Saint Rose. Publication, in whole or in part, requires permission of the College secured through the office of the appropriate school dean.

Conferring Degrees

Degrees are conferred by The College of Saint Rose at the College's annual Commencement in May. A student must be registered for and participating in, the coursework that will allow completion of degree requirements as certified by the Registrar's Office by the end of the spring semester in order to participate in the May Commencement ceremony. Students who complete requirements in the subsequent summer and fall may participate in the next May Commencement, although degrees will continue to be conferred in August and December.

Experiential Learning Credit

Graduate students in certain programs may be given credit for post-baccalaureate experiential learning which appropriately meets both the objectives of their degree programs and the general criteria established by the Graduate Academic Committee as explained below.

Experiential learning is defined as "learning acquired through work experience, life experience, service experience and other special accomplishments which occur outside a classroom" (Adopted from the 1977 statement by the Council of Graduate Schools in the United States).

The following criteria must be met to ensure the academic integrity of credit granted for experiential learning:

1. The experience must be significant and pertinent to the degree program.

2. The experience must have taken place since the earning of the undergraduate degree and must result in graduate-level learning.

3. The experience must be validated. Validation is met by students' presentation of written documentary evidence describing the nature, extent, and quality of learning experiences, as well as the specific times, places, and circumstances in which they occurred.

   a. In the case of experience gained before matriculation for the master's degree, students' materials must be given documented review and confirmation by persons determined by the graduate faculty to be appropriate professionals who have witnessed the students' accomplishments and can attest to the significance and graduate quality of the learning experiences.

   b. In the case of experience gained after matriculation for the master's degree, students' learning will be supervised by appropriate non-faculty professionals in the areas of the experiences. Students' faculty advisors will monitor the planning, establishment of goals, expenditure of time and effort, and resultant learning. On-site evaluation of the experiences will be made by appropriate faculty members where the learning experience is presently observable. Written account and evaluation of the several phases of the experiences will be submitted by the evaluating faculty members to the advisors for keeping in the students' academic files.

4. All documented evidence and reviews of students' learning experiences must meet the approval of the department chair and program faculty before the granting of credit.

Credit for experiential learning is not granted until all degree requirements are met. Students who are interested in applying for credit for experience should begin this procedure well in advance of graduation, but not before earning at least 12 credits with a grade of B or better. The usual number of credits to be granted for experiential learning is three. A maximum of six credits may be granted. Each program makes its own determination of the application of experiential learning toward completion of degree requirements. Students in teaching certification programs should be aware that credit for experience is not ordinarily a possibility. A fee of $100 for evaluation is charged for each graduate credit assessed.

Transfer Credit

Students may request that previously earned graduate credits (whether earned at The College of Saint Rose or at another accredited institution) be applied to up to one-third of their degree programs. Individual departments may limit credit requests by advisement; students should consult the program descriptions found in this catalog for specific details. Specific courses must be approved for transfer by advisors, department chairs and the appropriate school deans. Transfer credit is allowed only for courses in which students have received a grade B or better and, for courses which have been taken prior to matriculation, within the six-year time limit allowed for completion of the master's degree. Students may not transfer courses after matriculation at Saint Rose without obtaining prior permission from their advisors, department chairs and the appropriate school deans.

The following forms must be on file in the Registrar's office before any transfer credit will be awarded:

1. Request for Transfer Credit

   This form must be filed and approved for courses taken elsewhere prior to matriculation at Saint Rose. Course description(s) or course syllabi must accompany this form.

2. Permission to Take a Course at Another Institution

   This form must be filed and approved prior to taking courses elsewhere for students who are already matriculated at Saint Rose.

Graduate Grades

Grading System

Graduate students at The College of Saint Rose must use Standard English. They must also organize and express ideas clearly with sensitivity both to the audience and to the specific requirements of the task.

GRADE A = 4.0

SUBJECT MATTER

Superior mastery of the subject matter marked by a high level of independence and depth in research

INSIGHT & UNDERSTANDING

An exceptional command of interrelationships within the subject and depth in approaching problems

EXPRESSION

High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions

GRADE A- = 3.75

SUBJECT MATTER

Excellent mastery of the subject of the material and in oral and written matter marked by depth in approaching expression. Ease and relative independence and depth in research

INSIGHT & UNDERSTANDING

Excellent command of the subject of the material and depth in approaching problems

EXPRESSION

High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions

GRADE B+ = 3.5

SUBJECT MATTER

Clear mastery of the subject matter and demonstration of independence and depth in approaching assignments

INSIGHT & UNDERSTANDING

Command of the material and depth in approaching problems

EXPRESSION

Fluency in oral and written expression. Correct use of all writing conventions

GRADE B = 3.0

SUBJECT MATTER

Acceptable knowledge of the subject matter and ability to plan and complete work with independence and depth

INSIGHT & UNDERSTANDING

Adequate command of the material and demonstration of the ability to engage in problem-solving

EXPRESSION

Clarity and correctness in oral and written expression. Adequate use of all writing conventions

GRADE C = 2.0

SUBJECT MATTER

Superficial knowledge of the subject matter

INSIGHT & UNDERSTANDING

Limited understanding of principles and limited ability to apply them

EXPRESSION

Some deficiency in oral and written expression. Inadequate use of writing conventions

P/Pass	Equivalent to a grade of B or better
F/Failure	Unacceptable performance on an assignment/s or the course. No academic credit
W	Withdrawal
X	Audit
I	Incomplete
R	Repeated Course

An I grade, which is awarded only with the special permission of instructors and in consultation with students, becomes an F if it has not been completed within one month after the beginning of the following semester. Summers are not included. Incomplete grades carry a $65 fee.

When students repeat courses for the purpose of raising grades, the credits will be counted once in the total number of credits required for their degrees. The prior grades are replaced by Rs.

Students who register to audit courses may not subsequently request credit for those courses.

Academic Grievance Procedure

To resolve academic grievances, students should complete this procedure no later than 60 days after the first day of the next regular (Fall or Spring) semester. (A summary checklist for this procedure is available on the Registrar's office website under "Forms."):

1. A student with a grievance must first identify the grievance and discuss the matter at issue with the faculty member who is the party to the grievance. Students who cannot locate the faculty member to discuss the grievance should meet directly with the chair of the relevant department. If a grievance arises against a department chair then the school's faculty will select a faculty colleague to meet with the student.

2. If no resolution of the grievance was achieved during that first step, then, second, the student must request, in writing, a meeting with the chair of the relevant department (or an appointed representative in the case of grievances against a department chair) and the faculty member who is party to the grievance (and the student, him/herself). In the written statement, the student will make clear to the department chair that there is a grievance matter, and that the issue was unresolved in a meeting with the faculty member. The meeting will be set by the department chair for within two weeks of receiving the written request. At this meeting, the grievance issue(s) must be identified. The department chair will facilitate an attempt to resolve the grievance. Students and faculty members should complete the Academic Grievance Process form (available on-line under "Forms" on the Registrar's office website) at the end of this meeting if the student intends to pursue the grievance to the next step.

3. If no resolution of the grievance is achieved at the second step, the student may make a request for a formal hearing of the grievance by the Academic Grievance Committee. The request must be in writing and presented to the chair of the Academic Grievance Committee within the 60 day time limit noted above. A detailed and clear statement with supporting evidence of the facts must accompany the hearing request. The Academic Grievance Committee will determine if the appeal is within its purview and if the facts warrant a hearing. Four affirmative votes of the Committee members are needed to call a formal grievance hearing.

The student has the responsibility to gather the appropriate signatures on the Academic Grievance Process Form at the end of each meeting of the grievance process. Additionally, the student must provide a signed copy of this completed form to the Academic Grievance Committee should the grievance not be resolved at steps 1 and 2 of the process. The Academic Grievance Process Form is available in the Registrar's office and on the Registrar's office website.

The student and faculty member, and witnesses with direct knowledge of events germane to the grievance for either party, are permitted at the formal hearing of the Academic Grievance Committee. All pertinent documents and supporting written statements will be admitted into evidence at this time, and those that are determined to be relevant by the committee will be considered carefully. The chair will moderate the proceedings. The grievant may be assisted during the hearing by an advisor selected from the College community (faculty, staff or student) but that advisor will not address the committee directly. While all parties to the grievance are free to consult with and receive advice from attorneys concerning the grievance, no party shall be represented by an attorney during the hearing itself.

The Committee's recommendations, in writing and within a reasonable time frame, typically within ten days of the formal hearing, will be forwarded for final deposition to the appropriate school dean (or directly to the Provost in situations where no dean is available). The school dean will notify all parties concerned, in writing, of his/her decision and the recommendations of the Committee.

The Academic Grievance Committee will be comprised of four faculty representatives elected by each of the four schools and three students selected by the Student Association (which should keep in mind the fact that a traditional, nontraditional and graduate student should be included). Two alternate students will also be selected annually by the Student Association. No person on the Academic Grievance Board shall hear his/her own complaint. Confidentiality must be maintained at all times.

Policy on Plagiarism and Other Infringements of Academic Honesty

Definition:
Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student's own must be the product of her or his own efforts. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project.

Plagiarism includes but is not limited to:

Purchasing, copying, down-loading, printing, or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument, or any other work and presenting it as one's own, either in whole or in part.

Incorporating portions of another's work without proper acknowledgement and documentation.

Academic misconduct includes but is not limited to:

Using means other than academic achievement or merit to influence one's academic evaluation.

Knowingly providing assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations. A student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from her or his own paper, examinations, or project should be held as accountable as the student who submits the copied material.

Receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.

Presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement or documentation.

Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructor(s) involved.

Obtaining and/or reporting research data in an unethical or intentionally misleading manner.

In sum, the work of others, regardless of origin, must be properly and accurately cited in an accepted style. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work when used. Students are advised to always indicate another writer's exact words and ideas with appropriate references. Whenever in doubt, cite the source.

Procedures:
It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to her or his best judgment in conjunction with institutional guidelines.

In cases where the instructor determines that a violation of academic integrity has been committed, she or he will attempt to inform the student and will inform the department chairperson* of the charge and the consequence. Within 2 weeks of notification, the student may request an opportunity to present her or his defense to the instructor.

The course instructor will file a report in the Registrar's office by either completing an Academic Dishonesty Report Form or by writing a letter.

The report will be retained in a central file in the Registrar's office.

If the student elects to appeal the sanction by following the steps outlined in the College's Academic Grievance procedure, the report will be kept by the Registrar in a "Pending File."

If the student's appeal is successful, then the Registrar will remove the report from the files.

If the student chooses not to appeal or if the appeal is not successful, then the report will be retained in a central file in the Registrar's office.

The Registrar will refer repeated violations of the standards of academic integrity to the Provost.

A student who has more than one report filed in the Registrar's Office regarding a violation of the standards of academic integrity may receive sanctions up to, and including, dismissal from the College as determined by the Provost.

**Department chairs will confer with a tenured colleague.*

Confidentiality of Student Records

The College of Saint Rose wishes to encourage trust and confidence among students, faculty, staff, and administration and, in particular, to affirm the right of privacy of each member of the College community.

Only those within the College who have a legitimate educational interest may have access to student records. Persons outside the College do not have access to the records of individuals unless the student gives permission for the release of specific records or unless the knowledge of such information is necessary to protect the health or safety of other persons.

Such "directory information" as name, address, major field of study, email address, photographic image, enrollment status dates of attendance, participation in officially recognized activities, degrees and awards received, and the most recent educational institution attended by the student will be released by the College when such release is appropriate unless a student specifically requests that this information not be released.

In accordance with this policy, present and former students at The College of Saint Rose have access to their own records at the following locations:

Records of academic progress - Registrar's Office

Health records - Health Services

Placement records (the provisions of law protect the confidentiality of letters of recommendation filed prior to January 1, 1975, as well as letters for which students have formally waived their rights to access) - Office of Career Services

Financial Aid information (excluding the Parent's Confidential Statement if the parents specify that the student may not have access to the statement) - Financial Aid Office

Records of charges and payments – Business Office

Alumni records - Alumni Office

Higher Education Opportunity Program testing records – HEOP Office

The complete *Notice of Student Rights with Respect to Education Records* is available in the Registrar and Student Affairs offices, as well as on the College's website.

If students wish to challenge any part of their record, they may do so informally by contacting the Vice President for Student Affairs. A formal hearing process is available as set forth in the Annual Notice to cover instances when the informal procedures are not satisfactory. The hearing will be conducted by a College official that does not have an interest in the outcome.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits the disclosure of information about students and the inspection of student records without their permission to do so. "Directory information," as defined by the institution, may be disclosed as long as notification to do so has been made available to students, and students are given the opportunity to request nondisclosure.

School Deans, department chairs, and advisors often do have a "legitimate educational interest" in the examination of student records, which authorizes sharing of such information among faculty and staff when the information is reasonably necessary in order to fulfill the faculty member's professional or assigned responsibilities.

Transcript of Record

A transcript is released only upon written request of the student. An official transcript, one bearing the seal and an authorized signature of The College of Saint Rose, is sent from the Registrar's office directly to the official or institution specified. An official transcript issued to a student will be labeled "Issued to Student." The College does not issue copies of transcripts on file from other institutions. Transcripts will not be issued to students who have outstanding financial obligations to the College. We are unable to fax transcripts.

Change in Registration

Students may change their registration (drop or add courses) via the Web or in person at the Student Service Center prior to or during the first calendar week of the semester. Courses dropped during this period will not appear on students' records. No course may be added after the change of registration period.

Cross-Registration

The College participates in a cross-registration agreement that belonged to the Hudson Mohawk Association of Colleges and Universities. The College of Saint Rose shares in the consortium with the following member institutions: Albany College of Pharmacy, Albany Law School, Albany Medical College, Russell Sage College, Union College, Rensselaer Polytechnic Institute and the University at Albany.

Students participating in cross-registration must be full time and must take at least half of the semester course load at Saint Rose. Students may not cross-register for courses which appear in the catalogs of their home institutions. In addition, students may not cross-register during the Summer. Applications and further information are available in the Registrar's office.

Independent Study

Opportunities for independent study are available to currently enrolled students who have completed a minimum of 12 hours of graduate study at Saint Rose. Independent study may take the form of research, tutorials, directed readings or special projects under the direction of full-time faculty members with whom students consult periodically during the semester. Formal application for independent studies, together with complete outlines, must be filed in the Registrar's office at registration for the semester. Independent studies are not available when courses related to the topic are available. Credit earned in independent studies may not exceed six credits.

Students who wish to pursue independent studies have the responsibility to secure approvals from faculty members in the academic discipline to be studied, realizing that faculty members may not always be able to accommodate requests. The appropriate dean's approval is required.

Resumption of Study

Graduate students in good standing who have not registered for courses for more than two years must complete the Graduate Resumption of Study form that is available in the Registrar's office. Graduate students must submit the form, along with a Statement of Purpose and an official Saint Rose transcript to their department chair and school dean for approval. Students may be required to submit new letters of recommendation, to submit additional information (such as an art portfolio, writing samples or test scores) or to interview with faculty. No fee is required for Resumption of Study. If approved, students will resume their studies under the catalog in effect at the time of resumption. All courses to be counted toward the degree must be completed within six years.

Undergraduate and Graduate Study

Saint Rose undergraduates who have a 3.0 GPA and who are within nine credits of completing their degrees are eligible to take courses for graduate credit. To secure permission, students should complete the "Permission for an Undergraduate Student to take Graduate Courses" form, available in the Graduate Admissions and Registrar's offices, which requires permission of the student's academic advisor and school dean. The maximum number of graduate credits earned during undergraduate study cannot exceed six hours, and graduate credit may not be applied to undergraduate degree requirements.

Withdrawing from the College

Students who wish to withdraw from all course work at the College must notify the Dean of their school in writing. The grade W will be recorded for official withdrawals that occur prior to the posted mid-semester deadline. Withdrawals after mid-semester are subject to the grade of F. Students should review policies relating to refunds, grade penalty, financial aid and immigration status prior to withdrawing from the College

Students receiving financial aid or scholarships must complete the exiting process with the office of Financial Aid.

Withdrawing from a Course

Students may withdraw from one or more of their courses according to official deadlines posted in the College semester course brochure and on the College website. Courses from which a student has withdrawn will be recorded as W or F, depending upon posted deadlines. Students who merely stop attending a course and fail to withdraw from that course will incur an F grade and are responsible for tuition. The procedure to withdraw from a course is initiated at the Student Solution Center. The official date a student withdraws from a course is the basis for determining refunds or tuition adjustments, calculated on a credit-hour basis according to the following schedule:

During the first week of the semester	100%
After the first week of the semester	80%
After the second week of the semester	60%
After the third week of the semester	40%
After the fourth week of the semester	25%
Withdrawal after five weeks	No refund

Due to a condensed time frame, summer semester refunds follow an abbreviated version of the schedule listed above, with specific withdrawal deadline dates available on the College website, as well as in the semester course brochure. Prior to withdrawing from a course, students should review policies regarding refunds, full-time status, grading penalty, financial aid and immigration status.

Optional tuition insurance is available to minimize financial losses if a student is forced to withdraw from all courses during a semester because of a serious illness or accident. The Tuition Refund Plan, administered by A.W.G. Dewar, provides reimbursement of 75% of tuition and fees in the case of complete withdrawal because of personal illness, psychological condition or accident. For more information, please contact A.W.G. Dewar, Inc. at (617) 774-1555, or visit www.collegerefund.com.

academic and student services

ACADEMIC AND STUDENT SERVICES

The College of Saint Rose provides academic and student-centered services to support and enhance graduate students' experiences during their stay on the campus. Services are provided through the day and evening on weekdays to accommodate the busy schedules of all students.

Academic Support Center

The services offered through the Academic Support Center (ASC) are designed to provide all students with academic support outside the classroom and equal access to information in the classroom. Our goal is to promote academic excellence by helping students become independent and confident learners. ASC staff members assist students to develop academic skills, increase academic success, and attain college graduation.

The Learning Center

Drop-in Tutoring

The Learning Center offers students drop-in group tutoring sessions for various Saint Rose courses in our Open Lab. These sessions are offered in the undergraduate academic areas of math, computers, Spanish, and the natural sciences (biology, chemistry and physics) as well as undergraduate and graduate academic areas of accounting and business. These sessions do not require an appointment.

Study Clusters

Tutorial study clusters give students the opportunity to work through particularly demanding course work with the support of classmates and a peer tutor. Students experiencing difficulty with a particular course may contact the Learning Center to inquire about creating a study cluster.

Individual Academic Counseling

Whether students need help tackling an important academic project or just some helpful study hints, individual academic counseling is available in the Learning Center. Students can meet with a professional who can help build skills, strategies, and behaviors that will increase learning potential.

The Writing Center

The Writing Center offers half-hour and hour long individual tutoring sessions. During these sessions, tutors assist students with all stages of the writing process, from selecting a paper topic and creating an outline, to documenting research and working through the final editing stage. Reservations are required for the tutoring sessions. Students should call (518) 454-5299 or stop by the Academic Support Center to reserve a session.

Science/Math Learning Specialist

The Science/Math Learning Specialist offers general academic support for students with science and math concerns.

Services for Students with Disabilities

Academic accommodations for students with documented disabilities are coordinated in compliance with the Americans with Disabilities Act.

Registering

Eligible students requesting services must present appropriate documentation of a disability. Prospective students are encouraged to meet with this office early in the admissions process to obtain a copy of the documentation guidelines and to learn about the services provided. Formal registration with the office is required.

Services (based on appropriate documentation)

Accommodation letters provided
Alternative testing
Note-taking
E-text
Referrals to appropriate community resources

Confidentiality

All services and referrals offered by the office are kept confidential in accordance with professional, ethical and legal guidelines.

Alumni Association

The College of Saint Rose Alumni Association welcomes all alumni as lifetime members upon graduation. Founded in 1924 and incorporated in 1949, the Association boasts more than 35,000 members to date. Under the leadership of an elected board, comprised of five officers and sixteen directors, as well as appointed representatives from the student body and faculty, the Alumni Association provides alumni with opportunities for connecting with current students, networking with leaders in their professional fields, and participating in career and personal enrichment activities. Many alumni also become involved with their local chapter of the association, joining Saint Rose graduates in planning and hosting alumni events right in their own neighborhoods.

Alumni enjoy a wide variety of exciting activities through the Office of Alumni Relations and the Alumni Association, including: class reunions, constituency reunions (gatherings of former teammates, club members, etc.), travel programs, get-togethers for recent alumni, student/alumni networking programs, regional sporting events, special interest lectures, and a variety of other events hosted on the Saint Rose campus and around the country. Together with the Office of Alumni Relations, the Alumni Association Board represents the interests of the alumni body to the College and develops initiatives designed to promote alumni engagement with their alma mater. The Office of Alumni Relations is located on the first floor of Moran Hall, 979 Madison Avenue. The Alumni Relations team can be reached at (518) 454-5105 or via e-mail at alumni@strose.edu.

Student Alumni Association

The Student Alumni Association (SAA) serves to better connect current Saint Rose students and Saint Rose alumni in an effort to network, build relationships, and foster the Saint Rose spirit among the undergraduate community. Membership in SAA provides students a unique leadership role on campus, a variety of resume-building experiences, opportunities to plan and participate in fun and rewarding student events and volunteer efforts, and meaningful connections with successful Saint Rose alumni. SAA also provides leadership for the fundraising efforts for the Senior Class Gift to the College. SAA does not require members to pay dues. To contact the Student Alumni Association, call (518) 454-5105 or e-mail studentalumniassoc@strose.edu.

Career Center

The Career Center assists students and alumni throughout the career development process. Our staff provides advisement, resources and programs on major and career exploration, part-time jobs and internships, resumes and cover letters, interviewing, networking and job search strategies, graduate school and post-graduation employment.

Services include individual appointments and walk-ins, career assessments, credential file service, as well as a variety of career-related programs, recruiting activities and an education job fair. The Career Center also houses a career resource room that contains over 700 books and other resources related to majors, careers, internships, job search and graduate school.

We strongly encourage all students to login to eCareerCenter to obtain on-line access to:

- Jobs (part-time, full-time, local, national), Internships (paid, academic, volunteer) and Work-Study positions
- Career Advisory Network (C.A.N.) with alumni, parents and friends of the college who have volunteered to share career-related information and job search advice
- Events and Recruiting, including Information Tables/Sessions, Resume Collections, On-Campus Interviews, Education Expo and other career-related programs
- Handouts and Forms (resume and cover letter, interviewing, credential file, career planning, graduate school, job/internship search, networking and federal work-study)
- Upload job/internship search documents (resume, cover letters etc.) and create job/internship search agents
- Career-related links (job/internship listing sites, salary, graduate school, employment agencies, plus more)

It is never too early or too late to explore career interests and options, gain experience through employment and/or internships opportunities, develop a network or begin the job search. Students should stop by the Career Center, Saint Joseph Hall, Third Floor, call (518) 454-5141, or refer to the Career Center's website at www.strose.edu/careercenter.

Counseling and Psychological Services Center

The Counseling and Psychological Services Center is available for students who may, at one time or another, experience challenging or difficult periods in their lives. Counseling is a process of exploring life experiences and issues with professionals in a safe, private, and confidential manner. A wide range of personal, family, relationship, or academic issues can be explored with the assistance of counselors at the center.

Center services include: individual and couples counseling; support groups; consultations; educational workshops on a variety of wellness/prevention topics; and confidential referrals to other sources for help. Counseling services are free and open to all current students of the College. Appointments are scheduled Monday through Friday during business hours. Appointments can be made by contacting Counseling and Psychological Services, 947 Madison Avenue, Albany, New York (518) 454-5200.

Emery Educational and Clinical Services Center

The Emery Educational and Clinical Services Center offers a wide array of services including literacy tutoring, psychoeducational evaluations, speech-language evaluations and treatment, audiological evaluations, central auditory processing evaluations, and related services including accent modification, individual and group counseling, hearing aid consultation, family/caregiver support, and second opinion and consultant services. Additional programs include social skills groups for children and adolescents with autism spectrum disorders, as well as the Council of Fluency for individuals who stutter. Adults with communication disorders as a result of stroke, traumatic brain injury and medical diagnoses, and their family members may join the Adult Communication Support Group which is designed to optimize functional communication skills. The Center also offers morning and afternoon nursery school programs for 3 & 4 year old children.

Health Services

Health Services provides nursing coverage and various clinical services six days a week during the academic year to full-time students who have paid a health service fee. Full-time students who waive the school health insurance remain eligible to utilize the on-campus Health Service.

Part-time students, registered for six or more credits, who wish to use Health Services will be charged a per semester fee (charge is assessed to the student's business office account at the time of the first visit).

A physician or nurse practitioner is on campus to see and treat students during the week. Walk-in clinic hours are posted at the beginning of each semester. There is no additional charge for services provided in the Health Service, but students assume financial responsibility for all outside medical services such as visits to specialists, prescription drugs, ambulance transportation, emergency room visits and laboratory work sent off campus.

Health records should be on file in Health Services by August 15 for the Fall semester and by December 1 for the Spring semester. Immunization records are kept for a period of ten years. A copy of a student's health records will be released by Health Services only upon written request from the student. Please allow twenty-four hours to process a request for immunization records.

New York State Law requires all students born on or after January 1, 1957 registering for six or more credits to prove immunity to measles, mumps, and rubella.

Required Immunizations Consist of:
Measles (Rubeola)

- The student must submit proof of **two** doses of live measles vaccine given after 1967: The first dose given no more than 4 days prior to the student's first birthday and the second at least 28 days after the first dose; or
- The student must submit serological proof of immunity to measles. This means a lab report from an approved medical laboratory confirming immunity; **or**
- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had measles disease.

Mumps

- The student must submit proof of **one** dose of live mumps vaccine given after 1968 and no more than 4 days prior to the student's first birthday; **or**
- The student must submit serological proof of immunity to mumps. This means a lab report from an approved medical laboratory confirming immunity; **or**
- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had mumps disease.

Rubella (German Measles)

- The student must submit proof of **one** dose of live rubella vaccine given after 1968 and no more than 4 days prior to the student's first birthday; **or**
- The student must submit serological proof of immunity to rubella. This means a lab report from an approved medical laboratory confirming immunity (Since rubella rashes resemble rashes of other diseases, it is impossible to diagnose reliably on clinical grounds alone. Serological evidence is the only permissible alternative to immunization).

The law allows certain exemptions for compliance and will waive, either permanently or temporarily, immunization requirement for students with special circumstances. These may include pregnancy, certain allergies and specific religious beliefs. Clarification of possible waivers or answers to other immunization or health questions can be obtained by calling Health Services at (518) 454-5244.

Meningitis – the meningitis vaccine is not required, however, all students registering for six or more credits must submit one of the following:

- Certificate of immunization for meningococcal meningitis disease; **or**
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student's parent or guardian if under 18.

New York State law requires documentation of the immunizations described above. A student's continued ability to register and attend classes rests on providing the required documents.

Health Evaluation and PPD (Mantoux tuberculosis test)

Health Evaluation and PPD are required for all international students, students living on campus, and student athletes.

- The health evaluation must have been completed within one year of arrival on campus.
- The PPD must have been done within six months of arrival on campus.

Medical History

- All students are encouraged to complete and return the Report of Medical History.
- Any student who wishes to utilize the Health Service must have a completed Report of Medical History on file.

All of the required health forms are available on The College of Saint Rose website at www.strose.edu. For questions or further assistance please call Health Services at (518) 454-5244.

Health Insurance

The College of Saint Rose recognizes the importance of available, affordable health care. Therefore, **the College requires all full-time students to have health insurance and provides a College-sponsored plan.** Students with coverage through their own providers can waive out of the College health plan. Please visit www.haylor.com/student and click on the College of Saint Rose icon for more information.

If you are a part-time student and you would like to purchase health insurance, please go directly to www.AetnaStudentHealth.com, find The College of Saint Rose on the school selection list and follow the instructions provided.

Housing Resources

Off-campus housing, including apartments and private rooms, in The College of Saint Rose vicinity is privately owned and operated. Information regarding availability can be obtained in the office of Residence Life or at www.csr.och101.com. Students looking to live off-campus, but in a community atmosphere, might consider University Heights College Suites, located just a short distance from campus at 100 Union Avenue in Albany. College Suites offers housing to students from The College of Saint Rose, Albany College of Pharmacy, Albany Law School, Albany Medical College, and Sage College of Albany. Additional information regarding College Suites may be found at www.uhcollegesuites.com.

ID Cards

Free identification cards will be issued to new students by the ID Card office, which is located in the Student Solution Center on the third floor of Saint Joseph Hall. ID cards should be carried at all times and must be produced upon request from staff or faculty. Students forfeit their ID card upon withdrawal from the College. Cards must be turned in to the ID Card office. To replace an ID card, the student must appear in person to the ID Card office. The student's account will be assessed a replacement fee of $25.00.

International Studies

The office of International Studies coordinates activities and programs for international students and for those students preparing for study abroad. The office assists international students with linguistic, cultural, educational or personal adjustments they may be called upon to make. Students who seek an opportunity to study abroad are also offered assistance through this office. Advisement includes guidance in choosing an appropriate program and planning for the experience of living and learning in a foreign country.

Library Resources

Neil Hellman Library

The Neil Hellman Library holds over 224,000 volumes, 643 periodical subscriptions, 312,000 microforms, and subscriptions to 55 web-based journal packages, which provide access to over 30,000 magazines, journals, and newspapers. The Library also provides access to over 35,000 electronic books through the library's online catalog. The library's electronic resources are available to users throughout the campus and from their homes. Other resources are housed in the College Archives and Special Collections, located on the third floor in the Neil Hellman Library, and the Patricia Standish Education and Curriculum Library, located in the Lally School of Education. Membership in the Capital District Library Council and the OCLC network provides access to materials from libraries nationwide through interlibrary loan.

The library's public workstations provide access to the online catalog and the World Wide Web. Laptop computers can be checked out at the main desk and used to connect throughout the building to a wireless network. All computers have browsers and Microsoft Office software installed, and students can print from anywhere in the building.

Librarians are available whenever the Library is open to help with any library or research needs. Personal, one-on-one reference help and research guidance is available by appointment.

During the Fall and Spring Semesters, the library is open over 91 hours per week.

Monday – Thursday	8:15 a.m. – 11:00 p.m.
Friday	8:15 a.m. – 9:00 p.m.
Saturday	9:00 a.m. – 6:00 p.m.
Sunday	12 noon – 11:00 p.m.

*Some library hours may change due to holidays and school breaks.

The Patricia Standish Curriculum Library

The Patricia Standish Curriculum Library houses over 12,000 resources and hands-on materials to support undergraduate and graduate studies within The School of Education. The Curriculum Library is located on the second floor of the Thelma P. Lally School of Education building.

The collection includes a circulating reference collection of ideas for lesson plans and therapy sessions, picture books, juvenile fiction, young adult fiction, big books, information books, kits, textbooks, readers, magazines, New York State Standards and Curriculum Guides, the Touhey Collection of Multicultural materials, and standardized tests.

Curriculum Library tours are provided in collaboration with professors throughout the semesters. Reference services are provided by librarians, reference assistants, and staff.

Hours (Fall and Spring Semesters):

Monday – Thursday	8:30am – 9:00pm
Friday	8:30am – 6:00pm
Saturday	11:00am – 4:00pm
Sunday	12:00pm – 5:00pm

*Some library hours may change due to holidays and school breaks.

Office of Intercultural Leadership

The Office of Intercultural Leadership is responsible for assisting multicultural students with their adjustment to college life and to the broader community. The office personnel provide special orientation and educational programs pertaining to multicultural issues for faculty, staff, and students. In addition, they work with the College community to develop social and educational activities that promote a positive and successful living and learning environment for multicultural students.

Parking

The College has various parking lots located within and around the campus. Vehicles must be registered with the College, and a hang-tag permit must be displayed on the vehicle to park in College-owned and leased lots. The permit cost is $50.00 and is issued each academic year from the office of Safety and Security headquarters at 340 Western Avenue or online at: http://www.strose.edu/campus/campus_security/parking/parkingpermitapplication. There is a one (1) permit limit per individual. A copy of the Parking Regulations and Information is issued when the hang tag permit is issued. Vehicles without hang tag permits or parked in unauthorized areas will be ticketed and may be immobilized or towed at the owner's expense. Freshman students are not allowed to have vehicles on campus. The College assumes no responsibility or liability for vehicles or their contents parked in College-owned or leased parking lots.

The College reserves the right to change established fees and services, and to determine the effective date of such changes without prior notice.

Office of Spiritual Life

The office of Spiritual Life promotes the mission of the College and consists of the offices of Campus Ministry, Community Service, and Mission Experience. Campus Ministry is located in the Hubbard Interfaith Sanctuary and promotes the personal and spiritual growth of the campus community. Rooted in the Roman Catholic tradition, Campus Ministry provides interfaith and ecumenical programs of prayer, liturgy and celebration to invite the spiritual growth of people of different faiths. Yearly retreats, volunteer opportunities, workshops and individual counseling and direction are offered to students who wish to develop their spiritual lives.

The office of Community Service and Mission Experience are located at 950 Madison Avenue. Community Service encourages and supports involvement in community outreach and service programs. A large network of local agencies provides students with ample opportunities for service. Community Service also works with faculty to develop service learning opportunities for various courses. The Office of Mission Experience develops opportunities for student leadership and for international service.

People of all religious beliefs and traditions are welcome to make our community at the College rich in spiritual insight and experience. All are encouraged to work for justice and peace.

Student Activities

Lectures, performances, discussions, and events enrich the total college experience and supplement classroom learning. While most graduate students are quite busy with jobs, families and studies, it is important to participate in the many diverse experiences the College has to offer. Also, for those who wish to get more involved, Saint Rose has a variety of clubs and organizations to join. Further information is available in the Office of Student Affairs located in the Events and Athletics Center.

Technology Resources

The College of Saint Rose offers a variety of computer lab resources for student use. Some of the labs are dedicated as open labs, and several of them are open twenty-four hours a day, seven days a week. There are also several specialized computer labs including Education, Mathematics, Music, Graphic Design, Public Communications, and Physics. Additionally, there are eight classroom computer labs and forty-nine smart classrooms which feature an instructor's computer workstation with multimedia capabilities and video projection equipment. Computer labs offer a variety of current software including Microsoft Windows, Microsoft Office Pro, SPSS, Maple, and curriculum-specific programs. All computer labs on campus have laser printers, and most labs have scanners for student use. Lab aides are assigned to the computer labs to assist students with the use of computer hardware and software.

The College has implemented a wireless network. Students who need to access the wireless network with their own notebook computers or other devices should bring their equipment to the Help Desk in the Lally School of Education building for configuration. The Neil Hellman Library has wireless notebook computers that students can sign out for use in the library.

All computers on campus are connected to the campus network and have full access to the Internet and World Wide Web. The College also supports the Blackboard course management and portal system which allows students to have access to course-related materials accessible from any web browser on or off campus. All students are given an account that gives them access to computers, e-mail and the Blackboard system. These accounts also allow students to have network file storage that is accessible from both on and off campus. Students must abide by the College's Acceptable Use Policy and Copyright Policy when using any technology resources.

Computer lab locations, technology policies and additional information related to technology resources can be found at the Educational Technology Services website, http://its.strose.edu.

Tentative Academic Calendar

	Fall 2010	Fall 2011
Classes Begin	Aug 30	Aug 29
Labor Day	Sept 6	Sept 5
Columbus Day	Oct 11	Oct 10
Advisement Day	Nov 9	Nov 8
Thanksgiving	Nov 24-26	Nov 23-25
Classes End	Dec 17	Dec 16
	Spring 2011	**Spring 2012**
Classes Begin	Jan 18	Jan 17
Martin Luther King Day	Jan 17	Jan 16
Mid-Winter Break	Mar 6-13	Mar 4-10
Advisement Day	Mar 22	Mar 20
Easter Holiday	April 22-25	April 6-9
Classes End	May 11	May 9
Commencement	May 14	May 12
	Summer 2011	**Summer 2012**
Summer 1 Immersion	May 16-June 3	May 14-June 1
Begin Summer 1	May 23	May 21
Memorial Day	May 30	May 28
End Summer 1	July 1	June 29
Begin Summer 2	July 5	July 2
Independence Day	July 4	July 4
End Summer 2	Aug 12	Aug 10
Summer 2 Immersion	Aug 1-18	July 30-Aug 16

***Consult semester course schedule for changes to this calendar.**

financial aid

FINANCIAL AID

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students' maintaining good academic standing and satisfactory academic progress.

Application Procedures and Deadlines

Candidates for need-based financial assistance must submit the Free Application for Federal Student Aid (FAFSA). This is best accomplished through the website at www.fafsa.gov. To receive an Award Letter and to have student loans and other aid processed in a timely manner, the College has established March 1 as the priority deadline for financial aid applicants for the subsequent Summer and Fall semesters, and November 1 for those entering the College in a Spring semester.

Verification

The U.S. Department of Education automatically selects approximately one-third of all applications for Federal Student Aid for a review process called Verification. Also, the College may select an application for Verification if additional information is needed to accurately determine financial aid eligibility. Verification is the process of reconciling data reported on the FAFSA with documentation such as income tax records.

If an application is selected for Verification, the College is required by law to obtain copies of the Federal Income Tax forms and W-2 Wage and Tax Statements for the applicant and the applicant's spouse, if applicable. Failure to submit the requested documents will prevent an applicant from receiving disbursements of institutional and federal financial aid awards.

The Verification process must be completed within sixty (60) days of notification. If the Verification process is not completed in this time frame, the applicant will be considered ineligible for federal or institutional financial aid, including federal student loans. As a result of the Verification process, the data reported on the FAFSA may need to be adjusted. In this case, the Office of Financial Aid will electronically submit corrections to the Institutional Student Information Report (ISIR), which is transmitted to each college/university indicated on the FAFSA. If financial aid eligibility changes as a result of the Verification process, the Office of Financial Aid will notify the applicant.

Satisfactory Academic Progress for Federal Financial Aid Programs

The College requires graduate students to maintain a cumulative grade point average of at least 3.0 in order to remain in the program. This same academic standard will be applied to a student's eligibility to participate in the federal student aid programs described below. Graduate students must also pursue their degrees by, in general, completing the courses for which they register. Graduate students must complete at least 60 percent of all credits attempted in order to continue to receive aid in subsequent semesters.

Students may appeal, in writing, to the Office of Financial Aid the loss of financial aid eligibility due to unsatisfactory academic progress.

William D. Ford Federal Direct Loan Program

Subsidized Federal Direct Loan

The Subsidized (interest is paid on behalf of the student borrower during in-school periods) Federal Direct Loan is available to students enrolled on a half-time basis (at least six credits) who have demonstrated financial need through submission of the FAFSA.

Graduate students who take at least six graduate credits per semester may borrow up to $8,500 annually. Graduate students who take at least six credit hours per semester at the undergraduate level, or graduate students who are enrolled in a graduate certificate program, may borrow up to $5,500 annually.

Repayment of the loan may be deferred while borrowers are enrolled for at least six credits per semester. During the in-school deferment period, the Federal Government pays the interest on the Subsidized Federal Direct Loan. Repayment begins six months after borrowers cease at least half-time enrollment. Other deferment options are limited to remaining in school, graduate fellowship/rehabilitation training, unemployment and economic hardship.

Students who are borrowing funds for the first time must complete a Federal Direct Loan Entrance Interview before receiving loan proceeds. The Entrance Interview is designed to inform borrowers of the rights and responsibilities inherent in borrowing from this Program. The Office of Financial Aid will notify borrowers of the procedures for completing the Entrance Interview.

All new Federal Direct Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

Loans covering more than one semester must be disbursed in multiple disbursements. If the loan is intended for the Fall and Spring semesters, the first half of the loan proceeds will be disbursed at the beginning of the Fall semester and the second half at the beginning of the Spring semester. If the loan is intended for one semester only, the loan will be disbursed at the beginning of the term.

The College is required to reaffirm applicants' eligibility for the Federal Direct Loan prior to disbursing the proceeds to students' accounts. If, at the time that the College receives the loan disbursement, eligibility has changed for any reason, the College may be required to return some or all of the proceeds to the lender. In such cases, the borrower will be responsible for the student account balance that may result.

When borrowers cease to be enrolled for at least six credits, they are required to complete an Exit Interview. The Exit Interview is a final reminder of borrowers' rights and responsibilities as they prepare to enter repayment. The Office of Financial Aid will inform borrowers of the procedures for completing the Exit Interview process.

Unsubsidized Federal Direct Loan

The Unsubsidized (borrower pays the interest on the loan) Federal Direct Loan is available to students who do not demonstrate financial need for the Subsidized Federal Direct Loan. Graduate students who take at least six graduate credits per semester are eligible to borrow $12,000 per year unsubsidized, in addition to their eligibility for Subsidized Federal Direct Loans. Graduate students who take at least six credit hours per semester at the undergraduate level, or graduate students who are enrolled in a graduate certificate program, may borrow up to $7,000 annually.

In some cases, where students do not demonstrate financial need in amounts that would allow eligibility for the maximum annual subsidized loan limit, a Direct Loan might be partially subsidized and partially unsubsidized.

Previously discussed policies that relate to the Federal Subsidized Direct Loan also apply to the Federal Unsubsidized Direct Loan. Keep in mind, however, the borrower is responsible for the interest that accrues on the Unsubsidized Federal Direct Loan while in school, during the grace period and when in deferment.

Federal Direct Graduate PLUS Loan

Creditworthy graduate students who incur educational expenses that are not covered by their Federal Subsidized and Unsubsidized Direct Loans may be eligible to borrow a Federal Direct Graduate PLUS Loan. A Graduate PLUS Loan can cost less than a private loan. You must first apply to borrow the maximum in Federal Subsidized and Unsubsidized Direct Loans before you apply for the Graduate PLUS Loan. The amount you may borrow is the difference between the Cost of Attendance and the other financial aid you have been awarded.

To initiate the Federal Direct Graduate PLUS Loan process, the student must complete the Federal Direct Graduate PLUS Loan Request Form and submit it to the Office of Financial Aid. Students who are borrowing funds for the first time must complete a Federal Direct Graduate PLUS Loan Entrance Interview. The Entrance Interview is designed to inform borrowers of the rights and responsibilities inherent in borrowing from this Program. The Office of Financial Aid will notify borrowers of the procedures for completing the Entrance Interview.

All new Federal Direct Graduate PLUS Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

Loans covering more than one semester must be disbursed in multiple disbursements. If the loan is intended for the Fall and Spring semesters, the first half of the loan proceeds will be disbursed at the beginning of the Fall semester and the second half at the beginning of the Spring semester. If the loan is intended for one semester only, the loan will be disbursed at the beginning of the term.

The amount of the Graduate PLUS Loan funding that arrives at the College will be less than the amount for which you have applied. The Federal Government retains a 4 percent origination fee.

The College is required to reaffirm applicants' eligibility for the Federal Direct Graduate PLUS Loan prior to disbursing the proceeds to students' accounts. If, at the time that the College receives the loan disbursement, eligibility has changed for any reason, the College may be required to return some or all of the proceeds to the lender. In such cases, the borrower will be responsible for the student account balance that may result.

When borrowers cease to be enrolled for at least six credits, they are required to complete an Exit Interview. The Exit Interview is a final reminder of borrowers' rights and responsibilities as they prepare to enter repayment. The Office of Financial Aid will inform borrowers of the procedures for completing the Exit Interview process.

Alternative Loan Programs

There are several alternative loan programs available for students who need additional funds to finance their education. These are private loan products from banks and other lending institutions that are available for educational purposes. Students who are registered for fewer than six credits will not qualify for federal loans but may be eligible for alternative loans. Students may contact the Office of Financial Aid for information regarding alternative loans. Together with other grants or loans, alternative loans may not exceed the student's cost of attendance as established by the Office of Financial Aid.

Veterans' Benefits

Special funding is available to eligible veterans, their dependents and beneficiaries. Students may contact the nearest local Veterans Administration office for specific information. On-campus certification is completed by the Registrar's office. Students should notify the Office of Financial Aid if they will be receiving Veterans' Benefits, as these benefits must be considered when evaluating the students for other aid sources.

Vocational and Educational Services for Individuals with Disabilities

Students who qualify for this program should contact the local office of VESID, a division of the New York State Education Department. Students should notify the Office of Financial Aid if they will be receiving VESID assistance, as these benefits must be considered when evaluating the students for other aid sources.

Tuition Assistance Program (TAP)

New York State residents who are full-time graduate students [defined as twelve (12) credit hours per semester for State programs, not nine] are encouraged to apply for the New York State Tuition Assistance Program (TAP). To apply for TAP, applicants must submit the FAFSA. The U.S. Department of Education will transmit data reported on the FAFSA to the New York State Higher Education Services Corporation (NYSHESC) if a New York State school is listed on the FAFSA. NYSHESC will determine TAP eligibility and will inform students and the College of the TAP award.

TAP eligibility is based upon the New York State net taxable income. Annual TAP awards range from $75 to $550 for graduate students attending Saint Rose. Eligible graduate students may receive a maximum of eight semesters of full-time TAP funding. TAP eligibility and award amounts are subject to the New York State budget process each year.

Continued receipt of TAP and other New York State awards requires both Program Pursuit and Satisfactory Academic Progress. For graduate students, Program Pursuit requires that students receiving a TAP award in any semester must complete at least twelve (12) credit hours in order to receive a subsequent payment. Satisfactory Academic Progress for graduate students requires a 3.0 cumulative grade point average in each semester for which a TAP award is received.

Further information may be obtained from the Office of Financial Aid or the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255 or, on the Internet, at www.hesc.com.

Other Assistance

In addition to the sources previously mentioned, students should investigate scholarship and loan funds available through community, fraternal, religious, industrial or union groups. Students are encouraged to contact local organizations for further information concerning these possibilities.

Graduate Scholarships

The College of Saint Rose awards a number of scholarships to graduate students. The selection process is competitive for all graduate scholarships. More specific information including scholarship description and application can be accessed at the Graduate Admissions section of the College website. Applications must be received by June 1 for fall admission or October 15 for spring admission unless otherwise stated on the application.

International Scholarship

International Scholarships are awarded to new full-time international graduate students who have demonstrated superior prior academic achievement. The scholarship covers one half of graduate tuition expense for two consecutive years of study or program completion, whichever comes first. International Scholars must remain continuously enrolled, register for a minimum of 9 credits each fall and spring semester, and maintain a minimum grade point average of 3.30 for the duration of the award.

Multicultural Scholarship

Multicultural Scholarships are awarded to new graduate students whose ethnic background assists in the enrichment of campus culture and diversity, and who have demonstrated superior prior academic achievement. The scholarship covers one half of graduate tuition expense for two consecutive years of study or program completion, whichever comes first. Multicultural Scholars must remain continuously enrolled, register for a minimum of 6 credits each fall and spring semester, and maintain a minimum grade point average of 3.30 for the duration of the award.

Sister Anne L. Clark Graduate Scholarship

Sister Anne L. Clark Scholarships are awarded to new full-time graduate students who have demonstrated superior prior academic achievement. The scholarship covers one half of graduate tuition expense for two consecutive years of study or program completion, whichever comes first. Sister Anne L. Clark Scholars must remain continuously enrolled, register for a minimum of 9 credits each fall and spring semester, and maintain a minimum grade point average of 3.30 for the duration of the award.

Barbara Anne Carr Endowed Scholarship in Counseling
The Carr Scholarship is awarded in the fall semester to a part- or full-time student pursuing a Master's degree in Counseling, School Psychology, or Educational Psychology. The scholarship recipient must remain continuously enrolled and maintain a minimum grade point average of 3.0 for the duration of study. Preference will be given to full-time applicants.

Peter M. and Anne M. Tully Endowed MBA Scholarship
The Tully Scholarship is awarded each year to a student pursuing a Master of Business Administration degree. The award covers cost of tuition associated with 9 required credits for one year of study. Priority will be given to a student employed by a business based in the Capital Region; however, the recipient cannot be participating in an employee tuition reimbursement program. Candidates for this award will be judged on the basis of prior academic achievement.

The George and Caroline Winkler Scholarship
The Winkler Scholarship is awarded to a full-time graduate student enrolled in the Master's program in Communication Sciences and Disorders. The award consists of a one-time award of $500. Selection is made on the basis of undergraduate academic performance and recommendations from former instructors.

Walter L. Hahn Scholarship
The Hahn Scholarship is awarded to a new or returning full-time graduate student. The scholarship is in the amount of $1500 for the academic year and is non-renewable. The recipient must be unconditionally admitted to a graduate program of studies and register for a minimum of 9 graduate credits for the fall and spring semesters of the award. Selection is made on the basis of undergraduate achievement and financial need as demonstrated by filing a FAFSA.

John J. Gargiulo Memorial Scholarship in Business
The Gargiulo Scholarships are awarded to undergraduate and graduate students majoring in Business. Selection is based on academic achievement, leadership and community service.

Second Chance Scholarship
This scholarship is awarded to new, full-time students. The award amount varies according to need and academic achievement. The recipient cannot be participating in an employee tuition reimbursement program. Please contact the Office of Financial Aid for application materials.

Graduate Assistantships
The College of Saint Rose sponsors approximately 85 graduate assistantship (GA) positions each academic year in order to provide qualified full-time graduate students with financial assistance and opportunities to augment their educational experiences. A GA appointment offers a student the opportunity to engage in meaningful professional development activities in administrative or research areas while working with faculty and administrators.

The selection process is competitively based and may include an interview. Graduate assistantships are awarded for the academic year (fall and spring semesters) and require a minimum commitment of 150 hours of work per semester. The award amount is valued at the equivalent of the cost of six graduate credits per semester which is distributed as a 75% taxable stipend payable at the end of the semester and a 25% non-taxable grant posted to the student's account. A graduate assistantship award may affect a student's financial aid eligibility status; therefore, it is strongly recommended that prior to accepting the award, students consult with the Office of Financial Aid.

The Graduate Assistantship Program is administered by the Office of Graduate and Continuing Education Admissions. Complete information including eligibility requirements, policies and procedures, and application requirements can be accessed on the Graduate Admissions section of The College of Saint Rose web site.

Expenses 2010-2011

Tuition per semester hour of credit	**$655.00**
Tuition per credit, regular audit	348.00
Tuition per course, alumni audit	84.00
***Miscellaneous fees:**	
Application fee (payable once only)	$45.00
Student records fee, payable each semester	65.00
Student records fee (regular audit)	65.00
Late payment fee	75.00
Removal of I grade (incomplete grade)	65.00
Technology fee	$396 per year – full-time students; prorated for part-time students @ $23.00 per credit hour
**Health service fee (full year)	106.00
Comprehensive examination fee	50.00
Processing fee (each returned check)	55.00

The College reserves the right to change established fees and services, and to determine the effective date of such changes without prior notice.

**Not refundable*

***Prorated for part-time students*

Payment of Accounts

Tuition and fees are payable in the Bursar's office ten days prior to the first day of classes. Students registering after that time should make full payment at the time of registration.

Students will not receive transcripts or diplomas until all bills are paid in full. Students who have outstanding financial obligations may not register for courses until these obligations have been resolved.

The College accepts Discover, MasterCard, Visa, cash and check payments. Monthly payment plans are also offered by Academic Management Services and Tuition Management Systems. Please refer to the College website at www.strose.edu for specific information regarding payment plans, refund schedules, and optional tuition refund insurance.

academic programs

Table of Contents

School Name	Page
School of Arts and Humanities	45
School of Business	62
School of Education	76
School of Mathematics and Sciences	151

School of Arts and Humanities

Programs of Graduate Study	Degree	Page
Art Education, K-12	MS.Ed.; C.A.S.	47
Studio Art	MA	51
Communications	MA	53
English	MA	54
History/Political Science	MA	56
Music Education	MS.Ed.; C.A.S.	58

The School of Arts and Humanities offers graduate programs to motivated students in specific disciplinary study in Art, Communications, English, History/Political Science, and Music. The programs prepare students by equipping them with proficient skills for professional disciplines and for immediate entry into careers. The programs in the School further prepare graduates with proficiencies in abstract thought and reasoning for further academic study. All programs emphasize critical thinking and innovative approaches to meet the needs of the 21st century. Moreover, our programs promote appreciation for the love of learning and attention to the life of the mind.

Policy on Academic Standards

The following academic standards apply to **all** graduate degree and certificate programs of The College of Saint Rose. Students should refer to appropriate sections of this catalog for additional School and program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- If the student's cumulative grade point average falls below 3.00, a student will receive a letter of warning from the school dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- After earning a grade of F, the student will receive a letter of academic dismissal from the School dean.
- For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- A student may repeat only once a course in which a grade of less than B has been received.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.

The grading policy of the School in which a student's major program resides prevails.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The School of Arts and Humanities

The following academic standards apply to all graduate degree and certificate programs in the School of Arts and Humanities. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- Only (credit) courses in which a grade of B (defined as 3.00) or better is earned will be applicable to the degree. For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- After earning a grade of C for the first time, a student will receive a letter of warning from the School dean. If the student's cumulative grade point average is below 3.00, the letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- A student may repeat only once a course in which a grade of less than B has been received.
- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the School dean.
- After earning a grade of F, the student will receive a letter of academic dismissal from the School dean.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Programs in Art

Mission Statement

The Master of Arts in Studio Art and the Master of Science in Art Education degree programs at The Center for Art and Design challenge students to develop strong creative voices and informed independent aesthetic judgment. Students are expected to understand their studio work in relation to historical precedent, current trends, and contemporary theory. Both degree programs provide preparation for careers in their chosen fields.

Goals

- to develop a strong, theoretical, historical and critical understanding of contemporary art;
- to build an expertise in the making of art; and
- to foster an informed creative voice as a committed artist

Prerequisites

1. Completed an undergraduate degree in the field of fine arts or courses/experiences equivalent to an art major
2. A fine art portfolio that shows developed personal imagery in a selected area and also demonstrates drawing skills; Graphic Design or Interior Design portfolios are not accepted into these programs

Additional Requirements *(Art Education only)*:

1. Completed content requirements in Drawing, Painting, Sculpture and Modern Art History
2. Completed a broad background in General Education requirements

Upon acceptance, transcripts will be reviewed and deficiencies communicated to the applicant.

Program In Art Education

Initial Certification Program – MS in Art Education – 48-51 credits

Objectives:

1. to prepare for NYS Initial Certification in Art K-12 through study of art education history, critical theory, curriculum, and assessment issues; and application of current pedagogical research to practice teaching in real classrooms.
2. to promote leadership in art education by participating in professional activities that provide service to communities in and beyond the classroom.
3. to create and exhibit a distinctive body of work that demonstrates a high level of awareness of the critical process of making art through disciplined studio practice and critiques.
4. to integrate and relate varied perspectives within studio art practice, art history, art criticism and theory through an interrelated sequential curriculum.

Required Courses:

Pedagogy and Theory of Art Ed	**History and Theory of Art**	**Studio Practice in Art**
Developmental Psychology (*If not taken already, must be added to early program) 3 cr.	AED 518 Contemporary Art History 3 cr.	Studio 1 3 cr.
4 NYS Required Workshops: 0 cr. EPY 637 Substance Abuse EDU 602 Violence Prevention EDU 603 Child Abuse & Abduction Prevention EDU HIV/AIDS and Communicable Diseases	AED 520 Aesthetics 3 cr.	Studio 2 3 cr.
SED 515 Including Pupils with Disabilities 3 cr.	AED 521 Art Criticism 3 cr.	Studio 3 AED 585 Drawing 3 cr.
AED 515 School Experience in Art 0 cr. + 70 hours	AED 599 Graduate Seminar 3 cr.	Studio 4 3 cr.
AED 516 Development in Art and Literacy 3 cr.		Studio 5 3 cr.
AED 523 Art Curriculum Instruction and Assessment 3 cr. + 10 hours		
AED 524 Methods of Teaching Art 3 cr. + 20 hours		
AED 525 Advanced Methods 3 cr.		
AED 526 Student Teaching 3 cr. + 500 hours		
AED 522 Theories of Art Education (Advanced Research and Curriculum Thesis) 3 cr. + 15 hours		
21-24 credits + 615 hours of classroom practice	**12 credits**	**15 credits**

Studio areas available: Painting/Drawing, Photography, Printmaking, and Sculpture.

Professional Certification Program – MS in Art Education – 30 credits

(open only to those who already hold Initial Certification)

Objectives:

1. to prepare for NYS Professional Certification in Art K-12 through action research in contemporary teaching practices, curriculum content, and cognitive development.
2. to promote leadership in Art Education by participating in professional activities that provide service to communities in and beyond the classroom.
3. to create and exhibit a distinctive body of work that demonstrates an increased awareness of the critical process of making art through disciplined studio practice and critiques.
4. to integrate and relate varied perspectives within studio art practice, art history, art criticism and theory through an interrelated, sequential curriculum.

Required Courses:

Pedagogy and Theory of Art Ed	**History and Theory of Art**	**Studio Practice in Art**
AED 522 Theories of Art Education (Advanced Research and Curriculum Thesis) 3 cr. + 15 hours	AED 518 Contemporary Art History 3 cr.	Studio 1 3 cr.
	AED 520 Aesthetics 3 cr.	Studio 2 3 cr.
	AED 521 Art Criticism 3 cr.	Studio 3 AED 585 Drawing 3 cr.
	AED 599 Graduate Seminar 3 cr.	Studio 4 3 cr.
		Studio 5 3 cr.
3 credits + 15 hours classroom practice	**12 credits**	**15 credits**

Initial Certification – Certificate Only Program – 21-24 credits

(open only to those who already hold a Master's Degree in Art)

Objectives:

1. to prepare for NYS Initial Certification in Art K-12 through study of art education history, critical theory, curriculum, and assessment issues; and application of current pedagogical research to practice teaching in real classrooms.
2. to promote leadership in art education by participating in professional activities that provide service to communities in and beyond the classroom.
3. to integrate and relate varied perspectives within studio art practice, art history, art criticism and theory through an interrelated, sequential curriculum.

Required Courses:

Pedagogy and Theory of Art Education	History and Theory of Art	Studio Practice in Art
Developmental Psychology *(*If not taken already, must be added to early program)* 3 cr.		
4 NYS Required Workshops 0 cr. EPY 637 Substance Abuse EDU 602 Violence Prevention EDU 603 Child Abuse & Abduction Prevention EDU HIV/AIDS and Communicable Diseases		
SED 515 Including Pupils with Disabilities 3 cr.		
AED 515 School Experience in Art 0 cr. + 70 hours		
AED 516 Development in Art and Literacy 3 cr.		
AED 523 Art Curriculum, Instruction and Assessment 3 cr. + 10 hours		
AED 524 Methods of Teaching Art 3 cr. + 20 hours		
AED 525 Advanced Methods 3 cr.		
AED 526 Student Teaching 3 cr. + 500 hours		
AED 522 Theories of Art Education (Advanced Research and Curriculum Thesis) 3 cr. + 15 hours		
21-24 credits + 615 hours classroom practice	**0 cr.**	**0 cr.**

PROGRAM IN STUDIO ART – MA in Studio Art – 30 credits

Objectives:

1. to develop and refine the individualized visual language informed by critical concepts.
2. to analyze the work through critiques.
3. to be familiar with contemporary ideas.
4. to write a thesis.
5. to create and exhibit a distinctive body of work at the end of the program.

Required Courses

AED 518	Contemporary Art History	3 credits
AED 521	Art Criticism	3 credits
AED 597	Master Exhibition	0 credit
AED 599	Graduate Seminar/ Thesis	3 credits
Choose one area:		15 credits
	AED 550-554 Advanced Studio Printmaking	
	AED 565-569 Advanced Studio Sculpture	
	AED 570-574 Advanced Studio Photography	
	AED 580-584 Advanced Studio Painting	
Studio Elective:		3 credits
Elective:		credits
	Art History, Studio, Liberal Arts -or-	
	AED 585 Drawing Seminar	

TOTAL **30 Credits**

Studio areas available for this degree are: Painting/Drawing, Photography, Printmaking and Sculpture.

Admission Requirements

1. Applicants for all graduate art programs submit the requirements for general application for graduate study to The College of Saint Rose Office of Graduate Admissions.
2. A grade point average of 3.0 (on a 4.0 scale) overall and in the undergraduate major.
3. In addition, applicants must also submit the following directly to the Art Department:

   Article I. A digital CD portfolio, that will run on a Mac or PC, of 20 pieces demonstrating a serious exploration of an idea in current work rather than a portfolio that contains a variety of works. Five of the pieces must include observational drawing.

   Article II. The CD should be marked with the name, address, telephone number of the applicant, and the studio specialization for which the applicant is applying (painting, drawing, photography, printmaking, and sculpture).

   Article III. The following information should be included on a separate written list:

   - applicant's name
   - number of each image
   - date of each image
   - medium of each image
   - dimensions of each image

   Article IV. A copy of the essay required for graduate admission. This essay should include the applicant's interest and commitment to making his or her own art.

   Article V. A student copy (or unofficial copy) of the transcripts required for general admission.

Article VI. The CD portfolio, image list, essay and transcript copies should be sent or delivered as a packet to:

Art Department
The College of Saint Rose
324 State Street
Albany, NY 12210
Attn: Graduate Application

When reviewing the portfolio, the admissions committee looks for:

Article I. coherent and conceptually developed work

Article II. strong skills in the area of concentration

Article III. proficiency in drawing

When reviewing the graduate application essay, the admissions committee looks for:

a. graduate-level writing skills

b. a commitment to personal art making

c. (for Art Education – a commitment to children and their learning needs, and the importance of education)

Initial Interview/Advisement
Each accepted graduate student must schedule an interview with the graduate advisor in the Art Department to discuss curriculum prerequisites, course scheduling and studio hours. This interview must take place before the accepted student begins the program. The student may also be asked to provide an on-the-spot writing sample at this time.

AED 530 Six-Credit Review 0 Credit
At the completion of six credits in the studio concentration, the student enrolls for AED 530, Six-Credit Review. Three graduate faculty (one member will be the student's major studio instructor) will assess the studio work and recommend that the student:

1. continue in the program;

2. take remedial action to correct deficiencies and resubmit work after a given period of time; or

3. withdraw from the program.

These recommendations will be given to the student in writing.

Final Evaluation - Comprehensive Assessment for Graduation
At the completion of the program, each student must present a master show. A comprehensive assessment committee, appointed for each student, will meet early in the semester in which the student is enrolled in AED 599 Graduate Seminar.

The committee will be composed of at least three graduate faculty members, one of whom is the student's major studio instructor. The student will present to the committee the work that is to comprise the master show and describe his/her philosophy of art and/or the theoretical basis for his/her studio work. The work will be judged on its quality, consistency and maturity. The decision of the committee shall be unanimous. If the student is found deficient at the time of assessment, he/she will be given additional time to make up the deficiency.

All work for the degree must be completed within six years from the date of initial admission.

Teaching Certification
Students seeking initial certification prior to the completion of the program must apply independently to the New York State Education Department (NYSED) office of Teaching Initiatives and fulfill the requirements prescribed by the NYSED.

Those successfully completing the 48-credit program may apply for initial certification through the College. They may apply for professional certification at the NYSED after completing three years of successful teaching, within five years of receiving their initial certificate.

New York State Certification Tests
All students must successfully pass the New York State Examinations for Teacher Certification. These examinations are:

- LAST - Liberal Arts and Sciences Test
- ATS-W - Assessment of Teaching Skills-Written
- CST - Content Specialty Test (in Art Education)

Program in Communications: 36 Credits

The Master of Arts in Communication was founded in 1996 and serves both full-time and part-time students. The program foregrounds the relationships between public relations and journalism and recognizes the value of technology in the changing communications workplace. Courses are offered on a rotation during day and/or evening timeslots. For more information, please visit the department's website at: http://communications.strose.edu

Curriculum Objectives

- Prepare students to integrate theory and critical thinking into practice;
- Assist students in understanding communications traditions;
- Engage students in the exploration of the issues and responsibilities of practitioners in the field;
- Provide students the opportunity to explore and analyze the profession;
- Demonstrate the importance of technology and technological advances for practitioners; and
- Demonstrate the importance of building and sustaining relationships between and among various communications practitioners

Admission Requirements
Applicants must fulfill the College's general requirements for admission to graduate studies, and must also submit two writing samples appropriate to the field. Additional evidence of competency may be required as determined by department faculty. Moreover, some transfer credit may be available upon approval by the Graduate Coordinator.

Program Requirements		**36 Credits**
Required Courses		**33 Credits**
COM 510	Media Ethics	(3)
COM 520	Group Communication and Leadership	(3)
COM 525	Interviewing and Practice	(3)
COM 550	PR History and Practice	(3)
COM 555	Crisis Communications	(3)
COM 558	External Relations	(3)
COM 564	Journalism History and Practice	(3)
COM 568	Online Journalism	(3)
COM 570	New Media Production	(3)
COM 575	Digital Video Production	(3)
COM 590	Capstone Course	(3)
Choose ONE Elective Course:		**3 Credits**
COM 580	Topics in Communication	(3)
COM 595	Field Experience	(3)
COM 598	Independent Study (Project oriented)	(3)
Non-COM	Elective Graduate Course; outside of department	(3)
Total Program Credits		**36 Credits**

Program in English

The Master of Arts degree program offered by the department of English provides students with the opportunity to concentrate in either literature or writing.

Literature courses examine a wide range of texts from a variety of critical perspectives. Students in writing courses study and practice traditional genre conventions, as well as variations on the conventions and often allow students to pursue extended projects. All students take at least one course in critical theory. All classes are small and collaborative, giving students ample opportunity to participate in discussions. Writing courses often use the workshop method, along with other pedagogical modes. All students complete an Advanced Project in either literature or writing. All students can opt to write a three-credit thesis.

Besides providing the aesthetic pleasures and personal rewards involved in the study of literature and writing, an M.A. degree in English enhances skills that are widely valued in today's career marketplace: problem-solving, abstract reasoning, communication, and organization. Our graduates pursue careers in writing, law, communications, website development, business, public service, high school teaching, college-level teaching and other positions in the academy. Many of our graduates also go on to doctoral programs in creative writing and literature.

Objectives

The English department expects that its M.A. recipients will leave the program with the following:

1. Working knowledge of, and capacity to respond critically to, a broad range of literatures;
2. Deep competence in literary scholarship and in theory;
3. Ability to produce professional level scholarship or creative work;
4. Respect for the global community of learners, researchers, and communicators;
5. Demonstrated experience in responding to discourses diverse in gender and culture; and
6. Engagement with the larger literary community and its attendant social, political, and ethical concerns.

Requirements for Admission

Applicants to the program must have at least 24 undergraduate credits in English (with an emphasis on literature), a grade point average of 3.2 (on a 4.0 scale) in these courses, and an overall index of 3.0. In addition, since every course offered in the program will require writing and research, applicants should have writing and research skills adequate for graduate work in the field. All students should submit a writing sample, consisting of a documented literary research paper of five to ten pages. Students interested in the Writing Concentration are required to include a creative sample of no more than ten pages.

At the discretion of the graduate coordinator, applicants who fall slightly below the required grade point average may be admitted to the program as non-matriculated students. Such students will ordinarily be required to finish two graduate English courses with a grade of B or better in each before changing to matriculated status, and they may register for no more than six credits in their first semester in the program. Students who lack the required 24 credits in undergraduate English courses or whose writing and research skills need improvement may be required to take undergraduate courses in preparation for reapplying to the graduate English program.

Students wishing to enroll in graduate English courses without matriculating for the English degree must satisfy the general admissions requirements for graduate study at The College of Saint Rose and must have completed 24 undergraduate credits in English. They may take up to four graduate English courses; those who later wish to change to matriculated status in the graduate English degree program may then apply to the program.

Program Options

Once admitted to the program, students work with the English graduate coordinator to plan either a part- or full-time course of study. Full-time students (minimum nine credits per semester) may complete the program in two academic years; those who elect part-time study generally take from two to four years to complete the degree, although a student may take up to six years in the program.

At the time of admission, students will choose either the Literature Concentration or the Writing Concentration (see description below). Students who wish to choose the Writing Concentration must submit a creative writing sample of no more than ten pages at the time of admission. Students who wish to change into the Writing Concentration after matriculation must take at least one writing course within their first nine credits and then submit a creative writing sample to the graduate coordinator. Once chosen, either concentration may be changed only with the approval of the English graduate coordinator.

All students must complete 36 credits of graduate work with a grade of B or better in each course. Courses are three credits each.

Literature Concentration	**36 Credits**
6 literature courses	(18)
2 theory courses	(6)
1 writing course (ENG 560, 565, 588, or any other writing course)	(3)
2 electives	(6)
Advanced Literary Research Project	(3)

(Literature Concentration electives include English 596 Literary Thesis and additional literature, theory, and writing courses.)

Writing Concentration Courses	**36 Credits**
4 literature courses	(12)
4 writing courses	(12)
1 theory course (ENG 560, 565, 588, or any other theory course)	(3)
2 electives	(6)
Advanced Writing Project	(3)

(Writing Concentration students are strongly encouraged to complete ENG 597 Writing Thesis; electives may include writing, literature, and theory courses.)

Advanced Projects
All students complete an advanced project within the last 15 credits of their degree. Students in the Literature Concentration complete ENG 591 Advanced Literary Research Project; students in the Writing Concentration complete ENG 592 Advanced Writing Project. Early in the semester prior to registering for ENG 591 or ENG 592, students must submit to the potential mentor a project proposal that includes bibliographical material. The project proposal is signed by the mentor and a research consultant. After approval, the proposal is filed with the graduate coordinator, and the student then registers for the appropriate course. Students should consult the *English Graduate Student Handbook* on the College website) for full details about project proposal:
http://www.strose.edu/academics/schoolofartsandhumanities/english/english_ma

Thesis
Students are encouraged, but not required, to write a three-credit thesis near the end of their study in either the Literature or Writing Concentration. The thesis in the Literature Concentration is a research-based literary study. The thesis in the Writing Concentration is a creative thesis in fiction, poetry, drama, or nonfiction, or is a research-based study in composition theory. Students interested in writing a thesis should consult with the English graduate coordinator to obtain a copy of *A Guide to the Preparation of Master's Theses* and to find a potential thesis director and two readers. Arrangements for thesis work must be made well in advance, since faculty members are limited in the number of projects that they may undertake. The thesis proposal form must be signed by the thesis director and readers before the student may register for thesis credit.

Literary Study Thesis (ENG 596)
The Literary Study Thesis allows the qualified student to write a single in-depth study based upon his or her research interests. Ordinarily, this thesis will extend the work completed for the Advanced Literary Research Project. Students who wish to write a Literary Study Thesis must follow four steps:

1. Receive a grade of at least A- in ENG 591 Advanced Literary Research Project;
2. Submit a thesis proposal to the thesis director and readers for approval to continue the project;

3. Submit a signed thesis proposal to the English graduate coordinator; and
4. Register for three credits of ENG 596 Literary Study Thesis.

Writing Thesis (ENG 597)
The Writing Thesis offers the qualified student an opportunity to write a substantial collection of poetry, short stories, or creative nonfiction; a single longer work of fiction; a full-length play; or a research-based study in composition theory. Ordinarily, this thesis will extend the work completed for the Advanced Writing Project. Students who wish to register for a Writing Thesis must follow four steps:

1. Receive a grade of at least A- in ENG 592 Advanced Writing Project
2. Submit a thesis proposal to the thesis director and readers for approval to continue the project;
3. Submit a signed thesis proposal to the English graduate coordinator; and
4. Register for three credits of ENG 597 Writing Thesis.

Certification in Adolescence Education
Students who already have initial certification in adolescence education may use the M.A. in English to fulfill the requirement of a master's degree for professional certification to teach English at the secondary level.

N.B. Events over which the College has no control may result in changes in course schedules; the most recent information will be available prior to the beginning of each semester. Summer courses will be offered based on student and faculty interest and availability. Consult the graduate coordinator and the online English Graduate Student Handbook for updates.

Fall 10	**Spring 11**
ENG 573	ENG 532
ENG 553	ENG 556
ENG 542	ENG 589
ENG 563	ENG 560
ENG 564	ENG 561
Fall 11	**Spring 12**
ENG 579	ENG 554
ENG 566	ENG 543
ENG 520	ENG 565
ENG 559	ENG 562
ENG 564	ENG 563
Fall 12	**Spring 13**
ENG 539	ENG 537
ENG 577	ENG 576
ENG 589	ENG 582
ENG 561	ENG 560
ENG 564	ENG 563

Program in History/Political Science

The College of Saint Rose graduate program in History/Political Science is designed to provide a truly interdisciplinary examination of the United States experience in its international context leading to a Master of Arts in History and Political Science.

Objectives
The curriculum has been designed to:

1. foster awareness of the social, economic, cultural and historical contexts within which political decisions are made;
2. develop sensitivity toward the social implications of policy making;

3. reflect contemporary concerns of U.S. society;

4. examine the international role and global involvement of the U.S.; and

5. increase career opportunities for graduates within the framework of a liberal arts tradition.

Students who earn a degree in this program will be qualified to continue graduate study on the doctoral level and pursue careers in government service, international organizations and agencies, foreign service, teaching, research institutions, museums, business, civic organizations, journalism and related occupations.

Requirements for Admission
A student seeking admission to the program must fulfill all general requirements for admission to graduate study. Additional Department-specific requirements include:

- A minimum of 18 credits of prior undergraduate studies in History and/or Political Science is recommended, and at least 9 of those undergraduate credits should be at the upper-division level. Coursework in closely allied social sciences and humanities outside of History and Political Science will be considered toward satisfaction of this recommendation with appropriate documentation (such as course syllabi).

- A writing sample, such as a research paper or extended critical essay, from an upper-division course in either history or political science

- Letters of recommendation of an academic nature, preferably from professors with strong knowledge of the student's intellectual skills in history, political science, or other social science field.

Applicants with questions about meeting the departmental requirements are encouraged to contact the Office of Graduate Admissions for guidance.

The program director will assist in planning the student's program of study. All incoming graduate students taking courses in the Department of History and Political Science are expected to attend a new student orientation that takes place at the beginning of each fall semester.

Requirements for Transfer of Credit
Students may request transfer of up to ten credits of their degree program from another accredited graduate school. Approval from the program director is required for any transfer credit. (For additional information about transfer credit, see the Transfer Credit section of this catalog under Academic Policies and Procedures.)

Requirements for Degree
Students must select one of the following degree plans:

A. 30 credits with thesis (6 credits) included and a written comprehensive examination;

B. 30 credits with a written comprehensive examination, but no thesis; or

C. 36 credits with thesis (6 credits) included, but no comprehensive examination.

All students must:
1. complete two core courses (6 credits):

   a. HIS 501 Historiography: Theory and Practice

   b. POS 504 Approaches to the Study of Politics

2. complete a minimum of five courses (15 credits) in one of two broad concentrations: United States History and Politics or Comparative History and Politics. (Thesis credit may be substituted for two courses.)

3. complete three additional courses (9 credits) in the other area

Under ordinary circumstances, students will take the core courses in History (HIS 501) and Political Science (POS 504) early in the program and in residence. Any departure from existing curricular requirements is subject to departmental approval.

Final Evaluation
The written comprehensive examination is graded on a high pass/pass/fail basis. The student must answer and demonstrate competency on three questions, one from the core course and two from the area of specialization. Competency requires that a student's answer show:

1. solid understanding of the topic;
2. familiarity with relevant sources; and
3. where appropriate, thorough knowledge of the literature related to the topic.

Additional Opportunities
Students are encouraged to consider the possibility of earning up to six credits through participation in internships. Students also have the option of earning three credits through independent study.

N.B. Events over which the College has no control may result in changes in course schedules. The most recent information can be obtained from the department head and from the semester brochure.

Suggested Course Scheduling Pattern:

Fall 2010	**Spring 2011**	**Fall 2011**	**Spring 2012**
HIS 501	HIS 501	HIS 535	HIS 563
HIS 514	POS 568	HIS 524	POS 504
POS 580	POS 536	POS 504	POS 522

Programs in Music Education

The goal of the graduate program in Music Education is the development of critical thinking, independent thinking, and problem solving in the learning and teaching of music through scholarship and a curriculum that provides courses and content in breadth and depth. This curriculum integrates theory and pedagogical practice. The content of this curriculum includes research in music education, curriculum development, assessment of musical behavior, psychology of music, philosophy of music education, history of music education, music theory, and music performance. To this end the College of Saint Rose Music Department offers two graduate programs in Music Education.

Programs in Music Education

The Certificate of Advanced Study
The Certificate of Advanced Study is intended to prepare those seeking initial certification in Music K-12 in the state of New York. It emphasizes the development of skills and knowledge appropriate for initial certification.

The Master of Science in Music Education K-12
The Master of Science in Music Education program prepares those seeking permanent certification in the State of New York.

Admission Requirements:

1. The admission requirements for acceptance into the Music Education graduate program are the same as the general requirements for admission to graduate study at The College of Saint Rose.

Additionally,

2. **Candidates for admission to the M.S. in Music Education K-12** must possess an undergraduate degree in Music Education or the equivalent (as determined at the time of admission by the Graduate Coordinator). Applicants must submit undergraduate transcripts to determine fulfillment of these prerequisites.
3. **Candidates for admission to the Certificate of Advanced Study** program must have completed an undergraduate degree in music or courses/experiences equivalent to

a music major (as determined at the time of admission by the Graduate Coordinator). Applicants must submit undergraduate transcripts to determine the amount of undergraduate music prerequisites completed (SEE Prerequisite Coursework below). Candidates must also pass an entrance audition (SEE below).

Those who are within 10 credits of completing all prerequisites for the **Certificate of Advanced Study** program, may begin taking courses within the **Certificate of Advanced Study** program. Students who are within 6 credits of completing the **Certificate of Advanced Study** may begin taking courses within the M.S. in Music Education K-12 program. Those who successfully complete the **Certificate of Advanced Study** may, if desired, continue into the M.S. in Music Education K-12 program by filing a change of program request with the Registrar's office.

4. **Audition Requirements** Candidates for admission to the **Certificate of Advanced Study** program must pass an entrance audition with members of the Music department faculty. For examples of appropriate audition repertoire, please consult the New York State School Music Association (NYSSMA) manual, Levels IV,V, and VI, or the equivalent manual from another state music education association.

   Instrumentalists should prepare at least one solo from the standard repertoire for their primary instrument.

   Guitarists and bassists are required to audition on acoustic instruments.

   Percussionists should demonstrate skills on at least two of the following percussion units: snare drum, timpani, keyboard percussion, and multiple percussion. Basic skills on drum set are desired but not required.

   Keyboard: Pianists are expected to demonstrate knowledge of scale and arpeggio routines, perform at least two contrasting solos from the standard repertoire and sight-read. Organists will perform a solo organ selection, play a hymn, demonstrate manual and pedal technique and sight-read.

   Vocalists should be prepared to present two solos from memory and to sight-read. One solo should be in English, and the second in another language. An accompanist will be provided for the audition should a student not be able to bring his/her own.

5. Prerequisite coursework for admission to the Certificate of Advanced Study program.

Prerequisite Music Requirements

Ear Training/Sightsinging	(8)
Music Theory/Analysis	(12)
Music History	(6)
Keyboard Harmony	(8)
Child and Adolescent Development (EPY 244)	(4)
Applied Music	(7)*
Senior Recital requirement	(0)*

**For those admitted to the Certificate of Advanced Study program, the amount of Applied Study necessary will be determined at the time of audition; students who are registered for Applied Study must meet all requirements specified in the Catalog of Undergraduate Studies, including Repertoire classes, Convocations and Juries. Students who have not fulfilled a Recital requirement in their undergraduate program must meet this requirement (0 credit) to receive the Certificate of Advanced Study.*

Prerequisite Liberal Education Requirement (30 Credits)

Coursework for those who are seeking initial certification through the Certificate of Advanced Study program:
Composition, Literature and Humanities: 9 credits including composition and literature
Social science: 9 credits
Mathematics: 3 credits
Science: 3 credits, minimum, which must include a laboratory science
Technology: 3 credits or evidence of proficiency
Foreign Language, Linguistics: 3 credits which may include American Sign Language

Graduate Programs- Certificate of Advanced Study

EPY 502	Educational Psychology	(3)
SED 515	Including Pupils with Disabilities	(3)
EPY 637	Substance Abuse Prevention Workshop	(0)
EDU603	Child Abuse Prevention Workshop	(0)
EDU 602	Violence Prevention Workshop	(0)
EDU 606	AIDS Workshop	(0)
MED 597	Student Teaching	(6)
MED 595	Student Teaching Seminar (Taken with MED 597)	(2)

Additional Requirements: Specific to Instrumental Concentration

MED 611-612	Brass Techniques	(2)
MED 613-614	Woodwind Techniques	(2)
MED 615-616	Percussion Techniques	(2)
MED 617-618	String Techniques	(2)
MED 671 or 672	Voice Class	(1)
MED 621	Instrumental Conducting	(3)
MED 631-632	Instrumental Methods	(6)
	Corequisite MED 639 & MED 640 (see below);	
plus		
	corequisite major instrumental ensemble:	
	Wind Ensemble or Orchestra	(0-1)
MED 639-640	Laboratory Teaching	(2)
	Corequisite courses taken with MED 631-632	
MED 634	Orchestration	(3)
Elementary Vocal Methods (MED 635)		(3)
	Corequisite MED 637 (see below);	
	plus Masterworks Chorale	(0-1)
Laboratory Teaching (MED 637)		(1)
	Corequisite course taken with MED 635	

Additional Requirements: Specific to Vocal Concentration

MED 647	Intro to Wind/Percussion Instruments	(3)
MED 628	String Techniques	(1)
MED 623	Choral Techniques	(1)
MED 624	Choral Conducting	(3)
MED 641	Choral Arranging	(2)
MED 635-636	Vocal Methods	(6)
	Corequisite MED 637 & MED 638 (see below);	
	plus corequisite Masterworks Chorale	(0-1)
MED 637-638	Laboratory Teaching*	(2)
	Corequisite courses taken with MED 635-636	
MED 631	Instrumental Methods	(3)
	Corequisite MED 639 (see below);	
MED 639	Laboratory Teaching*	(1)
	Corequisite course taken with MED 631	
MED 671 or 672	Voice Class (piano/guitar only)	(1)
MUS 534	Vocal Pedagogy	(3)

Total Program Credits: 41 (Instrumental concentration) / 40 (Vocal concentration)

Graduate Programs-M.S. in Music Education K-12

1. Core Courses: 21 Credits

Professional Education 12 Credits

MED 571	Psychology of Music	(3)
MED 587	Foundations of Music Education	(3)
MED 592	Curriculum and Assessment	(3)
MED 596	Research in Music and Music Education	(3)

Music History and Theory **6 Credits**

MUS 585	Analysis 1: Common Practice Period	(3)
MUS 586	Analysis 2: Non-tonal Music	(3)

Performance **3 Credits**

MUS 593/594	Applied Study (two semesters)	(1, 1)
Ensemble*		(1)

**Note: Any ensemble offered by the Music Department fulfills this requirement.*

2. Electives **9 Credits**

The student chooses from a selection of courses designed to provide expertise in teaching techniques, teaching resources and music literature. Any non-core course other than the final project may be taken as an elective. Elective courses are offered on a rotating basis.

3. Final Project **6 Credits**

Prerequisite: successful completion of all core course work

MUS 599 Thesis	(6)
or	
MED 603 Comprehensive Seminar in Music Education	(3)
and	
MED 605 Music Education Research Practicum	(3)

Total Program Credits **36 Credits**

Additional Information

Course Transfers/ Permission to Take a Course at Another Institution

SEE Academic Policies and Procedures. All core courses must be taken at the college. Students may transfer up to 6 credits of pre-approved electives from other institutions.

Teaching Certification

Students who have successfully completed the program requirements for the Certificate of Advanced Study will be recommended by the College to New York State for New York State initial certification. It is, however, the student's responsibility, independent of the College, to fulfill all other State requirements (including NYS certification tests—SEE below) in order to achieve NYS initial certification.

Students who have successfully completed the program requirement for the M.S. in Music Education degree will be recommended by the College to New York State for New York State professional certification provided that they have obtained NYS initial certification. It is, however, the student's responsibility, independent of the College, to fulfill all other State requirements (including state certification exams and completion of 3 years of successful teaching).

New York State Certification Tests

All students must successfully pass the New York State Examinations for Teacher Certification as part of the process to gain New York State initial certification. Certification is required to teach in New York State public schools. Certification is also required or preferred in many New York State private institutions as well

These examinations are:

LAST - Liberal Arts and Sciences Test

ATS-W - Assessment of Teaching Skills-Written

CST - Content Specialty Test (in Music Education)

School of Business

Programs of Graduate Study	Degree	Page
Accounting	MS	63
Professional Accounting	BS/MS	66
Master in Business Administration	MBA	66
Juris Doctor/ Master in Business Administration	JD/MBA	70
Bachelor of Science/ Master in Business Administration	BS/MBA	72
Organizational Leadership and Change Management	C.A.S.	73
Not-for-Profit Management	C.A.S.	73
Financial Planning	C.A.S.	74
Computer Information Systems	C.A.S.	154

The School of Business offers a part-time, full-time, and one-year M.B.A., a J.D./M.B.A., a B.S./M.B.A, an M.S. in Accounting, an M.S. in Professional Accountancy, and graduate certificates in Financial Planning, Not-for-Profit Management and Computer Information Systems. Our graduate business programs are professionally accredited by the Association of Collegiate Business Schools and Programs (A.C.B.S.P.), and incorporate current management theories and concepts with contemporary management realities. These programs provide our graduates with the skills and knowledge necessary to effectively manage in a dynamic and increasingly competitive business environment.

Why Choose the Saint Rose School of Business?
The graduate business programs at Saint Rose:

- maintain small classes (average class size is 18 students); an accessible, student-oriented teaching faculty; and a competitive, yet collegial, student body;
- offer class schedules convenient for those who work full-time and want to pursue evening study, as well as daytime classes;
- provide 11-week terms in Fall, Spring, and Summer semesters (i.e., three full semesters), allowing students to make rapid progress toward their degree, while at the same time being able to spend the winter holidays with their families and vacation in July and August;
- are designed so that working adults with active lifestyles can complete the part-time M.B.A. program in as little as two years;
- open up a broad career spectrum in management through a curriculum designed to develop general competence in overall management principles; and
- accommodate students with or without an undergraduate business degree.

The School of Business Faculty
The Saint Rose graduate business faculty is comprised of men and women with significant business experience and strong relationships with the business community. Faculty members are involved with private sector companies and non-profit organizations, as well as government agencies, in a variety of ways, including active consulting. The majority holds Ph.D. or other terminal degrees. Most importantly, Saint Rose faculty are hired and promoted primarily on the basis of teaching excellence.

Policy on Academic Standards

The following academic standards apply to **all** graduate degree and certificate programs of The College of Saint Rose. Students should refer to appropriate sections of this catalog for additional School and program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.

- If the student's cumulative grade point average falls below 3.00, a student will receive a letter of warning from the school dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- After earning a grade of F, the student will receive a letter of academic dismissal from the school dean.
- For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- A student may repeat only once a course in which a grade of less than B has been received.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.

The grading policy of the School in which a student's major program resides prevails.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The School of Business

The following academic standards apply to all graduate degree and certificate programs in the School of Business. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- If the student's cumulative grade point average falls below a 3.0, the student will receive a letter of warning from the School dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- Only one grade of C may be applied toward a degree or certificate.
- No course may be repeated more than once.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Master of Science in Accounting

The M.S. in Accounting degree is a 30-credit hour program that is designed to satisfy the requirements of the New York State Education Department for:

- the business and accounting requirements for the Certified Public Accountant (CPA) examination, and
- a master's degree in Accounting.

Specifically, the M.S. in Accounting program:

- satisfies one year of the two-year experiential requirement for licensure as a CPA;
- assists students who have an undergraduate degree with a major or concentration in Accounting to pursue additional study to meet the 150-hour requirements for CPAs;
- emphasizes the development of conceptual knowledge and analytical skills through general graduate business courses; and
- builds toward the integration of knowledge, skills, attitudes and abilities through the capstone course.

At the same time, the program aims to develop professionals who are:

- perceptive (able to identify opportunities and recognize interrelationships);
- decisive (able to develop opportunities into feasible strategies);
- resourceful (able to translate strategies into productive and balanced projects); and
- responsible (able to address social, ecological and ethical consequences of action taken).

The M.S. in Accounting Curriculum

1. The M.S. in Accounting program consists of 30 graduate credits. Students pursuing the M.S. in Accounting degree must satisfy two sets of requirements. The first consists of those business and accounting courses needed to qualify to take the CPA examination in New York State; the second consists of additional courses required of all candidates for the M.S. in Accounting degree.
2. Students must meet the regulations of the New York State Education Department. For example, students must also have 60 credits of liberal arts courses to sit for the CPA examination. Additional information concerning this licensure-qualifying professional program may be obtained by contacting the appropriate board office. The Saint Rose M.S. in Accounting program is registered by the New York State Board of Regents and the State Education Department's Office of the Professions.
3. MBA 690 must be completed with a grade of B or better.

New York State Regulations

The following undergraduate courses, taken at an accredited institution, are required to satisfy Master of Science requirements in business and accounting, as well as New York State licensure regulations to qualify to sit for the Uniform Certified Public Accountant Examination:

Equivalent Saint Rose Courses		Credits
ACC 121	Principles of Accounting I	(3)
ACC 221, 322	Intermediate Accounting I and II	(6)
ACC 328	Taxation*	(3)
ACC 418	Advanced Accounting*	(3)
ACC 421	Auditing*	(3)
ACC 429	Corporate Tax*	(3)
ECO 105	Economics	(3)
BUS 301	Finance	(3)
BUS 233, 234	Business Law	(6)
MAT 195	Statistics/Business	(3)
CIS XXX	Computer Science	(3)
BUS XXX	Business Elective	(3)

** These courses must be taken at a four-year institution, as mandated by New York State requirements.*

The following graduate courses in accounting are required to satisfy New York State Commissioner of Education regulations to include "at least one graduate course each in accounting theory, tax accounting and auditing":

- Advanced Theory of Financial Accounting
- Advanced Computer Auditing
- Advanced Taxation

Academic Requirements for the M.S. in Accounting

Graduate Business Courses		15 Credits
MBA 516	Management Communications & Social Responsibility	(3)
MBA 555	Managerial Economics	(3)
MBA 640	Managerial Finance	(3)
MBA 660	Production and Quality Management	(3)
MBA 690	Advanced Strategic Management	(3)

Graduate Accounting Courses		**15 Credits**
MBA 522	Budgeting and Cost Analysis	(3)
MBA 570	Advanced Theory of Financial Accounting	(3)
MBA 571	Advanced Computer Auditing	(3)
MBA 572	Advanced Taxation	(3)
MBA XXX	Accounting Elective (selected with advisor)	(3)

Applying for Admission to the M.S. in Accounting Program

Any person who has completed an undergraduate degree at an accredited college or university can apply for admission to the Saint Rose M.S. in Accounting program. No prior course work in business or accounting is necessary for admission. However, students pursuing the M.S. in Accounting must satisfy all business and accounting requirements needed to qualify to take the CPA examination in New York State. This may require some students to take undergraduate business and accounting courses that are required of students enrolled in the M.S. in Accounting Program. Any undergraduate prerequisite courses that are required will be done with the goal of assuring that the student has the understanding of the basic course material so they can succeed at the graduate level. The course waiver policy is the same as that for the J.D./M.B.A. program.

The Saint Rose M.S. in Accounting program is intended for highly motivated individuals. Candidates are selected on the basis of potential for success in their graduate studies. This is determined by prior academic achievement as reflected by the undergraduate grade point average at all colleges attended. Applicants with an overall undergraduate GPA of 3.0 or higher do not need to submit a GMAT score. However, if the undergraduate GPA is below a 3.0, a GMAT score must be submitted for the application to be considered. Although evaluation of these objective criteria is an important aspect of the admission process, it is equally important for the candidate to prepare the application package carefully and thoughtfully. The admissions process also evaluates an applicant's goals, writing skills, motivation and professional credentials. The final arbiter of admissions is a committee of faculty. It may consider other factors, such as graduate study and professional credentials. The GMAT requirement is waived for applicants holding a post-graduate degree. When a complete application package and GMAT results are received, these materials are reviewed by the admissions committee. The GMAT is administered by the Educational Testing Service (ETS). For information about the GMAT, see the previous section of this catalog on the M.B.A. Application Process. Each M.S. in Accounting candidate is responsible for submitting the following elements of the application package:

- a completed application form with the required application fee;
- official sealed transcripts from all schools attended;
- if required, original of GMAT results sent directly to Graduate Admissions at Saint Rose (code number: 2091);
- two sealed academic and/or professional recommendations;
- personal essay; and
- a current resume.

Under special conditions, applicants whose packages are incomplete or applicants registered to take the GMAT may be admitted as non-degree students at the option of the department chair of the Accounting program. Individuals planning to seek degree status may not take more than two courses under the non-degree status.

Applicants are strongly encouraged to visit The College of Saint Rose campus for a personal interview. Graduate faculty are available to discuss the M.S. in Accounting program throughout the year. Applicants may call 458-5466 for additional information and to arrange for an interview.

International students should also refer to information on Admission of International Students in the Admission section of this catalog.

Other Requirements

1. Each student must be competent in word processing, spreadsheets and presentation software.
2. No more than two graduate courses taken at Saint Rose by a non-degree student will be applied toward an M.S. in Accounting degree.
3. Each student must earn a grade of at least a B in each class to maintain good academic standing. Students who receive a C in a course receive an academic warning; a second C will result in dismissal from the program. A grade of F in a course will result in dismissal from the program. Students so dismissed can apply for readmission after skipping a semester and filing a request with the Dean of the School of Business.
4. Some graduate classes have a significant online component. Each student must have a recent computer and high speed internet access.

B.S./M.S. in Professional Accounting

The description of the 150 hour combined BS/MS in Professional Accounting can be found in The College of Saint Rose 2009-2011 undergraduate catalog.

M.B.A. Program Objectives

Our M.B.A. program provides students with the skills and knowledge to become effective managers in today's rapidly changing and competitive business environment. Professionally accredited by the Association of Collegiate Business Schools and Programs, the program provides a solid foundation in the core business disciplines. Core courses emphasize the development of managerial skills, preparing students to lead, motivate, communicate, and interact effectively with customers, employees, and the community. Through electives, you have an opportunity to develop a more in-depth understanding of accounting, marketing, finance, human resources, or technology.

The College of Saint Rose M.B.A. graduate is expected to:

- lead, motivate, and effectively communicate and interact with employees, customers and the community;
- apply ethical considerations to decisions affecting the organization and the community;
- analyze situations, recognize and define problems, gather and evaluate information and reach optimum conclusions and solutions;
- be competent in planning, organizing, staffing, influencing, controlling and developing business and organizational strategy; and
- be effective in oral, written and electronic communication.

The M.B.A. Curriculum

1. The M.B.A. program consists of a minimum of 36 graduate credits.
2. If prerequisite coursework is required, the number of credits may increase to 42 credits. Students wishing to pursue one of the certificate options, in addition to the MBA, can expect to take an additional 6-15 credits (depending on the requirements of the specific certificate) in addition to the 36-42 credits required for the general MBA.
3. Any course may be waived depending on a student's background. Up to nine credits may be waived for students who have completed the appropriate undergraduate courses with grades of B or better at an accredited institution within three years before admission. A waiver examination may be required. Applicants must submit the appropriate documentation and form for each course they wish to have waived. Decisions are made by the M.B.A. Program Coordinator in consultation with appropriate faculty after reviewing all of the student's transcripts and credentials. If the waiver is approved, an elective course must be taken in its place.

4. The combination of transferred and waived courses cannot exceed a total of 12 credits. A minimum of 24 graduate credits must be taken in residence. (See Transfer Credit section of this catalog under Academic Policies and Procedures.)

5. All Saint Rose and transfer graduate courses taken for degree requirements must be completed within six years.

6. If required, MBA 511, 508 and 509 must be completed with a B or better. These prerequisite courses do not count toward the 36-credit degree requirement.

7. MBA 690 must be completed with a grade of B or better.

Academic Requirements:

Core Courses		**27 Credits**
MBA 516	Management Communication and Social Responsibility	(3)
MBA 517	Organizational Behavior and Management	(3)
MBA 522	Budgeting and Cost Analysis	(3)
MBA 555	Managerial Economics	(3)
MBA 582	Human Resource Management	(3)
MBA 635	Marketing Management	(3)
MBA 640	Managerial Finance	(3)
MBA 660	Production and Quality Management	(3)
MBA 690	Advanced Strategic Management (taken in the final semester)	(3)

Graduate Electives/Internship **9 Credits**

The usual number of elective courses is three. However, the actual number of elective courses taken will depend on the number of waived and/or transferred credits. Elective courses allow the student the flexibility of developing a functional specialization or broadening of his/her management background. They may be taken at any time.

Students in the Part-Time program take three elective courses (9 credits). Students in the One-Year and Full-Time options MAY take 3 credits of Graduate Internship (MBA 699) in lieu of one of the elective courses. The remaining elective requirements (6 credits) may be satisfied by taking any two (2) elective courses.

M.B.A. Program Options

The College of Saint Rose offers three scheduling options:

- Full-Time M.B.A.
- Part-Time M.B.A.
- One-Year M.B.A.

Students may take up to five M.B.A. courses per semester. However, many M.B.A. students at Saint Rose are working adults who complete the program as part-time students. For those students who plan to attend on a part-time basis or require scheduling flexibility, we offer the Part-Time (self-paced) M.B.A. The Full-Time and Part-Time programs share the same admissions requirements and courses, with one exception. To maintain eligibility for the 3-credit internship, students must be continuously enrolled in a minimum of three courses per semester. The Graduate Internship is not available to part-time students without express written permission from the M.B.A. Program Coordinator and the Internship. Students may select from evening and weekend courses and may enroll in the daytime course sections of the One-Year M.B.A. on a space-available basis. For those students interested in completing the degree in twelve months of full-time study, we offer the One-Year M.B.A. This option is an intensive day and evening program with its own admission and program requirements.

Admissions requirements and prerequisites for each of the programs are listed in a later section of this catalog.

Part-Time M.B.A.

The Part-Time M.B.A. allows students to complete the degree at their own pace. A typical course load for a currently employed student is one to two courses a semester. However, students may enroll in additional courses if they do not have full-time work obligations.

Full-Time Option

It is possible for students to complete the program in less than two years while they are employed full-time. Though a student may take up to five courses in any semester, the student must maintain a minimum three-course load (9 credits per semester) in each semester enrolled to retain eligibility for the Graduate Internship.

The One-Year M.B.A.

The One-Year M.B.A. is designed to be completed in one academic year of full-time study and combines career development opportunities with intensive course work. Students typically complete an internship as part of this program option.

- The One-Year M.B.A. begins in late Summer, and students complete the capstone course (MBA 690) and the internship early the following July. The degree date will be that August.
- Courses may be offered during the day or evening.
- **Graduate Internship:** The One-Year program includes the opportunity for a competitive 3-credit internship designed to integrate classroom learning with tangible business issues and situations and to provide students with significant professional experience.

Suggested One-Year M.B.A. Course Scheduling Pattern

Fall

MBA 516	Management Communication and Social Responsibility
MBA 517	Organizational Behavior and Management
MBA 522	Budgeting and Cost Analysis
MBA 555	Managerial Economics

Spring

MBA 582	Human Resource Management
MBA 635	Marketing Management
MBA 640	Managerial Finance
MBA XXX	Elective (may be taken in Fall or Summer terms)

Summer

MBA 660	Production and Quality Management
MBA 690	Advanced Strategic Management
MBA XXX	Elective
MBA 699	Graduate Internship (3 credits)

NOTE: No course may be waived or substituted without prior authorization by the M.B.A. Program Coordinator.

Admission to the M.B.A. Program

If an applicant has completed a degree at an accredited college or university in any undergraduate major, he/she is eligible to apply; however, the applicant must meet the prerequisites prior to beginning the M.B.A. program of study.

Part-Time and Full-Time Prerequisites

- competency in word processing, spreadsheets, and presentation software;
- two undergraduate accounting courses: financial and managerial accounting (both courses must have been passed with a grade of B or better). MBA 511 may be substituted for these courses; and
- math: college algebra and statistics within the past five years (both courses must have been passed with a grade of B or better). MBA 508 and MBA 509, respectively, may be substituted for college algebra and statistics.

The college algebra requirement may also be met by passing the MBA 508 challenge exam, and the statistics requirement may also be met by passing the MBA 509 challenge exam. These exams are available from the School of Business office (call 518-454-5272 for a sample copy).

If an applicant meets all other admission requirements and opts to substitute MBA 511, MBA 508 and/or MBA 509 for the undergraduate accounting and math prerequisites, the applicant will be admitted on a conditional basis pending successful completion of these courses. Therefore, students should plan to take these courses immediately upon entering the program.

One-Year M.B.A. Prerequisites

Due to the intense nature of the program, the prerequisites for the One-Year M.B.A. program are more stringent than for the Part-Time or Full-Time programs. In addition to the prerequisites for the Part-Time and Full-Time programs, students must meet the following additional requirements for admission to the One-Year program:

- The One-Year program is designed for students with an undergraduate business (or business-related) degree from an accredited college or university. Therefore, program prerequisites (MBA 508/509 and MBA 511) must be waived.
- No grade lower than C in any undergraduate business course is allowed.
- Overall, the GPA in the major field must be at least 3.0 (on a four-point scale). Therefore, the GMAT requirement would be waived.
- Students admitted to the One-Year program must begin course work in the Fall semester and enroll in a minimum of four courses per semester, with the exception of the final (Summer) session.

The M.B.A. Application Process

Applicants are evaluated on their potential for success in graduate studies. This is primarily determined by prior academic achievement (GPA) at all colleges attended. If an applicant has graduated with an undergraduate GPA of 3.0 or higher, submission of a GMAT (Graduate Management Admissions Test) score is not required. In addition, the GMAT requirement is waived for applicants holding graduate degrees. However, if an applicant's overall undergraduate GPA is below a 3.0, a GMAT score must be submitted with the application.

Although evaluation of these objective criteria is an important aspect of the admission process, it is equally important for an applicant to prepare an application package carefully and thoughtfully as all relevant factors are considered in the admissions decision.

The admissions process also evaluates an applicant's goals, writing skills, motivation, experiences and activities. Factors such as graduate study and professional credentials may be considered. Applications will only be reviewed when a complete application package and GMAT results (if required) are received. The GMAT is administered by the Educational Testing Service (ETS). The GMAT Bulletin explaining the test, dates and location can be obtained by visiting www.mba.com, or by calling ETS at 1-800-462-8669. Scores are valid for five years. The applicant is responsible for assembling and submitting the following elements of the application package to the Graduate and Continuing Education Admissions office at The College of Saint Rose:

- a completed application form with the required application fee;
- official sealed transcripts from all schools attended;
- if required, original GMAT results should be sent directly to Graduate Admissions at Saint Rose (code number: 2091);
- two sealed academic and/or professional recommendations;
- personal essay; and
- a current resume.

Under special conditions, candidates whose application packages are incomplete may be admitted as non-degree students at the discretion of the M.B.A. Program Coordinator. Students planning to seek degree status should not take more than two courses under the non-degree status, because only two courses taken as a non-degree student can be credited toward the M.B.A. degree.

International students should also refer to information on Admission of International Students in the Admission section of this catalog.

Technology

The use of computers is an integral part of graduate business courses. Students will have classroom assignments that require proficiency with word processing, spreadsheets and presentation software applications. The Saint Rose computer facilities include computer laboratories with open-time access available to all students. Scanning and laser printing are available. Since students use computer applications throughout the graduate business program for assignments, analysis, presentations, and as a managerial tool, computer ownership is strongly recommended.

Juris Doctor/Master of Business Administration (J.D./M.B.A.)

The joint law/business program is offered by the Albany Law School of Union University (ALS) and The College of Saint Rose in order to provide students of both institutions with a rich educational experience and a broad range of professional opportunities. The program is designed to promote integration between the fields of law and business administration by facilitating the transfer of course credits between the J.D. and M.B.A. curricula. Due to the complementary nature of these fields, certain law courses are readily applicable to the M.B.A. degree and, likewise, certain M.B.A. courses satisfy requirements of the J.D. This allows the student enrolled in the J.D./M.B.A. program to complete the joint degree in, at most, four years of full-time study and, at the same time, to benefit from courses in another discipline. Each applicant must first satisfy the admission requirements of Albany Law School. The student will usually spend the first year of study at Albany Law School. During that first year, the student should prepare a plan with both schools for completion of all requirements. Decisions regarding the various scheduling options must be made in collaboration with the student's academic advisor at each school.

J.D. Curriculum of the J.D./M.B.A. Degree

The following are required courses in the first year: torts, introduction to civil procedure, criminal law, contracts, property, legal research and writing, constitutional law and one elective. The only required course in the second and third years is a course in professional responsibility. Each student's choices of second- and third-year electives are guided by faculty and administration advisors. Albany Law School requires 87 hours for graduation. The student must satisfy the New York Court of Appeals-mandated resident requirement of six semesters of full-time study with a majority of credits in day courses. However, in the joint degree program, students can satisfy the residency requirement by taking the equivalent of five semesters of residence at Albany Law School and the remaining semester at The College of Saint Rose. Since 12 Saint Rose credits can be applied to the J.D. degree, the student must complete a net of 75 credits at Albany Law School. Students should consult with Albany Law School for any revisions to these requirements.

M.B.A. Curriculum of the J.D./M.B.A. Degree

Students in the M.B.A. program at Saint Rose complete a group of nine required courses (27 graduate credits) and three elective courses (9 graduate credits). Since 9 Albany Law School credits can be applied to the M.B.A. degree, the student must complete a net of 27 credits at Saint Rose. Up to 9 credit hours may be waived for students who have completed the appropriate undergraduate or graduate courses with grades of B or better at an accredited institution within three years before admission. A waiver examination may be required. These decisions are made by the admissions committee after reviewing all of the student's transcripts and credentials. For any approved waiver, a business course must be taken in its place. A minimum of 24 graduate credits must be taken in residence. Under no circumstances may the combination of transferred and waived courses exceed 12 credits.

Academic Requirements

Prerequisite Courses **6 Credits**

Prerequisite courses may be waived depending upon prior undergraduate course work.

MBA 511	Financial Accounting	(3)
MBA 508	Decision Making Methods	(1)
MBA 509	Statistics for Business Analysis	(2)

Computer competency (word processing, spreadsheets, and presentation software)

Courses **27 Credits**

MBA 517	Organizational Behavior and Management	(3)
MBA 522	Budgeting and Cost Analysis	(3)
MBA 555	Managerial Economics	(3)
MBA 582	Human Resource Management	(3)
MBA 635	Marketing Management	(3)
MBA 640	Managerial Finance	(3)
MBA 660	Production and Quality Management	(3)
MBA 690	Advanced Strategic Management	(3)
MBA	Elective Course	(3)

Schematic of Program Credit Requirements (J.D./M.B.A.)

J.D. 75 required credits
12 elective credits (transferable from Saint Rose)
M.B.A. 27 required credits
9 elective credits (transferable from Albany Law)

	Total individual graduate credit requirements	Net joint J.D./M.B.A. degree credit requirements
J.D.	87	75
M.B.A.	36	27
(Excluding any prerequisites)	123	102

How to Become Part of the J.D./M.B.A. Program

The J.D./M.B.A. is a program in which students share the aspiration and drive to achieve high levels of responsibility. No prior course work in business or management is necessary for admission. Application to the Saint Rose J.D./M.B.A. program is invited from any individual who has satisfied the admission requirements of Albany Law School. Admission to the Saint Rose M.B.A. program should be made after acceptance to Albany Law School. Each J.D./M.B.A. candidate is responsible for submitting the following elements of the application package to the Graduate and Continuing Education Admissions office at The College of Saint Rose:

- a completed application form with the required application fee;
- a sealed transcript from Albany Law School indicating acceptance to the J.D. program;
- a transcript from the degree-granting undergraduate school;
- a personal essay; and
- a current resume.

Additional Requirements

1. Each student must be competent in word processing, spreadsheets and presentation software.
2. The student will not be eligible to take the New York State Bar Examination until the J.D. degree is awarded. This factor will be significant in the planning of each program. **The J.D. degree will not be awarded until all M.B.A. requirements are met. Likewise, the MBA will not be awarded until all J.D. requirements are met.**

3. All transfers of credit are subject to the approval of the program advisor(s) and must follow curriculum guidelines. If the student fails to complete the requirements of the joint degree program, then the student must meet the full requirements of the degree s/he chooses to pursue. If a student does not complete the joint degree, the courses from the M.B.A. program will not satisfy requirements for the J.D. program.

B.S./M.B.A.

The combined B.S./M.B.A. option in business administration provides students of superior academic ability and maturity with the opportunity to accelerate and fulfill the requirements of the undergraduate and master's degrees, which require 122 and 36 credits, respectively, for a total of 158 credits. The student can challenge 20 credits of this total by petitioning the Dean of the School of Business with an approved plan of study. The plan of study, developed with the M.B.A. Program Coordinator, may incorporate advanced standing, independent study, proficiency exams, special seminars, and advanced courses to challenge and reduce the total B.S./M.B.A. credits to 138.

Requirements	**(138-158 Credits)**
Liberal Arts and Physical Fitness	(49)
Undergraduate Business Administration Core	(45)
Undergraduate Business Administration Concentration	(15)
Electives	(13)
M.B.A. Core	(27)
M.B.A. Specialization	(9)
Subtotal	**158 Credits**
Less potential challenge credits	(20)
Total	**138 Credits**

B.S./M.B.A. Application Process

Once accepted for this option, students do not obtain a degree until all course work is completed; then, they are awarded two degrees - the B.S. in Business Administration and the Master of Business Administration. After admission to the program, the student must maintain a minimum cumulative GPA of at least 2.8 and a cumulative GPA of 3.0 for all business courses completed. No undergraduate business course with a grade of lower than C+ will be accepted toward graduation. All graduate courses must be completed with a grade of B or better. Only two undergraduate courses may be retaken to improve grades. All other graduate curriculum requirements apply. If a conflict should arise, M.B.A. program requirements take precedence.

Transfer Students and Current Saint Rose Students

- may apply for the program after completing 45 credits at Saint Rose or another accredited institution with a minimum cumulative GPA of 3.2; and
- must have completed Principles of Financial Accounting and Principles of Managerial Accounting (or equivalent) with a minimum grade of B in each course.

Incoming Freshmen

- must have a cumulative GPA of at least 3.2 for the junior and senior high school years; and
- must have a minimum SAT score of 1100 (Math and Critical Reading).

Returning Students

- must have seven years of experience noted by increased responsibility. Eligibility of returning students will be evaluated on an individual basis.

Participation in Assessment Activities

The School of Business may administer various assessment instruments during the course of the program, either within the context of a specific course or as part of general program requirements. Such assessment tools may consist of exams, surveys or exercises. Assessment data is used for program improvement and enhancement; thus, it is crucial that all students participate. Students are required, as a condition of enrollment in any of the School's graduate programs, to participate in assessment activities and to give their best and honest effort in all such assessment activities.

Advanced Certificate in Organizational Leadership and Change Management

The Graduate Certificate in Organizational Leadership and Change Management (OLCM) is designed for graduate students interested in understanding leadership and change management in organizations. Enhancing knowledge of organizational structure, governance, and change and development, as well as improving managerial and leadership skills are essential for success in the competitive business environment. The Graduate Certificate in OLCM will prepare students to further their careers in a variety of organizations.

Curriculum

The 15-credit curriculum in OLCM offered through The College of Saint Rose provides prospective managers with both a theoretical and practical understanding of leadership skills and change management processes within an organization. The certificate offers students the opportunity to hone their management and leadership skills as well as provide a broader understanding of the manager's role in leading successful organizational change initiatives. The certificate is designed to cover the knowledge necessary to become successful leaders and managers.

This is a part-time certificate program with no elective courses. The minimum length of time to complete the program is one calendar year including Fall, Spring, and Summer sessions. All of the courses must be taken at The College of Saint Rose. Courses will be offered primarily during the evenings with the possibility that some afternoon or weekend courses may be offered.

Requirements for the Certificate in Organizational Leadership and Change Management

MBA 583	Leadership in Organizations	(3)
MBA 584	Management Skills	(3)
MBA 585	Managing Effective Teams	(3)
MBA 594	Corporate Governance and Trust	(3)
MBA 595	Managing Organizational Development and Change	(3)

Prerequisites

Applicants with an undergraduate degree in business may begin taking certificate courses immediately upon acceptance into the program. Applicants without a business degree or coursework in management communications and organization behavior may be required to take MBA 516 (Management Communications & Social Responsibility) and MBA 517 (Organizational Behavior) before registering for certificate courses.

Admission Requirements for the Certificate in OLCM

At a minimum, an applicant must possess a bachelor's degree from an accredited college or university. Applications require a statement of purpose, current resume and all academic transcripts. Normally, the minimum admission requirement is an undergraduate GPA of 3.0 or higher. However, if the overall undergraduate GPA is lower than 3.0, additional information such as the Graduate Management Admissions Test (GMAT) scores may be requested. Applicants to the MBA+ OLCM certificate must meet all admissions requirements for the MBA degree.

Advanced Certificate in Not-for-Profit Management

Not-for-profit associations vary in size from small, community-oriented organizations to large organizations whose scopes range from health and welfare to religious, educational research, social or professional purposes.

Not-for-profit organizations are generally managed by dedicated individuals who strongly believe in the mission of their organizations. Some hold these positions as a result of volunteer activities; some are from for-profit environments; some pursue association management careers as a first and continuing career choice. Although how they arrive to work in this field may be different, they do have some common ground: they usually have not been trained specifically for all aspects of association management, and they have few opportunities for training in structured, relevant academic programs.

Curriculum
The 15-credit curriculum in Not-For-Profit Management offered through The College of Saint Rose provides prospective managers with both a theoretical and practical understanding of all aspects of managing an organization. Successful completion of the program prepares the participant for the Certified Association Executive comprehensive examination sponsored by the American Society of Association Executives. (Please contact the American Society of Association Executives for additional requirements that must be satisfied prior to taking the exam.) The program has been designed to cover five major content areas identified by the American Society of Association Executives:

1. Governance and Structure
2. Leadership Processes
3. Management and Administration
4. Internal and External Relations
5. Programs and Services

This is a part-time, non-degree-granting certificate program with no elective courses. The minimum length of time to complete the program is one calendar year including Fall, Spring and Summer sessions. A minimum of 12 credits must be taken at The College of Saint Rose. Courses will be offered primarily during the evenings with the possibility that some weekend courses may be scheduled.

Total Credits Requirements: Certificate in Not-for-Profit Management		**15 Credits**
MBA 531	Not-For-Profit Accounting	(3)
MBA 582	Human Resource Management	(3)
MBA 635	Marketing Management	(3)
MBA 684	Fundraising and Grant Writing	(3)
MBA 685	Strategic Management: Not-For-Profit	(3)

Admission Requirements for the Not-For-Profit Management Program
At a minimum, an applicant must possess a bachelor's degree from an accredited college or university. Applications require a statement of purpose, current resume and all academic transcripts. Normally, the minimum admission requirement is an undergraduate GPA of 3.0 or higher. However, if the overall undergraduate GPA is lower than 3.0, additional information such as the Graduate Management Admissions Test scores may be requested.

Advanced Certificate in Financial Planning

The Advanced Financial Planning Certificate is intended for graduate students interested in personal financial planning for individuals or families. Financial planning involves the management of financial resources to establish a goal of where a person would like to be in the future and develop a plan of how he or she can achieve that goal. The plans developed require a comprehensive approach that includes several areas of personal finance including: investments, insurance, retirement benefits, estate planning and personal taxes. The Graduate Certificate will prepare students to further their careers in financial services organizations including banks, credit unions, insurance companies, investment firms, accounting firms or private practice.

The Advanced Financial Planning Certificate curriculum meets the educational requirement for certification with the Certified Financial Planner Board of Standards (CFP Board) and qualifies students to sit for the CFP® Certification Examination, administered by the CFP Board.

**CFP® and CERTIFIED FINANCIAL PLANNERTM are certification marks owned by the Certified Financial Planner Board of Standards. These marks are awarded to individuals who successfully complete the CFP Board's initial and ongoing certification requirements. The College of Saint Rose does not certify individuals to use the CFP® and CERTIFIED FINANCIAL PLANNERTM. CFP certification is granted only by the Certified Financial Planner Board of Standards to those persons who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met its ethics ,experience and examination requirements.*

Admission Requirements for the Advanced Certificate in Financial Planning
At a minimum, an applicant must possess a bachelor's degree from an accredited college or university. Applications require a statement of purpose, current resume and all academic transcripts. Normally, the minimum admission requirement is an undergraduate GPA of 3.0 or higher. However, if the overall undergraduate GPA is lower than 3.0, additional information such as the Graduate Management Admissions Test scores may be requested.

Total Credit Requirements: Financial Planning Certificate

MBA 528	Tax Planning	(3)
MBA 641	Investment Theory	(3)
MBA 644	Insurance Planning	(3)
MBA 645	Benefits and Retirement Planning	(3)
MBA 646	Estate Planning	(3)

Prerequisite Courses – May be waived by prior course equivalencies

MBA511	Financial Accounting	(3)
MBA640	Managerial Finance	(3)

Advanced Certificate in Computer Information Systems
For more information, please see School of Mathematics and Science, Advanced Certificate in Computer Information Systems.

Thelma P. Lally School of Education

Programs of Graduate Study	**Degree**	**Page**
Adolescence (Secondary) Education (Grades 7-12)	MS.Ed., C.A.S.	80
Adolescence Education/Special Education	MS.Ed.	148
Applied Technology Education	MS.Ed.; C.A.S.	87
Bilingual Education Extension	C.A.S.	Refer to individual Education Programs
Childhood Education (Grades 1-6)	MS.Ed.	88
Childhood/Special Education (Grades 1-6)	MS.Ed.	146
College Student Services Administration	MS.Ed.	93
Communication Sciences and Disorders	MS.Ed.	95
Counseling:		
Counseling	MS.Ed.	98
School Counseling	C.A.S.	103
Mental Health: Community	MS.Ed.	99
Mental Health: College	MS.Ed.	100
Curriculum and Instruction	MS.Ed.	105
Early Childhood Education (Birth-Grade 2)	MS.Ed.	110
Educational Leadership and Administration:		
Educational Leadership and Administration	MS.Ed.	114
School Building Leader	C.A.S.	116
School District Leader	C.A.S.	116
School District Business Leader	MS.Ed.	118
School District Business Leader	C.A.S.	118
Educational Psychology	MS.Ed.	120
Program Evaluation	C.A.S.	125
Educational Technology Specialist (K-12)	MS.Ed.	125
Instructional Technology	C.A.S.	128
Literacy (Overview):		129
Birth-Grade 6	MS.Ed.; C.A.S.	130
Grades 5-12	MS.Ed.; C.A.S.	131
School Psychology	MS.Ed.; C.A.S	134
Special Education (Overview):		135
Early Childhood (Birth-Grade 2)	MS.Ed.	137
Childhood (Grades 1-6)	MS.Ed.	139
Adolescence (Grades 7-12)	MS.Ed.	141
Professional	MS.Ed.	142
Certification-Only	C.A.S.	144

The School of Education is committed to developing leaders in the field of education. Programs are designed for students who wish to enter the teaching profession; practicing teachers who wish to enhance their professional skills; aspiring administrators, counselors, or school psychologists; and, individuals in education-related professions. The curricular choices provide opportunities for students to select programs consistent with their educational backgrounds and professional goals.

The College of Saint Rose works cooperatively with public and private schools and agencies in the Capital Region to provide students with a variety of professional field experiences in education. Applications for admission to all education programs must meet the general requirements for admission to graduate study. In addition, applicants must meet the specific requirements for admission to the program of their choice. Students may apply for either degree or non-degree status. All School of Education programs have been approved by the New York State Education Department and meet academic New York certification requirements, unless otherwise noted. The College puts forward a conceptual framework which establishes the philosophical underpinning of all professional education programs and establishes learning outcomes for participants in the program. The programs within the School of Education are nationally accredited.

Policy on Academic Standards

The following academic standards apply to **all** graduate degree and certificate programs of The College of Saint Rose. Students should refer to appropriate sections of this catalog for additional School and program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- If the student's cumulative grade point average falls below 3.00, a student will receive a letter of warning from the school dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- After earning a grade of F, the student will receive a letter of academic dismissal from the school dean.
- For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- A student may repeat only once a course in which a grade of less than B has been received.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.
- The grading policy of the School in which a student's major program resides prevails.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Thelma P. Lally School of Education

The following academic standards apply to all graduate degree and certificate programs in the School of Education. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- Only (credit) courses in which a grade of B (defined as 3.00) or better is earned will be applicable to the degree. For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- After earning a grade of C for the first time, a student will receive a letter of warning from the School dean. If the student's cumulative grade point average is below 3.00, the letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- A student may repeat only once a course in which a grade of less than B has been received.
- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the School dean.
- After earning a grade of F, the student will receive a letter of academic dismissal from the School dean.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Conceptual Framework for Education Programs

Statement of Philosophy and Purpose

The College of Saint Rose School of Education is committed to providing quality and distinctive educational programs. Our philosophy evolves from our belief in the profound influence and possibilities of education to guide and promote the intellectual and human development of people in a diverse society.

The educational dynamic of our teaching and learning environments forges the insight, meaning, skills, and strategies necessary to improve continuously the quality of individual and collective life. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Imperative to our educational endeavors are morality, integrity and character. Critical analysis and the development of a theoretical framework leading to effective practice, characterize the scholarship and enlightenment to which we aspire. Instructional technologies, research, and policy formulation inform our teaching and learning, while partnerships in the field offer extensive experiences and provide sources for evaluating our effectiveness.

Valuing the knowledge and multicultural experiences of students in the educational process, our faculty strives to be responsive to students' interests, and challenges them to broaden their awareness and sensitivity to diverse backgrounds, thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our students become mutually responsible agents of change. To insure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Candidate Learning Outcomes

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire the knowledge and dispositions of disciplines relevant to the candidates' projected educational or clinical roles sufficient to be able to:
   a) structure pupils' learning of that content at levels appropriate to their development;
   b) apply the content and skill knowledge; and
   c) continue acquisition of related and new content.
2. Apply principles and theories of lifespan human development and learning in all of its diversity to educational or clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation is a collaborative and recursive process that aligns instructional/clinical goals, practice, assessments, and standards, and reflects the real knowledge, skills and dispositions of learners.
5. Develop and demonstrate personal and professional values that foster:
   a) the highest ethical standards of the profession;
   b) intellectual curiosity and open-mindedness;
   c) understanding and responsiveness to multiple social and global perspectives; and
   d) collegiality and collaboration among partners in the educational or clinical process that involves children, families, community members, and other professionals.

6. Promote optimal learning environments for all individuals regardless of their experiential, cultural, and/or racial/ethnic background, including, but not limited to:

   a) those for whom English is not the primary language;

   b) gifted and educationally disadvantaged students;

   c) students with disabilities;

   d) students with developmental and learning differences; and

   e) those with different interests, ambitions, and sexual orientations.

7. Demonstrate in their practice that oral and written language is a functional, as well as a social and artistic tool for communication and thought and, as such, reflects the multiple literacies of our cultures.

8. Integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness, facilitate students' acquisition of technological skills, and their dispositions to use them.

Professional Qualities Assessment

All candidates in programs in education at The College of Saint Rose are expected to demonstrate dispositions appropriate to the profession for which they are preparing. The faculty have identified the dispositions listed below as being of primary significance to effective professional performance. All students will be evaluated by faculty on these dispositions throughout their programs. Any students identified as demonstrating weakness in one of more of the areas will be asked to meet with faculty from their program area and to develop a plan to improve performance. Satisfactory professional performance is required to be in good standing and receive certification or award of a degree in education.

Communication Skills

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas

Professional Responsibility/Accountability

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations

- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

Ethics

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrates a commitment to providing educational services to diverse populations

Program in Adolescence (Secondary) Education (Grades 7-12)

The Teacher Education department identifies the purposes of its education sequence for Adolescence Education candidates seeking initial certification as the development of education professionals who are reflective practitioners, able to link content, theory, and practice, and able to create effective learning environments for children with the full range of abilities and experiential backgrounds. Reflecting these purposes, the education sequence combines classroom, laboratory, and field experiences that are guided and facilitated by College faculty and supervisors who have had experience in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional.

The graduate program in Adolescence Education leads to a Master of Science in Education for those who plan to prepare for secondary school teaching. The program in Adolescence Education provides the education course work required for initial and professional certification for grades 7-12 in New York and reciprocal states in biology, business and marketing (certification K-12), chemistry, earth science, English, mathematics, social studies, or Spanish.

- Applicants who are not initially or provisionally certified in adolescence or secondary education, but wish to be, should apply for admission to this program.
- Applicants who are provisionally or initially certified in adolescence or secondary education and wish to work toward their permanent or professional certification in that area should not apply for admission to this program. They are referred to the program in Curriculum and Instruction.
- Applicants who are not initially certified, but who hold or are concurrently completing a master's degree in their content area disciplines, may complete the Certification-Only program described below.
- Applicants interested in obtaining certification in adolescence and special education may wish to apply to the Adolescence Education/Special Education Adolescence dual certification program.

Career opportunities for graduates of the Adolescence Education program include classroom teacher in a grade 7-12 classroom, professional with a state education department, consultant to a private agency and staff person for a publishing house. The program also provides a foundation for advanced certificate and doctoral study.

Objectives
Consistent with the *Conceptual Framework of the School of Education of The College of Saint Rose,* graduates of the Adolescence Education program must demonstrate:

1. professionalism in exercising their roles as adolescence education teachers within a social context;
2. effective oral and written communication and interpersonal skills;
3. knowledge of secondary school curriculum and learning standards in a content discipline;
4. ability to plan, deliver, and evaluate appropriate, accurate, and substantive instruction in the content discipline;
5. ability to engage in student-centered teaching and innovative practice;
6. organization and positive classroom management techniques;
7. ability to teach diverse pupils; and
8. ability to integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness.

Requirements for Admission and College Recommendation for New York State Initial Certification
Admission to the program in Adolescence Education is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence (i.e., the graduate program in Adolescence Education), the general education requirement, and a requirement for the major in an area of the liberal arts or sciences. The course work requirements in general education and an approved major are not offered as a part of the graduate program (the Adolescence Education program satisfies requirements for the education sequence only).

The following are requirements for the graduate program in Adolescence Education:

Requirements for Admission
- GPA requirement: satisfactory completion (i.e., minimum GPA of 3.0) of the bachelor's degree at an accredited institution;
- Interview: applicants may be required to have a personal interview with a representative from the Department of Teacher Education.

Requirements for College Recommendation for New York State Certification*
- General education requirement (28-31 credits): college-level study in the areas of English (9 credits including composition and literature), social science (6 credits from economics, political science, history, sociology, geography, anthropology, [not psychology]), mathematics (3 credits which may include statistics), science (4 credits which must include a laboratory science), technology (3 credits or evidence of proficiency), artistic expression (3 credits from music, art, drama, film, or media arts), and a language other than English (3 credits which may include American Sign Language);
- Requirement for the major (36 credits): a major in a liberal arts or science area (e.g., biology, business and marketing, chemistry, earth science, English, mathematics, social studies, or Spanish).
- Requirements for coursework aligned with National Council of Accreditation of Teacher Education (NCATE) Specialty Program Association (SPA) standards: Consult with your advisor. Existing coursework may satisfy deficiencies. Your advisor will consider evidence you present. Such evidence may include course descriptions, syllabi, and/or other course materials. All deficiencies noted must be satisfied in order to qualify for The College's recommendation for certification.

** Applicants with insufficient credit in the general education requirement or the requirement for the major, and/or a major not listed above, are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete additional course work in general education and/or the major. Deficiencies may be completed at the graduate or undergraduate level but must be completed prior to graduation from the Adolescence Education program. Teacher candidates select appropriate courses in consultation with their faculty advisor.*

Requirements for Degree and College Recommendation for New York State Initial Certification

The Adolescence Education program is designed for students who do not hold initial or provisional certification in adolescence education. The program requires a minimum of 40 credits of study and includes a one-semester, full-time student teaching experience. Consistent with New York State guidelines, the program in Adolescence Education requires 100 hours of field experience prior to student teaching. These are course-embedded field experience hours that must be completed in grades 7-12. Students must obtain fingerprint clearance from the New York State Department of Education prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day. Also consistent with New York State guidelines, the program in Adolescence Education provides 6 graduate credit hours in the study of literacy, distributed as follows: SEC 518 (3 credits); 1 credit embedded in each of the following and integrated with content: SEC 515, EDU 530, and each of the Methods courses (SEC 520-525).

Students seeking adolescence education certification in a foreign language must obtain a passing grade on the Oral Proficiency Exam (OPI) prior to student teaching.

Admission into the College does not ensure good standing in the program in Adolescence Education, nor does good standing in the Adolescence Education program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). The College recommends that teacher candidates apply for and take the LAST within the first 12 credits of education course work and take the ATS-W and CST during the semester preceding student teaching. The School of Education offers preparation workshops for these exams; information about test dates, sample questions, and scoring are available on the New York State Teacher Certification Examinations website: www.nystce.nesinc.com.

Upon fulfilling the academic requirements of the program and being recommended for certification by the College, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in adolescence education (grades 7-12) in New York State. Candidates will also have fulfilled the academic requirements for professional certification. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education "TEACH" website. Application instructions and links can be found on the College of Saint Rose website at:

http://www.strose.edu/officesandresources/registrar/teachercertification

The 40-43 credits required for the degree include:

a. Educational Research **6-9 Credits**

EPY 500	Educational Research (must be competed within the first 12 credits)	(3)
EDU 590	Research Seminar	(3)
AND		
SEC 999	Comprehensive Examination: Middle and Secondary Education	(0)

(Candidates must register for EDU 590 and SEC 999 concurrently.)

OR

EDU 599	*Thesis (as an alternative to EDU 590 and SEC 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 40-credit minimum should select Thesis for three credits.*

b. Core Requirements **25 Credits**

EDU 506	Educational Foundations (5 hours**)	(3)
EDU 530	Middle School Education: Theory and Practice (10 hours**)	(3)
EPY 502	Survey of Educational Psychology	(3)
EPY 523	Adolescent Psychology and Development	(3)
EPY 530	Measurement in the Content Areas: Assessment and Evaluation for Classroom Teachers	(3)
SEC 515	Curriculum & Instruction in Secondary Schools (20 hours**)	(3)
SEC 518	Literacy Improvement in the Secondary School (5 hours**)	(3)
SED 525	Disability in Education	(1)

<u>One</u> of the following:

SEC 520	Methods of Teaching English in the Secondary School	(3)
SEC 521	Methods of Teaching Foreign Language in the Secondary School	(3)
SEC 522	Methods of Teaching Math in the Secondary School	(3)
SEC 523	Methods of Teaching Science in the Secondary School	(3)
SEC 524	Methods of Teaching Social Studies in the Secondary School	(3)
SEC 525	Methods of Teaching Business and Management in the Secondary School	(3)

(Each of the above courses requires a 20-hour field experience)

c. Non-credit Requirements **0 Credits**

EDU 602	*Violence Prevention Workshop	(0)
EDU 603	*Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	*HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	*Substance Abuse Prevention Workshop	(0)

*All workshops must be completed prior to student teaching.

d. Student Teaching and Student Teaching Seminar **9 Credits**

SEC 580	Student Teaching in Secondary Schools (7-9 and 10-12) (40 hours**)	(6)
SEC 585	Student Teaching Seminar: Adolescence Education	(3)

** Number of required course-embedded field experience hours

Final Evaluation

Teacher candidates in the Adolescence Education program are expected to demonstrate competency in two broad areas: basic research skills, and knowledge of educational theory and practice.

Final evaluation of all candidates will be based on the following criteria:

1. satisfactory performance in course work;
2. satisfactory performance in Research Seminar and on the Comprehensive Examination or satisfactory completion of a Thesis approved by the thesis committee. (for requirements for writing a thesis, see *A Guide to the Preparation of Master's Theses,* available through the website of the Graduate and Continuing Education Admissions office, http://www.strose.edu/graduateadmissions/faculty);
3. satisfactory performance in student teaching; and
4. satisfactory performance in student teaching seminar.

Requirements for the Certification-only Adolescence Education Program (Grades 7-12) and College Recommendation for New York State Initial Certification

Teacher candidates who are not initially or provisionally certified in adolescence education but already hold or are concurrently completing a master's degree in their content area discipline or a field functionally related to teaching adolescents may complete the Certification-only 29-credit core component of the Adolescence Education program, which includes a one-semester, full-time student teaching experience. Teacher candidates in this program must meet the same requirements for general education (28-31 credits) and the content major (36 credits) as candidates in the Adolescence Education program above, in order to be recommended for initial certification. Likewise, any deficiencies may be completed at the undergraduate or graduate level, but they must be addressed prior to the completion of the program.

Consistent with New York State guidelines, the Certification-only program in Adolescence Education requires 100 hours of classroom field experience prior to student teaching. These are course-embedded field experience hours that must be completed in grades 7-12. Students must obtain fingerprint clearance from the New York State Department of Education prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day. Also consistent with New York State guidelines, the program in Adolescence Education provides 6 graduate credit hours in the study of literacy, distributed as follows: SEC 518 (3 credits); 1 credit embedded in each of the following and integrated with content: SEC 515, EDU 530, and each of the Methods courses (SEC 520-525).

Students seeking adolescence education certification in a foreign language must obtain a passing grade on the Oral Proficiency Exam (OPI) prior to student teaching.

Admission into the College does not ensure good standing in the program in Adolescence Education, nor does good standing in the Certification-only program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for initial teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). The College recommends that teacher candidates apply for and take the LAST as soon as they enter the program and take the ATS-W and CST during the semester preceding student teaching. The School of Education offers preparation workshops for these exams; test dates, sample questions, and scoring are available on the New York State Teacher Certification Examinations website: www.nystce.nesinc.com.

Upon fulfilling the academic requirements of the Certification-only program, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in adolescence education (grades 7-12) in New York State

and reciprocal states. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education "TEACH" website. Application instructions and links can be found on The College of Saint Rose website at http://www.strose.edu/officesandresources/registrar/teachercertification.

The 29 credits required for the Certification-only Adolescence Education program include:

a. Core Requirements		**20 Credits**
EDU 506	Educational Foundations (5 hours**)	(3)
EPY 502	Survey of Educational Psychology	(3)
EPY 523	Adolescent Psychology and Development	(3)
SED 525	Disability in Education	(1)
SEC 514	Literature for Secondary Education	(1)
SEC 515	Curriculum & Instruction in Secondary Schools (30 hours**)	(3)
SEC 518	Literacy Improvement in the Secondary School (5 hours**)	(3)

One of the following:

SEC 520	Methods of Teaching English in the Secondary School	(3)
SEC 521	Methods of Teaching Foreign Language in the Secondary School	(3)
SEC 522	Methods of Teaching Math in the Secondary School	(3)
SEC 523	Methods of Teaching Science in the Secondary School	(3)
SEC 524	Methods of Teaching Social Studies in the Secondary School	(3)
SEC 525	Methods of Teaching Business and Management in the Secondary School (Each requires a 20-hour field experience)	(3)

b. Non-credit Requirements		**0 Credits**
EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

(All workshops must be completed prior to student teaching.)

c. Student Teaching and Student Teaching Seminar		**9 Credits**
SEC 580	Student Teaching in Secondary Schools (7-9 and 10-12) (40 hours**)	(6)
SEC 585	Student Teaching Seminar: Adolescence Education	(3)

*** Number of required course-embedded field experience hours*

Total Program Credits **29 Credits**

Final Evaluation

Teacher candidates in the Certification-only program are expected to demonstrate competency in knowledge of educational theory and practice. Final evaluation of all candidates will be based on the following criteria:

1. satisfactory performance in course work;
2. satisfactory performance in student teaching; and
3. satisfactory performance in student teaching seminar.

Candidates enrolled in the Adolescence Education or the Certification-only Adolescence Education programs may also complete the 5-6 Extension and Bilingual Extension requirements.

5-6 Extension to Teach an Academic Subject 6-9 Credits

The New York State Education Department offers an extension for grades 5-6 to the teaching certificate for adolescence education (grades 7-12). Extensions are not required as part of the Adolescence Education or Certification-Only programs at The College of Saint Rose. The extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (biology, chemistry, earth science, English/language arts, mathematics, social studies, or Spanish). An extension will show that the certified adolescence teacher has added expertise in the area of the extension. Adolescence Education or Certification-Only candidates who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for adolescence education certification and the additional requirements listed below:

Total Credit Requirements		**6-9 Credits**
EPY 522	Child Psychology and Development	(3)
EDU 530*	Middle School Education: Theory and Practice (A 10-hour classroom field experience is required.)	(3)

* Required for Certification-Only candidates

AND

One of the following (depending upon major):

ELE 585	Methods of Teaching Language Arts and Social Studies 1-6 *(A 12-hour classroom field experience is required.)*	(3)
ELE 586	Methods of Teaching Science and Math 1-6 *(A 12-hour classroom field experience is required.)*	(3)
ELE 588	Methods of Teaching Foreign Language in the Elementary School *(A 20-hour classroom field experience is required.)*	(3)

Candidates will select the methods course that complements their discipline (e.g., math or science majors would choose ELE 586, Methods of Teaching Science and Math 1-6), so as to provide a broader content base for teaching and integrating their content area across the curriculum in grades 5 and 6.

Bilingual Education Extension 12 Credits

The New York State Education Department offers an extension for bilingual education to the provisional/initial or permanent/professional teaching certificate obtained for adolescence education (grades 7-12). Extensions are not required as part of the Adolescence Education or Certification-only programs at The College of Saint Rose. An extension will show that the certified adolescence teacher has additional expertise to teach bilingual education in middle childhood education, adolescence education, a special subject, literacy education, or career and technical education. Candidates in the Adolescence Education or Certification-only programs who wish the College to recommend them to the New York State Education Department for the Bilingual Education Extension must complete all the requirements for certification in adolescence education, obtain a passing score on the New York State Bilingual Education Assessment Exam (Spanish), and complete the following additional requirements:

Extension Requirements		**12 Credits**
BLE 500	Foundations of Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners *(A 25-hour field experience is required.)*	(3)
BLE 581	Methods for Teaching English Language Arts and Content Areas to Bilingual Learners *(A 25-hour field experience is required.)*	(3)

Program in Applied Technology Education

The graduate program in Applied Technology Education leads to a Master of Science in Education for those who plan to prepare for positions as teachers of technology education. This program is designed to prepare persons with undergraduate degrees in technology-related fields to obtain initial certification as teachers of technology education. Persons entering the program are usually seeking a career change, and they typically have backgrounds in engineering, communications and information technology, construction technology, electronics, manufacturing, or automotive technology. The College's undergraduate programs in Communications and Computer Information Science provide excellent background for the master's in Applied Technology Education.

The Applied Technology Education program provides background in adolescent development, learning processes, teaching diverse populations, literacy improvement, teaching methods, curriculum development, assessment, laboratory management and safety issues, and classroom management. Students who successfully complete the course work, the student teaching experience required in the program, and the liberal arts requirements, will have met the New York State academic requirements for initial certification as a teacher of technology education in grades K through 12.

Graduates of the Applied Technology Education program must demonstrate:

1. professionalism in exercising their role as a technology education teacher;
2. ability to plan, deliver, and evaluate appropriate, accurate, and knowledgeable instruction in technology education;
3. organization and positive classroom management techniques; and
4. ability to teach diverse pupils effectively.

Requirements for Admission

For admission to the program, students must have a bachelor's degree and at least 30 hours of technical background in technology and engineering-related courses. Technical courses can include course work in engineering, design, communication and information technology, construction technology, electricity/electronics, and automotive technology. Admission to the program is also contingent upon admission to graduate study at The College of Saint Rose. A transcript evaluation is part of the admissions process. If the transcript analysis reveals deficiencies in either the liberal arts or technology course work required by the New York State Education Department for certification, students will be notified upon acceptance into the program. The responsibility for addressing these deficiencies rests with the students, and the College's recommendation of students for initial certification is contingent upon the satisfaction of all deficiencies by the time of program completion.

Requirements for Degree

The Applied Technology Education master's degree program is designed for students who do not hold initial certification. The program requires a minimum of 37 credits of study, and includes a 6-credit student teaching requirement that may be completed over one or two semesters. The 37 credits required for the degree are listed below.

Requirements for the Certification Only Program

The Certification-only program in Applied Technology Education (31 credits) is designed for students who do not wish to obtain the master's degree. Students complete 31 credits of the course work below: ATE 501, ATE 506, ATE 546, ATE 590, EPY 502, EPY 523, EDU 506, SEC 518, SED 519,, SED 525, EDU 602, EDU 603, EDU 606, and EPY 637. Students are NOT required to complete ATE 510, ATE 540, TED 530 and EPY 500.

Curriculum for Applied Technology Education		**18 Credits**
ATE 501	Introduction to Applied Technology Education	(3)
ATE 506	Methods of Teaching Technology Education	(3)
ATE 510*	Seminar in Technology Education Curriculum	(3)
OR		
ATE 540*	Special Topics	(3)

OR

TED 530*	World Wide Web and Internet for Educators	(3)
ATE 546	Student Teaching	(6)

** Fingerprinting clearance for the New York State Department of Education is required prior to Student Teaching. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach*

ATE 590	Applied Technology Education Seminar	(3)

** Students in the Certification-only program are not required to complete ATE 510 or ATE 540.*

Psychology		**9 Credits**
EPY 500*	Educational Research	(3)
EPY 502	Survey of Educational Psychology	(3)
EPY 523	Adolescent Psychology and Development	(3)

** EPY 500 is* **not** *required for students in the Certification-only program.*

Educational Foundations		**10 Credits**
EDU 506	Educational Foundations	(3)
SEC 518	Literacy Improvement in the Secondary School	(3)
SED 519	Instructional Strategies for the Content Areas Grades 5-12	(3)
SED 525	Disability in Education	(1)

Additional Requirements		**0 Credits**
EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

Field Experience

100 hours of field experience is required by NYSED for first initial teacher certification programs. Hours are imbedded in the following courses:

ATE 501	20 hrs
ATE 506	20 hrs
ATE 546	40 hrs
EDU 506	5 hrs
SED 519	15 hrs

Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating ability to integrate learning from the course work during their student teaching experiences and in the capstone seminar (ATE 590). As part of the final evaluation, students will present a professional electronic portfolio as a requirement of the seminar.

Program In Childhood (Elementary) Education (Grades 1-6)

The Teacher Education department identifies the purposes of its education sequence for Childhood Education candidates seeking initial certification at the graduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice, and create effective learning environments for children with the full range of abilities and experiential backgrounds. Reflecting these purposes, the education sequence combines classroom, laboratory, and field experiences that are guided and facilitated by College faculty and supervisors who have had experiences in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional.

The graduate program in Childhood Education leads to a Master of Science in Education for those who plan to prepare for elementary school teaching. The program provides the education course work required for initial and professional certification for grades 1-6 in New York State and

reciprocal states.

- Applicants who are not provisionally or initially certified in childhood or elementary education, but wish to be, should apply for admission to this Childhood Education Program for Initial Certification (grades 1-6), explained below.
- Applicants who hold initial certification in early childhood education (birth-grade 2) and who seek certification in childhood education should apply for admission to the master's program in Curriculum and Instruction, and select the option for Second Initial Certification in Childhood Education (grades 1-6). A copy of the candidate's initial certification should be included in the application.
- Applicants who seek initial certification in birth-grade 2 are referred to the program in Early Childhood Education.
- Applicants who are provisionally or initially certified in elementary or childhood education who seek a master's degree and wish to work toward their permanent or professional certification in that area should not apply for admission to this Childhood Education Initial Certification Program. They are referred to the master's program in Curriculum and Instruction.
- Applicants interested in obtaining certification in childhood and special education may wish to apply to the Childhood Education/Special Education (grades 1-6) dual certification program.

Career opportunities for graduates of the Childhood Education programs include classroom teacher in the elementary school, professional with state education departments, consultant to private agencies, and staff person for a publishing house.

Objectives

Consistent with the *Conceptual Framework of the School of Education of The College of Saint Rose*, graduates of the Childhood Education programs must demonstrate:

1. professionalism in exercising their roles as childhood educators in social contexts;
2. effective oral and written communication and interpersonal skills;
3. knowledge of elementary school curriculum, content, and best practices commensurate with pupils' needs, ages and previous learning;
4. ability to plan, implement, and evaluate child-centered instruction and learning and engage in innovative practice;
5. organization and positive classroom management techniques;
6. ability to teach exceptional children effectively;
7. responsiveness to the characteristics of children that reflect their cultural, socio-economic and personal histories; and
8. ability to integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness.

Requirements for Admission and College Recommendation for Certification

Admission to the programs in Childhood Education is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence, the general education requirement, and the requirement for an academic concentration or a major in an area of the liberal arts or sciences. The course work requirements in general education and an approved academic concentration or major are not offered as a part of the graduate program. (The Childhood Education program satisfies requirements for the education sequence only.)

Following are the requirements for the graduate program in Childhood Education:

Requirements for Admission

- GPA requirement: satisfactory completion (i.e., minimum GPA of 3.0) of the bachelor's degree at an accredited institution;
- Interview: applicants may be required to have a personal interview with a representative from the department of Teacher Education.

Requirements for College Recommendation for Certification*

- General education requirement (33-36 credits): college-level study in the areas of English (9 credits including composition and literature), social science (6 credits from economics, political science, history, sociology, geography, anthropology, [not psychology]), mathematics (6 credits which may include statistics), science (6 credits, including a laboratory science), technology (3 credits or evidence of proficiency), artistic expression (3 credits from music, art, drama, film, or media arts), and a language other than English (3 credits which may include American Sign Language);
- Requirement for the academic concentration (30 credits): concentration or major in a liberal arts or science area (e.g., art**, American studies, biology, chemistry, earth science, English/language arts, general science, language other than English (not Sign Language), mathematics, music**, physics, or social studies).
- Requirements for coursework aligned with National Council of Accreditation of Teacher Education (NCATE) Specialty Program Association (SPA) standards: Consult with your advisor. Existing coursework *may* satisfy deficiencies. Your advisor will consider evidence you present. Such evidence may include course descriptions, syllabi, and/or other course materials. All deficiencies noted must be satisfied in order to qualify for The College's recommendation for certification.

** Applicants with insufficient credit in the general education requirement or the academic concentration requirement, and/or with academic concentrations or majors not listed above are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete the additional course work in general education and/or approved academic concentrations or majors. Course work for deficiencies may be completed at the graduate or undergraduate level, but must be completed prior to graduation from the program. Teacher candidates select appropriate courses in consultation with their faculty advisor.*

*** The 30-credit Art and 30-credit Music concentrations may not be predominantly studio studies.*

Master's Degree Program in Childhood Education (Grades 1-6) for Initial Certification: Requirements for Degree and College Recommendation for Certification

This program is designed for students who do **not** hold initial or provisional certification in childhood education or early childhood education. The program requires a minimum of 43 credits of study and includes a one-semester, full-time student teaching experience. Consistent with New York State guidelines, this initial certification program in Childhood Education requires 100 hours of classroom field experience prior to student teaching. These are course-embedded field experience hours that must be completed in grades 1-6. Students must obtain fingerprint clearance from the New York State Department of Education prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day.

Admission into the College does not ensure good standing in the program in Childhood Education, nor does good standing in the Childhood Education program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for initial teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). The College recommends that teacher

candidates apply for and take the LAST within the first 12 credits of education course work and take the ATS-W and CST during the semester preceding student teaching. The School of Education offers preparation workshops for these exams; information about test dates, sample questions, and scoring are available on the New York State Teacher Certification Examinations website: www.nystce.nesinc.com. Upon fulfilling the academic requirements of the program and being recommended for certification by the College, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in childhood education (grades 1-6) in New York State, and will have fulfilled the academic requirements for professional certification. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education "TEACH" website. Application instructions and links can be found on the College of Saint Rose website at http://www.strose.edu/officesandresources/registrar/teachercertification.

The 43-46 credits of graduate study include:

a.	**Educational Research**		**6-9 Credits**
	EPY 500	Educational Research (must be completed within the first 12 credits)	(3)
	EDU 590	Research Seminar	(3)
	and		
	ELE 999	Comprehensive Examination: Childhood Education (Candidates must register for EDU 590 and ELE 999 concurrently.)	(0)
	or		
	EDU 599	*Thesis (as an alternative to EDU 590 and ELE 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 43-credit minimum should select Thesis for three credits.*

b.	**Teaching of Literacy**		**9 Credits**
	ELE 515	Early Literacy Development in the Classroom (7 hours**)	(3)
	ELE 516	Literacy in the Intermediate Grades (7 hours**)	(3)
	ELE 563	Literature for Literacy Development Pre-K to Grade 6 (7 hours**)	(3)

*** Number of required course-embedded field experience hours*

c.	**Core Course Work**		**19 Credits**
	EPY 502	Survey of Educational Psychology	(3)
	EPY 522	Child Psychology and Development	(3)
	SED 525	Disability in Education	(1)
	EDU 506	Educational Foundations (5 hours**)	(3)
	ELE 580	Curriculum and Instruction for Grades 1-6 (10 hours**)	(3)
	ELE 585	Methods of Teaching Language Arts and Social Studies 1-6 (12 hours**)	(3)
	ELE 586	Methods of Teaching Science and Math 1-6 (12 hours**)	(3)

*** Number of required course-embedded field experience hours*

d.	**Additional Non-credit Requirements**		**0 Credits**
	EDU 602	*Violence Prevention Workshop	(0)
	EDU 603	*Child Abuse and Abduction Prevention Workshop	(0)
	EDU 606	*HIV/AIDS and Communicable Diseases Workshop	(0)
	EPY 637	*Substance Abuse Prevention Workshop	(0)

*(*All workshops must be completed prior to student teaching)*

e. Student Teaching and Student Teaching Seminar		**8 Credits**
ELE 546	Student Teaching (40 hours**)	(6)
ELE 550	Student Teaching Seminar	(2)

*** Number of required field experience hours embedded in the course prior to the commencement of student teaching*

f. Portfolio Evaluation		**1 Credit**
ELE 584	Portfolio Evaluation	(1)

Total Program Credits 43-46

Final Evaluation
Final evaluation of teacher candidates in the program will be based on five criteria:

1. satisfactory performance in course work;
2. satisfactory performance in Research Seminar and on the Comprehensive Examination or satisfactory completion of a Thesis approved by the thesis committee (for requirements for writing a thesis, see *A Guide to the Preparation of Master's Theses*, available through the website of the Graduate and Continuing Education Admissions office, http://www.strose.edu/graduateadmissions/faculty);
3. satisfactory performance in student teaching;
4. satisfactory performance in student teaching seminar; and
5. satisfactory completion of portfolio course.

7 - 9 Extension to Teach an Academic Subject 6 Credits
The New York State Education Department offers an extension for grades 7-9 to the initial or second initial certification obtained for childhood education (grades 1-6). Extensions are not required as part of the program in Childhood Education at The College of Saint Rose. An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9. Subjects for the 7-9 extension are biology, chemistry, earth science, English, mathematics, physics, social studies and Spanish. Candidates in the program in Childhood Education who wish the College to recommend them to the New York State Education Department for an extension must complete an academic concentration of at least 30 credits in the extension area, all requirements for the Childhood Education (grades 1-6) program, all requirements for initial or second initial teacher certification, and the following additional requirements:

Extension Requirements		**6 Credits**
EPY 523	Adolescent Psychology and Development	(3)
EDU 530	Middle School Education: Theory and Practice	(3)

(A 10-hour classroom field experience is required)

AND

The New York State Teacher Certification Examination required for a 7-9 extension to teach a subject area: Content Specialty Test (CST) in the content area of the grade 7-9 extension.

Bilingual Education Extension 12 Credits
The New York State Education Department offers an extension for bilingual education to the provisional/initial, second initial, or permanent/professional teaching certificate obtained for childhood education (grades 1-6). Extensions are not required as part of the program in Childhood Education at The College of Saint Rose. An extension will show that the certified childhood education teacher has additional expertise to teach bilingual education in childhood education. Teacher candidates in the Childhood Education program who wish the College to recommend them to the New York State Education Department for a Bilingual Education Extension must complete all requirements for the Childhood Education (grades 1-6) program and all requirements for initial or second initial teacher certification; obtain a passing score on the New York State Bilingual Education Assessment Exam (Spanish); and complete the following additional requirements:

Extension Requirements		**12 Credits**
BLE 500	Foundations of Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners	(3)
	(A 25-hour field experience is required.)	
BLE 581	Methods for Teaching English Language Arts and Content Areas to Bilingual Learners	(3)
	(A 25-hour field experience is required.)	

Program in College Student Services Administration

The program in College Student Services Administration prepares students to work in entry- to mid-level positions in student services in higher education. The degree prepares students to have a comprehensive knowledge of student services functions on a college campus. The program utilizes a theory-to-practice model, helping students to develop both practical skills and a theoretical understanding of the complexities of higher education in a diverse society. Students are encouraged to develop their understanding of higher education as it relates to serving all students and the development of the whole student. For fulltime study, it is recommended that students allow two years to complete this program.

Requirements for Admission

1. Completion of application for graduate study;
2. At least two letters of recommendation: one which addresses the individual's character and potential to work in student services, and one which addresses the individual's scholarship and is written by a professional qualified to make that assessment;
3. Completion of nine hours of psychology course work, beyond Introduction to Psychology, which may include adolescent psychology, theories of personality, adult development or abnormal psychology. This course work must have been taken within five years prior to admission to the degree program. If applicants have not taken the course(s), they must do so during the first 18 graduate credit hours. These prerequisite courses may be taken at the undergraduate level. They may also be taken at the graduate level, but they may not be counted as electives within the program, and cannot be taken as pass/fail.
4. A personal essay discussing objectives and motivation for pursuing a graduate degree in college student services administration, along with how this degree will meet the candidate's professional development plans;
5. A resume demonstrating work and volunteer experience;
6. Attendance at an ***Admissions Workshop.*** Several times each semester, Admissions Workshops are held on campus. A Workshop must be attended for admission to the program. The Workshops provide program information and also allow for individual and group interviews.

Students are admitted to the program in the Fall or Spring semesters.

Program Requirements

Requirements for Master's Degree Candidacy

1. Students are eligible for candidacy after completing four graduate courses (12 credit hours from core degree requirements, not prerequisites) at The College of Saint Rose with at least a B in each course. These courses cannot be repeated, and they must include CSS 500, Counseling Theory and Practice.
2. In addition to the academic requirement for candidacy, the professional performance of each student will be considered in a Counseling/College Student Services faculty review utilizing the Professional Qualities Assessment (PQA). The Counseling/College Student Services faculty will recommend each student on his/her interpersonal skills, potential to do graduate-level work, and potential to become a competent college student services professional.

3. Students will be notified in writing as to the status of their candidacy. Students who are denied candidacy are required to meet with the program Chairperson and faculty to discuss the reason(s) for dismissal from the program.

Evaluation of Master's Degree Candidates
The evaluation of master's degree candidates is as follows:

1. Students must successfully pass the comprehensive examination (CSS 999) prior to the last semester of study **or** write a thesis (CSS 599). Students who elect to write a thesis in lieu of the comprehensive examination should make this decision prior to the completion of the first 18 hours of study;

2. Students must maintain a GPA of 3.0 or better in all course work; and

3. Students must demonstrate competent and ethical clinical work by successfully passing a 300-hour internship during their final semester in the program.

Coursework Requirements for Master's Degree
The Master of Science in Education degree in College Student Services Administration requires the successful completion of a 36-credit program, including three credits of internship experience. The 36 credits include:

Counseling and Communication Skills		**6 Credits**
CSS 500	Counseling Theory and Practice	(3)
CSS 528	Clinical Counseling Skills (Prerequisite: CSS 500 with a grade of B or better)	(3)
Research		**3 Credits**
EPY 500	Educational Research	(3)
Development and Human Differences		**9 Credits**
CSS 540	Social and Cultural Foundations in Counseling	(3)
CSS 550	United States College Students and the Campus (Prerequisite or co-requisite: CSS 540)	(3)
CSS 552	Student Development Theories	(3)
Administration and Staff Development		**12 Credits**
CSS 535	Consultation, Training, and Organizational Change	(3)
CSS 551	Roles and Responsibilities of Student Affairs Staff	(3)
CSS 561	Case Studies in Higher Education	(3)
CSS 562	Administration, Staff Supervision, and Budget Management	(3)
Field Experience		**3 Credits**
CSS 596	*College Student Personnel Internship (Prerequisites: CSS 500, CSS 528, CSS 540, CSS 552)	(3)

** Fingerprinting clearance for the New York State Department of Education is required prior to college administration internship. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach*

Elective **3 Credits**
Three credits of advisor-approved elective in counseling, educational psychology, special education, or educational computing.

Workshops		**0 Credit**
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)
Comprehensive Examination		**0 Credit**
CSS 999	Comprehensive Exam CSS	(0)
Total Program Credits		**36 Credits**

Program in Communication Sciences and Disorders

The field of Communication Sciences and Disorders is academically and personally challenging. It offers qualified persons the satisfaction of knowing that they have facilitated the growth of individuals who are working toward the fulfillment of their human potential and communicative competence. Saint Rose is dedicated to the development of future speech-language pathologists who have the broad-based scientific and humanistic knowledge, professional expertise, clinical insight, and interactive competence needed to face the challenges of the field and to handle with sensitivity and compassion the difficulties experienced by exceptional individuals. Students in the Communication Sciences and Disorders program are encouraged to develop broad personal, academic and cultural interests consistent with the Conceptual Framework of the School of Education.

The program in Communication Sciences and Disorders requires a minimum of 52 credits and 400 clock hours of approved, supervised clinical experience. Of the 400 hours, 325 must be at the graduate level. A minimum of 50 hours must be accrued in each of three different types of clinical settings. Prerequisite course work is required of students without an undergraduate degree in Communication Sciences and Disorders, and may be required of others, before they can begin graduate courses.

Objectives

The graduate program, leading to the Master of Science in Education degree, is designed to satisfy the academic and clinical requirements for the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) and New York State licensure. Completion of the graduate program also satisfies the educational requirements for New York State teacher certification (Teacher of Students with Speech and Language Disabilities). The program is accredited through July 31, 2017 by the Council on Academic Accreditation of ASHA and is approved for both New York State licensure and New York State teacher certification.

Mission Statement

The faculty and staff of the Communication Sciences and Disorders Department are dedicated to the preparation of professionals for the field of speech-language pathology, with regard to scholarship and research skills, ethical and effective clinical practices, and effective interpersonal and advocacy behavior. The department faculty strives to foster the development of students' values related to integrity and ethical behavior, academic excellence across scientific and humanistic content areas, lifelong learning and pursuit of knowledge, collegiality and community service, and sensitivity to the issues of cultural diversity. This preparation will allow the student to hold paramount the well-being of clients and their families/caregivers. It will also facilitate the successful attainment of clinical, supervisory, or academic positions, as well as active participation in leadership roles within local, state or national associations. In order to provide excellence in student preparation and continued support and advancement in the profession at large, this faculty is committed to ongoing development of instructional methodology and assessment procedures, current clinical updating, and the establishment and maintenance of research and scholarly activities.

Clinical Philosophy

The Communication Sciences and Disorders Department of The College of Saint Rose embraces a philosophy of clinical service delivery that is consistent with the ethical standards, scope of practice, and current standards of practice of the American Speech-Language-Hearing Association. It is our goal to serve individuals with communication disorders in the most effective and humane manner possible and to ensure that our students commit themselves to this fundamental clinical value. Achieving this goal requires acquisition of the scientific knowledge base in addition to a number of technical and interpersonal clinical skills and competencies, and their flexible application to meet varied clinical needs.

Requirements for Admission

1. Standard Graduate Admissions office requirements for graduate study.

2. Two official copies of a breakdown of clinical hours if the applicant completed supervised observation or clinical clock hours in an undergraduate program in Communication Sciences and Disorders. (Students who obtained their undergraduate degree in Communication Sciences and Disorders at The College of Saint Rose are not required to provide these copies.)

3. Applicants who are successful in the review process will be required to participate in an on-campus interview prior to acceptance into the graduate program.

4. Applicants who have not completed an undergraduate Communication Sciences and Disorders degree should expect to take undergraduate prerequisites for ASHA and teacher certification, depending upon prior relevant course work. This may also apply to students who do have an undergraduate degree in Communication Sciences and Disorders but who lack foundation coursework. Careful transcript review will be completed in order to determine an applicant's need for prerequisite courses. Careful completion of the Content Area Review Form is required as part of the application process and will be used to determine an applicant's need for prerequisite courses. In addition, for New York State Teacher Certification, transcripts will be reviewed for the necessary Liberal Arts and Science Requirements, and deficiencies will be communicated to the applicant.

5. Although GREs are NOT required as part of the application packet, they may be included if available.

Requirements for Degree

The graduate curriculum in Communication Sciences and Disorders is designed to meet the requirements of the American Speech-Language-Hearing Association. Full-time students who have completed all undergraduate prerequisite courses usually complete these requirements in five consecutive semesters. As noted above, students may be required to complete undergraduate prerequisite courses as part of their program of study. The necessary undergraduate courses are included in the Communication Sciences and Disorders Graduate Program Manual, which students should request upon admission to the program. Students must maintain a grade of B or better in each undergraduate prerequisite course in order to be eligible for graduate-level course work.

During the summer semesters, students may take a maximum of 12 credits. Both six- and twelve-week summer courses are offered in the program, so students should work closely with their advisors to register in the summer.

Total Program Requirements		**52 Credits**
Required Courses		**33 Credits**
CSD 522	Voice Disorders	(3)
CSD 530	Language Disorders in Adults	(3)
CSD 533	Fluency Disorders	(3)
CSD 535	Motor Speech Disorders	(3)
CSD 536	Swallowing and Its Disorders	(3)
CSD 545	Clinical Applications from Speech and Hearing Science	(3)
CSD 570	Differential Diagnosis of Speech and Language Disorders	(3)
CSD 575	Counseling for Communication Disorders	(3)
CSD 593	Research Methods in Human Communication Sciences and Disorders *Statistics (three credits) is a prerequisite or co-requisite to CSD 593*	(3)
CSD 594	Clinical Speech Sound Disorders	(3)
One Child Language Requirement		**3 Credits**
CSD 524	Language Disorders: Infants, Preschoolers, and People with Developmental Disabilities	(3)
OR		
CSD 525	Language Disorders: School-age Children and Adolescents	(3)
Elective Courses		**9 Credits**
CSD 523	Rotation in Otolaryngology	(0,1)
CSD 524	Language Disorders: Infants, Preschoolers, and People with Developmental Disabilities	(3)

CSD 525	Language Disorders: School-age Children and Adolescents	(3)
CSD 548	AAC and Clinical Applications of Technology (Required for students who do not have an undergraduate course in AAC)	(3)
CSD 550	Topics in the Medical Aspects of Communication Disorders	(3)
CSD 579	Language and Hearing Impairment	(3)
CSD 596	Literacy Institute in Communication Disorders	(3)
CSD 597	The Nervous System and Communication	(1)
CSD 598	Independent Study	(1-3)
CSD 601	Current Topics in Communication Sciences and Disorders	(1-3)
CSD 602	Current Topics in Prevention	(3)
CSD 603	Pediatric Motor Speech and Swallowing	

Additional Requirement (Choose ONE)		**0-6 Credits**
CSD 999	Comprehensive Examination	(0)
OR		
CSD 599	Thesis (with department permission)	(6)

Students who have taken graduate courses in other institutions may transfer the courses into their program as described in this Catalog of Graduate Studies and with faculty approval. Students may also take a maximum of one elective course outside the major during their program of study. A non-CSD elective must be approved by the faculty before a student registers for the course.

Clinical Requirements (10 credits)

A minimum of ten credits in clinical practicum are required. Students who have obtained undergraduate clinical clock hours may bring 25 hours of observation and 50 hours of supervised clinical practicum into their graduate program of study. Students must continue to register for credit and apply for a placement until ASHA's 400-clock hours requirement is correctly distributed and met. Practicum experiences require students to travel, necessitating a vehicle.

Required Practicum Experiences		**10 Credits**
CSD 580	First Practicum (Prerequisite: Fingerprinting)	(2)
CSD 581	Clinical Practicum Seminar	(2)
CSD 583	Advanced Clinical Practicum I*	(2)
OR		
CSD 587	Advanced Practicum in the Public Schools* (Prerequisites: CSD 450, drug and child abuse courses)	(2)
CSD 585	Advanced Clinical Practicum II	(2)
CSD 586	Supervised Practicum in Fluency Disorders (Prerequisite: CSD 533)	(1)
CSD 589	Weekend Workshop for Fluency (Prerequisite or Co-requisite: CSD 586)	(1)

Total Program Credits	**52 Credits**

Additional Clinical Practicum Experiences		
CSD 584	Advanced Clinical Practicum III	(2)
CSD 588	Advanced Clinical Practicum IV: Speech	(1)

Students who need additional clinical clock hours beyond their required practicum courses can enroll in CSD 584 (over 30 clinical clock hours) or CSD 588 (20-30 clinical clock hours).

Students who earn a grade of Incomplete (I) in a clinical practicum must repeat the clinical experience. Students may not count the clinical clock hours or the academic hours for which they received a grade other than "pass."

*In order to be eligible for teacher certification as a Teacher of Students with Speech and Language Disabilities, students must show evidence of course work or complete courses in education, as well as courses in liberal arts and sciences. Students who have not completed a public school practicum in communication sciences and disorders at the undergraduate level must enroll in CSD 587, instead of CSD 583. CSD 450 (Organization of a Speech, Language, and Hearing Program in Elementary and Secondary Schools) or the equivalent, is also required, as well as workshops (or courses) in substance abuse, child abuse, AIDS/communicable diseases, and violence prevention.

The above-noted requirements are usually completed on the undergraduate level.

ASHA's Science and Mathematics Requirements

ASHA requires that students have course work in the following four areas: biological science, physical science, math, and social/behavioral science. These requirements are usually completed on the undergraduate level. If they are completed at the graduate level, they will be in addition to the 52 credits required to complete the program.

Other General Requirements

Students are required to attend departmental Graduate Program Meetings, which are held on the third Thursday of each semester. Notices of these meetings, as well as other important program documents, are posted on Blackboard, the College's web-based course management program. Through program meetings, students become familiar with the requirements of the department, New York State teacher certification, New York State licensure and American Speech-Language-Hearing Association (ASHA) certification. Students are strongly encouraged to attend the annual mini-convention, which is sponsored by the Saint Rose chapter of the National Student Speech-Language-Hearing Association (NSSLHA).

Final Evaluation

Final evaluation of graduate students in Communication Sciences and Disorders will be based upon satisfactory completion of all academic and clinical requirements. In addition, students must successfully complete either a final comprehensive exam (during their final semester of study or after completing all course work and practice) or a master's thesis. The thesis option satisfies six credits of elective course work and requires department permission.

Bilingual Extension: Spanish

The New York State Education Department offers an extension to bilingual education to the initial or professional certification obtained in communication sciences and disorders. An extension will show that the certified individual has additional expertise to work with children who are bilingual. Communication Sciences and Disorders majors who wish the College to recommend them to the New York State Education Department for an extension must:

- complete all requirements of the Communication Sciences and Disorders graduate program, including all requirements for initial teacher certification.
- obtain passing scores on the Bilingual Education Assessment Exams (BEAs).
- complete BLE 500, BLE 508, BLE 580, BLE 581, and BLE 586. BLE 586 is a supervised field experience of at least 50 hours that is in addition to the student's other clinical placements.

Programs in Counseling

Master's Degree Programs

The Counseling programs are intended to prepare competent mental health professionals. Programs are offered in School Counseling and Mental Health Counseling, with specializations in community or college counseling, and lead to a Master of Science in Education. The School Counseling program prepares students for provisional certification. The Mental Health Counseling program prepares students to be licensed mental health counselors in New York State. Both programs prepare students for work in schools, community mental health settings, and college counseling centers with a strong focus on advocacy and social justice.

Post-Graduate Certificate Programs

For School Counseling students, there are two post-graduate certificate programs in Advanced Study in School Counseling. These programs are intended for School Counselors who have attained a Masters degree and are seeking coursework leading towards permanent certification as a School Counselor in New York State.

Objectives

The Counseling programs are designed to develop skills in assessment, counseling theory and practice, human development and research. Additional skills specific to working with children, adolescents, college students or adults are developed as the result of students' programs.

The course work components fall into nine core objectives. Students demonstrate knowledge, understanding, and performance competency in: clients' lifespan development, social and cultural foundations of counseling, clinical counseling skills, consultation skills, group work, career counseling, appraisal, consumption and production of research, and professional values and ethics. Six hundred (600) hours of internship experience are a key culminating aspect of the Counseling programs. Two semesters of internship, each for 300-hour supervised hours in different settings, are required. The first 300-hour internship is taken concurrently with the master's seminar and focuses on the development of consultation and counseling skills in the student's program (School Counseling or Mental Health Counseling). The second 300-hour internship is taken concurrently with the second seminar and allows the student to gain further experience in their program.

School Counseling Master's Program (48 Credits)

The School Counseling program is intended to prepare professionals for the demanding task of meeting needs of children and adolescents in P-12 school settings. Competencies in working with students, parents, teachers and administrators are developed through a combination of course work in theory, application, and the internships in school counseling. Competence in school counseling is gained through course work in traditional and comprehensive developmental guidance programs, child and adolescent development and psychology, theory-based and specialized interventions with a focus on advocacy and social justice, counseling skills to meet the unique needs of students and help close the achievement gap, and tests, measurement and appraisal. The internships in school counseling allow students to take knowledge gained from course work and apply it to practical situations in a school setting. This is done under the cooperative supervision of a New York State-certified school counselor and a faculty liaison. There are no electives in this program, which allows course work to be focused within the program.

Certificate of Advanced Study in School Counseling (12 and 30 Credit Options)

The Advanced Study in School Counseling programs (CAS) are designed for the student who has attained a Masters Degree in Counseling or Counselor Education, and wishes to acquire the necessary coursework for permanent certification as a School Counselor in New York State, and/or to advance his/her post graduate training and education. The Advanced Study in School Counseling Programs consist of 12 or 30 post-graduate credits developed with approval of the student's academic advisor to meet the New York State requirements for permanent certification, and the student's plan of study.

Mental Health Counseling Master's Program: Community (60 Credits)

The Mental Health Counseling (Community) program is intended to prepare licensed professional counselors to address the clinical needs of children, adolescents and adults in a variety of mental health and community settings. Competencies in working with individuals, groups, families, organizations and communities are developed through a combination of course work in theory, application, and internship experiences. Coursework introduces students to current theory and research in counseling across the life span, as well as a variety of psychological disorders.

Students develop competence in mental health counseling approaches through course work in mental health counseling interventions (with a focus on advocacy and social justice), assessment and appraisal, case management and consultation, family violence, social and cultural foundations, counseling methods, and internships in a mental health or community agency setting. The internships in mental health counseling provide students with opportunities to develop additional skills related to effective community mental health counseling practice. Interns are supervised by a licensed mental health professional at their internship sites and a faculty liaison. Electives may be taken in child, adolescent or adult development, school or college counseling, special education, or any special topics courses in counseling.

Mental Health Counseling Master's Program: College (60 credits)
The Mental Health Counseling (College) program is intended to prepare licensed professional counselors to address the diverse clinical needs of college and university students. Competencies in working with students, staff, and administrators are developed through a combination of course work in theory, application, and internship experiences with a focus on advocacy and social justice issues. Course work in the United States college experience, student affairs programming, consultation, and community mental health counseling, along with supervised internships in a college or university counseling center and a community mental health setting, prepare students for work as mental health counselors in a college counseling setting. Competence in student affairs work is gained through course work in student development theories, programming strategies, consultation, and social and cultural foundations. The internships in college counseling and community mental health settings provide students with a supervised experience in mental health counseling. This allows students to integrate theory with practice. Interns are supervised by licensed mental health professionals at their internship sites and a faculty liaison. Electives may be taken in child, adolescent, or adult development, school or mental health counseling, special education, or special topics courses in counseling.

****Students Seeking Licensure as a Mental Health Counselor (LMHC) Who Hold a Master's Degree**
Students who have attained a master's degree in Counseling or Counselor Education and who wish to complete the academic and supervised internship requirements, as set forth by New York State to become a ***Licensed Mental Health Counselor,*** will apply to the master's program in Mental Health Counseling. The admissions procedures are outlined in the **Admission to the Program** section of this catalog.

Students ***must*** submit a letter from New York State indicating academic and internship deficits. Upon completion of these deficits, students will submit their transcripts to the New York State Office of Professions for review as part of the licensure application process.

Requirements For Admission To The Counseling Master's Degree Programs (M.S. in Education)
1. Completion of application for graduate study;
2. An undergraduate ***GPA of 3.0*** or higher;
3. At least ***two letters of recommendation,*** one which addresses the applicant's character and potential to be a counselor, and one which addresses the applicant's scholarship and is written by a professional qualified to make that assessment;
4. Completion of a bachelor's degree, which included ***nine hours of psychology course work beyond Introduction to Psychology***, which may include or be similar to child or adolescent development, theories of personality, or educational psychology for School Counseling students; abnormal psychology, theories of personality, child, adolescent or adult development for Mental Health Counseling (Community) students; and adolescent and adult development, theories of personality or abnormal psychology for Mental Health Counseling (College) students. These courses must have been taken within five years prior to admission to the degree program in Counseling. If applicants have not taken the course(s), they must do so during their first 18 graduate credit hours. These prerequisite courses may be taken at the undergraduate level. They may also be taken at the graduate level, but may not be counted as electives within the program or as part of the required 48 or 60 credit hours and they can not be taken pass/fail.
5. An ***essay*** discussing the applicant's objectives and motivation for pursuing a graduate degree in Counseling, an understanding of his/her preferred program, and a discussion of how this degree will meet the applicant's professional development plans;
6. A ***resume*** demonstrating work and volunteer experience in the field;
7. Attendance at an ***Admissions Workshop.*** During each semester, Admissions Workshops are held on campus. A Workshop must be attended for admission into the program. The Workshops provide program information and also allow for individual and group interviews.

Students are admitted to the Master's Degree programs in the Fall or Spring semesters.

Requirements For Admission To The Advanced Study In School Counseling (CAS) Programs (12 & 30 Credit Options)

1. A master's degree in Counseling or Counselor Education of at least 30 credits from an accredited college or university;
2. Completed application for graduate study;
3. Graduate transcripts with a GPA of 3.0 or higher;
4. At least two letters of recommendation, one that addresses the applicant's clinical and professional skills and accomplishments, and one that addresses the applicant's academic and scholarly abilities and accomplishments;
5. A professional essay which delineates the applicant's reasons for pursuing the CAS in Counseling and how the CAS will assist the applicant in attaining his/her professional goals;
6. Attendance at an Admissions Workshop is required for applicants who are not graduates of the Counseling M.S. in Education degree from The College of Saint Rose.

Students are admitted to the certificate programs in the Fall, Spring, or Summer semesters.

Requirements For The Master's Degree Programs

The master's degree programs require 48 credit hours of study for School Counseling students or 60 credit hours of study for Mental Health Counseling (Community or College) students. Students must attain candidacy after completion of twelve credits to remain in their program. Thirty credit hours of core courses are required for all master's degree candidates. Students must pass a comprehensive examination *(CSL 999)* upon completion of these core courses. *Students may opt to write a Thesis (CSL 599) instead of taking the comprehensive examination.* The substance abuse, child abuse, violence prevention, and communicable diseases workshop requirements, and at least six program specific credits (School, Mental Health Counseling), must be met by all students before being eligible for their first internship.

Requirements for Master's Degree Candidacy

1. Students are eligible for candidacy after completing four graduate courses (12 credit hours) from core degree requirements (not prerequisites) in the Counseling program, with at least a B in each course. These courses cannot be repeated, and they must include CSL 500 Counseling Theory and Practice and CSL 530 Issues in Lifespan Development in Counseling. Students in the School Counseling program must also complete CSL 510 Introduction to School Counseling.
2. In addition to the academic requirement for candidacy, the professional performance of each student will be considered each semester in a Counseling Faculty Review. Utilizing the Professional Qualities Assessment (used in the School of Education at The College of Saint Rose) as an assessment tool, Counseling faculty will recommend each student on his/her interpersonal skills, potential to do graduate-level work, and potential to become a competent and ethical counseling professional.
3. Students will be notified in writing as to the status of their candidacy. Students who are denied candidacy are required to meet with the program Chairperson and faculty to discuss the reason(s) for dismissal from the program.

Evaluation of Master's Degree Candidates

The evaluation of master's degree candidates is as follows:

1. Students must successfully pass the comprehensive examination (CSL 999) prior to the last semester of study or write a thesis (CSL 599). Students who elect to write a thesis in lieu of the comprehensive examination should make this decision prior to the completion of the first 18 hours of study;
2. Students must maintain a GPA of 3.0 or better in all course work; and

3. Students must demonstrate competent and ethical clinical work by successfully passing two 300-hour internships during their final semesters in the program.

Required Core Courses for Master's Degree in Counseling **30 Credits**

CSL 500	Counseling Theory and Practice	(3)
CSL 505	Research in Counseling	(3)
CSL 528	Clinical Counseling Skills *(Prerequisite: CSL 500)*	(3)
CSL/EPY 529	Measurement, Statistics, and Appraisal *(Prerequisite: CSL 505)*	(3)
CSL 530	Issues in Lifespan Development in Counseling	(3)
CSL 540	Social and Cultural Foundations in Counseling	(3)
CSL 553	Dynamics of Group Counseling *(Prerequisite: CSL 500)*	(3)
CSL 554	Career Development Theory	(3)
CSL 589	Master's Seminar and Ethics in Counseling I	(3)

(Co-requisite: CSL 591 or CSL 593; Prerequisites: CSL 500; CSL 528; CSL 530; CSL 553; two courses from appropriate concentration (for school counseling students these courses must be CSL 510 and CSL 532; for mental health counseling students this must include CSL 585); up to 24 credit hours of completed work; required workshops; candidacy; and permission of advisor.

CSL 590	Master's Seminar II: Advanced Topics in Counseling *(Co-requisite: CSL 592 or CSL 594; Prerequisite: CSL 589)*	(3)

Additional Requirements

CSL 584	Comprehensive Examination Workshop	(0)
CSL 999	Comprehensive Exam	(0)
OR		
CSL 599	Thesis	(1-6)

Required Workshops **0 Credits**

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

Required Courses in School Counseling Program **18 Credits**

CSL/SPY 503	Personality Theory & Abnormal Psychology in School Age Children	(3)
CSL 510	Introduction to School Counseling	(3)
CSL/SPY 511	Counseling Children and Adolescents in the Schools *(Prerequisite: CSL 510)*	(3)
CSL 532	Issues in Developmental Guidance and Education *(Prerequisite: CSL 510)*	(3)
CSL 591	School Counseling Internship I *(Co-requisite CSL 589; Prerequisites: CSL 510, CSL 532)*	(3)

** Fingerprinting clearance for the New York State Department of Education is required prior to counseling internship. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach*

CSL 592	School Counseling Internship II *(Co-requisite: CSL 590)*	(3)

Required Courses in Mental Health Counseling: Community Program **24 Credits**

CSL 534	Interventions with Children and Adolescents in Counseling	(3)
CSL 538	Alcohol and Substance Abuse Counseling *(Prerequisite: CSL 500)*	(3)
CSL 575	Introduction to Family Counseling	(3)

CSL 578	Case Management, Consultation, and Organizational Change	(3)
CSL 585	Community Mental Health Counseling & Psychopathology *(Prerequisite: CSL 500)*	(3)
CSL 588	Seminar in Family Violence	(3)
CSL 593	Mental Health Counseling Internship I *(Prerequisite: CSL 585; Co-requisite: CSL 589)*	(3)
CSL 594	Mental Health Counseling Internship II *(Co-requisite: CSL 590)*	(3)

Required Courses in Mental Health Counseling: College Program **24 Credits**

CSL 535	Consultation, Training and Organizational Change	(3)
CSL 550	United States College Students and the Campus *(Prerequisite or Co-requisite: CSS 540)*	(3)
CSL 551	Roles and Responsibilities of Student Affairs Staff	(3)
CSL 552	Student Development Theories	(3)
CSL 555	Critical Issues in College Counseling	(3)
CSL 585	Community Mental Health Counseling & Psychopathology *(Prerequisite: CSL 500)*	(3)
CSL 593	Mental Health Counseling Internship I *(Prerequisite: CSL 585; Co-requisite: CSL 589)*	(3)

** Fingerprinting clearance for the New York State Department of Education is required prior to counseling internship. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach*

CSL 594	Mental Health Counseling Internship II *(Co-requisite: CSL 590)*	(3)

Electives **6 Credits**

Students in the Mental Health Counseling (Community and College) program have six credit hours of electives. Electives may include courses in counseling, developmental and educational psychology, special education, or special topics courses in counseling that fit into the program of study. Elective courses are selected with advisor's approval.

Requirements for Certificate of Advanced Study (CAS) in School Counseling 30-Credit Option:

Students who have completed a 30-credit Master's Degree in Counseling or Counselor Education must complete 18 credits in specific school counseling coursework, 9 credits of advanced clinical coursework in areas related to practice as a school counselor, and 3 credits of special education coursework. Students must also provide verification of provisional certification.

Prerequisites:

A 30-credit Master's Degree in Counseling or Counselor Education which includes the following applicable coursework or its equivalent:

Counseling Theory and Practice	(3)
Research in Methods Counseling or Education	(3)
Clinical Counseling Skills	(3)
Tests, Measurements, and Appraisal or Assessment	(3)
Child, Adolescent or Lifespan Development	(3)
Social and Cultural Foundations in Counseling	(3)
Dynamics of Group Counseling	(3)
Career Development Theory	(3)
·Master's Seminar or Practicum in School Counseling	(3-6)
·Electives courses in Education or Counseling *	(3-6)

**Electives will be evaluated by the advisor for appropriate content as part of the admissions process.*

*** If any of the courses or their equivalents listed above are missing or are not appropriate, the student will be required to complete those courses as prerequisites to the 30-credit Advanced Study in School Counseling (CAS).*

Required Courses:

CSL/ SPY 503	Personality Theory & Abnormal Psychology in School Age Children	(3)
CSL 510	Introduction to School Counseling	(3)
CSL/ SPY 511	Counseling Children and Adolescents in the Schools *(Prerequisite: CSL 510)*	(3)
CSL 532	Issues in Developmental Guidance and Education *(Prerequisite: CSL 510)*	(3)
CSL 590	Masters Seminar in Ethics and Counseling II	(3)
CSL 592	School Counseling Internship II *(Co-requisite: CSL 590)*	(3)

Up to 9 credits in the following advanced clinical courses:

CSL 534	Interventions with Children and Adolescents	(3)
CSL 538	Alcohol and Substance Abuse Counseling	(3)
CSL 575	Introduction to Family Counseling	(3)
CSL 588	Seminar in Family Violence	(3)
CSL 597	Elective Institutes in School Counseling	(3 -6)

3 credits in the following Special Education Courses:

SED 501	Intro. to Children with Disabilities In Educational Settings	(3)
SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Class Management and Individualized Behavior Support	(3)
SED 529	Transition Planning for Students with Disabilities	(3)

Total Credit Requirements **30 Credits**

Requirements for Certificate of Advanced Study (CAS) in School Counseling 12 Credit Option:

Students who have a 48 credit Master's Degree in Counseling with a concentration in school counseling must complete 9 credits of advanced clinical coursework in areas related to practice as a school counselor, and 3 credits of special education coursework. Students must also provide verification of provisional certification.

Prerequisites:

A 48 credit Master's Degree in Counseling with a concentration in School Counseling which will include the following applicable coursework or its equivalent:

Counseling Theory and Practice	(3)
Research in Methods Counseling or Education	(3)
Clinical Counseling Skills	(3)
Tests, Measurements, and Appraisal or Assessment	(3)
Child, Adolescent or Lifespan Development	(3)
Social and Cultural Foundations in Counseling	(3)
Dynamics of Group Counseling	(3)
Career Development Theory	(3)
Master's Seminar or Practicum in School Counseling	(3-6)
Electives courses in Education or Counseling *	(3-6)
Personality Theory & Abnormal Psychology in School Age Children	(3)
Introduction to School Counseling	(3)
Counseling Children and Adolescents in the Schools	(3)
Issues in Developmental Guidance and Education	(3)
Master's Practicum or Seminar in Counseling II	(3)
School Counseling Internship II	(3)

**Electives will be evaluated by the advisor for appropriate content as part of the admissions process.*

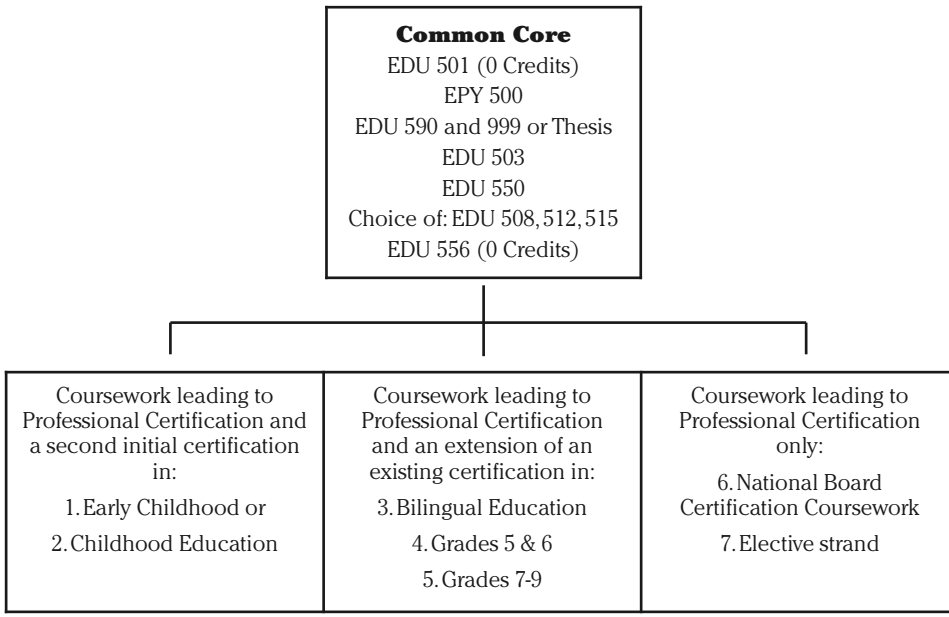
*** If any of the courses or their equivalents listed above are missing or are not appropriate, the student will be required to complete those courses as pre-requisites to the 12 credit Advanced Study in School Counseling (CAS).*

Required Coursework:

Advanced Clinical Courses		**9 Credits**
CSL 534	Interventions with Children and Adolescents	(3)
CSL 538	Alcohol and Substance Abuse Counseling	(3)
CSL 575	Introduction to Family Counseling	(3)
CSL 588	Seminar in Family Violence	(3)
CSL 597	Elective Institutes in School Counseling	(3-6)
One Special Education Course:		**3 Credits**
SED 501	Intro. to Children with Disabilities In Educational Settings	(3)
SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Class Management and Individualized Behavior Support	(3)
SED 529	Transition Planning for Students with Disabilities	(3)
Total Credit Requirements		**12 Credits**

Program in Curriculum and Instruction

The Master's degree program in Curriculum and Instruction is designed for teacher candidates seeking New York State professional or permanent certification at the graduate level. The program encourages the development of education professionals who are reflective practitioners, able to link content, theory, and practice, and able to create effective learning environments for children with the full range of abilities and experiential backgrounds. In addition, the program offers candidates the opportunity to select a twelve-credit content strand within the program (see illustration below) for one of the following:



- second initial certification in early childhood education (birth-grade 2);
- second initial certification in childhood (elementary) education (grades 1-6);
- a grade 5-6 or grade 7-9 extension to one's current certification;
- an extension to one's certification in bilingual education-Spanish;
- preparation for National Board Certification;
- extensive preparation in content and pedagogy within one's current area of certification.

The degree in Curriculum and Instruction may be earned by those who hold initial certification in one of the following teaching areas: early childhood education, childhood education, or adolescence education. Adolescence education candidates may hold initial certification in one of the following content areas: biology, business and marketing (may enter only 3, 6 & 7 depicted in the graphic above), chemistry, earth science, English, mathematics, social studies, or Spanish. Applicants who are not initially or provisionally certified in a teaching area, but wish to be, should apply for admission to one of the following master's level programs that lead to initial certification: Early Childhood Education, Childhood (Elementary) Education, Childhood/Special Education, Adolescence (Secondary) Education, or Adolescence/Special Education, described in other sections of this catalog.

Objectives

Consistent with the *Conceptual Framework of the School of Education of The College of Saint Rose*, graduates of the Curriculum and Instruction program must demonstrate:

1. the ability to ensure the curricular connections between content areas and relevant pedagogical practices;
2. knowledge of the connections between schools and society and the culturally relevant pedagogy of historically underrepresented groups;
3. effective oral and written communication and interpersonal skills;
4. understanding of the processes and issues related to curriculum development;
5. the ability to apply appropriate learning and measurement theory to teaching;
6. knowledge of the role of literacy and its multiple forms in learning;
7. the ability to interpret, synthesize, apply, and conduct educational research; and
8. the ability to integrate technology with teaching, learning and classroom management.

Requirements for Admission

Admission to the program in Curriculum and Instruction is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. Applicants may be required to have a personal interview with a representative from the department of Teacher Education. In addition, to qualify for admission, candidates must meet the following certification requirement:

- Certification requirement: initial certification in a teaching area: early childhood education, childhood education, or adolescence education. A copy of the initial certification or certificate of qualification must be included with the application.

Requirements for Degree and College Recommendation for New York State Certification

The program in Curriculum and Instruction requires a minimum of 30 to 33 credits of study. The program has three core areas: the Research Core (6-9 credits), the Content and Pedagogy Core (12 credits), and the Elective Content Strand (12 credits). There is also a Final Evaluation requirement (see below).

Upon fulfilling the academic requirements of the program, candidates qualify for professional or permanent certification in a teaching certification area in New York State. Depending on the content track chosen, candidates may also qualify for second initial certification, an extension, or the Advanced Certificate in Teaching and Learning. Course work may include course-embedded field experience hours that must be completed during the normal school day. Students must obtain fingerprint clearance from the New York State Department of Education prior to the beginning of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education website http://www.highered.nysed.gov/tcert/teach.

Candidates who choose a content track leading to second initial certification must apply for Advanced Field Experience in accordance with program guidelines, and pass the New York State Teacher Certification Examination(s) required for their chosen content track. The School of Education offers preparation workshops for these exams; information about test dates, sample questions, and scoring are available on the New York State Teacher Certification Examinations website: www.nystce.nesinc.com.

Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education "TEACH" website. Application instructions and links can be found on the College of Saint Rose website at http://www.strose.edu/officesandresources/registrar/teachercertification.

Final Evaluation

Candidates for the Master of Science in Curriculum and Instruction are expected to demonstrate competency in two broad areas: basic research skills and knowledge of educational theory and practice. Final evaluation of all candidates will be based on two criteria:

- satisfactory performance in course work; and
- satisfactory performance in Research Seminar and on the Comprehensive Examination or completion of a Thesis approved by the student's thesis committee (for requirements for writing a thesis, see *A Guide to the Preparation of Master's Theses*, available through the website of the Graduate and Continuing Education Admissions office, http://www.strose.edu/graduateadmissions/faculty).

Program Requirements for the Master's in Curriculum and Instruction

The 30 to 33 credits of graduate study include:

Research Core		**6-9* Credits**
EPY 500	Educational Research *(required course; must be completed within the first 12 credits)*	(3)
EDU 590	Research Seminar	(3)
AND		
EDU 999	Comprehensive Examination in Teacher Education *(Candidates must register for EDU 590 and EDU 999 concurrently.)*	(0)
OR		
EDU 599	Thesis (as an alternative to EDU 590 and EDU 999)	(3-6)

**Thesis may be taken for three or six credits, but students who wish to stay within the 30-credit minimum should select Thesis for three credits.*

Content and Pedagogy Core		**12 Credits**
EDU 501	Introduction to the Developmental Professional Portfolio for Program in Curriculum and Instruction *(Candidates must register for EDU 501 concurrently with the first course in the program.)*	(0)
EDU 556	Developmental Professional Portfolio for Program in Curriculum and Instruction *(Candidates register for this course during the semester in which they plan to complete the Portfolio, usually the last semester of coursework.)*	(0)

EDU 503	Curriculum Theory and Design	(3)
EDU 540	Informal Student Based Assessment	(3)
EDU 550	Advanced Instructional Design Pre-K-12	(3)

Choose <u>one</u> course related to School and Society 3 Credits

EDU 508	Multicultural Education	(3)
EDU 512	History of American Education	(3)
EDU 515	Sociology of Education	(3)

Elective Content Track (choose <u>one</u> track) 12 Credits

There are seven elective tracks. The first six tracks offer choices for candidates who elect to pursue a certification, extension, or certificate that is **in addition to** the one(s) they currently hold. The seventh track is for candidates who wish to pursue in-depth study **within** their current area of certification; the seventh does not yield a new area of certification. All track choices, along with the other requirements for this Master's degree in Curriculum and Instruction, provide the academic preparation needed for professional or permanent certification.

Total Credit Requirements 30-33 Credits

1. Second Initial Certification in Childhood (Elementary) Education: Grades 1-6 12 Credits

This track is a choice for students who hold initial certification in Early Childhood Education.

LRC 520	Advanced Developmental Literacy (Birth through Grade 6)	(3)
ELE 585	Methods of Teaching Language Arts and Social Studies 1-6	(3)
ELE 586	Methods of Teaching Math and Science 1-6	(3)
ELE 587	Advanced Field Experience	(3)

Total Credit Requirements 12 Credits

2. Second Initial Certification in Early Childhood Education: Birth-Grade 2 12 Credits

This track is a choice for students who hold initial certification in Childhood Education.

LRC 520	Advanced Developmental Literacy (Birth through Grade 6)	(3)

OR another 3-credit LRC elective, chosen in consultation with the advisor

ECE 530	Foundations of Early Childhood Education	(3)
ECE 531	Infant, Toddler and Preschool Education and Guidance	(3)
ECE 587	Advanced Field Experience	(3)

Total Credit Requirements 12 Credits

3. Extension in Bilingual Education 12 Credits

This track is a choice for students who hold initial certification and who are proficient in Spanish. The New York State Education Department offers an extension for bilingual education to the provisional/initial or permanent/professional teaching certificate. An extension will show that the certified teacher has additional expertise to teach bilingual education in his/her area of initial certification.

BLE 500	Foundations of Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods of Teaching Native Language Arts and Content Areas to Bilingual Learners	(3)
BLE 581	Methods for Teaching English Language Arts and Content Areas to Bilingual Learners	(3)

Total Credit Requirements 12 Credits

Required New York State Certification Exam: Bilingual Education Assessment (BEA) for Spanish.

4. Extension in a content area in Grades 5 and 6 12 Credits

This track is a choice for students who hold initial certification in a content area in grades 7-12. The New York State Education Department offers an extension for grades 5-6 to the teaching certificate for adolescence education—grades 7-12. The extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (biology, chemistry, earth science, English/language arts, mathematics, social studies, or Spanish). An extension will show that the certified adolescence teacher has added expertise in the area of the extension.

EDU 530	Middle Level Education	(3)
EPY 522	Child Psychology and Development	(3)
ELE 516	Literacy in the Intermediate Grades	(3)

Choose ONE 3-credit elementary methods course, depending on certification area:

ELE 585	Methods of Teaching Language Arts and Social Studies 1-6	(3)
ELE 586	Methods of Teaching Math and Science 1-6	(3)
ELE 588	Methods of Teaching Foreign Language in the Elementary School	(3)

Total Credit Requirements 12 Credits

5. Extension in a content area in Grades 7-9 12 Credits

This track is a choice for students who hold initial certification in childhood education and an academic concentration of at least 30 credits in a content area (biology, chemistry, earth science, English, mathematics, physics, social studies or Spanish). The New York State Education Department offers an extension for grades 7-9 to the initial or second initial certification obtained for childhood education (grades 1-6). An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9.

EDU 530	Middle Level Education	(3)
EPY 523	Adolescent Psychology and Development	(3)
SEC 518	Literacy Improvement in the Secondary School	(3)

Choose ONE 3-credit secondary methods course, depending on certification area:

SEC 520	Methods of Teaching English in the Secondary School	(3)
SEC 521	Methods of Teaching Foreign Language in the Secondary School	(3)
SEC 522	Methods of Teaching Math in the Secondary School	(3)
SEC 523	Methods of Teaching Science in the Secondary School	(3)
SEC 524	Methods of Teaching Social Studies in the Secondary School	(3)

Required NYS Certification Exam: CST in the content area.

Total Credit Requirements 12 Credits

6. Required coursework for the Advanced Certificate in Teaching and Learning (A required part of the application for National Board Certification) 12 Credits

Students electing this track must hold a Bachelor's Degree with a **3.0** GPA and have a minimum of three years of documented successful teaching or related educational experience.

EDU 614	Action Research	(3)
EDU 615	Data Driven Teaching and Learning	(3)
EDU 616	Reflective Practitioner as Change Agent	(3)
Elective	(as approved by academic advisor)	(3)

Total Credit Requirements 12 Credits

7. Elective strand 12 credits

Students who choose this track of the program select, with pre-approval of the academic advisor, twelve credits of course work in a content area and/or in advanced pedagogy. This track allows candidates to pursue in-depth study within their current areas of certification.

Program in Early Childhood Education (Birth-Grade 2)

The Teacher Education department identifies the purposes of its education sequence for Early Childhood Education candidates seeking initial certification at the graduate level as the development of education professionals who are reflective practitioners, able to link content, theory, and practice, and able to create effective learning environments for children with the full range of abilities and experiential backgrounds. Reflecting these purposes, the education sequence combines graduate course work (i.e., integrated course content across the disciplines of childhood development, education, educational psychology, literacy, and special education), classroom experiences, laboratory experiences, and field experiences that are guided and facilitated by College faculty and supervisors who have had experiences in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional.

Guidelines developed by the National Association for the Education of Young Children (NAEYC), the Division for Early Childhood of the Council for Exceptional Children (CEC), National Council for Accreditation of Teacher Education (NCATE), and the National Board for Professional Teaching Standards (NBPTS) were utilized in the development of these programs. The programs prepare future educators to meet the academic and social-emotional needs of a diverse student population, to collaborate with colleagues, and to exhibit leadership in their professional endeavors.

The graduate program in Early Childhood Education leads to a Master of Science in Education. The program provides the education course work required for initial and professional certification birth through grade 2 in New York State and reciprocal states.

- Applicants who are not initially certified in early childhood education, but wish to be, should apply for admission to this Early Childhood Program for Initial Certification (Birth-Grade 2), explained below.
- Applicants who hold initial or provisional certification in childhood education (grades 1-6) and who seek certification in early childhood education (birth-grade 2) should apply for admission to the master's program in Curriculum and Instruction and select the option for Second Initial Certification in Early Childhood Education (Birth-Grade 2). A copy of the candidate's initial certification should be included in the application.
- Applicants who seek initial certification in grades 1-6 are referred to the program in Childhood Education.
- Applicants with initial certification in early childhood education who seek a master's degree and wish to work toward their professional certification in that area should not apply for admission to this Early Childhood initial certification program. They are referred to the master's program in Curriculum and Instruction. They may also consider applying to one of the following master's degree programs: Literacy, Special Education, or the Childhood Education/Special Education (grades 1-6) dual certification program.

Graduates of the master's program in early childhood education are qualified to seek employment as Pre-K-grade 2 classroom teachers in public and private elementary schools; as educators and/or administrators in nursery schools, child care, and Head Start settings; as professionals in state agencies/departments such as State Education Departments or Offices of Children and Families Services; as consultants to private agencies; and, as editors/writers of children's books and materials.

Objectives

Consistent with the *Conceptual Framework of the School of Education of The College of Saint Rose,* graduates of the Early Childhood Education programs should evidence:

1. a functional understanding of learning theory and child growth and development;
2. knowledge of developmentally appropriate curriculum for early childhood education;
3. ability to structure a humanistic, child-centered, inclusive classroom environment;
4. planning, instruction, and evaluation consistent with the diagnosed strengths and needs of children;
5. appropriate attention to needs of exceptional children;
6. responsiveness to the characteristics of children that reflect their cultural, socio-economic, and personal histories;
7. ability to work collaboratively with parents, other school personnel and community resources;
8. professionalism, accountability, effective interpersonal skills and knowledge of the roles of teachers in the schools and schools in society; and
9. ability to integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness.

Requirements for Admission and College Recommendation for Certification
Admission to the programs in Early Childhood Education is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence, the general education requirement, and the requirement for an academic concentration or a major in an area of the liberal arts or sciences. The course work requirements in general education and an approved academic concentration or major are not offered as a part of the graduate programs. (The Early Childhood Education program satisfies requirements for the education sequence only.)

Following are the requirements for the graduate program in Early Childhood Education:

Requirements for Admission
- GPA requirement: satisfactory completion (i.e., minimum GPA of 3.0) of the bachelor's degree at an accredited institution;
- Interview: applicants may be required to have a personal interview with a representative from the department of Teacher Education.

Requirements for College Recommendation for Certification*
- General education requirement (33-36 credits): college-level study in the areas of English (9 credits including composition and literature), social science (6 credits from economics, political science, history, sociology, geography, anthropology, [not psychology]), mathematics (6 credits which may include statistics), science (6 credits, including a laboratory science), technology (3 credits or evidence of proficiency), artistic expression (3 credits from music, art, drama, film, or media arts), and a language other than English (3 credits which may include American Sign Language);
- Requirement for the academic concentration (30 credits): concentration or major in a liberal arts or science area (e.g., art**, American studies, biology, chemistry, earth science, English/language arts, general science, language other than English (not Sign Language), mathematics, music**, physics, psychology or human development***, or social studies).
- Requirements for coursework aligned with National Council of Accreditation of Teacher Education (NCATE) Specialty Program Association (SPA) standards: Consult with your advisor. Existing coursework *may* satisfy deficiencies. Your advisor will consider evidence you present. Such evidence may include course descriptions, syllabi, and/or other course materials. All deficiencies noted must be satisfied in order to qualify for The College's recommendation for certification.

** Applicants with insufficient credit in the general education requirement or the academic concentration requirement and/or with academic concentrations or majors not listed above are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete the additional course work in general education and/or approved academic concentrations or majors. Course work for deficiencies may be completed at the graduate or undergraduate level, but must be completed prior to graduation from the program. Teacher candidates select appropriate courses in consultation with their faculty advisor.*

*** The 30-credit Art and 30-credit Music concentrations may not be predominantly studio studies.*

Master's Degree Program in Early Childhood Education (Birth-Grade 2) for Initial Certification: Requirements for Degree and College Recommendation for Certification

This program is designed for students who do **not** hold initial certification in early childhood education **or** in childhood education. The program requires a minimum of 45 credits of study and includes a one-semester, full-time student teaching experience. Consistent with New York State guidelines, this initial certification program in Early Childhood Education requires 100 hours of classroom field experience prior to student teaching. These are course-embedded field experience hours that must be completed in a birth through grade 2 setting. Students must obtain fingerprint clearance prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day.

Admission into the College does not ensure good standing in this program in Early Childhood Education, nor does good standing in this Early Childhood Education program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for initial teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). The College recommends that teacher candidates apply for and take the LAST within the first 12 credits of education course work and take the ATS-W and CST during the semester preceding student teaching. The School of Education offers preparation workshops for these exams; information about test dates, sample questions, and scoring are available on the New York State Teacher Certification Examinations website: www.nystce.nesinc.com.

Upon fulfilling the academic requirements of the program and being recommended for initial certification by the College, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in early childhood education (birth-grade 2) in New York State. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education "TEACH" website. Application instructions and links can be found on The College of Saint Rose website at http://www.strose.edu/officesandresources/registrar/teachercertification.

The 45-48 credits of graduate study include:

a. Educational Research		**6-9 Credits**
EPY 500	Educational Research (must be completed within first 12 credits)	(3)
EDU 590	Research Seminar	(3)
AND		
ECE 999	Comprehensive Examination in Early Childhood Education (Candidates must register for EDU 590 and ECE 999 concurrently.)	(0)
OR		
EDU 599	Thesis (as an alternative to EDU 590 and ECE 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 45-credit minimum should select Thesis for three credits.*

b. Required Core Course Work		**30 Credits**
ECE 506	Introduction to Portfolio	(0)
ECE 530	Foundations of Early Childhood Education (6 hours**)	(3)
ECE 531	Infant, Toddler, and Preschool Education and Guidance (10 hours**)	(3)
ECE 536	Literature for Language and Literacy Development for Young Children (7 hours**)	(3)
ECE 538	Curriculum and Instruction Pre-K through Grade 2 (15 hours**)	(3)
ECE 585	Integrated Content Methods K-2: Language Arts, Social Studies, Math, Science, and Technology (20 hours**)	(3)
ELE 515	Early Literacy Development in theClassroom (7 hours**)	(3)
EPY 502	Survey of Educational Psychology	(3)
EPY 545	Child Development and Health (5 hours**)*	(3)
OR		
An advisor-approved elective with a minimum of 5 hours field experience		(3)
SED 501	Introduction to Children with Disabilities in Educational Settings (10 hours**)	(3)
SED 550	Developmental Assessment of Young Children (5 hours**)	(3)

** An advisor-approved elective with a minimum of 5 hours of field experience.*

*** Number of required course-embedded field experience hours*

c. Additional Requirements		**0 Credits**
EDU 602	*Violence Prevention Workshop	(0)
EDU 603	*Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	*HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	*Substance Abuse Prevention Workshop	(0)

** All workshops must be completed prior to student teaching*

d. Student Teaching and Student Teaching Seminar		**8 Credits**
ECE 590	Student Teaching in Early Childhood Education (15 hours**)	(6)
ECE 594	Seminar for Early Childhood Education Student Teachers	(2)

*** Number of required field experience hours embedded in the course prior to the commencement of student teaching.*

e. Portfolio Evaluation		**1 Credit**
ECE 593	Portfolio in Early Childhood Education	(1)

Total Required Credits	**45-48 Credits**

Final Evaluation
Final evaluation of teacher candidates in the program will be based on five criteria:

1. satisfactory performance in course work;

2. satisfactory performance in Research Seminar and on the Comprehensive Examination or satisfactory completion of a Thesis approved by the thesis committee (for requirements for writing a thesis, see A Guide to the Preparation of Master's Theses, available through the website of the Graduate and Continuing Education Admissions office, http://www.strose.edu/graduateadmissions/faculty);

3. satisfactory performance in student teaching;

4. satisfactory performance in student teaching seminar; and

5. satisfactory completion of the portfolio course.

Bilingual Education Extension **12 Credits**

The New York State Education Department offers an extension for bilingual education to the initial or second initial teaching certificate obtained for early childhood education (birth-grade 2). Extensions are not required as part of the programs in Early Childhood Education at The College of Saint Rose. An extension will show that the certified early childhood education teacher has additional expertise to teach bilingual education in early childhood education. Teacher candidates in the Early Childhood Education programs who wish the College to recommend them to the New York State Education Department for a Bilingual Education Extension must complete all requirements for the Early Childhood Education (birth-grade 2) program and all requirements for initial or second initial teacher certification; obtain a passing score on the New York State Bilingual Education Assessment Exam (Spanish); and complete the following additional requirements:

BLE 500	Foundations of Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners (A 25-hour field experience is required.)	(3)
BLE 581	Methods for Teaching English Language Arts and Content Areas to Bilingual Learners (A 25-hour field experience is required.)	(3)

Total Required Credits **12 Credits**

Program in Educational Leadership and Administration

The program in Educational Leadership and Administration prepares students for careers in educational administration at either building or district* levels. Depending on students' prior training, experience, and career goals, they may enter the program in pursuit of a Master of Science degree in Educational Leadership and Administration and New York State certification as a School Building Leader. In every case, the program provides students with balanced preparation combining both theory and practice, culminating in an integrating field experience. Students are expected to work closely with a College advisor to ensure that the program of study and experience are both appropriate and meaningful for meeting individuals' personal and professional goals.

**For those preparing for the New York State School District Leader certificate, additional course work is required: EDA 601 (3 credits) and EDA 602 (3 credits). In addition, New York State Education Law requires that students be in possession of a master's degree and must have completed a total of 60 graduate hours (inclusive of their master's degree hours) in order to be eligible for the School District Leader (SDL) certificate.*

Requirements for Admission

For admission to the program, applicants must provide the following:

1. a completed Saint Rose application;

2. official transcripts from all colleges/universities attended;

3. verification of permanent or professional certification status;

4. verification of at least three years of approved teaching and/or pupil personnel experience in a P-12 school setting (exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty; these candidates will not be eligible for New York State SBL or SDL certification);

5. verification of at least three years of approved administrative experience in a P-12 school setting may be substituted for the teaching and/or pupil personnel experience for SDL certification but not for SBL certification.

6. at least two letters of recommendation: one from a school administrator, which must attest to the individual's good character and potential as an administrator; and one from a professional who is qualified to evaluate the applicant's scholarship. It is expected that the school administrator who acts as a reference for the applicant will be willing to mentor the applicant throughout the applicant's administrative program at Saint Rose.

Program Requirements for a Master's Degree in Educational Leadership and Administration

Requirements for Degree

The Master of Science degree in Educational Leadership and Administration requires the successful completion of a 36-credit program including both a research sequence and a six-credit internship experience. The 36 semester hours of graduate credit for a master's degree in Educational Leadership and Administration include:

a. Required Core **18 Credits**

EDA 505	Introduction to Educational Leadership and Administration (must be taken as first course in the program)	(3)
EDA 503	Leadership in Curriculum Development and Revision	(3)
EDA 510	Supervision and Teacher Development	(3)
EDA 550	School Finance	(3)
EDA 540	Education Law	(3)
EDA 590	Seminar: Critical Issues in Educational Leadership/Administration	(3)

b. Research **6-9 Credits**

EDA 500	Research in Educational Administration (should be completed within first 12 credits)	(3)
EDA 595	Research Seminar in Educational Leadership/Administration	(3)
AND		
EDA 999	Comprehensive Examination	(0)
OR		
EDA 599	Thesis (as an alternative to EDA 595 and EDA 999)	(3-6)

c. Electives **3-6 Credits**

EDA 520	Leadership and Motivation in Education Administration	(3)
EDA 529	Mental and Educational Measurement	(3)
EDA 534	Administration of Early Childhood Programs	(3)
EDA 543	Personnel Administration	(3)
EDA 545	School Principalship	(3)
EDA 560	School/Community Relations and Resources	(3)
EDA 584	Administration of Special Education Programs	(3)
EDA 585	Institute in Educational Administration	(1-3)
EDA 601	District Level Leadership and Management	(3)
EDA 602	School District/Community Policy and Politics	(3)

Advisor-approved course work in education, literacy, special education, etc.

d. Internship **6 Credits**

(Students must have completed a minimum of 12 credits at Saint Rose before initiating an internship. The internship may be used to qualify for the SBL, the SDL, or both.)

EDA 546	Internship in Educational Leadership and Administration: Part 1	(3)

EDA 547	Internship in Educational Leadership and Administration: Part 2	(3)
	(NB: For those students not seeking certification they may take the following in lieu of EDA 546 and EDA 547)	
EDA 586	Advanced Field Experience in Education- Parts I & II (3 credits each)	(6)

e. Required Workshops **0 Credits**

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)

Total Required Credits **36 Credits**

Final Evaluation
The final evaluation of students is based on the following criteria:

1. demonstrated competency in course work;
2. demonstrated competency in research through satisfactory completion of the required research sequence;
3. demonstrated competency in the internship placement; and
4. satisfactory demonstration of integration of the program requirements on a comprehensive examination or by writing a thesis.

New York State Certification Test:
All students must successfully complete the written and performance components of the State assessment in School Building Leadership in order to receive the New York State School Building Leadership (SBL) certificate.

Program Requirements for Certifications in School Building and School District Leadership

Applicants who have earned a prior master's degree and who desire certification in School Building and School District Leadership may be permitted to register for the necessary credit hours and the internship. Depending on their prior graduate education, experience and career goals, students may be eligible to complete 18 credits and the internship necessary to complete the School Building Leadership certification program requirements and/or 24 credits and the internship necessary to complete the School District Leadership certification program requirements.

New York State Certification Test:
The New York State Education Department requires candidates for the new School Building Leadership (SBL) certificate to successfully complete the written and performance components of the State assessment in School Building Leadership. In addition the New York State Education Department requires candidates for the School District Leadership (SDL) certificate to successfully complete the written and performance components of the State assessment in School District Leadership. Students are required to pass both examinations (SBL and SDL) in order to qualify for employment as either a school building administrator or school district administrator. Students may choose to take the SDL examination only and would thereby qualify for SDL certification BUT NOT for SBL certification.

a. Required Core for School Building Leader Certification **18 Credits**

EDA 505	Introduction to Educational Leadership and Administration	(3)
EDA 503	Leadership in Curriculum Development and Revision	(3)
EDA 510	Supervision and Teacher Development	(3)
EDA 540	Education Law	(3)
EDA 550	School Finance	(3)

EDA 590	Seminar: Critical Issues in Educational Leadership/Administration	(3)

b. Internship **6 Credits**

(NB: Students must have completed a minimum of 12 credits at Saint Rose before initiating internship.)

EDA 546	Internship in Educational Leadership and Administration: Part 1	(3)
EDA 547	Internship in Educational Leadership and Administration: Part 2	(3)

c. Required Workshops **0 Credits**

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention	(0)

Final Evaluation

The final evaluation of SBL candidates is based on the following criteria:

1. demonstrated competency in course work; and
2. demonstrated competency in the internship placement.

NB: Students who complete the School Building Leader certification program and who have completed a prior master's degree will receive a College of Saint Rose Certificate of Advanced Study (CAS).

The School District Leadership Certification Program

Candidates for School District Leadership certification must complete all of the above plus the following:

Required Core–must be taken together **6 Credits**

EDA 601	District-Level Leadership and Management	(3)
EDA 602	School District/Community Policy and Politics	(3)

Final Evaluation

The final evaluation of SDL candidates is based on the following criteria:

1. demonstrated competency in all additional course work.
2. in accordance with New York State Education Law, the student will have completed a master's degree and the student will have earned a total of 60 graduate hours inclusive of the master's degree and the required program described above.

Certificate Program for School District Leader for SAS-certified, and SBL-certified by other Institutions

This program offers a School District Leader (SDL) certification pathway to qualified, permanently certified School Administrator and Supervisor (SAS) applicants (whether they earned the SAS certificate through the College or not) and to professionally certified School Building Leader (SBL) applicants who earned the SBL certificate at another institution. The program, upon students' successful completion of the 12-credit curriculum and their passing the New York State School District Leadership Assessment Examinations, leads to the College's recommendation for professional SDL certification in the State of New York.

Requirements for Admission

For admission to the program, applicants must provide the following:

1. a completed Saint Rose application;
2. official transcripts from all colleges/universities attended;
3. show evidence that they possess the permanent New York SAS certificate or the New York SBL professional certificate from an institution other than The College of Saint Rose.

4. at least two letters of recommendation: one from a school administrator, which must attest to the individual's good character and potential as an administrator; and one from a professional who is qualified to evaluate the applicant's scholarship.

5. successful completion of the following coursework, competencies or equivalencies :

   a. Curriculum Design

   b. Effective Instructional Practices

   c. Evidence of experience in data-driven decision making

   d. Program design

   e. Supervision

   f. Finance

The School District Leader Certification for SAS-certified, and SBL-certified by other Institutions

Program Required Core		**(12 Credits)**
EDA 505	Introduction to Educational Leadership and Administration	(3)
EDA 590	Seminar: Critical Issues in Educational Leadership/Administration	(3)

(Must be Taken Together)

EDA 601	District-Level Leadership and Management	(3)
EDA 602	School District/Community Policy and Politics	(3)

Final Evaluation
The final evaluation of SDL candidates is based on the following criteria:

1. demonstrated competency in all additional course work.

2. in accordance with New York State Education Law, the student will have completed a master's degree and the student will have earned a total of 60 graduate hours inclusive of the master's degree and the required program described above.

School District Business Leader (SDBL) Certificate and Master's Degree

Requirements for admission
Candidates from teaching and non-teaching backgrounds may apply for admission to the School District Business Leader (SDBL) program. The following are admissions requirements for applicants.

Applicants from the teaching professions:
1. submission of the completed College of Saint Rose graduate studies application packet;

2. official transcripts from all colleges/universities attended;

3. transcript review by program faculty for pre-requisite course work and experience (see below) for admission and/or for recommendation of certification upon program completion.

4. verification of permanent or professional certification status. (Upon program faculty review, persons who have taught in private or parochial school settings for three or more years and are not certified to teach may still be accepted for admission if all other requirements are met.)

5. verification of at least three years of approved teaching and/or administrative and/or pupil personnel experience in a school setting. (Exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty.)

6. at least two letters of recommendation, one from a school administrator which must attest to the individual's good character and potential as a SDBL administrator, and one from a professional who is qualified to evaluate the applicant's scholarship. It is expected that the school administrator who acts as a reference for the applicant will be willing to mentor the applicant throughout the applicant's administrative program at Saint Rose.

7. satisfactory performance on admissions interview.

Applicants from a non-teaching profession:

1. submission of the completed College of Saint Rose graduate studies application packet;

2. official transcripts from all colleges/universities attended;

3. transcript review by program faculty for pre-requisite course work and experience (see below) for admission and/or for recommendation of certification upon program completion.

4. verification, as judged by the program faculty, of three years of exemplary, relevant prior service in a leadership position of a high performing organization in a non-teaching field.

5. at least two letters of recommendation, one from their current organization's Chief Executive Officer (CEO) or unit head, and one from their immediate supervisor.

6. satisfactory performance on an admissions interview.

(Exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty.)

Review of applicants' prior transcripts and application materials for both the certificate and master's proram will be conducted by Educational Leadership faculty. Deficiencies in pre-requisite course work and experience must be satisfied prior to the College's recommending program compelters for SDBL certification, and depending on the extent of deficiencies, may delay or preclude acceptance to the program. The competencies and course work to be assessed include:

- accounting course work (must be met for admission);
- finance and business course work (must be met for admission);
- finance and business experience (experience must be documented for admission);
- law course work (for recommendation for certification);
- technology course work or experience (for recommendation for certification);
- demonstrated knowledge through course work or experience of public education and educational issues (may be demonstrated within admissions essay and interview).

Curriculum

The 24-credit certification-only program includes the following coursework:

EDA 505	Introduction to Educational Leadership & Administration	(3)
EDA 590	Critical Issues	(3)
EDA 543	Personnel Administration	(3)
MBA 587	Public Budgeting & Financial Management	(3)
MBA 588	Policy Analysis & Policy Process	(3)
MBA 589	School Business Leader Finance and Practice	(3)
EDA 596/597	School District Business Leader Internship	(6 total)

Note: Students who have **not** earned a master's degree prior to admission into the SDBL program, in order to be recommended by the College for SDBL certification to the NYSED, must earn a total of 60 advisor-approved graduate credits functionally related to SDBL, including completion of a master's degree in Educational District Business Leadership (M.Ed.) in which the above-referenced certification courses are embedded **or** the College's MBA (to which 9 MBA credits from the certification requirements may be applied as fulfilling elective courses). See the admissions requirements below.

Students who earn a master's in SDBL must take the following additional coursework to complete a master's:

EPY 500	Educational Research	(3)
2 Electives	Approved by the advisor	(6)
EDA 595	Research Seminar in Educational Leadership/Administration	(3)
AND		
EDA 999	Comprehensive Examination	(0)
OR		
EDA 599	Thesis (as an alternative to EDA 595 and EDA 999)	(3-6)

New York State Certification Test:
All students must successfully complete the written and performance components of the State assessment in School District Business Leadership in order to receive the New York State School District Business Leadership (SDBL) certificate.

Final Evaluation
The final evaluation of SDBL candidates is based on the following criteria:

1. demonstrated competency in all additional course work.
2. in accordance with New York State Education Law, the student will have completed a master's degree and the student will have earned a total of 60 graduate hours inclusive of the master's degree and the required program described above.

Programs in Educational Psychology

The advanced certificate in program evaluation prepares students for jobs that are related to evaluation in a variety of contexts such as state education departments, BOCES, school district offices, and corporations by providing them with skills in program and instrument design, and grant and report writing.

The program in Educational Psychology, which leads to a Master of Science in Education degree, is designed both for persons who have no prior expertise in education and for those seeking to further an existing background in education. Students from diverse backgrounds and with diverse career plans enter this graduate program.

The Educational Psychology program provides a solid foundation in the psychology of cognitive processes and human behavior as they affect individuals across the life span within a variety of learning and educational contexts. Students in the program also have the opportunity to develop a more in-depth understanding of related areas of interests.

There are four schemes that students can choose from that will lead to the degree. These will be more fully described in the following pages.

The General Scheme – the general scheme is designed for students who wish to develop a broad understanding of essential educational psychology principles and their application to diverse contexts.

The Research Scheme – the research scheme is especially relevant for career options in which the ability to conduct empirical research is valued.

The School Psychology Scheme – this scheme is open only to students who have been admitted into the Certificate of Advanced Study in School Psychology.

The Program Evaluation Scheme - this scheme is designed for students who are interested in careers in the evaluation of programs in a variety of contexts.

Program Objectives
Educational Psychology is a degree for practitioners. Graduates leave this program with theory and skills that allow them to critique any instructional situation (e.g., teaching mathematical concepts

in a typical classroom, leading adult workshops for the State Education Department, conducting parenting classes, grant writing, program evaluation), and then to develop strategies, based on theory, that will help to create the optimal learning environment for the given learners. Students are encouraged to develop their multicultural awareness and technological expertise. Students are challenged to become independent thinkers, to value their roles as professional educators and to become contributing members of the larger community.

Requirements for Admission
Admission to the program in Educational Psychology is contingent upon admission to graduate study at The College of Saint Rose.

Students Who Are Seeking Professional Teacher Certification
Upon successful completion of the master's degree in Educational Psychology, students who hold an initial teaching certification in one of the areas listed below will be professionally certified:

Early Childhood Birth – 2

Childhood 1 – 6

English 7 – 12

English 7 – 9 Extension

Social Studies 7 – 12

Social Studies 7 – 9 Extension

Spanish 7 -12

Spanish 7 – 9 Extension

Biology 7 – 12

Biology 7 – 9 Extension

Chemistry 7 – 12

Chemistry 7 – 9 Extension

Earth Science 7 – 12

Earth Science 7 – 9 Extension

Mathematics 7 – 12

Mathematics 7 -9 Extension

Visual Arts

Business/Marketing

5 – 6 Extension

Students Who Are Seeking an Extension of Their Initial Certification
Students holding initial certification in childhood education and wishing to extend their certification through middle school must take EPY 523 (Adolescent Psychology and Development) as their development course, EDU 530 (Middle School Education: Theory and Practice), and one elective course from any of the graduate education programs.

Students holding initial certification in adolescence education in English language arts or social studies, and wishing to extend their certification to grade five must take EPY 522 (Child Psychology and Development) as their development course, ELE 585 (Methods of Teaching Language Arts and Social Studies 1-6), and one other elective. Students holding initial certification in adolescence education in science or math, and wishing to extend their certification to grade five must take EPY 522 (Child Psychology and Development) as their development course, ELE 586 (Methods of Teaching Science and Math 1-6), and one other elective.

Requirements for the Degree

THE GENERAL SCHEME (30 Credits)

The General Scheme is designed for students who wish to develop a broad understanding of essential educational psychology principles and their application to diverse contexts.

1. Core Courses			**24 or 27 Credits**
a.	EPY 502	Survey of Educational Psychology (only required for students admitted without an undergraduate Educational Psychology survey course, and must be taken in the first semester)	(3)
b.	EPY 500	Educational Research (must be completed within first 12 credits)	(3)
c.	<u>One</u> course in development chosen from:		
	EPY 521	Adult Psychology and Development	(3)
	EPY 522	Child Psychology and Development	(3)
	EPY 523	Adolescent Psychology and Development	(3)
	EPY 545	Child Development and Health	(3)
d.	EPY 524	Theories of Learning	(3)
e.	EPY 529	Measurement, Statistics and Appraisal	(3)
OR			
	EPY 530	Measurement in the Content Areas (open only to students seeking professional certification)	(3)
f.	EPY 535	Psychology of Diversity	(3)
g.	EPY 536	Motivation	(3)
h.	<u>One</u> course chosen from:		
	TED 500	Introduction to Educational Technology for Teachers	(3)
	TED 510	Integrating Technologies into Instructional Settings	(3)
	TED 520	Multimedia Instructional Design	(3)
	TED 530	WWW and Internet for Educators	(3)
i.	EPY 592	Integrative Seminar in Educational Psychology	(3)

(to be taken <u>after</u> student has completed 21 graduate credit hours including <u>all</u> core courses listed above. Exceptions will only be made at the discretion of the seminar instructor.)

Except for EPY 592, these courses may be waived by the advisor on the basis of evaluation of equivalent credit. A substitute course is taken when a course is waived.

2. Elective Courses in Education (3 or 6 credits)
Elective courses, with advisor approval, may be taken in any department within the School of Education that facilitates the students' professional development. With advisor's approval, students may substitute courses in a liberal arts area for the elective credits in education.

3. Final Evaluation
Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar (EPY 592). As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the research seminar.

THE RESEARCH SCHEME (30-33 credits)

The Research Scheme is especially relevant for career options in which the ability to conduct empirical research is valued. In this scheme, students culminate their graduate program by conducting independent research projects under the close supervision of an Educational Psychology faculty member.

1. Core Courses			**24 or 27 Credits**
a.	EPY 502	Survey of Educational Psychology (only required for students admitted without an undergraduate Educational Psychology survey course, and must be taken in the first semester)	(3)

b.	EPY 500	Educational Research (must be completed within first 12 credits)	(3)
c.	**One** course in development chosen from:		
	EPY 521	Adult Psychology and Development	(3)
	EPY 522	Child Psychology and Development	(3)
	EPY 523	Adolescent Psychology and Development	(3)
d.	EPY 524	Theories of Learning	(3)
e.	EPY 529	Measurement, Statistics and Appraisal	(3)
f.	EPY 535	Psychology of Diversity	(3)
g.	EPY 536	Motivation	(3)
h.	**One** course chosen from:		
	TED 500	Introductions to Educational Technology for Teachers	(3)
	TED 510	Integrating Technologies into Instructional Settings	(3)
	TED 520	Multimedia Instructional Design	(3)
	TED 530	WWW and Internet for Educators	(3)
i.	EPY 592	Integrative Seminar in Educational Psychology	(3)

(to be taken after student has completed 21 graduate credit hours including all core courses listed above. Exceptions will only be made at the discretion of the advisor.)

Any of these courses, except EPY 592, may be waived by the advisor on the basis of evaluation of equivalent credit. A substitute course is taken when a course is waived.

2. Advanced Research **6 credits**

EPY 598	Independent Study:	
	Readings	(3)
	Research	(3)

3. Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work during the integrative seminar (EPY 592). As part of the final evaluation, students will engage in a roundtable presentation of a major paper as part of the integrative seminar. As part of their enrollment in six credits of EPY 598 Independent Study, students must satisfactorily complete the independent research project under the supervision of a member of the Educational Psychology faculty.

THE SCHOOL PSYCHOLOGY SCHEME (30 credits)

Open only to students who have been admitted into the Certificate of Advanced Study in School Psychology

The School Psychology Scheme is designed for students who have been accepted into the Certificate of Advanced Study (C.A.S.) in School Psychology. This scheme will provide School Psychology students with foundational courses. Upon completion of these courses, School Psychology students will receive a Masters of Science degree in Education, and then move forward toward the completion of their C.A.S. The following are the requirements for the master's degree.

1. Total Core Courses **30 Credits**

a. Research **6 Credits**

EPY 500	Educational Research	(3)
EPY 529	Measurement, Statistics, and Appraisal	(3)

b. Development **6 Credits**

EPY 522	Child Psychology and Development	(3)
EPY 523	Adolescent Psychology and Development	(3)

c. Learning **3 Credits**

EPY 524	Theories of Learning	(3)

d. Other required courses **12 Credits**

EPY 535	Psychology of Diversity	(3)
SPY 500	Introduction to School Psychology	(3)
SPY 503	Personality Theory and Abnormal Psychology	(3)
SED 501	Children with Disabilities in Educational Settings	(3)

e. Capstone course **3 Credits**

EPY 592	Integrative Seminar in Educational Psychology	(3)

2. Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar (EPY 592). As part of the final evaluation students will engage in a roundtable presentation of a major paper during the research seminar.

THE PROGRAM EVALUATION SCHEME (30 credits)

The Program Evaluation Scheme is designed for students interested in expanding their understanding of applied research methods that will focus on the professional field of program evaluation. As part of this program, students are provided in-depth experience in both theories of program evaluation, as well as practical application in instrument development and testing and measurement. Overall, this scheme is designed to assist students in developing skills and competencies necessary for mid-entry level positions in the field of program evaluation.

1. Total Core Courses **18 Credits**

a. Research

EPY 500	Educational Research	(3)

b. <u>One</u> course in development chosen from:

EPY 521	Adult Psychology and Development	(3)
EPY 522	Child Psychology and Development	(3)
EPY 523	Adolescent Psychology and Development	(3)

c. Learning

EPY 524	Theories of Learning	(3)

d. Statistics (must include SPSS)

EPY 529	Measurement, Statistics, and Appraisal	(3)

e. Foundational Elective

EPY 535	Psychology of Diversity	(3)
OR		
EPY 536	Motivation	(3)

f. Capstone course

EPY 592	Integrative Seminar in Educational Psychology	(3)

2. Program Evaluation **12 Credits**

EPY 540	Introduction to Program Evaluation	(3)
EPY 541	Program Evaluation: Theories, Instrument Development and Evaluation	(3)
EPY 544	Grant Writing and Program Development	(3)
EPY 546	Practicum in Program Evaluation	(3)

3. Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar (EPY 592). As part of the final evaluation students will engage in a roundtable presentation of a major paper during the research seminar.

ADVANCED CERTIFICATE IN PROGRAM EVALUATION

Total Credits		**12 Credits**
EPY 540	Introduction to Program Evaluation	(3)
EPY 541	Program Evaluation: Theories, Instrument and Evaluation	(3)
EPY 544	Grant Writing and Program Development	(3)
EPY 546	Practicum in Program Evaluation	(3)
OR		
EPY 529	Measurement, Statistics, and Appraisal	(3)

Program in Educational Technology Specialist: Grades K-12

Students interested in educational technology specialist for all grades, K-12, will select either the initial certification program or, if already certified initially in another area, will select the second initial certification option. Students interested in jobs in higher education or adult education and training may complete a 30 credit hour program through options prescribed by the academic advisor.

The ETS program has been approved to be delivered as a completely online degree program. Currently all of the courses in the program can be delivered distantly with the exception of EPY 524 or 536. Students interested in completing this degree distantly can coordinate completion of this course with their academic advisors.

Initial Certification (36 Credits)
The graduate program in Educational Technology Specialist (ETS) leads to a Master of Science degree in Educational Technology Specialist, which meets the requirements for initial certification as an educational technology specialist for grades K-12. The program is designed to assist persons with undergraduate degrees in technology-related fields to obtain initial certification as educational technology specialists. Persons entering the field are usually seeking a career change, and they typically have backgrounds in computer technology, information systems technology, instructional technology, library science, or network technologies. Candidates for a first initial certification are cautioned that in NYS ETS positions are supporting roles for school districts and classroom teachers and are not teaching positions. ETS personnel, though not classroom teachers, are expected to teach computer literacy as defined by the ISTE National Educational Technology Standards for Students (NETS). Applicants primarily interested in becoming classroom teachers are encouraged to pursue the Applied Technology Education program and seek a first initial certification as a Technology Education K-12 teacher. The ETS program then becomes an excellent choice for a second initial certification and a related pathway to professional certification.

The initial certification ETS program requires 36 credit hours of study. In addition, there are general education and pedagogical core requirements, and several short-term, 0-credit workshops for New York State certification for which students' transcripts will be assessed at the time of admission. Deficiencies in general education and pedagogical course work may be completed as co-requisites to program completion.

- General education requirement (30 credits): college-level study in the areas of English (oral communication, composition and literature), social science (economics, political science, history, sociology, geography, and anthropology), mathematics (3 credits), science (4 credits), technology, artistic expression (music, art, drama, film or communication), and a language other than English (which may include American Sign Language);
- Requirement for the pedagogy core (18 credits): pedagogy courses in foundations of education, literacy, and human growth and development (3 credits each required). The following courses offered at The College of Saint Rose or their equivalents at other institutions may be used to satisfy admissions assessment pedagogy core deficiencies: EDU 506 Educational Foundations, EPY 522 Child Psychology and Development **or** EPY 523 Adolescent Psychology, and SEC 518 Literacy Improvement in the Secondary School.

- Non-credit Requirements: EDU 602 Violence Prevention Workshop, EDU 603 Child Abuse and Abduction Prevention Workshop, EDU 606 HIV/AIDS and Communicable Diseases Workshop, and EPY 637 Substance Abuse Prevention Workshop.

Hands-on experience and classroom activities help students in the ETS Certification program understand and apply research and best practices related to the use of technology to enhance learning and improve student performance. ETS Certification students are prepared to integrate technology with effective instruction so that no learners are left behind, including those with disabilities, and to support technology initiatives in their schools. Students participate in a variety of technology learning environments from traditional computer labs to innovative lab arrangements, flexible cooperative learning environments, collaborative projects, online forums and distance learning experiences.

Consistent with New York State guidelines, the program in ETS requires 100 hours of field experience prior to the College-supervised Practica (TED 546 or TED 586). Field experiences will be divided between elementary, middle school and high school settings. Field experiences occur during the normal school day and are spread between three courses: TED 503 (25 hrs), TED 510 (15 hrs), and TED 546 (60 hrs). Candidates are required to be available to complete the necessary field experience hours during the school day. A full semester of College-supervised Practica (TED 546) or educational technology internship experience is required for students seeking initial certification (TED 586).

Students must obtain fingerprint clearance from the New York State Department of Education prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach.

Second Initial and Professional Certification (30 Credits)
For applicants who already hold an initial certification in another area, this program will provide a second initial certification and, provided the candidate meets the field experience requirements for professional certification, will result in the College's recommendation to the New York State Education Department for professional certification. That is, **students seeking a second initial certification usually will have completed student teaching in a previous initial certification, and thus, are not required to complete the College-supervised Practica (TED 546)**. However, ETS candidates seeking a second initial certification are required to complete 50 hours of field or clinical experience in TED 593X.

The Master of Science in ETS program prepares teachers and educational professionals to use a broad range of technologies in their multiple roles as teachers, facilitators, mentors, action researchers, learners, and change managers. Candidates from all content and preparation areas are accepted into this program.

Hands-on experience and classroom activities help students in the ETS Certification program understand and apply research and best practices related to the use of technology to enhance learning and improve student performance. ETS Certification students are prepared to integrate technology with effective instruction so that no learners are left behind, including those with disabilities, and to support technology initiatives in their schools. Students participate in a variety of technology learning environments from traditional computer labs to innovative lab arrangements, flexible cooperative learning environments, collaborative projects, online forums and distance learning experiences.

ETS Certification Program Objectives, Initial and Second Initial Certification
Students who successfully complete the ETS Certification program for initial or second initial certification will have accrued background in foundations of education, developmental psychology, learning processes, teaching diverse populations, literacy improvement, teaching methods, curriculum development, and instructional software and hardware.

Objectives
Graduates of the Educational Technology Specialist program must demonstrate:

1. professionalism in exercising their role as an educational technology specialist;

2. ability to plan, deliver, and evaluate appropriate integration of technology into educational settings, and optimum educational technology learning environments meeting the ISTE NETS standards for students, teachers and administrators, as well as meet the ISTE Technology Facilitation Initial Endorsement standards;

3. knowledge of design, development, utilization, management, and evaluation of technology and a process management systems approach utilizing AECT standards.

4. ability to teach diverse pupils effectively in a technology environment; and

5. organization and positive classroom management techniques in a technology environment.

Requirements for Admission

- GPA requirement: satisfactory completion (i.e., minimum GPA of 3.0) of the bachelor's degree at an accredited institution;

- Interview: applicants must have a personal interview with a representative from the Educational Technology program.

Analysis of transcripts may lead to recommendations that individuals accepted into the program complete additional course work in general education and/or pedagogy courses. Deficiencies may be completed at the graduate or undergraduate level but must be completed prior to graduation from the Educational Technology Specialist (all grades) program. ETS candidates select appropriate courses in consultation with their faculty advisors.

Program Requirements

Students seeking initial ETS certification must complete 36 credits as indicated below. Students seeking second initial certification must complete 30 credits as indicated below.

Core Requirements

A. Initial Certification Students		**9 Credits**
TED 500	Introduction to Educational Technology for Teachers	(3)
EPY 500	Educational Research	(3)
EPY 524	Theories of Learning	(3)
OR		
EPY 536	Motivational Approaches in Education	(3)

B. Second Initial Certification Students		**9 Credits**
TED 500	Introduction to Educational Technology for Teachers	(3)
EPY 500	Educational Research	(3)
EPY 524	Theories of Learning	(3)
OR		
EPY 536	Motivational Approaches in Education	(3)

Technical Applications in Schools

A. Initial Certification Students		**9 Credits**
TED 501	Hardware, Operating and Networking Systems for Teachers	(3)
TED 503*	Assistive Technology: Integrating Technology for Students with Special Needs	(3)
TED 532	Designing Web-Based Curriculum	(3)

B. Second Initial Certification Students		**9 Credits**
TED 501	Hardware, Operating and Networking Systems for Teachers	(3)
TED 503*	Assistive Technology: Integrating Technology for Students with Special Needs	(3)
OR		

TED 574	Laboratory Methods for Educational Technology	(3)
TED 532	Designing Web-based Curriculum	(3)

Instructional Technology

A. Initial Certification Students **6 Credits**

TED 510*	Integrating Technologies into Instructional Settings	(3)
TED 530	WWW and Internet for Educators	(3)

B. Second Initial Certification Students **6 Credits**

TED 510*	Integrating Technologies into Instructional Settings	(3)
OR		
TED 520	Multimedia Instructional Design	(3)
OR		
TED 550	Project-based Learning and Collaborative Learning Using Technology	(3)
TED 530	WWW and Internet for Educators	(3)

Program Improvement

A. Initial Certification Students **3 Credits**

EPY 540	Introduction to Program Evaluation	(3)
OR		
TED 570	Professional Development to Support Integration of Technology	(3)

B. Second Initial Certification Students **3 Credits**

EPY 540	Introduction to Program Evaluation	(3)
OR		
TED 570	Professional Development to Support Integration of Technology	(3)

Practica Experience

A. Initial Certification Students **9 Credits**

TED 546*	College-supervised Practica	(6)
TED 592X	Seminar in Educational Technology	(3)

B. Second Initial Certification Students **3 Credits**

TED 593X*	Capstone in Educational Technology	(3)

*Indicate courses with imbedded field experience.

Final Evaluation
Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work into the Seminar in Educational Technology (TED 592).

Certification Requirements
The student is responsible for obtaining fingerprints, successfully passing the LAST, ATS-W, and CST (71) and ensuring his/her certification package is completed with the Registrar.

Advanced Certificate in Instructional Technology

The Advanced Certificate in Instructional Technology is designed to help educators and prospective educators integrate technology into their instructional and professional practice. Unlike programs designed to train computer specialists, the goal of this curriculum is to provide teachers and non-school-based professionals with the knowledge and skills they need to use technology as a tool in their educational settings. All courses are taught in state-of-the-art computer labs with a software library designed to meet the present and future needs of educators. Students must satisfactorily complete 12 hours of advisor-approved Educational Technology (TED) course work chosen from the TED courses described in this catalog, with the exception of TED 592.

Students may apply one course from another program toward the Certificate as long as the course: (1) is a graduate-level course; and (2) integrates computer technology with instruction. Decisions about the application of courses from another program to the Certificate are made by the students' advisors in consultation with the Educational Technology Coordinator.

Admission Requirements
Admission to the Certificate in Educational Computing program is consistent with the general requirements for admission to graduate study at The College of Saint Rose and the department of Educational and School Psychology.

Currently enrolled graduate students and students who already hold master's degrees may fill out an abbreviated application (available from the Graduate Admissions office) and be admitted to the Certificate program. Many graduate students in other master's programs utilize this Certificate as a concentration.

Students who seek admission to this Certificate program who do not have a master's degree must meet the following requirements:

1. complete an application for graduate study at The College of Saint Rose;
2. provide evidence of a baccalaureate degree from an accredited institution;
3. provide copies of official transcripts from all colleges/universities attended;
4. have a grade point average (GPA) of 3.0 in the undergraduate major;
5. provide evidence of sufficient experience in an instructional setting to enable the applicant to integrate computing and instruction; and
6. submit two letters of recommendation.

Programs in Literacy

The programs in Literacy prepare master teachers of literacy to work as classroom teachers, specialists, literacy coaches or program coordinators. There are two 30-semester hour degree programs in Literacy which lead to a Master of Science in Education. One is the program in Literacy Birth through Grade 6 which is offered to students who hold a bachelor's degree and who are certified in elementary education (early childhood education or childhood education). Upon completion of this program, students will have met the academic requirements for initial certification in Literacy birth through grade 6. The other degree program is the program in Literacy Grades 5 through 12 which is offered to students who hold a bachelor's degree and who are certified in secondary education (middle childhood education or adolescent education). Upon completion of this program, students will have met the academic requirements for initial certification in Literacy grades 5 through 12. Both degree programs are registered with and meet all of the current stipulations published by the New York State Education Department.

There are also two 24-semester hour non-degree Certification-Only programs in Literacy for students who already possess a master's degree or are currently enrolled in a master's degree program and possess the requisite certification indicated above. Both certification programs are registered with and meet all of the current stipulations published by the New York State Education Department.

Outcomes:
Upon completion of a graduate program in Literacy at The College of Saint Rose, students will be prepared to:

1. Evaluate, selectively apply and guide others in applying major theories, empirical research and historically shared knowledge that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing processes, components and development.
2. Develop and implement an integrated, comprehensive and balanced literacy curriculum based on current research.

3. Provide appropriate instruction to meet the specific diverse needs and abilities of all learners.
4. Demonstrate knowledge of and a critical stance toward a variety of instructional materials and resources strategically selected to promote reading and writing ability and foster literacy engagement.
5. Select, develop, administer and interpret assessment, both traditional print and on-line, to plan and evaluate instructional provisions at individual, classroom, school and district levels.
6. Design supportive learning environments through the use of appropriate materials, established routines and a variety of classroom configurations to effect literacy improvement for all learners.
7. Initiate, design, participate in, implement and evaluate effective professional development programs suitable for specific contexts.
8. Model positive dispositions characterized by fair-mindedness, empathy and ethical behavior when teaching students and working with other professionals.

Requirements for Admission

Admission to graduate study in Literacy is limited to those either seeking admission to one of the two degree programs or seeking admission to one of the two Certification-Only programs. In addition to the general requirements for admission to Saint Rose graduate study, students applying for degree or non-degree Certification-Only programs must provide verification of certification in elementary education (early childhood education or childhood education) or secondary education (middle childhood education or adolescence education). They also may be required to have a personal interview.

Requirements for Degree Programs

Literacy Birth through Grade 6

The 30 semester hours of graduate credit include:

1. Educational Research		**6-9 Credits**
EPY 500	Educational Research (Must be completed within the first six credit hours with a grade of B or better. Failure to do so may prevent students from registering for further course work.)	(3)
LRC 590	Research Seminar in Literacy (Taken in final semester)	(3)
AND		
LRC 999	Comprehensive Examination: Literacy (Taken in final semester)	(0)
OR		
LRC 599	Thesis (an alternative to the combination of LRC 590 and LRC 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 30-credit minimum should select Thesis for three credits.*

2. Literacy		**24 Credits**
LRC 520	Advanced Developmental Literacy (Birth-Grade 6) (Taken with or before LRC 552)	(3)
LRC 525	Theories and Teaching of Writing	(3)
LRC 530	Theories of Literacy	(3)
LRC 540*	Diagnosis of Literacy Problems (Taken before LRC 545)	(3)
LRC 545* **	Remediation of Literacy Problems (Taken before LRC 550)	(3)

LRC 550* **	Practicum in Teaching Literacy (Birth through Grade 6)	(3)
LRC 552* **	School Based Practicum in Teaching Literacy (Birth through Grade 6)	(3)
LRC 567*	Introduction to Literacy Coaching (Taken with or before LRC 552)	(3)

* These courses require New York State fingerprint clearance in advance.
** To register for these courses, a B or better must be earned in the prerequisite course(s).

3. Required Workshops **0 Credits**

EPY 637	Substance Abuse Prevention Workshop*	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop*	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop*	(0)
EDU 602	Violence Prevention Workshop*	(0)

**All workshops should be completed within first six credit hours.*

A total of 24 hours of graduate credit must be earned in the Literacy program at Saint Rose. All courses counted toward the degree must be completed within six years. Students may request that up to six previously earned graduate credits (whether earned at The College of Saint Rose or at another accredited institution) be applied to the degree program.

Final Evaluation
Final evaluation of students in a Literacy degree program consists of the successful completion of the required program in Literacy (generally consisting of 30 hours; see list of courses). Components of the final evaluation are intended to enable students to demonstrate their competencies as literacy specialists. The components include:

1. Practicum in Teaching Literacy (LRC 550);

AND

2. Both Research Seminar in Literacy (LRC 590) and Comprehensive Examination: Literacy (LRC 999), or Thesis (LRC 599).

Note: For a second certificate in Literacy from Saint Rose (i.e., the student already possesses or is currently enrolled in a degree program or a non-degree certification-only program that will result in a certificate in Literacy Birth through Grade 6 earned at Saint Rose and is now seeking at Saint Rose a certificate in Literacy Grades 5 through 12), the student will take a nine-credit sequence for the second certificate (LRC 521, LRC 587 in which he/she will diagnose and offer remediation to an individual at or above the fifth grade level, and LRC 551. LRC 587 must be taken before LRC 551 .)

Literacy Grades 5 through 12
The 30 semester hours of graduate credit include:

1. Educational Research **6-9 Credits**

EPY 500	Educational Research (Must be completed within the first six credit hours with a grade of B or better. Failure to do so may prevent students from registering for further course work.)	(3)
LRC 590	Research Seminar in Literacy (Taken in final semester)	(3)
AND		
LRC 999	Comprehensive Examination: Literacy (Taken in final semester)	(0)
OR		
LRC 599	Thesis (an alternative to the combination of LRC 590 and LRC 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 30-credit minimum should select Thesis for three credits.*

2. Literacy **24 Credits**

LRC 521	Advanced Literacy Improvement in the Secondary School (Taken with or before LRC 553)	(3)

LRC 525	Theories and Teaching of Writing	(3)
LRC 530	Theories of Literacy	(3)
LRC 540*	Diagnosis of Literacy Problems (Taken before LRC 545)	(3)
LRC 545* **	Remediation of Literacy Problems (Taken before LRC 551)	(3)
LRC 551* **	Practicum in Teaching Literacy (Grades 5 through 12)	(3)
LRC 553	School based Practicum in Teaching Literacy (Grades 5-12)	(3)
LRC 567	Introduction to Literacy Coaching (Taken with or before LRC 553)	(3)

** These courses require New York State fingerprint clearance in advance.*

*** To register for these courses, a B or better must be earned in the prerequisite course(s).*

3. Required Workshops 0 Credits

EPY 637	Substance Abuse Prevention Workshop*	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop*	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop*	(0)
EDU 602	Violence Prevention Workshop*	(0)

**All workshops should be completed within first six credit hours.*

A total of 24 hours of graduate credit must be earned in the Literacy program at Saint Rose. All courses counted toward the degree must be completed within six years. Students may request that up to six previously earned graduate credits (whether earned at The College of Saint Rose or at another accredited institution) be applied to the degree program.

Final Evaluation

Final evaluation of students in a Literacy degree program consists of the successful completion of a personalized program in Literacy (generally consisting of 30 hours; see list of courses). Components of the final evaluation are intended to enable students to demonstrate their competencies as literacy specialists. The components include:

1. Practicum in Teaching Literacy (LRC 551);

AND

2. Both Research Seminar in Literacy (LRC 590) and Comprehensive Examination: Literacy (LRC 999), or Thesis (LRC 599).

Note: For a second certificate in Literacy from Saint Rose (i.e., the student already possesses or is currently enrolled in a degree program or a non-degree certification-only program that will result in a certificate in Literacy Grades 5 through 12 earned at Saint Rose and is now seeking at Saint Rose a certificate in Literacy Birth through Grade 6), the student will take a nine-credit sequence for the second certificate (LRC 520, LRC 587 in which he/she will diagnose and offer remediation to an individual at or below the sixth grade level, and LRC 550. LRC 587 must be taken before LRC 550.)

Requirements for the Certification Only Programs:

Literacy Birth through Grade 6

The 24 semester hours of graduate credit include:

LRC 520	Advanced Developmental Literacy (Birth through Grade 6) (Taken with or before LRC 552)	(3)
LRC 525	Theories and Teaching of Writing (Taken before LRC 552)	(3)
LRC 530	Theories of Literacy (Taken before LRC 552)	(3)
LRC 540*	Diagnosis of Literacy Problems (Taken before LRC 545 and LRC 552)	(3)
LRC 545* **	Remediation of Literacy Problems (Taken before LRC 550)	(3)

LRC 550* **	Practicum in Teaching Literacy (Birth through Grade 6)	(3)
LRC 552*	School Based Practicum in Teaching Literacy (B-6)	(3)
LRC 567*	Introduction to Literacy Coaching (Taken with or before LRC 552)	(3)

** These courses require New York State fingerprint clearance in advance.*

*** To register for these courses, a B or better must be earned in the prerequisite course(s).*

LRC 550 must be taken in the last semester of study. All other courses must be completed by the time the student takes LRC 550. All courses counted toward the non-degree Certification-Only program must be completed within six years. Students may request that up to six previously earned graduate credits earned at an accredited institution other than Saint Rose and up to nine graduate credits previously earned at Saint Rose be applied to the non-degree Certification-Only program.

Note: For a second certificate in Literacy from Saint Rose (i.e., the student already possesses or is currently enrolled in a degree program or a non-degree certification-only program that will result in a certificate in Literacy Grades 5 through 12 earned at Saint Rose and is now seeking at Saint Rose a certificate in Literacy Birth through Grade 6), the student will take a nine-credit sequence for the second certificate (LRC 520, LRC 587 in which he/she will diagnose and offer remediation to an individual at or below the sixth grade level, and LRC 550. LRC 587 must be taken before LRC 550.)

Literacy Grades 5 through 12

The 24 semester hours of graduate credit include:

LRC 521	Advanced Literacy Improvement in the Secondary School (Taken with or before LRC 553)	(3)
LRC 525	Theories and Teaching of Writing (Taken before LRC 553)	(3)
LRC 530	Theories of Literacy (Taken before LRC 553)	(3)
LRC 540*	Diagnosis of Literacy Problems (Taken before LRC 545 and LRC 553)	(3)
LRC 545* **	Remediation of Literacy Problems (Taken before LRC 551)	(3)
LRC 551* **	Practicum in Teaching Literacy (Grades 5 through 12) (Application required)	(3)
LRC 553* **	Classroom Practicum in Teaching Literacy (5-12) (Application required)	(3)
LRC 567*	Introduction to Literacy Coaching (Taken with or before LRC 553)	(3)

* These courses require New York State fingerprint clearance in advance.
** To register for these courses, a B or better must be earned in the prerequisite course(s).

LRC 551 must be taken in the last semester of study. All other courses must be completed by the time the student takes LRC 551. All courses counted toward the non-degree Certification-Only program must be completed within six years. Students may request that up to six previously earned graduate credits earned at an accredited institution other than Saint Rose and up to nine graduate credits previously earned at Saint Rose be applied to the non-degree certification only program.

Note: For a second certificate in Literacy from Saint Rose (i.e., the student already possesses or is currently enrolled in a degree program or a non-degree certification-only program that will result in a certificate in Literacy Birth through Grade 6 earned at Saint Rose and is now seeking at Saint Rose a certificate in Literacy Grades 5 through 12), the student will take a nine-credit sequence for the second certificate (LRC 521, LRC 587 in which he/she will diagnose and offer remediation to an individual at or above the fifth grade level, and LRC 551. LRC 587 must be taken before LRC 551.)

Program in School Psychology

The School Psychology Program, following the scientist practitioner model, prepares students for careers as certified school psychologists. The program provides students with an interdisciplinary curriculum that integrates school psychology, educational psychology, counseling and special education, and provides them, as well with a supervised field experience in practicum and internship settings. The program embraces a systems-based, culturally informed approach. The program leads to a Certificate of Advanced Study (C.A.S) in School Psychology. The C.A.S. is a 69-credit program that includes a Master of Science in Education (MS.Ed.) embedded in the curriculum sequence. The program entails three years of full-time study; the final year is a full-time field placement internship.

Requirements for Admission

All candidates accepted into the School Psychology program will be admitted in the fall semester. Admission to the C.A.S. program will be based upon the following:

1. submission of all necessary documentation specified in the application packet available from the Graduate Admissions office;
2. possession of a baccalaureate degree from an accredited institution;
3. personal and academic qualifications for graduate study as indicated by three letters of recommendation; at least two by professors.
4. a grade point average of 3.0 (4.0 scale) or better in the undergraduate major and overall; and,
5. attendance at an admissions workshop, which includes group and individual interviews and a writing exercise.

All accepted students must attend a School Psychology orientation session at the beginning of the first semester of program enrollment.

Requirements for Degree

The Master of Science in Education is awarded at the end of the third semester and requires the successful completion of 30 credits as outlined in Scheme III of the Education Psychology Master's program. The C.A.S. is awarded at the end of the three-year training program. It requires successful completion of 39 credits beyond the master's degree and includes 15 credits of direct practicum and internship experience. The 69 credits of graduate course work include:

School Psychology		**36 Credits**
SPY 500	Introduction to School Psychology	(3)
SPY 501	Assessment for the School Psychologist I – Cognitive	(3)
SPY 502	Assessment for the School Psychologist II – Educational	(3)
SPY 505	Assessment for the School Psychologist III – Social-emotional and Low Incidence	(3)
SPY 503	Personality Theory and Abnormal Psychology	(3)
SPY 525	School Psychology Consultation	(3)
SPY 530	School Psychology Practice/Intervention	(3)
SPY 585	Practicum in School Psychology	(3)
SPY 590	Internship in School Psychology	(6)
SPY 591	Advanced Internship in School Psychology	(6)

Educational Psychology		**18 Credits**
EPY 500	Educational Research	(3)
EPY 522	Child Psychology and Development	(3)
EPY 523	Adolescent Psychology and Development	(3)
EPY 524	Theories of Learning	(3)
EPY 529	Measurement & Statistics for Appraisal & Decision-Making	(3)
EPY 592	Integrative Seminar in Educational Psychology	(3)

Working with Multicultural Populations		**3 Credits**
EPY 535	Psychology of Diversity	(3)
Counseling		**6 Credits**
CSL/SPY 511	Counseling Children and Adolescents	(3)
CSL 553	Group Counseling	(3)
Special Education		**6 Credits**
SED 501	Introduction to Children with Disabilities in Educational Settings	(3)
SED 512	Approaches to Classroom Management and Individualized Behavior Support	(3)

New York State-approved mandated training in the following areas is also required:

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

Final Evaluation
The final evaluation of students is based on the following criteria:

1. demonstrated competency in course work;
2. demonstrated competency in professional qualities assessment;
3. demonstrated competency in the practicum and internship placement; and
4. satisfactory demonstration of integration of the program requirements based on portfolio submissions.

Students with Prior Graduate Level Credits
Students who are accepted into the program who have obtained graduate level credits will have their transcripts evaluated for comparability to The College of Saint Rose School Psychology program. Credit may be given for courses that satisfy Saint Rose course requirements, up to one-third of the total C.A.S. credit requirement (69). Courses must be completed prior to acceptance into the Saint Rose program in order to be considered for transfer credit (see Transfer Credit policy in the Catalog of Graduate Studies).

Programs in Special Education

The graduate programs in special education are designed to meet a variety of candidates' professional needs. Whether candidates are seeking initial certification for teaching pupils with special needs or more advanced study of special education, a specialized sequence of coursework will meet those outcomes. There are options in Special Education that lead to the Master of Science in Education, and for those who already have a master's degree appropriate to the teaching profession; there is a certification-only option.

Individuals interested in pursuing Literacy certification simultaneously with their special education Master's degree should apply for the Literacy Certification Only program in B-6 or 5-12. This should occur at the same time or shortly after admissions to the program in Special Education. This will allow courses taken in literacy for the special education degree to be applied to the 24 credits required for the Literacy Only Certification. Candidates will complete the certification-only program at the grade level that matches their general education and special education degree program. Details of this program are found within this catalog under Programs in Literacy, Certification-Only Programs (Birth-Grade 6, Grades 5-12).

Career opportunities for program graduates include working in public and private schools, positions in general education, special education and inclusive education as consultant teachers, resource

room teachers, general class teachers and special class teachers. Additionally, some graduates are employed by agencies that serve individuals with disabilities and their families.

Individuals who enter the graduate programs in special education enter one of two ways: as teachers who hold New York initial or professional certification, or as persons whose degree(s) are held in fields of study other than education. The academic transcripts of applicants to the programs will be reviewed in order to determine which degree options are appropriate. The options are outlined below.

A. Options in Special Education Programs for Individuals Already Certified in a Field of Education

Individuals who are already certified to teach in a field of education may apply for the options below. Applicants who already have earned a master's degree or who are pursuing a master's in another area of education may apply for the certification-only option (see "B" below).

1. Special Education Early Childhood Birth-Grade 2 (30 credits)
2. Special Education Childhood Grades 1-6 (39 credits)
3. Special Education Adolescence Grades 7-12 (36 credits)
4. Professional Special Education (30 credits)
5. Certification-Only Program (15 credits)

B. Options in Special Education Programs for Individuals Not Already Certified in Education (Dual Programs)*

Students who seek certification in Special Education must apply to one of the "dual degree" programs below because in New York, special education teachers must also be previously or concurrently certified in general education for the grade levels at which they wish to practice. Students may seek:

1. Childhood Education and Special Education: Grades 1-6 (57 credits)
2. Adolescence Education and Special Education: Grades 7-12 (54 credits)

**Individuals holding a K-12 certification in areas such as art, music, business, etc., will need to enter into the dual master's programs under current New York regulations.*

General Requirements for Admission to Programs in Special Education

Admission to all Special Education programs is contingent upon admission to graduate study at The College of Saint Rose. Completion of all materials in the admissions packet is required. Admission to all graduate programs in Special Education requires the successful completion of a Bachelor's degree from an accredited institution with a GPA of 3.0 or higher. A personal interview with Department faculty may also be required. Candidates seeking admission to options in Special Education for individuals not already certified in education (dual programs) should see additional requirements below listed under those program options. Candidates with certification in a general education area must provide evidence of passing all required New York State Education Department certification exams in their initial certification areas.

Objectives for Programs in Special Education

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. demonstrate respect for their students as unique individuals;
2. create safe and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions and active engagement in learning occur;
3. identify ways that typical and atypical language development and cultural and linguistic differences can affect language comprehension, social interactions and academic success and use strategies to enhance language and social development, teach communication skills, and supplement understanding of subject matter;
4. use multiple types of assessment tools for a variety of educational decisions;

5. develop long-range Individualized Educational Plans (IEPs);
6. demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) they teach and create units of instruction and lesson plans related to the New York State Education Department Learning Standards;
7. use a variety of evidence-based instructional strategies to provide group and individual instruction incorporating technology into the instructional process to support learner outcomes;
8. collaborate with families, students, other educators, related service providers and personnel from community agencies in culturally responsive ways;
9. demonstrate understanding and ability to use knowledge regarding the legal rights and responsibilities of students, parents, teachers, and other professionals with schools;
10. incorporate the elements of professionalism into their teaching; and
11. demonstrate understanding of research through application to their professional practice.

Internship Opportunity in Special Education
A full-year paid internship opportunity is available to those applicants who possess provisional or initial certification in early childhood (birth-grade 2), childhood (grades 1-6), or adolescence (grades 7-12), and are enrolled in a Special Education graduate program at The College of Saint Rose. Interns are placed in inclusive classrooms for the district school year under the supervision of special education teachers. Interested applicants should contact the Graduate and Continuing Education Admissions office for the internship application. Interns must complete a minimum of 18 credits of their required course work prior to beginning their internship placements. Internship placements begin in September of each school year. An interview may be required with the internship coordinator.

Final Evaluation for Programs in Special Education
Graduate students in the Special Education Early Childhood Birth-Grade 2, Special Education Childhood Grades 1-6, Special Education Adolescence Grades 7-12, and Professional Special Education programs will meet the requirements for the degree by completing all course work at the satisfactory level.. As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education, EPY 541 (option for Professional Special Education), SED 595 Seminar in Teaching and Research in Special Education (option for interns), or SED 599 Thesis in Special Education.

Candidates in the Childhood Education and Special Education Program: Grades 1-6 or the Adolescence Education and Special Education Program: Grades 7-12 must successfully complete the Comprehensive Examination in Childhood Education (ELE 999) or Adolescence Education (SEC 999), as well as a professional portfolio and the integrated action research project described above.

A. Requirements for the Degree for Individuals Already Certified in Education
Applicants select from program options in Special Education Early Childhood Birth-Grade 2 (30 credits); Special Education Childhood Grades 1-6 (39 credits); Special Education Adolescence Grades 7-12 (36 credits); Professional Special Education (30 credits); Certification-only program (15 credits).

A. 1. Option in Special Education Early Childhood Birth-Grade 2 (30 credits), "New York State Education Department Certification in Special Education Birth-Grade 2"
The Special Education Early Childhood Program is designed for students who hold provisional elementary education certification or initial early childhood education certification at the time of acceptance into this program. The program will lead to initial certification in special education birth-grade 2. This program requires a minimum of 30 credits of study and includes a three-credit

student teaching experience (that may be completed during summers) under the guidance of a special educator at the appropriate level. To be eligible for the New York State special education certification, candidates must successfully complete the Content Specialty Examination: Students with Disabilities. Fingerprinting clearance from The New York State Department of Education is required prior to completing any field hours. Fingerprinting information/processing is available at the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach.

a. Educational Research 6-9* Credits

SED 506	Issues & Research in Special Education	(3)
SED 590	Research Seminar in Special Education	(3)
OR		
SED 595	Seminar in Teaching and Research in Special Education (required for students completing the internship)	(3)
OR		
SED 599	Thesis in Special Education	(3-6)

** Thesis may increase the total credit hours for the program from 30 to 33. Candidates may register for 3 credits of thesis to stay at 30 credits.*

b. Core Course Work in Special Education 9 Credits

SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Classroom Management & Individualized Behavior Support	(3)
AND		
SED 522	Individuals with Autism Spectrum Disorders	(3)
OR		
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)

c. Advanced Pedagogy in Special Education 6 Credits

SED 549	Assessing and Teaching Young Children with Significant Disabilities	(3)
AND		
SED 550	Developmental Assessment of Young Children: Identifying Special Needs	(3)
OR		
Elective (based on advisor review of undergraduate transcript for a developmental assessment course) See f section for options.		(3)

d. 6 Credits of Literacy Course Work

Advisor-approved literacy course work		(6)

e. 3 Credits of Student Teaching

SED 504	On-site Professional Experience	(3)
SED 505	On-site Professional Experience Seminar	(0)
OR		
SED 594	Internship in Special Education	(3)
AND		
SED 595	Seminar in Teaching and Research in Special Education	(0)

f . Elective Course Work in Advanced Pedagogy in Special Education 3 Credits

Electives may be chosen with advisor approval from the following options:

SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 530	Instructional Practices for Students with High Incidence Disabilities	(3)
SED 544	Social Interventions for Individuals with Autism	

	Spectrum Disorders	(3)
SED 554	Universal Curriculum Design	(3)
SED 555	Assessment and Teaching of Young Children at Risk for Social-Emotional and Behavioral Disorders	(3)
SED 556	Curriculum and Instructional Procedures for Teaching English/Language Arts to Individuals with Developmental Disabilities	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)
SED 580	Topics in Special Education	(3)
CSD 524	Language Disorders: Infants, Preschoolers, and Individuals with Developmental Disabilities	(3)
CSD 548	AAC & Clinical Applications of Technology	(3)
TED 503	Assistive Technology: Integrating Technology for Student with Special Needs	(3)

g. Additional Requirements 0 Credits**

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

*** Waived for candidates who met these requirements as part of their provisional elementary education or initial childhood education certification requirements.*

Bilingual Education Extension

Students who wish the College to recommend them to the New York State Education Department for a bilingual education extension in Spanish must complete the following additional requirements:

BLE 500	Foundation of the Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners	(3)
BLE 581	Methods for Teaching English Language Arts and Contents Areas to Bilingual Learners	(3)

A. 2. Option in Special Education Childhood Grades 1-6 (39 credits), "New York State Education Department Certification in Special Education: Grades 1-6."

Special Education Childhood Grades 1-6 Program is designed for students who hold provisional certification in elementary education or initial certification in childhood education at the time of acceptance to the program. This program requires a minimum of 39 credits of study and includes a three-credit student teaching experience (that may be completed during summers) under the guidance of a special educator. For students completing an internship in special education, the minimum number of credits is reduced to 36. To be eligible for the New York State special education certification, the candidate must successfully complete the Content Specialty Examination: Students with Disabilities. Fingerprinting clearance from The New York State Department of Education is required prior to doing SED 504. Fingerprinting information/processing is available at the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach.

a. Educational Research 6-9* Credits

SED 506	Issues & Research in Special Education	(3)
SED 590	Research Seminar in Special Education	(3)
OR		
SED 595	Seminar in Teaching and Research in Special Education (required for students completing the internship)	(3)
OR		
SED 599	Thesis in Special Education	(3-6)

** Thesis may increase the total credit hours for the program from 39 to 42. Candidates may register for 3 credits of thesis to stay at 39 credits.*

b. Core Course Work **12 Credits**

SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Classroom Management and Individualized Behavior Support	(3)
SED 517	Adapting Instruction for Students in Inclusive Settings 1-8	(3)
SED 518	Instructional Methods in Math, Science & Technology for Diverse Learners K-8	(3)

c. Advanced Pedagogy in Special Education **9 Credits**

SED 566	Assessment of Students with High Incidence Disabilities	(3)
SED 568	Assessment and Instructional Practices for Students with Significant Disabilities	(3)
One elective from options defined in Section f.		(3)

d. Literacy Course Work **9 Credits**

LRC 520	Advanced Developmental Literacy (B-6)	(3)
LRC 540	Diagnosis of Literacy Problems	(3)
LRC 545	Remediation of Literacy Problems	(3)

e. Student Teaching or Internship in Special Education **3 Credits**

SED 504	On-site Professional Experience	(3)
AND		
SED 505	On-site Professional Experience Seminar	(0)
OR		
SED 594	Internship in Special Education	(0-3)
AND		
SED 595	Seminar in Teaching and Research in Special Education	(0-3)

f. 3 Credits of Elective Course Work in Advanced Pedagogy in Special Education

Electives may be chosen from the following options:

SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 528	Fostering Family-School Partnerships	(3)
SED 530	Instructional Practices for Students with High Incidence Disabilities	(3)
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)
SED 554	Universal Curriculum Design	(3)
SED 556	Curriculum and Instructional Procedures for Teaching English/Language Arts to Individuals with Developmental Disabilities	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)
SED 580	Topics in Special Education	(3)
CSD 524	Language Disorders: Infants, Preschoolers, and Individuals with Developmental Disabilities	(3)
CSD 548	AAC & Clinical Applications of Technology	(3)
TED 503	Assistive Technology: Integrating Technology for Students with Special Needs	(3)

g. Additional Requirements** **0 Credits**

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

*** Waived for candidates who met this requirement as part of their provisional elementary education or initial childhood education certification requirements.*

Bilingual Education Extension

Students who wish the College to recommend them to the New York State Education department for a bilingual education extension in Spanish must complete the following additional requirements:

BLE 500	Foundation of the Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners	(3)
BLE 581	Methods for Teaching English Language Arts and Content Areas to Bilingual Learners	(3)

A. 3. Option in Special Education Adolescence Grades 7-12 (36 Credits), "New York State Education Department Certification in Special Education Adolescence: Grades 7-12"

The Special Education Adolescence Grades 7-12 Program is designed for students who hold provisional certification in secondary education or initial certification in adolescence education at the time of acceptance to the program. Students with the following content emphases may apply to this program option: biology, chemistry, English, mathematics, social studies or Spanish. This program requires a minimum of 36 credits of study and includes a three-credit student teaching experience (that may be completed during summers). For students completing an internship in special education, the minimum number of credits is reduced to 33. To be eligible for the New York State special education certification, the candidate must successfully complete the Content Specialty Examination: Students with Disabilities. Fingerprinting clearance from The New York State Department of Education is required prior to doing SED 504. Fingerprinting information/processing is available at the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach.

a. Educational Research		**6-9* Credits**
SED 506	Issues & Research in Special Education	(3)
SED 590	Research Seminar in Special Education	(3)
OR		
SED 595	Seminar in Teaching and Research inSpecial Education (required for students completing the internship)	(3)
OR		
SED 599	Thesis in Special Education	(3-6)

** Thesis may increase the total credit hours for the program from 36 to 39. Candidates may register for 3 credits of thesis to stay at 36 credits.*

b. Core Course Work		**12 Credits**
SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Classroom Management and Individualized Behavior Support	(3)
SED 519	Instructional Strategies for the Content Areas Grades 5-12	(3)
SED 529	Transition Planning for Students with Disabilities	(3)

c. Advanced Pedagogy in Special Education		**9 Credits**
SED 566	Assessment of Students with High Incidence Disabilities	(3)
SED 568	Assessment and Instructional Practices for Students with Significant Disabilities	(3)
One elective from options defined in Section f.		(3)

d. Literacy Course Work		**6 Credits**
LRC 521	Advanced Literacy Improvement in the Secondary School (Grades 5-12)	(3)
LRC 525	Theories and Teaching of Writing	(3)

e. Student Teaching or Internship in Special Education		**3 Credits**
SED 504	On-site Professional Experience	(3)
AND		
SED 505	On-site Professional Experience Seminar	(0)
OR		
SED 594	Internship in Special Education	(0-3)
AND		
SED 595	Seminar in Teaching and Research in Special Education	(0-3)

f. Elective Course Work in Advanced Pedagogy in Special Education		**3 Credits**
Electives may be chosen from the following options:		
SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 528	Fostering Family-School Partnerships	(3)
SED 530	Instructional Practices for Students with High Incidence Disabilities	(3)
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)
SED 554	Universal Curriculum Design	(3)
SED 556	Curriculum and Instructional Procedures for Teaching English/Language Arts to Individuals with Developmental Disabilities	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)
SED 580	Topics in Special Education	(3)
CSD 548	AAC & Clinical Applications of Technology	(3)
TED 503	Assistive Technology: Integrating Technology for Students with Special Needs	(3)

g. Additional Requirements**		**0 Credits**
EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

*** Waived for candidates who met this requirement as part of their provisional secondary education or initial adolescence education certification requirements.*

Bilingual Education Extension

Students who wish the College to recommend them to the New York State Education department for a bilingual education extension in Spanish must complete the following additional requirements:

BLE 500	Foundation of the Bilingual Education	(3)
BLE 508	Introduction to Spanish Linguistics	(3)
BLE 580	Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners	(3)
BLE 581	Methods for Teaching English Language Arts and Content Areas to Bilingual Learners	(3)

A. 4. Professional Special Education

Professional Special Education is designed for students with initial special education certification who are seeking to deepen their knowledge of special education content by completing a Master's degree in special education. Candidates have the opportunity to work with their advisors to define their program around a specialized area of interest that may include working with children and youth in any of the following areas of concentration:

- behavioral and social-emotional challenges,
- high incidence disabilities,

- autism spectrum disorders,
- low incidence disabilities,
- early childhood special needs, and
- inclusive education roles and responsibilities.

The combination of electives and required courses in the areas of assessment, technology, collaborative roles in education and specialized interests will provide candidates with an 18-credit area of concentrated study. This area of concentrated study will also determine the focus of the candidate's final research project in EPY 540 or SED 590 or SED 599. A minimum of 15 of the 30 credits within the program must be completed in the area of special education.

Candidates must meet the New York State Education Department requirements for 12-credits of study in content areas related to the disciplines of math, science, technology, social studies and English language arts. The courses that meet the requirements for the concentrated area of study may simultaneously meet the content area requirements. These requirements should be discussed with an advisor early in the program.

Candidates in professional programs are required to have field experience hours documented in working with families, working in special education, teaching English Language Learners, and working in schools that are high needs. These requirements should be discussed with an advisor upon entering the program and documentation will be required prior to graduation. Fingerprinting clearance from The New York State Department of Education is required prior to doing any field experiences. Fingerprinting information/processing is available at the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach.

a.	**Educational Research**		**6-9* Credits**
	SED 506	Issues & Research in Special Education	(3)
	SED 590	Research Seminar in Special Education	(3)
	OR		
	EPY 540	Introduction to Program Evaluation (Fall)	(3)
	OR		
	SED 599	Thesis in Special Education	(3-6)*

** Thesis may increase the total credit hours for the program from 30 to 33. Candidates may register for 3 credits of thesis to stay at 30 credits.*

b.	**Special Education Assessment Course Work**		**3 Credits**
	SED 566	Assessment of Students with High Incidence Disabilities	(3)
	OR		
	SED 568	Assessment and Instructional Practices for Students with Significant Disabilities	(3)
	OR		
	SED 550	Developmental Assessment of Young Children: Identifying Special Needs	(3)
	OR		
	SED 549	Assessing and Teaching Young Children with Significant Disabilities	(3)
c.	**Technology Course Work related to Disabilities**		**3 Credits**
	CSD 548	AAC & Clinical Applications of Technology	(3)
	OR		
	TED 503	Assistive Technology: Integrating Technology for Students with Special Needs	(3)
d.	**Collaborative Roles in Education Course Work**		**6 Credits**
	SED 528	Fostering Family-School Partnerships	(3)
	AND		
	SED 511	Organization and Collaboration in Education	(3)

e. Specialized Areas of Study **6 Credits**

LRC 525	Theories and Teaching of Writing	(3)
SED 518	Instructional Methods in MST For Diverse Learners K-12	(3)
SED 519	Instructional Strategies for the Content Areas (5-12)	(3)
SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 529	Transition Planning for Students with Disabilities	(3)
SED 530	Instructional Practices for Students with High Incidence Disabilities	(3)
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)
SED 554	Universal Curriculum Design	(3)
SED 555	Assessment and Teaching of Young Children at Risk for Social-Emotional and Behavioral Disorders	(3)
SED 556	Curriculum and Instructional Procedures in Teaching English/Language Arts to Students with Developmental Disabilities	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)
SED 580	Topics in Special Education	(3)
CSD 524	Language Disorders: Infant/Preschool/ Individuals with Developmental Disabilities	(3)
LRC 525	Theories and Teaching of Writing	(3)

Other courses may be considered if the course is appropriate to the area of interest declared by the student and receives advisor approval.

f. Advisor-approved Literacy Course Work **6 Credits**

Note: These literacy courses are in addition to literacy courses that may be chosen from category e.

g. Additional Requirements** **0 Credits**

EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse & Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS & Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

*** Waived for candidates who met this requirement as part of their provisional elementary education or initial childhood education certification requirements*

A. 5. Certification-only Program in Special Education

The non-degree Certification-only program in Special Education is open only to students holding a master's degree or who are earning a master's in another area of education, and who hold New York State teacher certification in early childhood, childhood, middle or adolescence education. The program leads to initial special education certification at the level of corresponding general education certification already held. Students must select assessment and curriculum course work at the level that corresponds to their certification. Student teaching is required and can be completed during a Summer Session provided the candidate has completed the required pre-requisite course work. To be eligible for New York State special education certification, the candidate must successfully complete the Content Specialty Examination in Special Education. Fingerprinting clearance from The New York State Education Department is required prior to doing SED 504. Fingerprinting information/processing is available at the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/tcert/teach. The College of Saint Rose only recommends candidates for New York State certification upon completion of the entire 15-credit program of study at Saint Rose, including student teaching. New York State Education Department required course work in teaching individuals with autism spectrum disorders is integrated into the required courses for certification. If a candidate applies for certification through transcript review, it is necessary to take an additional workshop from an approved provider on teaching individuals with autism spectrum disorders.

a. Special Education Foundations **3 Credits**

SED 501	Introduction to Children with Disabilities in Educational Settings	(3)

b. Behavior Management **3 Credits**

SED 512	Approaches to Classroom Management and Individualized Behavior Support	(3)

c. Assessment of Students with Disabilities (to match level of certification sought) **3 Credits**

SED 566	Assessment of Students with High Incidence Disabilities	(3)
OR		
SED 568	Assessment and Instructional Practices for Students with Significant Disabilities	(3)
OR		
SED 550	Developmental Assessment of Young Children: Identifying Special Needs	(3)
OR		
SED 549	Assessing and Teaching Young Children with Significant Disabilities	(3)

d. Special Education Curriculum (to match level of certification sought) **3 Credits**

SED 517	Adapting Instruction for Students in Inclusive Settings 1-8	(3)
SED 518	Instructional Methods in Math, Science & Technology for Diverse Learners K-8	(3)
SED 519	Instructional Strategies for the Content Areas Grades 5-12	(3)
SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 538	Curricula for Young Children	(3)
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)

e. Student Teaching (to match level of certification sought) **3 Credits**

SED 504	On-Site Professional Experience	(3)
AND		
SED 505	On-Site Professional Experience Seminar	(0)

B. Requirements for the Degree for Individuals Not Already Certified in Education

Individuals who are not already certified in education have two options at The College of Saint Rose for earning the Master's of Science in Education degree in special education. Both options lead to dual certification in Childhood Education and Special Education for grades 1-6 or Adolescence Education and Special Education for grades 7-12. Both programs require that candidates complete certain undergraduate credits in specific content areas as outlined below.

Requirements for Admission and College Recommendation for New York State Certification

Admission to programs in Childhood Education and Special Education Grades 1-6 and Adolescence Education and Special Education Grades 7-12 is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence (i.e., the graduate program in Childhood Education and Special Education Grades 1-6 or Adolescence Education and Special Education Grades 7-12), the Liberal Education requirement, and an academic concentration or a major in liberal arts or science. The course work requirements in liberal education and an approved academic concentration or major are not offered as a part of the graduate program (the programs in Special Education satisfy only the requirements for course work in education); the non-education requirements are often already met during candidates' undergraduate study.

The following are requirements for the graduate program in Childhood Education and Special Education Grades 1-6 and Adolescence Education and Special Education Grades 7-12:

Requirements for College Recommendation for Certification*

- Liberal Education requirement (31-36 credits): college-level study in the areas of English (9 credits including composition and literature), social science (6 credits including economics, political science, history, sociology, geography, anthropology [Note: not psychology]), technology (3 credits or evidence of proficiency), artistic expression (3 credits including music, art, drama, film, and media arts), and a language other than English (3 credits which may include American Sign Language). For Childhood Education, the following requirements also apply: mathematics (6 credits which may include statistics), science (6 credits which MUST include a laboratory science). For Adolescence Education, the following requirements also apply: mathematics (3 credits which may include statistics), science (4 credits which MUST include a laboratory science).
- Requirements for the academic concentration or content area major as applicable:
- Childhood Education and Special Education Grades 1-6 (30 credits): concentration in a liberal arts or science area, including art (may not be predominately studio art), American studies, biology, chemistry, earth science, English/language arts, general science, language other than English, mathematics, music (may not be predominately studio studies), physics, or social studies.
- Adolescence Education and Special Education Grades 7-12 (36 credits): content area major in a liberal arts or science area, including biology, chemistry, earth science, English/language arts, mathematics, social studies, or Spanish.

** Applicants with insufficient credit in the Liberal Education requirement and/or with academic concentrations or majors not listed above, are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete the additional course work in liberal arts and/or approved academic concentrations or majors. Deficiencies may be completed at the graduate or undergraduate level, but must be completed prior to graduation from the program. Teacher candidates select appropriate courses in consultation with their advisors.*

Additional information regarding program requirements (e.g., guidelines for portfolio, comprehensive examination, and student teaching) is located in the Graduate Teacher Certification Handbook, which is available at the time of orientation.

B.1. Childhood Education and Special Education Grades 1-6

The Childhood Education and Special Education Grades 1-6 program is for candidates interested in teaching in elementary special education settings (grades 1-6) who do not have certification in elementary or childhood education upon application to the program. This program requires a minimum of 57 credits of study and includes a full semester of student teaching. To be eligible for New York State certification, the candidate must successfully complete the following New York State Teacher Certification Examinations: LAST, ATS-W, and two Content Specialty Tests: Multi-Subject and Students with Disabilities. Fingerprinting clearance from The New York State Education Department is required prior to doing SED 504 or SEE 504. Fingerprinting information/processing is available at the New York State Education Department "TEACH" website http://www.highered.nysed.gov/tcert/teach.

a. Educational Research **6-9* Credits**

SED 506	Issues & Research in Special Education	(3)
SED 590	Research Seminar in Special Education	(3)
OR		
EDU 590	Research Seminar	(3)
AND		
ELE 999	Comprehensive Examination	(0)
OR		
SED 599	Thesis in Special Education (as an alternative to SED 590 and ELE 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 57-credit minimum requirement must select thesis for three credits. Candidates who complete the thesis do not need to take the Comprehensive Examination.*

b. Core Course Work **24 Credits**

EDU 506	Educational Foundations	(3)
EPY 502	Survey of Educational Psychology	(3)
EPY 522	Child Psychology and Development	(3)
ELE 580	Curriculum and Instruction for Grades 1-6	(3)
SED 512	Approaches to Classroom Management and Individualized Behavior Support	(3)
ELE 585	Methods of Teaching Language Arts and Social Studies 1-6	(3)
ELE 586	Methods of Teaching Science and Math 1-6	(3)
SED 517	Adapting Instruction for Students in Inclusive Settings 1-8	(3)

c. Advanced Pedagogy in Special Education **9 Credits**

SED 566	Assessment of Students with High Incidence Disabilities	(3)
AND		
SED 568	Assessment and Instructional Practices for Students with Significant Disabilities	(3)
AND		
One elective course from the following:		
SED 511	Organization and Collaboration in Education	(3)
SED 518	Instructional Methods in Math, Science & Technology for Diverse Learners K-8	(3)
SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 528	Fostering Family-School Partnerships	(3)
SED 530	Instructional Practices for Students with High Incidence Disabilities	(3)
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)
SED 554	Universal Curriculum Design	(3)
SED 556	Curriculum and Instructional Procedures for Teaching English/Language Arts to Individuals with Developmental Disabilities	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)
SED 580	Topics in Special Education	(3)
CSD 524	Language Disorders: Infants, Preschoolers, and Individuals with Developmental Disabilities	(3)
CSD 548	AAC & Clinical Applications of Technology	(3)
TED 503	Assistive Technology: Integrating Technology for Student with Special Needs	(3)

d.	**Literacy Course Work**	**9 Credits**
LRC 520	Advanced Developmental Literacy (Birth through Grade 6)	(3)
LRC 540	Diagnosis of Literacy Problems	(3)
LRC 545	Remediation of Literacy Problems	(3)

e.	**Student Teaching and Related Study**	**9 Credits**
SEE 504	On-site Professional Experience in Childhood Education and Special Education	(6)
SEE 505	On-site Professional Experience Seminar in Childhood Education and Special Education	(2)
SEE 583	Portfolio in Childhood and Special Education	(1)

f.	**Additional Requirements**	**0 Credits**
SEE 506	Introduction to Portfolio	(0)
EDU 602	Violence Prevention Workshop	(0)
EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
EPY 637	Substance Abuse Prevention Workshop	(0)

B. 2. Adolescence Education and Special Education Grades 7-12

The Adolescence Education and Special Education Grades 7-12 program is for candidates interested in teaching in secondary special education settings who do not have adolescence (secondary) certification upon application to the program. In addition to adolescence special education certification, candidates will be eligible for adolescence certification in the subject areas of their concentrations: biology, chemistry, English, mathematics, social studies or Spanish. This program requires a minimum of 54 credits of study and includes a full semester of student teaching. To be eligible for New York State certification, candidates must successfully complete the following New York State Teacher Certification Examinations: LAST, ATS-W, and Content Specialty Test (CST) in their subject area and the CST in Students with Disabilities.

a.	**Credits of Educational Research**	**6-9* Credits**
SED 506	Issues & Research in Special Education	(3)
SED 590	Research Seminar in Special Education	
OR		
EDU 590	Research Seminar	(3)
AND		
SEC 999	Comprehensive Examination: Middle and Secondary Education	(0)
OR		
SED 599	Thesis in Special Education* (as an alternative to SED 590 and SEC 999)	(3-6)

** Thesis may be taken for three or six credits, but students who wish to stay within the 54-credit minimum requirement must select Thesis for three credits. Candidates who complete the thesis do not need to take the Comprehensive Examination.*

b. Core Course Work **24 Credits**

EDU 506	Educational Foundations	(3)
EPY 502	Survey of Educational Psychology	(3)
EPY 523	Adolescent Psychology and Development	(3)
EPY 530	Measurement in the Content Areas: Assessment and Evaluation for Classroom Teachers	(3)
SEC 515	Curriculum & Instruction in Secondary Schools	(3)
SED 512	Approaches to Classroom Management and Individualized Behavior Support	(3)
SED 529	Transition Planning for Students with Disabilities	(3)

One content-specific methods course chosen from:

SEC 520	Methods of Teaching English in the Secondary School	(3)
SEC 521	Methods of Teaching Foreign Language in the Secondary School	(3)
SEC 522	Methods of Teaching Math in the Secondary School	(3)
SEC 523	Methods of Teaching Science in the Secondary School	(3)
SEC 524	Methods of Teaching Social Studies in the Secondary School	(3)
SEC 525	Methods of Teaching Business and Marketing in the Secondary School	(3)

c. Advanced Pedagogy in Special Education **9 Credits**

SED 566	Assessment of Students with High Incidence Disabilities	(3)

AND

SED 568	Assessment and Instructional Practices for Students with Significant Disabilities	(3)

AND

One elective course chosen from the following:

SED 511	Organization and Collaboration in Education	(3)
SED 519	Instructional Strategies for the Content Areas Grades 5-12	(3)
SED 522	Individuals with Autism Spectrum Disorders	(3)
SED 528	Fostering Family-School Partnerships	(3)
SED 530	Instructional Practices for Students with High Incidence Disabilities	(3)
SED 544	Social Interventions for Individuals with Autism Spectrum Disorders	(3)
SED 554	Universal Curriculum Design	(3)
SED 556	Curriculum and Instructional Procedures for Teaching English/Language Arts to Individuals with Developmental Disabilities	(3)
SED 567	Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction	(3)
SED 580	Topics in Special Education	(3)
CSD 548	AAC & Clinical Applications of Technology	(3)
TED 503	Assistive Technology: Integrating Technology for Students with Special Needs	(3)

d. Literacy Course Work **6 Credits**

SEC 518	Literacy Improvement in the Secondary School	(3)
LRC 525	Theories and Teaching of Writing	(3)

e.	**Student Teaching and Related Study**		**9 Credits**
	SEE 580	On-site Professional Experience in Secondary Education	(6)
	SEE 582	On-site Professional Experience Seminar in Secondary and Special Education	(2)
	SEE 584	Portfolio in Secondary and Special Education	(1)
f.	**Additional Requirements**		**0 Credits**
	SEE 506	Introduction to Portfolio	(0)
	EDU 602	Violence Prevention Workshop	(0)
	EDU 603	Child Abuse and Abduction Prevention Workshop	(0)
	EDU 606	HIV/AIDS and Communicable Diseases Workshop	(0)
	EPY 637	Substance Abuse Prevention Workshop	(0)

School of Mathematics and Sciences

Programs of Graduate Study	Degree	Page
Computer Information Systems	MS; BS/MS	151
B.S. Computer Science/ MS Computer Information Systems	BS/MS	153
Computer Information Systems	C.A.S.	154
Internet Programming	C.A.S.	155

Policy on Academic Standards

The following academic standards apply to **all** graduate degree and certificate programs of The College of Saint Rose. Students should refer to appropriate sections of this catalog for additional School and program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- If the student's cumulative grade point average falls below 3.00, a student will receive a letter of warning from the school dean. The letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- After earning a grade of F, the student will receive a letter of academic dismissal from the school dean.
- For courses graded on a pass/fail basis, only (credit) courses in which a grade of P is earned will be applicable to the degree.
- A student may repeat only once a course in which a grade of less than B has been received.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of F has been received.
- The grading policy of the School in which a student's major program resides prevails.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

The School of Mathematics and Sciences

The following academic standards apply to all graduate degree and certificate programs in the School of Mathematics and Sciences. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- After earning a grade of C for the first time, a student will receive a letter of warning from the School dean. (If the student's cumulative grade point average is below 3.00, the letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.)
- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the school dean.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Program in Computer Information Systems

The Master of Science in Computer Information Systems is a Professional Science Masters (PSM) program that presents students with an applied education in advanced topics associated with computer science, computer engineering, and information systems. Students can enroll in this program on either a full-time or a part-time basis.

The program is designed for students with some experience in computer technology and programming, who wish to advance their technical skills and knowledge, and who also wish to improve their communication and business skills. The goal of the program is to produce graduates who are technically proficient in their field and capable of working successfully in government and business.

All students take six required courses in areas that are central to computer information systems. These areas are data structures, computer architecture, database management systems, data communications, user interface design, and software engineering. All students also take two courses in an area of specialization and do a masters project in their area, working closely with faculty. It is also possible to combine an internship with a masters project. The current areas of specialization include Embedded Real-Time Systems, Internet Programming, Bioinformatics, and Computer Game Design.

Students also take a required course in technical communication. Surveys reveal that employers want their technical employees to be able to communicate well, work well in teams, and be able to work and communicate successfully with people from many cultures in an increasingly global workplace. The purpose of this course is to foster those skills. In addition, the department seeks to build communication and team skills in all our graduate courses.

Requirements for Admission

A student seeking admission to the program must fulfill all general requirements for admission to graduate study. In addition to meeting these criteria, all students must have either a grade point average of 3.0 or better in their undergraduate work or present a portfolio of professional work to be evaluated by the faculty of the Computer Science department.

All students must have at least nine credits in undergraduate mathematics courses (or the equivalent), as well as the following undergraduate courses or their equivalents:

- CIS 202 Introduction to Programming
- CIS 302 Data Structures
- CIS 321 Database Management Systems

Students are expected to have received a B or better in each of these prerequisite courses.

Requirements for Degree

All students must complete a total of 33 credits, which includes a three-credit Master's project. All students must also take six credits within their area of specialization.

Core Requirements		**(21 credits)**
CIS 501	Data Structures and Algorithm Analysis	(3)
CIS 502	Computer Organization	(3)
CIS 503	Database Theory and Design	(3)
CIS 504	Data Communications	(3)
CIS 505	User Interface Design	(3)
CIS 507	Software Engineering	(3)
CIS 508	Technical Communication	(3)

**A student with sufficient experience that is equivalent to a core course may substitute (with departmental approval) an additional elective course or independent study.*

Area of Specialization Courses **(6 Credits)**

Students must choose a concentration sequence in either Game Design (CIS 511 and CIS 512), or Bioinformatics (CIS 513 and CIS 514), or Internet Programming (CIS 515 and CIS 516), or Embedded Systems (CIS 517 and CIS 518) to satisfy this requirement.

CIS Elective **(3 Credits)**

Research Requirement		**(3 Credits)**
CIS 597	Masters Project	(3)

Comprehensive Exam (CIS 999) **(0 Credits)**
All students must pass a Comprehensive Exam based on CIS 501, CIS 502, CIS 503, CIS 504, CIS 505, CIS 507, and CIS 508. The exam will be given once each semester, typically the Saturday prior to The College of Saint Rose Advisement Day. A student must have satisfactorily completed at least five of these seven courses before taking the exam.

Expected Course Schedule*

Fall 2010	**Spring 2011**	**Summer 2011**	**Fall 2011**
CIS 501	CIS 502	CIS 503	CIS 501
CIS 505	CIS 504	CIS 531	CIS 505
CIS 508	CIS 507	CIS 532	CIS 508
CIS 513	CIS 514		CIS 511
CIS 515	CIS 516		CIS 515
			CIS 517
			CIS 530
Spring 2012	**Summer 2012**	**Fall 2012**	**Spring 2013**
CIS 502	CIS 503	CIS 501	CIS 502
CIS 504	CIS 531	CIS 505	CIS 504
CIS 507		CIS 508	CIS 507
CIS 514		CIS 511	CIS 514
CIS 516		CIS 515	CIS 516
CIS 532		CIS 517	CIS 532
		CIS 530	

**CIS 597 is offered every semester, including the summer.*

B.S. Computer Information Systems/ M.S. Computer Information Systems

The combined B.S./M.S. option in Computer Information Systems will provide students of superior academic ability with the opportunity to accelerate and fulfill the requirements of the undergraduate and master's degrees, which require 122 and 33 credits, respectively, for a total of 155 credits. The student can challenge 3-15 credits of this total by petitioning the department's curriculum committee with an approved plan of study. The plan of study may incorporate advanced standing, independent study, and advanced courses to challenge and reduce the total B.S./M.S. credits to 140 credits. Required undergraduate CIS and Math courses, liberal arts requirements, and M.S. requirements may not be challenged.

Requirements	**(140-152 Credits)**
Liberal arts requirements	42
Undergraduate CIS major	55
M.S. requirements	**33**
Electives	25
Subtotal	**155**
Less potential challenge credits	(3-15)
Total	**140-152**

BS/MS Application Process
Once accepted for this program, students do not obtain a degree until all course work is completed; then, they are awarded two degrees - the B.S. in Computer Information Systems and the M.S. in Computer Information Systems. After admission to the program, the student must maintain a minimum cumulative GPA of at least 2.8 and a cumulative GPA of 3.0 for all CIS courses completed. No undergraduate CIS course with a grade of lower than C+ will be accepted for graduation. All other graduate curriculum requirements apply.

Transfer Students and Current Saint Rose Students

- may apply for the program after completing 45 credits at Saint Rose or another accredited institution with a minimum cumulative GPA of 3.2; and
- must have completed Introduction to Programming, Data Structures, and Database Management Systems (or equivalent) with a minimum grade of B in each course.

Incoming First Year Students

- must have a cumulative GPA of at least 3.2 for the junior and senior high school years; and
- must have a minimum SAT score of 1100 (math and critical reading).

B.S. Computer Science/M.S. Computer Information Systems

The combined B.S. Computer Science/M.S. Computer Information Systems degree will provide students of superior academic ability with the opportunity to accelerate and fulfill the requirements of the undergraduate and master's degrees, which require 122 and 33 credits, respectively, for a total of 155 credits. The student can challenge 3-15 credits of this total by petitioning the department's curriculum committee with an approved plan of study. The plan of study may incorporate advanced standing, independent study, and advanced courses to challenge and reduce the total B.S./M.S. credits to 140 credits. Required undergraduate CIS and Math courses, liberal arts requirements, and M.S. requirements may not be challenged.

Requirements	**(140-152 Credits)**
Liberal arts requirements	42
Undergraduate Computer Science major	53
M.S. requirements	33
Electives	27
Subtotal	**155**
Less potential challenge credits	(3-15)
Total	**140-152**

BS/MS Application Process

Once accepted for this program, students do not obtain a degree until all course work is completed; then, they are awarded two degrees - the B.S. in Computer Science and the M.S. in Computer Information Systems. After admission to the program, the student must maintain a minimum cumulative GPA of at least 2.8 and a cumulative GPA of 3.0 for all CIS courses completed. No CIS course with a grade of lower than C+ will be accepted for graduation. All other graduate curriculum requirements apply.

Transfer Students and Current Saint Rose Students

- may apply for the program after completing 45 credits at Saint Rose or another accredited institution with a minimum cumulative GPA of 3.2; and
- must have completed Introduction to C++, Data Structures, and Database Management Systems (or equivalent) with a minimum grade of B in each course.

Incoming First Year Students

- must have a cumulative GPA of at least 3.2 for the junior and senior high school years; and
- must have a minimum SAT score of 1100 (math and critical reading).

Advanced Certificate in Computer Information Systems

The advanced certificate in Computer Information Systems is an evening program that enables students that are new to the field to gain a deeper understanding of computer information systems. For some students, this program will be a useful and interesting option as they seek their MBA+ degree. For other students, this program will help them explore their interest in this field, and prepare

them for further graduate study.

The program is designed for students with little prior experience in computer technology and programming who wish to advance their technical skills and knowledge.The goal of the program is to produce graduates who are technically proficient in their field and capable of working successfully in government and business.

Completion of the advanced certificate requires a total of five courses (15 credits). All students take three required courses in object-oriented programming, database, and software engineering. All students also take two elective courses. Possible elective courses include Internet development, database theory and design, data communications, and Internet programming.

Core Requirements		**9 Credits**
CIS 520	Introduction to Database	(3)
CIS 522	Introduction to Object-Oriented Programming	(3)
CIS 507	Software Engineering	(3)

**A student with sufficient experience that is equivalent to a core course may substitute (with departmental approval) an additional elective course.*

Electives		**6 Credits**
CIS 521	Introduction to Internet Development	(3)
CIS 503	Database Theory and Design	(3)
CIS 504	Data Communications	(3)
CIS 515	Internet Programming 1	(3)
CIS 516	Internet Programming 2	(3)

Advanced Certificate in Internet Programming (Exclusively Online)

The advanced certificate in Internet Programming is a program available exclusively online. For many students, this certificate can provide valuable formal training in the latest Internet technologies and programming fundamentals. The program is designed for students with some experience in computer technology and programming, who wish to advance their technical skills and knowledge with respect to Internet programming. For some students, this certificate may serve as an entry point for future graduate study.

Completion of the advanced certificate requires a total of five courses (15 credits). All students must take three required courses in database management systems and Internet programming and two elective courses. Possible elective courses include advanced database with PL/SQL and XML, Java Frameworks, or AJAX.

Requirements for Admission

A student seeking admission to the program must fulfill all general requirements for admission to graduate study.In addition to meeting these criteria, all students must have either a grade point average of 3.0 in their undergraduate work or present a portfolio of professional work to be evaluated by the faculty of the Computer Science department.

All students must have completed at least a two course sequence in programming (preferable in an objected-oriented language) along with a database course. These three undergraduate prerequisite courses must be equivalent to the following courses:

- CIS 202 Introduction to Programming
- CIS 302 Data Structures
- CIS 321 Database Management Systems

Students are expected to have received a B or better in each of these prerequisite courses.

Core Requirements		**9 Credits**
CIS 503	Database Management Systems	(3)
CIS 515	Internet Programming 1	(3)

CIS 516	Internet Programming 2	(3)

Electives		**6 Credits**
CIS 530	Advanced Database – PL/SQL and XML	(3)
CIS 531	Java Frameworks – Spring and Hibernate	(3)
CIS 532	AJAX	(3)

Expected Course Schedule

Fall 2010	**Spring 2011**	**Summer 2011**	**Fall 2011**
CIS 515	CIS 516	CIS 503	CIS 515
	CIS 532	CIS 531	CIS 530
Spring 2012	**Summer 2012**	**Fall 2012**	**Spring 2013**
CIS 516	CIS 503	CIS 515	CIS 516
CIS 532	CIS 531	CIS 530	CIS 532

course descriptions

COURSE DESCRIPTIONS

AED Courses

AED 514 Pre-Service Teaching Experience 0
Community-based after-school art program for students where English is the second language. Fall, Spring. (0 credit)

AED 515 School Experience in Art 0
This course is a College-supervised, intensive, 70-hour observation/participation/teaching lab in an elementary and middle-level art classroom setting. In this entry-level course to the Art Education program, students act as aides in an art classroom, shadowing a seasoned teacher in all aspects of the art teacher's responsibilities. Students are required to keep a record of their observations and activities and are expected to research the school culture, as well as the role of the art program in the total education of the child. Journal topics include the demographics of the community; administrative hierarchy; class size and preparation load; objectives and skills for each grade level; organization and handling of supplies and materials; technology integration; additional duties of the art teacher; and home, family and community interactions. Other journal requirements emphasize observing and analyzing the implementation of the Learning Standards for the Arts; a variety of art learning activities; inclusion of the broad spectrum of special needs learners; motivational techniques; discipline and classroom management, and the methods of assessment. Cooperating teachers provide a written evaluation of the student's participation; submission of the student journal and a follow-up interview are also required. Summer Session I. (0 credit)

AED 516 Development in Art and Literacy 3
This course is designed to enable students to acquire knowledge of the basic components of a quality art curriculum, arrived at through an examination of the history of art education, its competing philosophies and ties to general education trends, and contemporary theoretical trends, including the effect of the NYS Learning Standards. How to design instruction that integrates drawing, art criticism, art history, and aesthetics will be practiced from different viewpoints that consider developmental, cultural and learning style perspectives. Vocabulary development and related literacy strategies will be incorporated into each curriculum component's design. A constructivist, inquiry-based approach will be utilized in designing units that help children build a knowledge bas, transfer learning, and gain critical and creative thinking skills. Metacognitive goals and metastructural lesson analysis will also be introduced and practiced. Part of this course is spent in the computer lab, where students will create various learning tools with Word, Excel, Photoshop, and PowerPoint. Materials Fee. Pre-requisites: AED 515 and a three-credit course in developmental psychology. Materials fee. Fall, Spring. (3 credits)

AED 518 Contemporary Art History 3
The course is an exploration of major trends in art from the second half of the 20th century to the present. Emphasis is on examining contemporary work, putting the work in a historical context, and understanding the language defining critical debates surrounding given works of art. Painting, sculpture, architecture, photography, video, conceptual art and performance art may be considered. Fall. (3 credits)

AED 520 Aesthetics 3
A survey of contemporary aesthetic theory and the relationship of this theory to contemporary art. Special emphasis on the development of the student's own theory of art. Fall (3 credits)

AED 521 Art Criticism 3
Art criticism familiarizes the student with important critics of our time, including Robert Storr and Roberta Smith, as well as significant critics from previous centuries, for example, Charles Baudelaire, who speak to the present. Students fine-tune their ability to critically read and write about art in a course that combines theory, lectures, discussions, gallery visits, writing workshops, and oral presentations. Spring (3 credits)

AED 522 Theories of Art Education 3
Analysis of various methodologies of art education and the relationship to historical movements in the fields of art and general education, with an emphasis on the interface between contemporary art and contemporary theories of teaching. Requirements include intensive reading assignments, independent journal reviews, class presentations, and a fully described

domain project designed around an actual gallery or museum exhibit. Prerequisites: AED 518, AED 520, AED 523. Materials fee. Summer. (3 credits)

AED 523 Art Curriculum, Instruction and Assessment 3

In this follow-up course to AED 516, students will learn to organize curriculum components into a larger, more cohesive whole that considers scope, sequence, scaffolding and some methods of teaching. Both disciplinary and interdisciplinary approaches to teaching art will be examined and practiced, along with continued literacy development. The course will also address accommodations for special needs students, and enrichment extensions for the gifted and talented. Students will study and create a variety of appropriate formative and summative assessment tools to accompany their lessons and curriculum checkpoints. Later during the semester, students will participate in a supervised field experience in a high-needs school district, where they will have the opportunity to try out and evaluate their learning tools, lesson ideas and assessments. Part of this course is spent in the computer lab, where students will create various learning tools. Materials fee. Prerequisites: AED 516. Fall, Spring. (3 credits)

AED 524 Methods of Teaching Art 3

This course provides students with practical approaches to implementing the Learning Standards for the Visual Arts in a K-8 setting. Students will acquire the basic techniques of lesson planning and classroom management specific to the art classroom. Lesson plans will include embedded assessments, will exhibit continuity and sequence, and will utilize directive, critical inquiry and discovery methods of instruction. Learning activities must reflect differentiated instruction, be developmentally sensitive to all learners' needs and integrate multiple strategies to encourage literacy in the language of the visual arts. Students will be expected to independently research ideas and content for art lessons, explore a variety of techniques and procedures, and construct quality learning support materials for their lessons. Family and school-wide involvement must be integrated into culminating lessons. Students will self- and peer-evaluate teaching performance to develop strategies for improvement in classroom management and instructional delivery. Exit requirements include a professional teaching portfolio, final self-assessment, and philosophy of art education. This course includes a 15-hour lab teaching placement. It is recommended that EDU 525 Literacy in the Content Area be taken during the same semester. Prerequisite: AED 523. Materials fee. Fall, Spring. (3 credits)

AED 525 Advanced Methods of Teaching Art 3

This is a seminar course that students must take while they are student teaching. Part of each session will be used for the students to exchange ideas, share problems, and discuss their teaching experiences. The rest of the class will be used for discussion of assigned readings and material that students have researched, and interaction with visiting lecturers to the class. Content areas include career counseling; professional, ethical and legal issues associated with teaching; home/school/community interaction; classroom management; inclusion of special needs students; renewed focus on the roles of art production, criticism, history, aesthetics, and assessment; cultural diversity, technological applications, and health and safety issues particular to the art classroom. Exit requirements include the submission of a professional teaching portfolio reflecting the student's best work in both student teaching placements; a final self-assessment; and philosophy of art education further informed by continued practice in art education. Prerequisites: AED 524, EDU 525. Materials fee. Fall, Spring. (3 credits)

AED 526 Student Teaching in Elementary and Secondary Art 3

This culminating field course is a one-semester, full-time experience that includes placements at two levels - elementary and secondary/middle or secondary/high. During this course, students must master and expand upon the teaching techniques introduced in AED 524, and develop a significant, content-rich, Standards-based art curriculum for both the elementary and secondary settings. Each placement is comprised of an initial 35 hours (1 week) of observation in the classroom, research into the school and surrounding community, and investigation of the objectives and skills for each of the courses students will be teaching. A minimum of 215 further contact hours (7 weeks) of student teaching in each placement follows. Students are required to produce lessons plans for each class they teach and

keep a daily self-assessment journal. Further assessment of their lessons and teaching skills are provided by the College supervisor and cooperating teacher during all segments of this course. Prerequisites: AED 524, EDU 525. Materials fee. Fall, Spring. (3 credits)

AED 531 Screen Printing I 3
Development of a personal imagery through the graphic medium; emphasis on group critiques and individual research. Materials fee. Fall, Spring. (3 credits)

AED 532 Screen Printing II 3
Development of a personal imagery through the graphic medium; emphasis on group critiques and individual research. Materials fee. Fall, Spring. (3 credits)

AED 533 Screen Printing III 3
Development of a personal imagery through the graphic medium; emphasis on group critiques and individual research. Materials fee. Fall, Spring. (3 credits)

AED 550 Advanced Studio Printmaking 1 3
The Advanced Studio courses in printmaking offer a comprehensive experience in studio practice and contemporary art ideas. The curriculum fosters sustained individual work and encourages articulation about the work produced. Students may choose from several print methods: intaglio, lithography, relief printing and/or screen printing. Materials fee. Fall, Spring. (3 credits)

AED 551 Advanced Studio Printmaking 2 3
The Advanced Studio courses in printmaking offer a comprehensive experience in studio practice and contemporary art ideas. The curriculum fosters sustained individual work and encourages articulation about the work produced. Students may choose from several print methods: intaglio, lithography, relief printing and/or screen printing. Materials fee. Fall, Spring. (3 credits)

AED 552 Advanced Studio Printmaking 3 3
The Advanced Studio courses in printmaking offer a comprehensive experience in studio practice and contemporary art ideas. The curriculum fosters sustained individual work and encourages articulation about the work produced. Students may choose from several print methods: intaglio, lithography, relief printing and/or screen printing. Materials fee. Fall, Spring. (3 credits)

AED 553 Advanced Studio Printmaking 4 3
The Advanced Studio courses in printmaking offer a comprehensive experience in studio practice and contemporary art ideas. The curriculum fosters sustained individual work and encourages articulation about the work produced. Students may choose from several print methods: intaglio, lithography, relief printing and/or screen printing. Materials fee. Fall, Spring. (3 credits)

AED 554 Advanced Studio Printmaking 5 3
The Advanced Studio courses in printmaking offer a comprehensive experience in studio practice and contemporary art ideas. The curriculum fosters sustained individual work and encourages articulation about the work produced. Students may choose from several print methods: intaglio, lithography, relief printing and/or screen printing. Materials fee. Fall, Spring. (3 credits)

AED 565 Advanced Studio Sculpture 1 3
The primary purpose of these courses is to offer a student the opportunity to develop an advanced body of work for the graduate exhibition. It is expected that the student is dedicated to this field of study and that the imagery will involve critical thinking and an understanding of contemporary sculpture. Materials fee. Fall, Spring. (3 credits)

AED 566 Advanced Studio Sculpture 2 3
The primary purpose of these courses is to offer a student the opportunity to develop an advanced body of work for the graduate exhibition. It is expected that the student is dedicated to this field of study and that the imagery will involve critical thinking and an understanding of contemporary sculpture. Materials fee. Fall, Spring. (3 credits)

AED 567 Advanced Studio Sculpture 3 3
The primary purpose of these courses is to offer a student the opportunity to develop an advanced body of work for the graduate exhibition. It is expected that the student is dedicated to this field of study and that the imagery will involve critical thinking and an understanding of contemporary sculpture. Materials fee. Fall, Spring. (3 credits)

AED 568 Advanced Studio Sculpture 4 3
The primary purpose of these courses is to offer a student the opportunity to develop an advanced body of work for the graduate exhibition. It is expected that the student is dedicated to this field of study and that the

imagery will involve critical thinking and an understanding of contemporary sculpture. Materials fee. Fall, Spring. (3 credits)

AED 569 Advanced Studio Sculpture 5 3
The primary purpose of these courses is to offer a student the opportunity to develop an advanced body of work for the graduate exhibition. It is expected that the student is dedicated to this field of study and that the imagery will involve critical thinking and an understanding of contemporary sculpture. Materials fee. Fall, Spring. (3 credits)

AED 570 Advanced Studio Photography 1 3
These courses are structured to provide a forum in which graduate-level students apply and expand their photographic knowledge toward a single, intense project. All advanced work should involve original ideas and concepts, various levels of research, and an exploration of potential photo-based techniques. Student evaluations will be based on the level of growth in personal image-making, and the development of a final portfolio. Materials fee. Fall, Spring. (3 credits)

AED 571 Advanced Studio Photography 2 3
These courses are structured to provide a forum in which graduate-level students apply and expand their photographic knowledge toward a single, intense project. All advanced work should involve original ideas and concepts, various levels of research, and an exploration of potential photo-based techniques. Student evaluations will be based on the level of growth in personal image-making, and the development of a final portfolio. Materials fee. Fall, Spring. (3 credits)

AED 572 Advanced Studio Photography 3 3
These courses are structured to provide a forum in which graduate-level students apply and expand their photographic knowledge toward a single, intense project. All advanced work should involve original ideas and concepts, various levels of research, and an exploration of potential photo-based techniques. Student evaluations will be based on the level of growth in personal image-making, and the development of a final portfolio. Materials fee. Fall, Spring. (3 credits)

AED 573 Advanced Studio Photography 4 3
These courses are structured to provide a forum in which graduate-level students apply and expand their photographic knowledge toward a single, intense project. All advanced work should involve original ideas and concepts, various levels of research, and an exploration of potential photo-based techniques. Student evaluations will be based on the level of growth in personal image-making, and the development of a final portfolio. Materials fee. Fall, Spring. (3 credits)

AED 574 Advanced Studio Photography 5 3
These courses are structured to provide a forum in which graduate-level students apply and expand their photographic knowledge toward a single, intense project. All advanced work should involve original ideas and concepts, various levels of research, and an exploration of potential photo-based techniques. Student evaluations will be based on the level of growth in personal image-making, and the development of a final portfolio. Materials fee. Fall, Spring. (3 credits)

AED 580 Advanced Studio Painting 1 3
The continued development and refinement of an individualized visual language informed by critical concepts is the focus of the graduate curriculum in painting. Analyses of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Fall, Spring. (3 credits)

AED 581 Advanced Studio Painting 2 3
The continued development and refinement of an individualized visual language informed by critical concepts is the focus of the graduate curriculum in painting. Analyses of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Fall, Spring. (3 credits)

AED 582 Advanced Studio Painting 3 3
The continued development and refinement of an individualized visual language informed by critical concepts is the focus of the graduate curriculum in painting. Analyses of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Fall, Spring. (3 credits)

AED 583 Advanced Studio Painting 4 3
The continued development and refinement of an individualized visual language informed by critical concepts is the focus of the graduate curriculum in painting. Analyses of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Fall, Spring. (3 credits)

AED 584 Advanced Studio Painting 5 3
The continued development and refinement of an individualized visual language informed by critical concepts is the focus of the graduate curriculum in painting. Analyses of work through critique and familiarization with contemporary ideas are emphasized. Materials fee. Fall, Spring. (3 credits)

AED 585 Drawing Seminar 3
Deconstructing the drawing process is the major goal of this class. By increasing fluency in both observational and conceptual approaches to drawing, students deepen their understanding of drawing as an exploration of visual thinking, and develop drawings on a sophisticated level. Materials fee. Spring. (3 credits)

AED 597 Master Exhibition 0
Production and presentation of the strongest work produced during this program for a group exhibition working with the Gallery Director. Spring. (0 credit)

AED 599 Graduate Seminar: Master Show 3
Explore topics of concern to the studio artist based on discussions of selected reading, prepared papers and seminar reports. Students develop a thesis writing project with a faculty mentor. It is a research-based study of an art topic. See A Guide to the Preparation of a Master's Thesis, prepared by the California State University, Los Angeles, 1993. Every student must read this guide before writing. Spring. (3 credits)

ATE Courses

ATE 501 Introduction to Applied Technology Education 3
The goal of this course is to re-orient students who are familiar with the use of the engineering problem-solving process in the practice of engineering to use the process in the practice of teaching in K-12 classrooms. Topics to be covered in the course include: history of technology education; development of curricular materials and units of instruction; New York State Education Department (NYSED) standards for technology curriculum; classroom management and classroom discipline; and issues related to instruction in applied technology education classrooms. During the course, students must either document their in-service teaching or their work at an instructor-approved 25 hour field experience. Fall or Spring. (3 credits)

ATE 506 Methods of Teaching Technology Education 3
This course will introduce students to the professional practice of technology education. The course will require students to work both in the field and in the college classroom. During the course, students must either document their in-service teaching or their work at an instructor-approved 25 hour field experience. Topics to be covered include: the use of the technology problem-solving process; computer software in technology education; methods of teaching technology education, including demonstration methods, methods of problem-solving through design briefs, and project-based methods; laboratory management and safety; and lesson planning to foster learning through collaborative teams. Fall or Spring. (3 credits)

ATE 510 Seminar in Technology Education Curriculum 3
This course surveys appropriate middle school content connected to the New York State learning standards and the International Technology Education Association standards for technology education. The scope of the course is broad but seeks to give graduate students with a focused undergraduate preparation a background in all of the technology that relates to middle school curriculum. The course's theme relates to how engineers use technology to solve everyday problems. This course provides hands-on experiences in applied

math and science. Topics may include design, electronics, automation and aerospace. Focus on associating curriculum with technology education standards and developing project-based curriculum will result in the students' developing an authentic curriculum unit. The course seeks to provide broad preparation for the NYS Content Subject Examination 077. Fall or Spring. (3 credits)

ATE 540 Special Topics 3
This course provides coverage of current or specialized topics in the field of technology education. Students may be permitted with advisor approval to take this course in order to advance their understanding of the uses of technology in the 21st century workplace; however, the approved special topics course must broaden the prospective technology teacher's knowledge and preparation for the contemporary classroom. Offered Occasionally.(3 credits)

ATE 546 Student Teaching 3 or 6
This is a College-supervised field course that is completed as either a full-time, 6-credit, full semester placement OR as two, part-time, 3-credit semesters placements. In either case, student teachers will complete grade level placements of approximate equal duration: one in grades 6 to 8, and one in grades 9 to 12. Student teaching is supervised by school cooperating teachers, as well as by College supervisors. Student teaching will include students' demonstration of skills and knowledge in the following areas: teaching at developmentally appropriate levels and paces; implementing effective classroom management approaches; using NYSED standards for technology; engaging in professional rapport and conduct; developing a repertoire of teaching methods; and, constructing environments that support pupils' intellectual, emotional, and psychomotor development. Applications for student teaching must be made by February 1 for Fall semester registration, or by October 1 for Spring semester registration. Prerequisites: All course work, including required workshops, with exception of ATE 590 that must be taken concurrently with ATE 546. Fall or Spring. (3-6 credits)

ATE 586 In-Service Field Placement 3 or 6
This full-time or half-time placement in a middle- or high-school setting is arranged by the student in consultation with the College Applied Technology Education faculty advisor and the school district within which the student is employed. Forty hours of the two placements combine to include field observations. School districts contract with students to teach classes in their own classrooms on a paid basis. A supervisor employed by The College of Saint Rose meets with the in-service teacher to provide support and consultation at least five times for a half-time placement(3 credits) or 10 times for a full-time placement (6 credits). Supervision will include observations of in-service teacher performance and periodic assessments of teaching effectiveness. A course syllabus must be devised with the cooperation and approval of the College Applied Technology Education faculty advisor prior to registration for the course. Applications for an in-service field placement must be made by March 1 for Fall registration, or by November 1 for Spring registration. Students must also register for ATE 590 Applied Technology Education Seminar during one semester that they take ATE 586. The option of taking ATE 586 is available to students whose employing schools are able to provide support and supervision in collaboration with the College; the intent of this offering is to give the new teacher adequate support in the first months of teaching. ATE 590 must be taken as a co-requisite with ATE 586. Fall, Spring. (3-6 credits)

ATE 590 Applied Technology Engineer Seminar 3
This is a capstone course that supports the College-supervised student teaching or in-service teaching experience. A goal of the course is to engage students or in-service teachers in research and writing related to classroom practice in applied technology education. Upon completion of the course, the student must be able to: critically analyze the student teaching or in-service teaching experience and the teaching-learning process; discuss the applications of research to the practice of teaching technology education; and, build an electronic portfolio. ATE 590 is to be taken in conjunction with student teaching, ATE 546, or an in-service teaching experience, ATE 586. Fall or Spring. (3 credits)

BLE Courses

BLE 500 Foundations of Bilingual Education 3

This course explores the historical, political, and legal foundations of bilingual education in the United States. Specifically, the theory and research that inform policy, curriculum, and practice in bilingual education will be examined. Topics for consideration will include: approaches to multicultural education and its relationship to bilingual education will be examined; various program models of bilingual education; and, approaches to bilingual education evident in U.S. schools. (3 credits)

BLE 508 Introduction to Spanish Linguistics 3

This course begins with introductory presentations of Spanish phonetics, phonology, morphology, and syntax. The course then studies in-depth issues in sociolinguistics and psycholinguistics, specifically related to Hispanic communities: dialect, registers, codes, regional and social variation, language change, language and culture, code switching, language acquisition, second language acquisition and bilingualism. Prerequisite: BLE 500. Fall (3 credits)

BLE 580 Methods for Teaching Native Language Arts and Content Areas to Bilingual Learners 3

This course examines approaches, methods, and techniques for using the native language to teach native language arts and provide content area instruction to bilingual learners. Emphasis will be placed on the relationship between L1 and L2 literacy skill development and content area knowledge enabling bilingual learners to meet the New York State Learning Standards. Course topics will include the practical application of language acquisition and literacy theories. Materials, techniques, and strategies for native language and content-based instruction, including the implementation of learning centers, cooperative learning groups and inquiry-based activities will also be explored. Course is taught in the native language. A 25-hour field experience outside of class is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: BLE 500, BLE 508, and passing scores on the New York State Bilingual Education Assessment Exam (BEA) for Spanish. Summer (3 credits)

BLE 581 Methods for Teaching English Language Arts Bilingual Learners 3

This course examines approaches, methods, and techniques for teaching bilingual English language learners in ESL and content area classrooms. This course will focus on instruction that fosters the developing literacy of bilingual learners. Emphasis will be placed on communicative competencies and content area knowledge that enable learners to meet the New York State Learning Standards. Course topics will include practical application of theories of second language acquisition, ESL instructional approaches, and content-based ESL approaches. Topics will also include fundamental concepts of the English language structure as a basis for teaching grammar in context. A 25-hour field experience outside of class is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: BLE 500, BLE 508, and passing scores on the New York State Bilingual Education Assessment Exam (BEA) for Spanish. Summer (3 credits)

BLE 586 Supervised Field Experience 1

In this supervised field experience, students will complete 50 clock-hours in bilingual settings, teaching both English and native language content to bilingual learners. Prerequisites: BLE 500, BLE 508. (1 credit)

CIS Courses

CIS 501 Data Structures and Algorithm Analysis 3

This course studies the implementation of abstract data structures and the efficiency analysis of algorithms. There will be required programming projects in C++. Topics will include algorithm analysis, recursion, sorting, randomization, graph algorithms, hash tables, and the implementation of abstract data structures (lists, stacks, queues and trees). Fall. (3 credits)

CIS 502 Computer Organization 3

This course studies the organization and architecture of modern computers. The course will present the fundamentals of computer organization and investigate the role of performance driven computer design. IBM Assembly Language and programming will be studied. Particular proces-

sors will serve as concrete examples for the general concepts addressed in class. Spring. (3 credits)

CIS 503 Database Theory and Design 3
This course introduces students to the systems-oriented aspects of database systems design. Topics will include a review of relational databases, functional dependencies, normal forms, data manipulation languages, and query languages. Advanced topics may include object-oriented modeling, database administration, physical database design, semi-structured data, distributed database management, transaction processing, concurrency control, recovery, and logic-based systems. Summer. (3 credits)

CIS 504 Data Communications 3
This course studies the technology, architecture, applications and management of data communication systems. Topics will include data transmission and encoding, the ISO reference model, TCP/IP, packet-switched and circuit-switched networks, local area networks, Intranet and Internet, multiplexing, wireless and cellular wireless technologies, the mathematical foundations of data communications (including queuing theory and performance modeling), and network security issues. Spring. (3 credits)

CIS 505 User Interface Design 3
Students will explore the theory and design of computer interfaces. Topics will include human elements of interface design and operation, command interfaces, menu types, direct manipulation techniques, windowing, interactive peripheral devices, physiological and psychological responses to interfaces, documentation and tutorials, and development and testing methods. Students will design, program, and implement several sample Windows interfaces using Visual Studio.NET compliant code. Fall. (3 credits)

CIS 507 Software Engineering 3
Software engineering is a dynamic and expanding field. This course aims to give students practical experience and theoretical foundations in the following areas: software design, information systems and software quality, managing the software development process and human computer interaction. There is a strong emphasis on object orientation and the use of Unified Modeling Language for analysis and design. Prerequisites: CIS 503 and CIS 505, or permission of the instructor. Spring. (3 credits)

CIS 508 Technical Communication 3
This course will focus on the skills necessary to communicate technical information effectively and to work effectively in groups. Guidelines for content and effective formatting and pitfalls to avoid will be discussed for various types of communication (ad hoc communications, technical writing, and formal presentations). This course will strive to improve the people skills of technical professionals through the study of team behavior and cultural influences. These skills will be reinforced through individual and group work. Fall. (3 credits)

CIS 511 Game Design 1 3
This course focuses on developing projects with Flash animation tools. Topics will include traditional cell animation implemented on a timeline, motion tweening, shape tweening, embedded film clips, action scripting, sprite construction, and wire-frame and three-dimensional rendering. Both free-standing Flash film clips and interactions of Flash film clips with Windows executables will be developed. Fall. (3 credits)

CIS 512 Game Design 2 3
This course focuses on the design of computer game interfaces. Some areas of concentration will include manipulation games (such as drag-drop picture puzzles), elements of traditional card games such as shuffling, dealing and manipulating hands, team board games such as checkers or Reversi, action games ('Super Pong'), and a programmable autonomous game (robot simulation). Code scaffolds for the various games will be developed in class and students will be encouraged to enhance, modify and extend some of the games with particular attention paid to the visible interface. Programming will be demonstrated largely with Visual Studio.NET compliant code. Some exposure to other animation systems may be available. Students may complete projects in any language they desire if they are able to demonstrate a source code version on a laptop computer or a college computer. (3 credits)

CIS 513 Bioinformatics 1 3
Recent advances in fields such as molecular biology have brought about an enormous mass of data beyond which can be analyzed by traditional or manual methods. Fortunately, we have also seen profound advances in the area of computational power (i.e., processing speed and storage).

In this course we will examine computational problems in molecular biology and methods for solving these problems. Topics from the area of computer science will include computationally tractable and intractable problems, artificial neural networks, decision trees, Bayesian belief networks and hidden Markov models. Topics from the area of molecular biology will include DNA fragment assembly, pair-wise and multiple sequence alignment, motif recognition, phylogenetic tree construction, protein structure prediction. The course will survey several of the available software packages, such as FASTA, BLAST, PSI-BLAST, and PHD. Fall (alternate years) (3 credits)

CIS 514 Bioinformatics 2 3
This course serves as a sequel to Bioinformatics I, with an emphasis on bioinformatics theories and applied artificial intelligence. Students will develop and implement a machine learning model targeted at predicting protein secondary structure from amino acid sequence data. The class will review and discuss current literature in the field of machine learning, bioinformatics and phylogenetics. Prerequisite: CIS 513. Spring (alternate years) (3 credits)

CIS 515 Internet Programming 1 3
The focus of this course is on client-side programming using HTML and JavaScript, dynamic HTML, style sheets, design standard for web pages, server-side programming using either PHP or Perl, and AJAX. A significant programming project will be assigned. Fall. (3 credits)

CIS 516 Internet Programming 2 3
The focus of this course is on server-side programming using Java. After a quick introduction to a few advanced topics in Java, we will study JDBC, servlets, JSP, JSTL, and struts. A significant programming project will be assigned. Spring. (3 credits)

CIS 517 Embedded Systems 1 3
Hardware and software design of microprocessor-based systems. A study of the basic concepts and operations of on-chip components as related to digital system functionality. Programming is on the assembler level. Laboratory exercises and a group design project are required. Prerequisite: assembly language programming equivalent to CIS 332 or permission of the instructor. Fall (alternate years) (3 credits)

CIS 518 Embedded Systems 2 3
This course is a continuation of CIS 517 and builds on the knowledge of the on-chip components learning to increase the functionality of the processor by interfacing with external devices. Programming is in both C and assembly language. Prerequisite: CIS 517. Spring (alternate years) (3 credits)

CIS 520 Introduction to Database 3
This is an introduction to database management systems for MBA students. There will be a strong emphasis on the design and development of relational database systems using realistic business models. There will be a special focus on developing problem-solving skills. The class will build querying skills using SQL. Students will learn how to use state-of-the-art database management systems programs. Other topics will include database administration and data security issues. There is no prerequisite for this class. This course cannot be applied to the CIS Master's degree. (3 credits)

CIS 521 Introduction to Internet Development 3
This is an introduction to Internet development for MBA students. The major emphasis will be on building websites for businesses and non-profit organizations using state-of-the-art development tools. There will be an emphasis on the principles of good design, and a thorough coverage of accessibility issues. In addition, the class will learn how to incorporate JavaScript for simple client-side programs, including form validation. The class will also learn how to use and write simple server-side programs to help develop data-driven websites and to record client information in databases. There is no prerequisite for this course, but some knowledge of databases would be helpful. This course cannot be applied to the CIS Master's degree. (3 credits)

CIS 522 Object-Oriented Programming 3
This is an introduction to the concept of object-oriented programming. Students will gain familiarity with the basic building blocks of all computer programs. Important concepts will include variables, data types, math operations, programming sequences, decisions, iteration, and functional decomposition. After these basic concepts are mastered, real life entities will be modeled using objects. This course will be taught

using Java, a contemporary object-oriented language in wide use. This course cannot be applied to the CIS Master's degree. (3 credits)

CIS 530 Advanced Database 3
This class will expand on knowledge of SQL and teach students how to develop Oracle procedures and functions using PL/SQL. It will be appropriate for students seeking PL/SQL knowledge to solve simple business questions, or do maintenance on systems involving PL/SQL procedures. The course topics will include: basic syntax, variables and data types, cursors, creating procedures/functions, creating triggers, debugging, exception handling, dynamic SQL, intersession communication, external procedures, object types, and web application development. In addition, the class will discuss XML, including validation using schema and DTD, and constructing xslt files to convert XML files into HTML. (3 credits)

CIS 531 Java Frameworks 3
Topics will include how to create a Hibernate project, mappings, POJOs, queries using HQL, updates using HQL, queries using the Criteria API, how to create a Spring project, DispatcherServlets, ControllerServlets, Java Server Faces, models and views, the spring tag library, validation, properties files, database persistence, and the form tag library. We will also see how Hibernate can be integrated with Spring, as our database persistence examples will be done using Hibernate. (3 credits)

CIS 594 Internship 1-3
(1-3 credits)

CIS 597 Master's Project 3
(3 credits)

CIS 598 Graduate Independent Study 3
(3 credits)

CIS 999 Comprehensive Exam 0
(0 credits)

COM Courses

COM 500 Introduction to COM Grad Studies 3
This course is a prerequisite for students seeking admission to the Graduate Program in Communications but who do not meet the requirements for admission; it cannot be counted toward the MA in Communications. With the assistance of a faculty member, the student develops a research and writing project that explores a topic of interest to the student and that is related to the curriculum. The process allows new graduate students to benefit from one-on-one advisement and mentoring in exploring graduate-level study in the communication discipline. Must be taken in the first semester of graduate study and completed successfully in order to proceed with additional coursework. (3 credits)

COM 510 Media Ethics 3
Students learn about various ethical questions and assumptions that surface daily in the communications field. (3 credits)

COM 520 Group Communication and Leadership 3
Students learn the importance of building and maintaining relations within their organizations, across organizations and departments, and with various audiences. Students therefore learn about group communication processes and leadership theories in order to maintain these relations and further develop their communicative skills. (3 credits)

COM 525 Interviewing and Practice 3
Students learn to conduct, analyze, and write effective interviews for a variety of media outlets including Internet, Radio, Print/Online Journalism and Broadcast Media. (3 credits)

COM 550 PR History and Practice 3
Students learn the history of public relations from its advent in the early 1900s through today. The course emphasizes the various skills required for today's practitioners, such as but not limited to advertising, web design, and media relations, in addition to the more traditional skills of writing press releases and organizing events. (3 credits)

COM 555 Crisis Communications 3
Students learn how previous public relations crises were handled and also learn to handle current and future crises effectively. They also learn the importance of how to effectively route information through various media outlets, including their own media outlets (i.e., web sites, newspapers, or magazines) (3 credits)

COM 558 External Relations 3
Students learn about the relationships with various constituencies (Government, Media, Business and Community) and how to develop, maintain, and strengthen these relationships to be effective communications practitioners. (3 credits)

COM 564 Journalism History and Practice 3
All communications practitioners should have a working knowledge of the history of journalism and how its practices have changed over time. This course would provide a context for doing journalism and show its connections to public relations. (3 credits)

COM 568 Online Journalism 3
With the advent of online newspaper and magazines, and the growing role of online journalism for public relations practitioners, this course would focus on developing students' skills in writing for an online medium. Students could create their own online newspaper or magazine as a class, and could learn to use Blogs and even Podcasts to gather and report their stories.(3 credits)

COM 570 New Media Production 3
This course has as its focus the creation of websites, streaming videos, social media, using graphics, etc. in order to assist communications practitioners in reaching multiple audiences, internally and externally to an organization. Students create course content in various ways using these technologies, such as, but not limited to, online company newsletters or community outreach through web site development.(3 credits)

COM 575 Digital Video Production 3
Students learn the importance of technology in being effective communications practitioners and then learn and apply digital video production skills by creating and editing videos using current technologies in field and studio settings. Students are required to create their own video for either journalism or public relations.(3 credits)

COM 580 Topics in Communication 3
Studies of special aspects of the communications discipline. Special topics may include, but are not limited to, media criticism, web publishing, law and ethics, communications technology, etc.(3 credits)

COM 590 Capstone Course 3
Students propose, produce, analyze, and present an independent final product that demonstrates their understanding of theories and practice in the areas of public relations, journalism, and/or technology. Students cannot register for this course until all other coursework has been completed. Permission of Graduate Coordinator Required.(3 credits)

COM 595 Field Experience 1-6
For certain students who have not worked in communications prior and who do not currently work in the field, practical experience may be desirable. In these instances, this course may be recommended by the student's advisor. Learning will focus on decision-making and policy-level activities. Course is graded Pass/Fail. Additional limitations may apply; refer to the Department Graduate Manual for details.(1-6 credits)

COM 598 Independent Study 1-6
A communications topic of particular interest to the student may be studied. Must be arranged in advance with graduate program coordinator, and contingent upon the availability of a faculty mentor for the study. Additional limitations apply; see Graduate Coordinator. Prerequisite: minimum 12 credits of graduate study at Saint Rose. (1-6 credits)

CSD Courses

CSD 522 Voice Disorders 3
This course provides instruction in the etiology, assessment and intervention of voice disorders. Emphasis will be placed on disorders that affect the larynx. However, disorders of resonance will also be addressed. Fall, Summer. (3 credits)

CSD 523 Rotation in Otolaryngology 0-1
This course provides instruction in diagnostic and treatment procedures employed in the clinical setting for medical management of otolaryngological patients. Students will observe an ENT in practice to gain a perspective on the medical management of head and neck problems. Enrollment is limited. Prerequisites: CSD 522 and permission of instructor. Fall, Spring, Summer. (0,1 credits)

CSD 524 Language Disorders: Infants, Preschoolers and People with Developmental Disabilities 3
This course provides instruction in assessment and intervention of language disorders in infants, toddlers, and preschoolers, as well as older children and adults with developmental disabilities in the early stages of language functioning. Emphasis is on the theoretical bases of assessment, intervention, and development of literacy skills. Fall, Spring. (3 credits)

CSD 525 Language Disorders: School-Age Children and Adolescents 3
This course provides instruction in language/learning disorders in school-age children and adolescents. Topics include assessment, collaborative intervention and social implications for individuals with language disorders. Emphasis is placed on literacy and alternative service delivery models. Spring, Summer. (3 credits)

CSD 530 Language Disorders in Adults 3
This course provides instruction in language, communication, and cognitive impairment resulting from acquired brain injury. Etiology, assessment, and intervention issues related to aphasia, traumatic brain injury, right hemisphere syndrome and related communication disorders will be covered. Fall, Spring. (3 credits)

CSD 533 Fluency Disorders 3
This course provides instruction in the possible causes of stuttering behavior with an emphasis on an integrative approach. Diagnostic and therapeutic procedures are included. Fall, Spring, Summer. (3 credits)

CSD 535 Motor Speech Disorders 3
This course provides instruction in the neuroanatomical and physiological bases for speech production, review of the five subsystems necessary for effective speech production, exploration of the possible etiologies leading to acquired dysarthria and apraxia, and co-morbidities associated with motor speech disorders. Topics include: types of motor speech disorders, classification of dysarthria and apraxia, assessment, intervention, and documentation. Fall, Spring, Summer. (3 credits)

CSD 536 Swallowing and Its Disorders 3
This course provides instruction in the anatomic and physiologic bases of normal swallowing across the age spectrum (with emphasis on the adult swallow) and studies the etiologies that can result in abnormal swallowing. The impact of dysphagia on the individual and the family/support system will be discussed, as well as non-instrumental and instrumental evaluation and treatment techniques. Ethical issues, documentation and problem-solving will be addressed in case study format. Fall, Spring, Summer. (3 credits)

CSD 545 Clinical Applications from Speech and Hearing Science 3
This course includes advanced study of the physiological, acoustic, and perceptual bases of speech and hearing. Emphasis will be placed on instrumentation that is regularly applied to clinical problems, like the spectrograph and audiological instruments. Laboratory experiences will be provided. Spring, Summer. (3 credits)

CSD 548 AAC and Clinical Applications of Technology 3
This course provides instruction in augmentative and alternative communication systems and recent technology for use in assessment and intervention. The course will include practical applications of AAC and assistive technologies to support individuals with a range of communication disorders. Fall. (3 credits)

CSD 550 Topics in the Medical Aspects of Communication Disorders 3
This course provides instruction in issues of current interest in medical speech-language pathology. Topics include embryology, assessment, management and evidence-based practice as related to clients with craniofacial anomalies. Summer. (3 credits)

CSD 570 Differential Diagnosis of Speech and Language Disorders 3
This course provides instruction in the diagnosis of children and adults with speech and language problems, with an emphasis on professional report-writing and language sampling. The course includes administering and interpreting formal and informal comprehensive assessments of individuals with speech and language disorders. Fall, Spring, Summer, (3 credits)

CSD 575 Counseling for Communication Disorders 3
This course provides instruction in approaches to counseling for those working in the field of communication sciences and disorders. The course includes basic concepts of the therapeutic process, the client/therapist relationship and specific techniques and procedures applicable to individual and group practice. Fall, Spring. (3 credits)

CSD 579 Language and Hearing Impairment 3
This course provides instruction in the syntactic, semantic and pragmatic language patterns of individuals with mild to profound hearing impairment. Language assessment and therapy will be discussed. Related and current education issues in reading and writing, legislation and other topics will be explored. Fall. (3 credits)

CSD 580 First Practicum 2
This course is a required beginning clinical experience under the direct supervision of Saint Rose faculty and licensed clinical supervisors. This clinic is completed at the Pauline K. Winkler Speech-Language-Hearing Clinic, which is part of the Joy Emery Educational and Clinical Services Center. Students are expected to participate a minimum of four days per week during a full semester. Students must have access to transportation. Pre-requisite: Fingerprinting (See the New York State Department of Education 'TEACH' website http://www.highered.nysed.gov/tcert/teach.) Co-requisite: CSD 581. Fall, Spring, Summer. (2 credits)

CSD 581 Clinical Practicum Seminar 2
The graduate practicum seminar is a required supplement to the first clinical practicum for all students. This course offers the student the opportunity to engage in clinical self-evaluation using a range of activities designed to promote independent decision-making in clinical settings. The seminar also functions as a forum in which to exchange experiences and insights, solve clinical problems and raise awareness of political/ legislative and professional affairs issues. Pre-requisite: Fingerprinting. Co-requisite: CSD 580. Fall, Spring, Summer. (2 credits)

CSD 583 Advanced Clinical Practicum 1 2
This is a required, advanced clinical experience which includes work with children having speech, language, and hearing impairments. The practicum is completed at an off-campus facility. Students are required to participate at least three days per week. CSD 587 is taken in place of this practicum for students needing experience in a public school for teacher certification. Students must have access to transportation. Prerequisite: CSD 580. Fall, Spring, Summer. (2 credits)

CSD 584 Advanced Clinical Practicum 3 2
This is a non-required, additional advanced clinical experience which includes work with individuals having speech, language and hearing impairments. The practicum is completed at an off-campus facility. Students are required to participate at least three days per week. Students must have access to transportation. Fall, Spring, Summer. (2 credits)

CSD 585 Advanced Clinical Practicum 2 2
This required, advanced clinical experience includes work with adults having speech, language, and hearing impairments. The practicum is completed at an off-campus facility. Students are required to participate at least three days per week. Students must have access to transportation. Pre-requisites: CSD 530, 535, 536, 570, 580. Fall, Spring, Summer. (2 credits)

CSD 586 Supervised Practicum in Fluency Disorders 1
This practicum, which meets on Monday evenings, is a required, weekly experience with adults, teenagers, and children who stutter. Prerequisite: CSD 533. Fall, Spring, Summer. (1 credit)

CSD 587 Advanced Practicum in the Public Schools 2
This practicum is completed in a public school setting working with children having speech, language and hearing impairments. This is a required practicum for students earning teaching certification if they have not completed student teaching at the undergraduate level. Students are required to participate a minimum of three full days each week. Students must have access to transportation. When this course is needed, it is done in place of CSD 583. Prerequisites: CSD 450, workshops for teacher certification, CSD 580. Fall, Spring. (2 credits)

CSD 588 Advanced Clinical Practicum VI: Speech 1
Students who need to make up more than 20 hours of advanced clinical practicum or who would like an additional experience may register for this course. Fall, Spring, Summer. (1 credit)

CSD 589 Weekend Workshop for Fluency 1
This is a required experience of fluency therapy with people who stutter and their families under the supervision of area speech-language pathologists. Twenty (20) hours of ASHA credit toward clinical hours are earned. Prerequisites or co-requisites: CSD 533, CSD 586. Spring. (1 credit)

CSD 593 Research Methods in Human Communication Sciences and Disorders 3
This course provides instruction in research and experimental design in human communication disorders. Prerequisite or co-requisite: a statistics course. Fall, Spring. (3 credits)

CSD 594 Clinical Speech Sound Disorders 3
This course provides instruction in current issues in phonological development, assessment and intervention, with implications for clinical and research application. Students will explore evidence-based issues related to clinical research articles and readings. Fall, Spring, Summer. (3 credits)

CSD 596 Multicultural Institute in Communication Disorders 3
This intensive one-week course, occurring between the end of the Spring semester and beginning of the first Summer Session, includes in-depth investigation of current issues in communication disorders and literacy. Summer. (3 credits)

CSD 597 The Nervous System and Communication 1
This course provides instruction in the human nervous system and its role in communication. Specifically, students will develop an understanding of: 1) the basic structures and functions of the nervous system, and 2) the aspects of the nervous system that are involved in swallowing, speech, language, cognition and hearing. Student self-guided instruction supplemented by periodic discussion and on line streaming media lectures will be used to learn about the nervous system and its function. Fall, Spring, Summer. (1 credit)

CSD 598 Independent Study 1-3
(1-3 credits)

CSD 599 Thesis 6
(6 credits)

CSD 600 Experiential Credit 1-3
This course explores current topics in communication sciences and disorders that will be of particular interest to practicing clinicians and teachers. Topics and credits will vary to accommodate course content. Some courses will be appropriate for advanced graduate students. Permission of instructor. Spring, Summer, Fall. (1-3 credits)

CSD 601 Current Topics in Communication Sciences and Disorders 1-3
This course explores current topics in communication sciences and disorders that will be of particular interest to practicing clinicians and teachers. Topics and credits will vary to accommodate course content. Some courses will be appropriate for advanced graduate students. Permission of instructor. Spring, Summer, Fall. (1-3 credits)

CSD 602 Current Topics in Prevention 3
This course explores the topic of prevention in communication sciences and disorders. It includes discussion of prevention as an essential feature of health care and wellness and a key feature of assessment and intervention of speech, language, cognition, hearing, and swallowing disorders. Students also take part in activities that promote the prevention of communication disorders. Spring only. (3 credits)

CSD 603 Pediatric Motor Speech and Swallow 3
This course provides students with an understanding of the oral mechanism as it relates to the development of feeding and speech skills. An emphasis is placed on evaluation techniques, which aid in the differential diagnosis of motor speech and swallowing disorders in the pediatric population. Prerequisites: CSD 535, 536. Spring. (3 credits)

CSD 999 Comprehensive Exam 0
The comprehensive exam is one of the final evaluation requirements for students in the Communication Sciences and Disorders graduate program. This exam requires students to describe assessment and intervention procedures in response to four case studies that reflect different specialty areas in the CSD field. The exam is a closed-book

assessment, but students may bring in one page (8.4 by 11) of notes. Students are given five hours to answer four questions. Taken in the final semester of the graduate program. (0 credit)

CSL Courses

CSL 500 Counseling Theory and Practice 3
The focus of learning in this course will be the established theories of counseling employed by professional counselors. Through lecture and readings, students will be exposed to prominent theorists and to the history and development of counseling and counseling theories. Particular attention will be given to the application of these theories to school, community and college settings. Multicultural and feminist approaches to counseling theory and practice will also be introduced. CSL 500 should be taken in the first 12 hours of graduate study. Fall, Spring. (3 credits)

CSL 503 Personality Theory and Abnormal Psychology in School-Aged Children 3
This course provides an overview of personality theory and psychopathology with an emphasis on interpretation/understanding, diagnosis and treatment of various issues and conditions common among school-age children. Students will become familiar with diagnostic criteria and methods of assessment for the problems school professionals often face in working with children in school settings. Students will learn case formulation and treatment planning strategies. Consultative strategies for working with other school professionals, family members and community resources will be reviewed; collaboration with other school professionals is highlighted. Fall, Spring (3 credits)

CSL 505 Research in Counseling 3
This course examines the current issues that influence research methods in the field of counseling. It is designed to introduce graduate students to single subject and group designs as well as qualitative methods used by counselors. Emphasis will be placed on developing research studies that evaluate practice with individuals, families and communities across school, agency and higher education settings. Students will develop a basic understanding of descriptive and inferential statistics using SPSS and will be required to demonstrate interpretation of research results. Students will also complete a final research proposal which demonstrates critical thinking and social science principles. Fall, Spring (3 credits)

CSL 510 Introduction to School Counsel 3
This course will introduce students to the roles and responsibilities of school counselors. Students will be exposed to exemplary models of elementary, middle and secondary school counseling programs. Working with diverse children and their families in the context of academic, career and personal/social counseling in school settings will be reviewed. This course takes a systemic view of today's school counselor and looks at the contemporary roles of advocacy and leadership as well as the traditional roles of counseling, consultation, collaboration and referral. Topics to be covered include traditional models of school guidance, comprehensive developmental guidance programs; special programs and populations; and individual planning including career and transition planning. Eight hours of fieldwork are required. Fall, Spring (3 credits)

CSL 511 Counseling Children and Adolescents in the Schools 3
This course will introduce students to the special issues related to counseling children and adolescents in the school setting from a family systems and multicultural perspective. Students will learn specific counseling strategies for this population including how to work with families using both traditional and innovative approaches. Attention will be given to the developmental and ethical issues related to counseling children and adolescents. Prerequisite: CSL 510. Fall, Spring (3 credits)

CSL 528 Clinical Counseling Skills 3
This course will introduce students to various counseling techniques and skills based on established counseling theories. The class will focus on counseling as a problem-solving process influenced by the client's cultural identity, exposing students to a conceptual model of counseling. Basic counseling skills will be taught through video demonstration and practice in simulated sessions. Prerequisites: CSL 500 with a B or better. Fall, Spring (3 credits)

CSL 529 Tests, Measurement, Appraisal 3
This course is designed for students and professionals from a variety of community, educational, and vocational settings who require competency in assessment and appraisal, and in using data to make appropriate counseling, evaluation, and research decisions. Students taking this course will learn how to properly select, develop, administer, and interpret standardized/non-standardized measures, how to appropriately collect, manage and use data, and how to conduct univariate and multivariate statistical analyses using Excel and SPSS in order to verify the reliability and validity of measures and make data based decisions. The role gender, culture and development play in test bias and ethical decision making will also be discussed. Prerequisite: EPY 500 or CSL 505. Fall, Spring, Summer. (3 credits)

CSL 530 Issues in Lifespan Development in Counseling 3
This course will prepare students for understanding client problems using a working knowledge of developmental theories and research. Emphasis is placed on current developmental theories and their application to counseling clients across the lifespan. The interplay between culture and developmental norms, as well as socio-structural factors that impact the client's immediate environment, will be discussed. Fall, Spring (3 credits)

CSL 532 Issues in Developmental Guidance and Education 3
This course will allow students to explore issues around advocacy, leadership and classroom guidance that face professional school counselors. Students will develop and implement guidance curriculum grounded in developmental psychology and professional school counseling standards. Coursework will examine classroom management issues in a professional and ethical context. Fifteen hours of fieldwork are required. Prerequisite: CSL 510. Fall, Spring. (3 credits)

CSL 534 Interventions with Children and Adolescents in Counseling 3
This course will provide students with an overview of various methods of child interventions and assessment. Students will be introduced to psychodynamic, cognitive-behavioral, and medical methods of assessing and treating specific behavioral and emotional problems in children and adolescents. Students will apply theories and research to ecological intervention strategies. Fall. (3 credits)

CSL 535 Consultation, Training and Organizational Change 3
Students will become familiar with consultation theory and practice; the theory, development, and implementation of training seminars; and the concepts and theories of organizational change. Emphasis will be on the practical application and integration of consultation, training, and organizational change in higher education. Spring. (3 credits)

CSL 538 Alcohol and Substance Abuse Counseling 3
This course will provide students with the fundamentals of assessment, diagnosis, and treatment planning in addictions counseling. An overview of the history of alcohol and drug use in the United States, specific drug classifications, and effective treatment approaches will be presented. Students will understand the complex dynamics of addiction and its effects on child, adolescent, and adult addicts, and their families. Students are exposed to 12-step and self-help groups in the community and psycho-educational groups in schools. Emphasis will be placed on counseling diverse populations and the CASAC certification requirements. Prerequisite: CSL 500. Fall. (3 credits)

CSL 540 Social and Cultural Foundations in Counseling 3
Students will examine multicultural theory, counseling, and research. This experiential course will help students explore their own cultural background in reference to pluralism in today's society. Students will examine the issues of several different populations and enhance their cultural sensitivity and social justice advocacy knowledge, awareness, and skills. Fall, Spring. (3 credits)

CSL 550 United States College Students and the Campus 3
This course offers an analysis of current problems related to today's college students (i.e., ALANA, LGBT, students with disabilities, returning students, etc.) and the campus environment. A review of the history of higher education and evolution of the United States system of higher learning will address trends in the study of the impact of college on students. Emphasis will be placed on understanding the needs of a diverse student population and the development of a

supportive community environment. Issues of social justice advocacy will be addressed. Prerequisite or co-requisite: CSL 540. Fall. (3 credits)

CSL 551 Roles and Responsibilities of Student Affairs Staff 3
Students are offered an overview of the interrelated functions of student affairs within the greater organization of institutions of higher education (i.e., private, public, two-year, four-year, comprehensive, etc.). Focus on the responsibilities related to the roles and skills required to function as an educator, administrator, leader, and student advocate will include trends, as well as current issues, in student personnel work such as the development of diversity programming. Spring. (3 credits)

CSL 552 Student Development Theories 3
This course provides students with an intensive study of a small group of human development theories that focus on college students. Particular attention will be given to theories addressing student learning and developmental issues across the life span. Students will examine traditional theories of student development, as well as more recent literature that addresses gender, multicultural, and nontraditional student issues. Fall. (3 credits)

CSL 553 Dynamics of Group Counseling 3
As counselors carry out their basic job responsibilities, they come into daily contact with a variety of group settings in which they may be in the role of group facilitator, group counselor, group member or consultant. The purposes of this course are to provide a theoretical understanding of group dynamics and group counseling, as well as present techniques for the application of these principles to practical situations. Participation in an experiential small group is an important component of the course. Students are also expected to visit a group in a school, community, or college setting and interview the group's facilitator about the group's format and purpose. Enrollment is limited to 12. Prerequisite: CSL 500. Fall, Spring, Summer. (3 credits)

CSL 554 Career Development Theory 3
This course provides perspectives on the segment of human development theory and research relating to career development; presents a life-span perspective of vocational, avocational, and lifestyle development; presents multiple theories, appropriate tests and assessment; and outlines processes for applying theory to program planning and evaluation. Attention will also be given to career information, resources, and services across the life span. Fall, Spring. (3 credits)

CSL 555 Critical Issues in College Counseling 3
This course will explore current problems and issues facing college counseling centers during this time of change. Typical topics: managed care, drug and alcohol usage, psychopharmacology, eating disorders, adjustment and anxiety, crisis management, and collaboration with Resident Life and Student Affairs. This is a seminar class, which allows students to explore in-depth areas of interest. Offered occasionally. (3 credits)

CSL 575 Introduction to Family Counseling 3
This course is a survey of family therapy theory and interventions. It will focus on various models of family therapy. Topics for discussion include: the characteristics of healthy and distressed families, family dynamics, marital therapy, sex therapy and special populations such as blended families, single-parent families and multicultural issues within a family context. Spring. (3 credits)

CSL 578 Case Management, Consultation and Organizational Change 3
This course will expose students to the skills needed to be an effective case manager in a community mental health program or agency. Students will be exposed to phases of case management practice and theories. Emphasis will be placed on practical application and building a working knowledge base of community providers. Types of organizational structures and strategies for working within and changing organizational structures will be introduced. The legal and ethical issues that confront mental health counselors working in the community are discussed. Students are expected to make on-site visits to community agencies and programs and evaluate those programs in class presentations. Spring. (3 credits)

CSL 584 Comprehensive Examination Workshop 0
This workshop is designed to help students prepare for taking the Counselor Preparation Comprehensive Examination (CPCE). The structure of the exam is reviewed. Students are exposed to essential study test taking skills. Fall, Spring, Summer. (0 credit)

CSL 585 Community Mental Health Counseling and Psychopathology 3
This class is designed to expose students to methods and skills for counseling individuals who may be experiencing more serious psychological problems. Special emphasis will be given to the identification and treatment of psychological disorders across the life span. Students will become familiar with the DSM-IV-TR classification and mental status evaluations. Research-based interventions for each disorder are discussed, and integrative intervention strategies will be stressed. Students are expected to apply treatment interventions and assessment to case presentations. Prerequisite: CSL 500. Spring. (3 credits)

CSL 588 Seminar in Family Violence 3
This course will provide students with a strong foundation for understanding and intervening in violence and abuse toward children, partners, siblings, and the elderly. The salient and pervasive problem of family violence will be discussed from an ecological and systems perspective, using multicausal theories to explain individual, family, community, and social factors that contribute to and help prevent abuse. Issues of ethnicity, social class and gender will be integrated. Fall. (3 credits)

CSL 589 Master's Seminar and Ethics in Counseling I 3
This course integrates application of theory and counseling skills and techniques with course work in professional, ethical, and legal issues in counseling. Students are required to take this course concurrently with their first semester of internship experience. Practicum students are required to have a diverse caseload in terms of age, gender, race, and to have group facilitation experience at their internship sites. Students receive feedback on their tapes and/or process recordings, skills, and interventions through case presentations in class and the practicum instructor. In addition, students are expected to develop theory-based case conceptualizations and maintain relevant documentation for their site caseload (case evaluation studies, treatment plans, case notes, and termination reports). Co-requisite: CSL 591 or CSL 593; Prerequisites: CSL 500; CSL 528; CSL 530; CSL 553; two courses from appropriate concentration (for school counseling students these courses must be CSL 510 and CSL 532; for mental health counseling students this must include CSL 585); up to 24 credit hours of completed work; required workshops; candidacy; and permission of advisor. Fall, Spring. (3 credits)

CSL 590 Master's Seminar II: Advanced Topics in Counseling 3
The purpose of this course is to examine the many ethical, professional, and legal issues confronting professional counselors. Students will take this course with their second internship. Students will build on their clinical skills learned in CSL 589. This course is a seminar where students will engage in case review and receive group supervision. Co-requisite: CSL 592 or CSL 594. Prerequisite: CSL 589. Fall, Spring. (3 credits)

CSL 591 School Counseling Internship I 3
The internship in school counseling is a 300-hour structured work experience which focuses on the development of individual and group counseling skills, classroom interventions, and advisement. Students will be placed in an appropriate school setting to perform the services of a professional school counselor. Students will receive intensive supervision from both a primary on-site supervisor and their faculty liaison. The Master's Seminar in Ethics and Counseling I is taken concurrently with the School Counseling Internship I. The internship will be arranged at the end of the student's program, and the student must have permission of their advisor. Co-requisite: CSL 589. Prerequisites: CSL 510, CSL 532. Fingerprint clearance for the New York State Department of Education is required prior to counseling internship. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach. Fall, Spring. (3 credits)

CSL 592 School Counseling Internship II 3
The focus of this course is a 300-hour structured working and learning experience in the school counseling setting. Students will perform the services and in their role as a professional school counselor and staff

member. Students will receive intensive supervision from both a primary on-site supervisor and a faculty liaison. Internship II will be arranged at the end of the student's program, and the student must have permission of their advisor. Co-requisite: CSL 590. Fall, Spring. (3 credits)

CSL 593 Mental Health Counseling Internship I 3
The internship in mental health counseling is a 300-hour structured work experience which focuses on the development of individual, family, and group counseling skills. Students will also demonstrate competence in assessment, case management, and consultation. Students will be placed in an appropriate community agency or college counseling center to perform the services of a professional mental health counselor. Students will receive intensive supervision from both a primary on-site supervisor and their faculty liaison. The Master's Seminar in Ethics and Counseling I is taken concurrently with the Mental Health Counseling Internship I. The internship will be arranged at the end of the student's program, and the student must have permission of their advisor. Pre-requisite: CSL 585; Co-requisite: CSL 589. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach . Fall, Spring. (3 credits)

CSL 594 Mental Health Counseling Internship II 3
The focus of this course is a 300-hour structured working and learning experience in mental health or community agency setting. Students will be expected to demonstrate the competencies learned in CSL 593. Students will perform the services and in the role of a mental health professional and staff member. Students will receive intensive supervision from both a primary on-site supervisor and faculty liaison. Internship will be arranged at the end of the student's program, and the student must have permission of advisor. Co-requisite: CSL 590. Fall, Spring. (3 credits)

CSL 597 Institute in Counseling 3
This seminar is intended to allow in-depth coverage of topics and issues in current counseling theory and practice. Institute topics will be based on faculty and student interest. Offered occasionally. (3 credits)

CSL 598 Independent Study 1-3
Permission of faculty advisor required (1-3 credits)

CSL 599 Thesis 3-6
Permission of faculty advisor required. (3 - 6 credits)

CSL 999 Comprehensive Examination 0
The Counselor Preparation Comprehensive Examination (CPCE) is a national exam administered to students after completion of the 27 credits in core counseling classes. The exam measures content knowledge in the areas of human growth and development, social and cultural foundations, helping relationships, group work, career counseling, appraisal, research and program evaluation, and professional ethics. Fall, Spring. (0 credit)

CSS Courses

CSS 500 Counseling Theory and Practice 3
The focus of learning in this course will be the established theories of counseling employed by professional counselors. Through lecture and readings, students will be exposed to prominent theorists and to the history and development of counseling and counseling theories. Particular attention will be given to the application of these theories to school, community and college settings. Multicultural and feminist approaches to counseling theory and practice will also be introduced. CSS 500 should be taken in the first 12 hours of graduate study. Fall, Spring. (3 credits)

CSS 528 Clinical Counseling Skills 3
This course will introduce students to various counseling techniques and skills based on established counseling theories. The class will focus on counseling as a problem-solving process influenced by the client's cultural identity, exposing students to a conceptual model of counseling. Basic counseling skills will be taught through video demonstration and practice in simulated sessions. Prerequisite: CSS 500 with a grade of B or better. Fall, Spring. (3 credits)

CSS 535 Consultation, Training and Organizational Change 3
Students will become familiar with consultation theory and practice; the theory, development, and implementation of training seminars; and the concepts and theories of organizational change. Emphasis will be on the

practical application and integration of consultation, training, and organizational change in higher education. Spring . (3 credits)

CSS 540 Social and Cultural Foundations in Counseling 3

Students will examine multicultural theory, counseling, and research. This experiential course will help students explore their own cultural background in reference to pluralism in today's society. Students will examine the issues of several different populations and enhance their cultural sensitivity and social justice advocacy knowledge, awareness, and skills. Fall, Spring . (3 credits)

CSS 550 United States College Students and the Campus 3

This course offers an analysis of current problems related to today's college students (i.e., ALANA, LGBT, students with disabilities, returning students, etc.) and the campus environment. A review of the history of higher education and evolution of the United States system of higher learning will address trends in the study of the impact of college on students. Emphasis will be placed on understanding the needs of a diverse student population and the development of a supportive community environment. Issues of social justice advocacy will be addressed. Prerequisite or co-requisite: CSL 540. Fall. (3 credits)

CSS 551 Roles and Responsibilities of Student Affairs Staff 3

Students are offered an overview of the interrelated functions of student affairs within the greater organization of institutions of higher education (i.e., private, public, two-year, four-year, comprehensive, etc.). Focus on the responsibilities related to the roles and skills required to function as an educator, administrator, leader, and student advocate will include trends, as well as current issues, in student personnel work such as the development of diversity programming. Spring. (3 credits)

CSS 552 Student Development Theories 3

This course provides students with an intensive study of a small group of human development theories that focus on college students. Particular attention will be given to theories addressing student learning and developmental issues across the life span. Students will examine traditional theories of student development, as well as more recent literature that addresses gender, multicultural, and nontraditional student issues. Fall. (3 credits)

CSS 561 Case Studies in Higher Education 3

This course is designed to help students to develop and improve their decision-making skills and to increase their understanding of the concepts and current practices in higher education administration. The course will review critical issues in ethics and legal matters on college campuses. The case studies process will be used to help students develop and hone their decision-making skills. Spring. (3 credits)

CSS 562 Administration, Staff Supervision and Budget Management 3

Specific issues in the field of administration at the college and university level are examined. Administrative structures at small and large, public and private, residential and commuter higher educational institutions will be explored. Fundamental budget management and finance will be covered. Skills in staff supervision, leadership, and evaluation related to college management will be emphasized. Fall. (3 credits)

CSS 596 College Student Personnel Internship 3

The focus of this course is a 300-hour structured working and learning experience in student personnel service (i.e., Financial Aid, Admissions, Residence Life, Student Activities, etc.) of a college/university setting. Students will perform the services and role of a professional staff member. Students will receive intensive supervision from both a primary on-site supervisor and a member of The College of Saint Rose faculty. On-site visitations by The College of Saint Rose faculty will be conducted. Internship will be arranged at the end of the student's program and must have permission of advisor. Fingerprint clearance for the New York State Department of Education is required prior to counseling internship. Fingerprinting information is available on the New York State Department of Education "TEACH" website, http://www.highered.nysed.gov/tcert/teach. Selected internships may be taken during the Summer with permission of the Counseling/College Student Services faculty and internship coordinator. Fall, Spring. (3 credits)

CSS 597 Institute in College Administration 3
This seminar is intended to allow in-depth coverage of topics and issues in current college student services practice. Institute topics will be based on faculty and student interest. Offered occasionally. (3 credits)

CSS 598 Independent Study in College Administration 1-6
Permission of faculty advisor required (1-6 credits)

CSS 999 Comprehensive Examination 0
The Comprehensive examination in College Student Services is a case study examination. Students must demonstrate competency in understanding policy and administrative practices as applied to a case study. Fall, Spring. (0 credit)

ECE Courses

ECE 506 Introduction to Portfolio 0
Students enroll in this workshop concurrently with their first course in the pedagogical core. An overview of the portfolio process is introduced to students, along with guidelines for the standards and criteria used in portfolio evaluation. This workshop provides students with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Students should enroll concurrently in SED 501 or ECE 530. Fall, Spring (0 credit)

ECE 530 Foundations of Early Childhood Education 3
The historical, philosophical, and sociological foundations of early childhood education will be addressed in this course. Current issues, legislation, and public policies affecting children, families, and programs for young children will be considered. Students will examine the profession's code of ethics and engage in professional development opportunities. Students will examine characteristics of a variety of early childhood program models, including the philosophy, history, funding, regulations, curriculum, and role of the teacher in each model. Recommended practices for designing appropriate learning environments will be addressed; the notion of anti-bias curriculum will be explored within the context of the learning environment. Students will focus on all areas of diversity, including children with disabilities, as part of an understanding that the child can be best understood within the context of his/her family, culture, and community. Partnerships, collaborations, and support and referral services will also be explored, as well as the role of trans-disciplinary teams in providing services to students with disabilities. A six-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall. Offered annually (3 credits)

ECE 531 Infant, Toddler and Preschool Education and Guidance 3
This course focuses on the planning and implementing of developmentally appropriate curriculum and instructional practices, informed by knowledge of child development, individual differences, program models, and state and national standards. Emphasis will be on models of infant/toddler/preschool education that advocate learning through play, inquiry, cooperation, and creative expression, and that address the needs of children with the full range of abilities and cultural backgrounds. Curricular areas include language and emergent literacy, math, science, social studies, art, music, drama, movement, health, safety, and nutrition. Adult relationships in the care-giving setting, collaborative planning models, and home-school-community relationships will be addressed within the context of appropriate planning. Methods for evaluating children's progress, curricular goals and objectives, and program effectiveness will be addressed. A 10-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite or co-requisite: ECE 530. Offered annually. (3 credits)

ECE 536 Literature for Language and Literacy Development for Young Children 3
This course provides an in-depth survey of literature for young children and its function in their lives. It stresses best practices for engaging children in literary/literacy experiences that involve rhymes, chants, songs, finger plays, and the literary genres appropriate for young children. Knowledge of children's typical and atypical language development will be used to identify best practices for the use of literature in early childhood programs in order to enhance their emergent literacy and promote their language development. The relationship among language, learning

in the classroom, and print literacy will be examined. Course content will address both New York State and national (IRA, NCTE) English Language Arts standards, and be aligned with the NAEYC/IRA joint position statement and its focus on early literacy including linguistic awareness, concepts of print and early writing development. Emphasis will be placed on multicultural literature, family literacy, literature for English language learners, and literature/literacy experiences for young children with special needs. A seven-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Suggested prerequisites or co-requisites: ECE 530 and EPY 545. Fall, Spring. (3 credits)

ECE 538 Curriculum and Instruction Pre-K through Grade 2 3

This course focuses on the planning and implementation of developmentally effective approaches to teaching and learning in grades pre-K through 2, in alignment with standards for educational programs that have been issued by state and national professional organizations. Teacher candidates will design meaningful and challenging curricula that are informed by knowledge of child growth and development and that integrate all content areas, including language and literacy, mathematics, science, social studies and the arts. A continuum of teaching strategies that take into account children's interests and individual, developmental, and cultural differences will be studied. Candidates will examine evidence-based strategies for individualizing instruction for children with exceptional learning needs. The importance of communication and collaboration with families and other professionals will be stressed. Candidates will develop plans for respectful and supportive learning environments designed to promote the growth and development of children in all domains. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course will be an additional focus. A 15-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites or co-requisites: ECE 530 and EPY 502.Offered annually for ECE majors only. (3 credits)

ECE 585 Integrated Content Methods Grades K-2: Language Arts, Social Studies, Math, Science, and Technology 3

This course presents opportunities to develop strategies for teaching and integrating language arts, social studies, math, science and technology in the K-grade 2 classroom in accordance with standards posed by New York State, NCTE, NCSS, NCTM, NSTA, and ISTE. Instructional approaches addressed will include cooperative learning, literature-based instruction, direct instruction, inquiry-based approaches, and the project approach, appropriate to the developmental levels of this age group as suggested by NAEYC and CEC program standards. Literacy development in the content areas will be covered. Strategies to support diverse learners will be considered and implemented in field experiences. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. A 20-hour supervised field experience is required for this course. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: ECE 531, ECE 538, and EPY 502. Offered annually. (3 credits)

ECE 587 Advanced Field Experience: Early Childhood 3 or 6

A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A minimum of 34 hours of field experience and 20 days of student teaching are required. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form, (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose students only. (3-6 credits)

ECE 589 Student Teaching: Pre K or Kindergarten 3

This course is designed for students who hold initial certification in childhood education (grades 1-6) and have completed student teaching experiences in grades 1-3 and grades 4-6. Students will complete one eight-

week student teaching experience in a pre-K or kindergarten setting. Prior to student teaching, candidates complete a 20-hour field experience in their placement that involves a thorough analysis of home, school, and community composition and dynamics, done under the supervision of The College of Saint Rose student teaching supervisor. Application required. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work except EDU 590 and ECE 999 or thesis; grade of B or better in all required course work. Open only to students enrolled in a program leading to Second Initial Certification in Early Childhood Education (Pre-K-Grade 2) at Saint Rose. Co-requisites: ECE 593, ECE 594. Fall, Spring (3 credits)

ECE 590 Student Teaching in Early Childhood Education 6

This course involves a semester of student teaching in early childhood settings. Each candidate will receive two consecutive placements: one-half semester in a pre-K or kindergarten setting, and one-half semester in grade 1 or 2. This experience requires candidates' demonstration of skills, strategies, models of teaching and child guidance, uses of educational technology and media; provides supervised practice in teaching, and involvement in community study activities; and, stresses development of communication and leadership skills. Prior to student teaching, candidates complete a 7.5-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of The College of Saint Rose student teaching supervisor. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work and workshops, except EDU 590 and ECE 999 or thesis; grade of B or better in all required course work. Open only to Saint Rose majors. Application required. Co-requisites: ECE 593, ECE 594. Fall, Spring. (6 credits)

ECE 593 Portfolio in Early Child Education 1

This course facilitates assessment based on candidates' portfolios of materials accumulated throughout their courses of study in the program. Candidates present materials such as exemplary lessons, units, teacher-made materials, children's works (used with their permission). Competency is documented in such areas as Child Development and Learning, Family and Community Relationships, Assessment, Content Knowledge, Curriculum, Instructional Practices, and Professionalism. Candidates' portfolios are evaluated by College faculty and supervisors and are also presented to the College community. Pass/Fail. Co-requisites: ECE 589 or ECE 590; ECE 594. Open to Saint Rose majors only. Fall, Spring. (1 credit)

ECE 594 Seminar for Early Childhood Education Student Teachers 2

This course is designed to provide academic support during the student teaching semester. Topics are selected by the instructor to complement the student teaching experience. Student teachers come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. This course gives prospective teachers the opportunity to reflect critically on their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. Co-requisites: ECE 589 or ECE 590; ECE 593. Open to Saint Rose majors only. Fall, Spring. (2 credits)

ECE 999 Comprehensive Examination in Early Childhood Education 0

The comprehensive examination is one of the final evaluation components for teacher candidates pursuing a Master's in Early Childhood Education. The examination is an open-book, on-demand writing assessment through which candidates may be asked to demonstrate understanding of the relationships between educational theory and practice; ability to apply models of teaching to classroom situations; knowledge and function of 'best practices' and instructional strategies; and understanding of the interrelationships between development, social-emotional well-being, culture, philosophical vision and societal influences on the teach-

ing, learning, and assessment processes. Candidates register concurrently with EDU 590. Pass/Fail. Prerequisite or co-requisite: completion (or concurrent completion) of all course work except student teaching, student teaching seminar, and portfolio. Open to Saint Rose majors only. Fall, Spring, Summer. (0 credits)

EDA Courses

EDA 500 Research in Educational Administration 3

This introductory course prepares students to be consumers and designers of educational research. Discussion includes research designs (qualitative and quantitative approaches), problem selection, review of the literature, measurement issues, proposal writing and critical evaluation. Library use, descriptive statistics and a cursory discussion of inferential statistics are also included. Required for M.S. degree. Fall, Spring, Summer. (3 credits)

EDA 503 Leadership in Curriculum Development and Revision 3

A course which considers the sources of curriculum decisions and the tasks of curriculum leaders; includes the social, philosophical and psychological principles relevant in articulating curriculum; stresses the developmental processes which affect curriculum planning and revision; and addresses the roles of curriculum developers and supervisors. Special emphasis is given to K-12 articulation with state standards and the integration of multiculturalism and technology in curriculum improvement. Core requirement for the M.S. degree and the School Building Leader certification program. Fall, Spring (3 credits)

EDA 505 Introduction to Educational Leadership and Administration 3

An overview of administrative and organizational theory applied to the educational environment, this course provides students with a theoretical and historical understanding of educational goals, structures, politics, governance, financing and relations with internal and external constituencies. Emphasis is placed on administrative competencies and planning for effective change within a complex environment. Students work on their personal professional development plans, which they directly link to national and state education leadership standards. Work on these plans continues throughout the program. Students are expected to work in teams to review school programs at school sites they select. Prerequisite for all other educational administration courses and a core requirement for the M.S. degree and the School Building Leader certification program. Fall, Spring. (3 credits)

EDA 510 Supervision and Teacher Development 3

A study of the supervisory relationship with emphasis on competencies of clinical supervision and teacher development. Professional development, formative and summative evaluation, team-building and participatory decision-making are considered. A broad view of schools with an emphasis on different school cultures and underserved populations are also discussed. Students are expected to work at school sites they select to practice the techniques of clinical supervision. Core requirement for the M.S. degree and the School Building Leader certification program. Fall, Spring. (3 credits)

EDA 520 Leadership and Motivation in Educational Administration 3

An in-depth study of the major theories of leadership and motivation as they relate to the administration of education. Special focus is on the creation and implementation of vision/mission, cultural identity and organizational change through leadership skills and practices and motivational strategies. Offered occasionally. (3 credits)

EDA 529 Mental and Educational Measurement 3

This course explores the role of measurement in education with emphasis on the different types, use, and interpretation of standardized tests; basic statistics and their application in the interpretation of results; concepts of reliability and validity as they relate to the different methods of assessment, and introduction to construction, use and evaluation of teacher-made tests. Prerequisite: EDA 500 or its equivalent. Fall, Spring, Summer. (3 credits)

EDA 534 Administration of Early Childhood Education Programs 3
An in-depth examination of administering early childhood programs for young children and their families, the course includes the identification of program rationale, goals, philosophy, policy, state and federal regulations, priorities, staff, curriculum, evaluation and management. Spring. (3 credits)

EDA 540 Education Law 3
A study of the legal areas which administrators encounter; the legal system and its relationship with the educational system; types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications; student rights and student discipline; due process, including general principles and applicability of the due process and equal protection clauses of the 14th Amendment, and procedural and substantive due process. Core requirement for the M.S. degree and the School Building Leader certification program. Spring, Summer. (3 credits)

EDA 543 Personnel Administration 3
Provides the insights and competencies necessary for the educational administrator to manage both instructional and non-instructional staff members; focus will be on establishing a positive, productive relationship with staff in an effort to achieve the organization's goals as effectively and efficiently as possible; attention will be given to contract administration and to the specific personnel functions of planning, recruiting, selection, induction and appraisal. Core Requirement for the M.S. Degree in School District Business Leadership and the School District Business Leadership certification program. Fall. (3 credits)

EDA 545 School Principalship 3
A study of the modern role of the principal in an elementary/secondary school setting; includes leadership styles, motivation strategies, strategies to improve staff development, school-community relations, planning and implementation of curriculum, and the assessment process. Building management, problem-solving, and student motivation are emphasized. Offered occasionally. (3 credits)

EDA 546 Internship in Educational Leadership and Administration: Part 1 3
An individually arranged experience in selected schools or educational organizations, under the supervision of an experienced administrator and/or supervisor; experiences will include, but not be limited to, planning, implementing and evaluating in the areas of curriculum, supervision of instruction, staff development, personnel, community relations, management, legal issues, finance and personal/professional development. Interns regularly participate in a seminar which provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students are allowed the opportunity for the regular exchange of ideas and experiences. May be waived for students who can present documentation of a state waiver of internship. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. Fall, Spring, Summer. (3 credits)

EDA 547 Internship in Educational Leadership and Administration: Part 2 2-3
Continuation of field experience. Fall, Spring, Summer. (2-3 credits)

EDA 550 School Finance 3
A study of the historical development and current system of public school finance in New York; theoretical issues and policy choices facing educators everywhere will be related to actual questions of school finance; a central theme will be the possibility of equity for both students and taxpayers in a period of declining resources. Also offered as MBA 587 Core requirement for the M.S. degree and the School Building Leader certification program and the M.S. Degree in School District Business Leadership and the School District Business Leadership certification program. Fall, Summer. (3 credits)

EDA 560 School/Community Relations and Resources 3
Designed to prepare the school administrator/supervisor to work effectively with internal and external constituencies to attain educational goals. Emphasis is placed on communications theory, communications program planning, practical public, media and employee relations, and the develop-

ment of participation. Assignments apply communications and public relations skills to problem situations. Offered occasionally. (3 credits)

EDA 584 Administration of Special Education Programs 3

An orientation to the problems of supervision and management of programs for the handicapped. This course is designed for the special educator who is not familiar with the administration of such programs. The course includes discussions of theory, research and the practical daily concerns confronting the administrator. Offered occasionally. (3 credits)

EDA 585 Institute in Educational Administration 1-3

This course is intended to allow intensive and in-depth study and training on a topic of current importance in educational administration, such as violence prevention and conflict mediation, administrative communications skills, technology planning and implementation, law updating, or grant writing. This course may be repeated with different topics for a total of six credits. Offered occasionally. (1-3 credits)

EDA 586 Advanced Field Experience in Educational Leadership 3-6

A field experience, selected in cooperation with faculty in the Education Leadership Program, designed to meet the individual needs of the student. Possible alternatives include: internships in child or family services non-governmental organizations, governmental organizations involved in child or family services, or foundations involved in child or family services, presentations or significant involvement in local, state, regional or national conferences, or projects supporting ongoing efforts engaged by the Education Leadership programs at the College. A syllabus for this experience must be devised with cooperation and approval of the faculty advisor prior to registration for the course. (NB: Those students not seeking certification may take these courses in lieu of EDA 546 and EDA 547) Pass/Fail. Open to Saint Rose students only. Offered occasionally. (3-6 credits)

EDA 590 Seminar: Critical Issue in Educational Leadership/Administration 3

A discussion of current problems and issues in educational leadership and administration, topics may include teachers', pupils' and parents' legal rights and responsibilities, school restructuring, professional development and evaluation, school climate, crisis management, financial reform and others of interest to students and instructor. Students work on the development of a personal vision of learning and strategies to achieve support for that vision which they directly link to national and state education leadership standards. Core requirement for the M.S. degree and the School Building Leader certification program. Fall, Spring. (3 credits)

EDA 595 Research Seminar in Education Administration 3

An extensive study and analysis of the literature and research in the areas of educational administration and supervision; students will develop and present a research proposal and/or conduct research concerning a specific administrative/supervisory issue. Required for M.S. degree. Prerequisite: arranged with permission of the instructor. Fall only. (3 credits)

EDA 596 School Business Leadership Intern 1 3

This internship is required for students in the School District Business Leader programs. An individually arranged experience in selected schools or educational organizations, under the supervision of an experienced business administrator and/or supervisor; experiences will include, but not be limited to, planning, implementing and evaluating in the areas of budget, finance policy, contracts, property management, staff development, personnel, community relations, management, legal issues, personal/professional development. Interns regularly participate in a seminar that provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students have the opportunity for the regular exchange of ideas and experiences. In addition to formal input from the instructor, students have the opportunity for the regular exchange of ideas and experiences. May be waived for students who can present documentation of a state waiver of

internship. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. Fall, Spring, Summer. (3 credits)

EDA 597 School Business Leadership Intern 2 3
This internship is a continuation of field experience. Fall, Spring, Summer. (3 credits)

EDA 598 Independent Study 1-3
(1-3 credits)

EDA 599 Thesis 3 or 6
(3-6 credits)

EDA 601 District-Level Leadership and Management 3
Co-requisites EDA 601 and EDA 602 must be taken together. Although shown as separate courses, the 601 and 602 courses will be taught as co-requisites in a single term as a six-credit experience. Classes will be offered at various locations and in varying time frames that may include weekend full-day experiences, evening classes, and weekday visits to different locations in the local region. Students will participate in a total of seventy-five (75) hours of in-class experience. In addition, students will be expected to complete two individual and two group projects that will require a significant outside-of-class time commitment. Required for School District Leadership certificate program; see detailed course descriptions for EDA 601 and 602 below. The emphasis of the course is on leadership and management of a school district. Upon completion, students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district. Case studies covering the full spectrum of challenges faced by school district leaders, with special emphasis on issues of diversity, community/parent relations, communications and team building, and school district culture and climate, will be an integral part of the course. There will be a special focus on the creation and implementation of vision/mission, cultural identity and organizational change through leadership skills and practices and motivational strategies. Required for School District Leadership certificate program. Summer. (3 credits)

EDA 602 School District/Community Policy and Politics 3
Co-requisites EDA 602 and EDA 601 must be taken together. A continuation of the work done in EDA 601, the emphasis will be on interacting effectively with school board members, community and parent groups, underserved and unserved constituencies, teacher and administrator organizations at all levels, and political leaders having an impact on the resources and/or the mission of the school district. There will be an emphasis placed on honing administrative skills in communications and group facilitation, and on assessing how professionals can most effectively interact with others, especially in diverse groups. Required for School District Leadership certificate program. Summer. (3 credits)

EDA 999 Comprehensive Exam 0
The comprehensive examination is one of the final evaluation components for the Master's Degree in Educational Leadership. The examination is structured in two parts. The first part is an on-demand, closed book, four- hour, timed examination that focuses on leadership vision and values, legal issues, and the understanding of the connections between theory and practice. The second part is a 'take home' case study that incorporates leadership, administrative and organizational theory, supervision, personnel, critical issues in education and education law. Each student will receive an exam that, to the extent possible, reflects his/her individual program and interests. All questions call for essay format answers, and typically require the student to demonstrate some degree of content knowledge, application of this knowledge, and analysis. The intent is to assess the student's mastery of information, analytic skill, and ability to communicate clearly in writing. Pass/Fail. Prerequisites: EDA 503,505, 510, 550, 540, and 590. Fall, Spring, Summer. (0 credits)

EDC Courses

EDC 660 Bully Prevention in Schools 3
This course has been designed to address the continuing needs of classroom teachers to create a classroom climate in which all students feel safe. One child in four is bullied at school. One in five admits bullying. Recently, a government report on school shootings showed that the only common

trait among shooters was that they all have a long history of being bullied. In schools where fear and anxiety are the norm, students cannot learn and achieve. We believe this new course will be a great benefit to educators looking for solutions to these real issues. (3 credits)

EDC 661 Getting and Keeping Parents Support 3

This course presents proven and innovative methods to gain and keep parent support. This model emphasizes interventions through a cooperative team approach between teachers and parents. Based on research endorsed by the national PTA, the skills and procedures taught in this course and practiced in applied assignments will enable educators to maintain supportive involvement from parents of even the most challenging students. (3 credits)

EDC 663 Thinking Mathematics I: Foundations 3

This course focuses on research about how children learn mathematics and how these findings can be applied in the elementary school classroom. The Ten Principles of Thinking Mathematics lays the foundation of the course and captures practices that lead to a better understanding of math for all students and are applicable at all levels. In this course, they are exemplified through research on counting, addition and subtraction. The course takes a broader look at the importance of a wide range of patterns and relationships in math, the value of math manipulative materials, questioning that promotes thinking and encourages multiple approaches to problems. The course provides a framework for thinking about and reflecting on best practices in curriculum and lessons. Participants will plan instruction that emphasizes important ideas in various mathematical topics. (3 credits)

EDC 664 Thinking Mathematics II: Foundations 3

This course builds upon the foundation of the Ten Principles of Thinking Mathematics developed in EDC 663 Thinking Mathematics I: Foundations. It provides suggestions and important concepts to be taught at various grade levels and familiarizes participants with some of the links between elementary and more advanced mathematics. The course presents research-based strategies for teaching and learning multiplication and division, the differences between additive and multiplicative structures, the importance of the array model, the role of numbers as referents for groups, beginning proportional reasoning within multiplicative structures and how it relates to a higher math and science concepts, elements of multi-step problems and language sequence, strategies for multi-digit multiplication and division, primes and factors, and fractions and ratios. (3 credits)

EDC 665 Teaching and Learning with Groups: Keys to Success 3

This course presents proven methods for teaching students through group projects. Based on research and years of practice, this model helps teachers avoid the pitfalls and capitalize on the many benefits of cooperative learning. The skills and procedures taught in this course and practiced in applied assignments will enable educators to motivate students at all grade and ability levels to develop important life skills for working in teams while learning subject matter more completely. Offered occasionally. (3 credits)

EDC 666 Teaching Gifted and Talented Students 3

This course provides classroom teachers the strategies and techniques they can use to meet the academic and emotional needs of the gifted and talented. Course content includes practical approaches for challenging the most able students in the regular classroom, pull-out, or full-time classes for gifted students. A course emphasis is on ways of knowing (epistemology) unique to gifted students, and an appropriate pedagogy to specifically enhance each student's giftedness. (3 credits)

EDC 667 Effective Classroom Management 3

This course is designed to assist teachers and administrators in public and private schools to develop skills to help them effectively manage the behavior problems that today's students bring to school. The ultimate goal for this course is to prepare teachers to be effective managers of their classrooms so that student learning is maximized. (3 credits)

EDC 668 Picture Books in the Secondary School Context 1

This course will examine the growing interest and research regarding the use of picture books and picture storybooks at the secondary education level to enhance instruction in all content areas. Current research on the use of picture books at the secondary level will be highlighted and discussed. Participants will explore different genres of picture books for readers of all areas, including fiction and nonfiction through hands-on interaction with collections of picture books. The focus of this class will be on strategies for inclusion of picture books at the secondary level as instructional aides and student-centered methodology. Participants will examine lesson plans and activities that use picture books as an instructional tool, and also consider ways to incorporate student created picture books as evaluative and review tools with secondary students. (1 credit)

EDC 669 Media Literacy in the K-12 Classroom 1

The ever-increasing pressure of media and information plays an important role in children's and adolescents' experiences at the societal, home and school levels. The course will examine and explore current trends in media and information, as well as relevant research and curricula regarding media literacy, especially methods for promoting pupils' critical analysis of media in regard to images, stereotypes, persuasion, propaganda, and bias. Participants will be asked to question their own assumptions and beliefs about the influence of the media on individuals and society, including themselves. Participants will develop strategies and tools for incorporating media literacy into the classroom. (1 credit)

EDC 670 Enhancing English Language Learning in Elementary Schools 3

This course will prepare elementary teachers and educators who have limited English-proficient students to use strategies that develop English language learners (ELL) in social and academic English. Participants will learn to adapt instruction and materials to help English learners understand academic content, develop academic and social language, and participate in classroom activities. Participants will learn to facilitate ELL's adjustment to a new culture and help all students develop an appreciation for diversity. Teachers will continue to learn from colleagues, students, and families, to continue to meet English language learners' needs. (3 credits)

EDC 671 Interdisciplinary Curriculum and Team Teaching 1

One of the best ways to improve teaching practice is to make learning exciting by creating natural links in curriculum that are meaningful for both students and teachers. These links can easily be achieved through colleague consultation, interdisciplinary learning and team teaching. Think of the endless possibilities in blending content areas like social studies, English and physical education to create a Run the River unit. Or why not link science and social studies to learn about Science and Society? Imagine the links inherent in mathematics and health85what about a unit on Bodies in Number? How would your teaching look and feel different if you often taught with your partner(s) in a double classroom? As teachers strive to make learning meaningful for students, we often discover that we teach far more than just our content area. After all, how can we teach physics without mathematics, or literature without social sciences? Increasingly, teachers are discovering the rewards of interdisciplinary curriculum and team teaching. Whether you are interested in exploring the possibilities of teaming or you just want to increase the reach of an existing team, this collaborative and collegial atmosphere is the perfect setting to create rich, rewarding and meaningful curriculum units. This course will guide practicing teachers and teaching teams through some of the critical issues of interdisciplinary curriculum and team teaching. In addition to examining various designs for blending the boundaries among context areas, systems that increase the effectiveness of teaching teams as they plan, teach and assess together will be discussed. Participants' time will primarily be spent creating curriculum and team designs they can implement in their schools now or in the form of proposals for the future. Topics for discussion will include, but are not limited to, thematic units and essential questions, active and community-based learning, exhibitions as assessments, and deciding what content areas to blend. (1 credit)

EDC 672 Contemplating the First or Next Year of Teaching 1

Even the most well-educated and motivated new teachers can become overwhelmed with the many roles they must balance during their first years in their profession. Faced with multiple preparations, student work to assess, and professional meetings, it can be difficult to apply instructional strategies that are less familiar. Strategies learned through direct experience during a new teacher's own years of K-12 education are often the most familiar. Because they are familiar, these methods may overshadow some of the innovative instructional strategies explored in teacher preparation courses. Designed specifically for the first- and second-year teachers, this course provides an opportunity to reinforce the many student-centered instructional possibilities that exist within the context of participants' own classrooms. Working in a collegial environment of new teachers from throughout the greater Capital Region, participants will use the information they have about their new and continuing assignments as a guide for developing their ideas into concrete curriculum plans that incorporate multiple intelligence theory, simulations, technology, thematic units, essential questions, the arts, the interdisciplinary links, as well as performance and authentic assessments. Teachers will leave with a completed scope and sequence, multiple ideas for creative instructional applications and an expanded network of supportive colleagues. (1 credit)

EDC 673 Coaching Students to be Effective Self-Managers in School 3

This course is designed to give educators the basis for character education in schools and coaching strategies to create a quality academic and social environment, with students as self-managers taking increasing responsibility for their behavior and learning. The content of this course is based on the works of Thomas Lickona, Educating for Character, and William Glasser, The Quality School. (3 credits)

EDC 674 Teaching Creativity, Creatively 3

This course provides teachers with the knowledge and skills to nurture creativity in their students. The course consists of three parts. Part I defines creativity and describes behaviors most often associated with creative behavior. In addition, a model is systematically developed that teachers may use to develop creative lessons. The model includes four components: catalyst to action, incubation, process(es), and outcomes. Part II elaborates each part of the model by adding and covering topics that range from finding problems to critical thinking. Each topic is functionally related to model components. Part III emphasizes the application of the model to lesson development and teaching creatively. (3 credits)

EDC 675 Bully Prevention: Tips and Strategies for School Leaders and Classroom Teachers 1

Bully prevention is one of the most important topics in schools today, and creating safe environments has become an important goal for all educators. This course is intended to provide school leaders and K-12 classroom teachers with practical strategies and information to develop, implement, and evaluate bully prevention and intervention programs. It provides a foundation for understanding the bully-victim relationship, outlines potential origins of these behaviors, and provides applications and mechanisms for building school-wide and classroom anti-bullying programs. (1 credit)

EDC 676 Data-Driven Decisions for Increased Student Achievement 1

This course provides the theoretical rationale for data-driven decisions, with a strong, practical focus that provides students with a 'walk-through' of a simple process for immediate site-based application. The fundamental process that is delineated in the course includes three critical elements for powerful school improvement: 1) meaningful teams; 2) managed data; and 3) measurable goals. Meaningful teams are teachers working with the same populations of students. Managed data is regular, continual, and consistent examination of data. Measurable goals are SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. Administrators and teachers taking the course use their own district, school, or class achievement data to analyze and interpret findings. This course is relevant and timely for school personnel who leave the course with immediate site-based applications. (1 credit)

EDC 677 English Language Arts Instruction in Middle and Secondary Schools 3

This course provides participants with the skills and knowledge necessary to support both curriculum and instruction of English language arts in middle level and secondary English classrooms. The course offers a comprehensive view of teaching the English language arts, based on sound research and effective classroom practice, as well as a realistic view of student diversity. Participants will lean on an integrated and interactive approach to utilizing activities in listening, speaking, reading and writing to construct meaning. This process allows students to engage in all the language arts actively and consistently while contributing to a growing competency in each area. (3 credits)

EDC 678 Applying Mathematical Concepts Grades 3-8 3

This course develops teachers awareness of valuable mathematical assessment practices and applications. It also gives teachers an understanding of checklists and rubrics. Step-by-step directions for the development, implementation, and use of rubrics and weighted rubrics are included. The components and design of valuable mathematical tasks are highlighted. Teachers are encouraged to adapt and implement model mathematical applications. Teachers use the information and guidelines provided to create tasks and tools for use within their own classrooms. (3 credits)

EDC 679 Middle-Level Education: Foundations for Middle Years 3

This is an all-encompassing course that addresses myriad concerns that emerge for early adolescents as they bridge the gap between elementary school and senior high school. Delineated in the course work are robust definitions about middle level education as a particular and unique aspect of K-12 schooling. In describing who that middle level student is, characteristics are described, critical transformations are explained, and generalizations emerge for the middle level educator. In addition, attention is given to six critical attributes of the traditional middle school concept including: clustering students (houses or families), core teaching teams, blocks of time, advisor/advisee time, interdisciplinary curriculum, and a recent addition to the original elements, peer mediation. In closing, the course highlights the varied yet critical roles of middle level advocates from teachers and parents to administrators and community leaders. (3 credits)

EDC 680 Mid-Level Education: Curriculum, Instruction and Assessment 3

Middle Level Education: Curriculum, Instruction, and Assessment links various theoretical considerations with middle school practices. Participants will consider research-based practices, reform movements, New York State standards and assessments, and reports from national professional organizations. Participants will engage in the development of goals and instructional objectives, I.E.P's, lesson plans, and unit alignment with the state standards and assessments. The course is based on a four-corner framework for quality teaching. Participants will examine how to set the appropriate climate, teach the content, facilitate interactions and foster reflection in the middle school classroom. Middle level education elements include core-teaching teams, team teaching, interdisciplinary curriculum, student clusters and flexible scheduling will be explored. Using brain-based instruction as the basis for powerful learning, processes for making data-driven instructional decisions and for designing curriculum to address the standards are at the forefront of this course. In addition, emphasis is given to the three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and the assessment of individual learners. (3 credits)

EDC 681 Integrated Teaching: Whole Brain Learning 3

The purpose of this course is to provide teachers with the brain-based tools and understanding necessary to assist students in reaching their full potential for test-taking, increasing overall focus, enhancing reading and math skills, improving general study skill techniques, and building self-confidence in today's classrooms. Teachers will become familiar with the brain's developmental stages and how they affect learning and behavior. Focus will be given to how the body and brain are integrated and students will be presented with specific movements that can assist with balancing the vestibular system in the brain and the knowledge of

how these movements can be easily assimilated into the lessons as part of the learning process and the overall school day. (3 credits)

EDC 682 Reflective Teaching: Preparing for the National Board and Beyond 3

This course is designed to prepare teachers to achieve National Board Certification by introducing teachers to the standards and core propositions of the National Board for Professional Teaching Standards. Course participants are asked to develop reflective practices by writing about their classrooms, their lessons, and their involvement in the community and profession. Participants will gain knowledge of the National Board process as they read and reflect on standards and elements of the national board portfolio. (3 credits)

EDC 683 Embedding Study Skills Into Content Teaching 1

This course is designed to provide not an add-on, but an innovative approach that integrates the teaching and modeling of effective study and learning strategies into existing curricula. It will enable teachers to assist students in identifying, developing, and self-selecting the skills necessary to be successful in the academic setting. (1 credit)

EDC 684 Educating Students with Special Needs 3

This course is designed for all educators and related providers who work with students that have learning disabilities, attention deficits (with or without hyperactivity), developmental delays, behavior problems or other distinctive disorders. Participants will also gain understanding of students with dyslexia, autism and multiple disabilities. Federal laws will be explored: IDEA, No Child Left Behind (NCLB), and Section 504 of the Rehabilitations Act of 1973, along with many required applications to the classroom. Participants will develop a clinical eye toward all students (with or without an IEP) as they learn about differentiated instructions and apply various curriculum adaptations to their specific educational setting. In addition, they will understand the differences between the various types of testing modifications (flexible schedule, flexible setting, revised test format, etc.) and will be able to apply said modification to students in their classrooms. Each course participant will organize and complete a case study based on their selected student already classified with a learning disability or ADD. We will review symptoms, describe individual deficits and customize an educational plan that will help that student function better in class while providing support and greater insight for the teacher. That plan will be put into effect during the last five sessions and monitored closely by course instructor. Various group activities will be utilized to maximize learning and provide interactions among participants. (3 credits)

EDC 686 Increasing Math Achievement in Middle School 3

The course promotes that curriculum is more than a collection of activities; it must be coherent, focused on problem solving, and articulated across grade levels. Students must connect new knowledge to prior knowledge as they actively build new knowledge from hands-on experiences. The course is aligned with NCTM standards which promote that students must learn mathematics with understanding and teachers must help students see the importance and relevance of mathematics in everyday life. The course is divided into four themes, (1) fundamentals of mathematics; (2) solving problems through concepts and computations (3) investigations and process skills; (4) algebra and functions, and built upon several content strands of number sense, fractions, decimals, ratio and proportions, algebra, geometry, measurement, and data analysis. (3 credits)

EDC 687 Accelerated Learning: Using Brain Research in the Classroom 3

The purpose of this course is to make the advances in the field of brain research more accessible to educators. The techniques and strategies of Accelerated Learning will accelerate learning across the curriculum and improve student curiosity and satisfaction with the learning process. Beginning with the neurons, the building blocks of the brain, the focus will be on identifying, assessing and building/strengthening connections between those neurons (neuronal networks). If educators can engage pre-existing neuronal networks in different areas of the brain, then learning is accelerated versus using traditional lecture or even hands-on instruction alone. The Accelerated Learning course will help educators assess the overall classroom environment and possible road-

blocks to the higher-order thinking areas of the brain (cortex) from subtle or over 'fight or flight' responses. The course offers insight into the relationship of sensory input and memory including emphasis on the core information the brain receives from the eyes, ears, and touch. This course explores the neuroplasticity of the brain and how the brain encodes and retrieves memories. It does not represent a new or brain-based curriculum but explores the concepts of Ylvisaker and Feeney's Active Testing of Ideas and Errorless Learning, which are brain-friendly methods to connect students to new material. This course is based on current brain research and emphasizes and creates opportunities for a balanced approach between traditional teaching approaches and new approaches. (3 credits)

EDC 689 Character Education in the Classroom 3
This course examines the role of educators in developing moral and ethical behavior in students by assisting teachers in defining and identifying character traits that would be important in their school. Character education has become a very popular theme in education since the 1990's because of the increase of violence in schools, discipline concerns, and a national call to action for character education. Educators will explore different theories of moral development and identify skills that can be integrated into the classroom. Practical application of the concepts shared is an important part of this course. Teachers will prepare lessons/vignettes that they will use in their classrooms. They will analyze and critique these lessons to see the value of promoting character development in students. Another aspect of this course is the concept that the teacher can be an effective model for their students. Therefore, teachers will identify their own personal character strengths and explore how these strengths work to aid the teacher when problems occur in the classroom. It is the intent of this course to stretch beyond the classroom and that character education be developed into not only a school wide program but involve the community as well. Exploring avenues to involve the entire school, parents, and the community are addressed in this course. (3 credits)

EDC 690 Effects of Poverty on Education 3
This course will provide classroom teachers and school administrators the knowledge, strategies, and skills to challenge the barriers of poverty. To achieve this purpose, course process and content will draw upon the course text, A Framework for Understanding Poverty by Ruby K. Payne. In addition, equal emphasis will be upon sociology of American schools and the cultural 'trap' of poverty. The innovative feature of this course is bringing together the framework for understanding poverty and the sociology (social context) that traps so many bright and capable students in a self-fulfilling dead-end. By joining these two aspects of poverty, teachers and school administrators will have the knowledge base and skills to effectively challenge the barriers of poverty. (3 credits)

EDC 691 Study Strategies for School Success 3
This course is designed to teach teachers research based learning strategies. Participants will gain understanding of widely tested educational theories regarding the relationship between teaching efficient strategies and its impact upon student learning and achievement. Participants in this course will learn to easily incorporate effective methodologies directly into elementary, middle and high school curricula utilizing practical strategies and student-friendly activities. (3 credits)

EDC 692 Preventing Gang Activities in Schools 3
This course begins with an orientation of three classes of theories explaining gang formation: strain, control, and sub-culture. In this course we bring together several theories along with several longitudinal studies (Rochester Youth Development Study and Seattle Social Development Project) to compose a strategy educators may use to prevent gang formation, curb gang activity in the school, and to confront gang expansion. The strategy includes three techniques: preventing prior entry, co-opting gang activity, and competing with gang activity. (3 credits)

EDC 693 School Law: Know the Issues 3
This course serves as a framework for educators to understand legal issues that could occur and have occurred as related to student and teacher freedoms as well as other legal issues related to the Constitutional Amendments. Violation of the constitutional amendments is where the majority of legal

cases arise in educational issues. District policies and best practices in educational settings are also explored as related to constitutional issues: for example, the First Amendment and the Fourteenth Amendment to the United States Constitution. (3 credits)

EDC 694 Engaging Students in Critical Thinking 3

This course provides multiple approaches to engaging students in active, critical thinking for content area study in regular classrooms. In a global society, it is imperative that students learn to base their thinking on reasoned judgment and to employ a variety of critical thinking strategies. This course blends theory and practical application so that teachers can prepare their students for a life of critical thinking. Engaging students in Critical Thinking is designed with a goal of making a positive difference in academic achievement for students and is rich with material from current experts in the field of critical thinking. (3 credits)

EDC 695 Integrating Technology in Classroom 3

This course provides an overview on how the integration of technology facilitates student learning. Students receive hands-on experience in customizing assignments for their specific grade levels and curriculum specialties. Students will gain a state-of-the-art understanding of cyber ethics, copyright, software piracy and fair use standards. (3 credits)

EDC 696 Instructional Strategies to Improve Student Achievement 3

This course provides participants with information about instructional strategies and approaches, and practice identifying how and when they would use these strategies as part of their instruction. The content of this course is based on research done by Robert Marzano and others at McREL (Mid-continent Regional Education Lab), which examined 30 years of research about the effectiveness of specific instructional strategies and approaches in terms of student achievement. Each category of instructional strategies identified is supported by a specific research foundation related to that topic. This research has provided teachers with a research base to support what they may already know. The focus is on helping teachers do a better job with strategies that they are already using, as well as providing ideas for how to further enhance learning by adding other aspects of some of the strategies to their teaching repertoire. (3 credits)

EDC 697 Dropout Prevention: a Strategic Approach 3

This course develops an explanation as to why capable students leave school before graduation. The explanation is presented as a model for the prevention of school dropouts. Students are first provided a graphic depiction of the model and then are sequentially presented the components of the model. There are four major components to the model: internal blame, dropout reinforcement, social status in school, and multiple issues. In presenting the model components the interaction of students who are enduring these 'causal factors' with the school, the curriculum and social context of the school are described in examples and typical problems associated with potential dropouts. A test for identifying potential dropouts is used by students based on the model. In addition, the model is used by the students to evaluate existing dropout programs and for developing dropout prevention strategies. Students will exit this course having developed a dropout program based on the explanation. (3 credits)

EDC 698 Innovative Testing Tools: Merging Assessment & Instruction 3

In the age of accountability, assessment is the key element in any restructuring of the educational system and is the primary focus for both individual school achievement and improvement. This course will deal directly with the issue of integrating instruction with assessment or what has been popularly referred to as teaching to the test. The paradigm featuring assessment of learning will be flipped over to reveal assessment for learning. The focus will be on creating the skills necessary to make classroom exercises and activities so compelling and powerful that the two separate fields of instruction and assessment will merge into a single domain. Teachers will begin instructional planning with the end (assessment) in mind by identifying the desired results and competency targets as related to their specific subject and grade level. Teachers will address how evidence is gathered through a variety of formal and informal assessments to effectively gauge student performance. Related issues such as classroom manage-

ment, motivation and test anxiety will be addressed. Alternative methods of assessment will be introduced and incorporated into practical and classroom-friendly activities. (3 credits)

EDC 699 New Faces: Meeting the Challenge of Immigrant Education 3

Teachers across America are looking into the eyes of new faces. Demographic shifts are both informing and alarming, and assure that classroom teachers will be seeing 'new' faces in ever growing numbers. This will be true as long as this great country offers hope and opportunity to the world; they will keep coming, both legally and illegally. The children of immigrants are bringing to our classrooms new and formidable challenges, and now is the time to prepare to meet those challenges. This course has been designed to provide skills and knowledge that will empower the classroom teacher to meet the needs of 'new faces,' and at the same time improve the educational opportunity for all students. The teaching methodology provides extensive opportunities for experiential learning of concepts applicable to immigrant education. Participants will develop appropriate and effective paths to cultural assimilation using acquired concepts, and will also apply the concepts to 'real' problems common to the immigrant experience. (3 credits)

EDN Courses

EDN 660 Design Motivation for All Learners 3

This course provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors (such as a safe classroom environment and engaging learning activities) and internal, student-dependent factors (such as student's perception of self and individual-temperament style preferences). By studying and practicing instructional strategies and communication skills designed to support and enhance student motivation, teachers can positively impact their student's achievement potential using tools that help them develop into confident, self-directed, engaged learners. (3 credits)

EDN 661 Classroom Management: Orchestrating a Community of Learners 3

This course equips experienced and beginner educators with current, research-validated concepts and strategies for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will learn strategies associated with seven key areas of expertise that collectively contribute to a teacher's classroom-management effectiveness: Creating an inviting classroom climate, structuring a positive physical environment, establishing rules and procedures, maintaining momentum and flow, reinforcing positive behavior, responding to misbehavior, encouraging parental involvement and maintaining personal resilience. (3 credits)

EDN 662 Teaching the Skills of the 21st Century 3

This course helps experienced and beginner educators understand how to realign and modify curricula to facilitate instruction that meets the needs of students who live and work in the 21st century. Participants will refine and articulate their role as educators and change agents in an era of school restructuring and reform by engaging in three areas of study: an examination of societal and economic factors driving educational change, the identification of critical-learning and employability skills that business and industry leaders have identifies as crucial for success in the 21st century workforce, and an exploration of innovative instructional approaches that help teachers integrate four key elements into their standards-based lesson plans (21st-century context, content, assessment and skills.) (3 credits)

EDN 663 Building Communication and Teamwork in Schools 3

Compelling research across a broad spectrum of educational arenas clearly indicates that students learn and achieve better in a positive and inviting learning environment that emphasizes mutual respect and caring. This course equips experienced and beginner educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The strategies participants will learn and practice are designed to improve teacher expertise in five specific areas: leadership, communication and listen-

ing, positive thinking, student support and team building. Collectively these skills are at the center of what makes excellent teachers successful and what allows students of all abilities and backgrounds to thrive. (3 credits)

EDT Courses

EDT 660 Differentiated Classroom Instruction 3

This course is designed to provide educators with the resources to create a learning environment that will maximize the potential for student success by using the strategies associated with differentiated instruction. Participants will be presented with a variety of strategies for differentiating instruction by establishing a foundation in the principles for differentiated instruction. They will understand what defines differentiation and recognize their role and responsibilities in a differentiated learning community. Practical applications of how to differentiate with the content, process and product will be explored while planning differentiated lessons. Participants will establish quality criteria and assessments to clarify and evaluate assignments. (3 credits)

EDT 661 Multicultural Education 3

This course is designed to provide teachers with instructional strategies that benefit ESL (English second language) students and that are consistent with strategies that benefit all students. In this course students will: examine Federal and State law as it pertains to ESL/ELL (English language learner) students; define multicultural education and how it applies to the ESL student and the rest of the student population; examine the roadblocks teachers encounter in teaching diverse populations; investigate personal beliefs about teaching diverse populations and set personal and professional goals; locate and acquire relevant resources in ESL methodologies; examine methods of teaching English pronunciation, structure, reading, and writing; apply content-based ESL approaches to instruction and assessment; explore current and effective teaching strategies linked to appropriate language acquisition stages; create lessons that are infused with multicultural teaching strategies; examine textbook diversity and controversy as it pertains to the ESL student and others; and learn ways of structuring groups to take advantage of individual differences and maximize strengths. (3 credits)

EDT 662 Professional Learning Communities 3

This course is designed to assist teachers and administrators in public and private schools to create and implement a strategic organizational plan to align rigorous curriculum and relevant assessment to promote highest student achievement among all students within a school setting. In this course, students will explore how members of Professional Learning Communities use results-oriented action steps to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions, and use collective inquiry/feedback to create a collaborative atmosphere of continual improvement. The self-assessments and reflective exercises contained in the book, Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Robert Eaker and Thomas Many, will form the foundation for the course. (3 credits)

EDT 663 Peer Mentor and Coaching 3

This course is designed to assist all educators in developing and utilizing effective practices to successfully mentor novice teachers. In addition, the course will explore the benefits that experienced teachers can gain by collaborating with colleagues in peer coaching programs. This course supports the premise that all educators are lifelong learners and that working in partnership with colleagues enhances classroom practices, improves students' learning, and builds social communities. The book Creating Dynamic Schools through Mentoring, Coaching, and Collaboration by Judy F. Carr, Nancy Herman, and Douglas E. Harris will provide the framework for the course. (3 credits)

EDT 664 Strategic Lesson Planning 3

This course is designed to assist teachers in public and private schools in creating more effective lesson plans by aligning their plans with their students' learning styles. This course combines meta-analysis with current action research. By combining these two fields of educational research, students will be able to create lesson plans that are efficient, effective, research based and differentiated. The identification and approach to

each of the learning styles presented in the book The Strategic Teacher by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini will form the foundation for the course. The course will explore the following: direct and indirect instruction, reading for meaning, concept attainment, compare and contrast, reciprocal learning, decision making, task rotation, and metaphorical instruction. (3 credits)

EDT 665 Adolescent Literacy 3
This course provides research-based strategies and techniques that scaffold adolescents' literacy development in the areas of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying. Additionally, it guides teachers in how to use research-based assessment techniques to monitor student's growth and then adjust instructional practices to foster continued progress. (3 credits)

EDU Courses

EDU 501 Introduction to Portfolio - Curriculum and Instruction 0
Candidates enroll in this workshop concurrently with their first course in the program. An overview of the portfolio process is introduced, along with guidelines for the standards and criteria used in constructing the Curriculum and Instruction portfolio. This workshop provides students with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Open to Saint Rose students only. Fall, Spring, Summer (0 credit)

EDU 503 Curriculum Theory and Development 3
This course examines the theoretical basis for curriculum design and implementation. Discussion concerning the relationship between learning theory and curricula emphasizes current research and practices in the field, and includes analyses of curriculum development influenced by politics, social issues, culture, and professional trends. The focus of this course is on the issues and possibilities that frame educators' efforts to provide inclusive and effective educational experiences. Students link their classroom experiences and insights from the literature with curriculum design and implementation strategies. For students in the Professional Teacher Education and Curriculum and Instruction programs, assignments will accommodate students integrating content and pedagogy at their certification levels. Fall, Spring, Summer. (3 credits)

EDU 506 Educational Foundations 3
Students will study a variety of competing factors (philosophical, historical, sociological, and political) that have influenced past and present debates, theories, and developments in education. The influences of such factors on current models of curriculum and instruction and on state and national K-12 standards will be considered. The consideration of these factors will trace the development of programs for pupils with diverse needs. Students will investigate and analyze the interrelationships of the individual, the home, the community, and the society with regard to schooling. Students will examine their personal educational perspectives and, through reflective study, develop new understandings of the purposes of schooling, the nature of the learner, and the roles of teachers, including the role of the teacher as an agent of change. Basic elements of planning (educational aims, goals, and objectives) and research-based practices are introduced. A five-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring, Summer. (3 credits)

EDU 508 Multicultural Education in the United States 3
This course examines approaches to multicultural education which have been evident in U.S. schools over the past 50 years. The historical, political, social and economic roots of these approaches are discussed. Curricular and instructional classroom applications are addressed. Consideration is also given to school-wide issues and given policies (e.g., discipline and parental involvement), as well as to school-community relationships. Fall, Spring. (3 credits)

EDU 510 School Reform 3
Perspectives of school reform and issues surrounding reform are discussed. Social, political, historical, and economic analyses of reforms are considered. The systemic impact of reforms or lack of reforms is studied. Offered occasionally (3 credits)

EDU 512 The History of American Education 3
A study of the developments in American education from the Colonial period to the present. Emphasis will be placed on the social, intellectual, economic, and political forces that shaped educational developments. Attention will be given to fundamental ideological questions, as well as to institutional developments. Spring (3 credits)

EDU 513 Controversies in American Education 3
A comprehensive and in-depth study of current issues in American education. Students will have an opportunity for the exchange of ideas by examining vital problems now plaguing the field of education. Offered occasionally. (3 credits)

EDU 514 The History of Education 3
A study of the development of educational institutions from the ancient world to the present. Emphasis will be placed on the social, intellectual, economic, and political forces that shaped educational developments. Attention will be given to institutional developments in western civilization. Offered occasionally. (3 credits)

EDU 515 The Sociology of Education 3
A study of the educational process as a mechanism of socialization, social control, stratification, and as a social structure; a study of the school and the classroom as social structures; and the study of social aspects of teaching and learning. Fall. (3 credits)

EDU 525 Literacy in the Content Area 3
This course addresses methods for helping pupils to read and write effectively in the content areas (math, science, social studies, language arts, and the arts). The development of higher-order thinking skills, comprehension strategies, specialized vocabulary and concepts, and methods for retention will be considered. Strategies for literacy development for all types of learners including those with exceptional skills, disabilities, and English as a second language will be included. Formal and informal assessment methods will be considered. To be taken concurrently with AED 524. Offered occasionally. (3 credits)

EDU 530 Middle School Education: Theory and Practice 3
This course examines the theoretical basis for curriculum design and implementation. Discussion concerning the relationship between learning theory and curricula emphasizes current research and practices in the field, and includes analyses of curriculum development influenced by politics, social issues, culture, and professional trends. The focus of this course is on the issues and possibilities that frame educators' efforts to provide inclusive and effective educational experiences. Students link their classroom experiences and insights from the literature with curriculum design and implementation strategies. For students in the Professional Teacher Education program, assignments will accommodate students needing to integrate content and pedagogy. A 10-hour field experience is required for those in initial licensure programs. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring, Summer. (3 credits)

EDU 540 Informal Student-based Assessment 3
Assessment of student-centered curriculum, observational techniques, performance assessment, developmental assessment, portfolio evaluation, data-gathering and record-keeping for assessment, as well as implications for instruction and educational programs. For students in the Professional Teacher Education program and the Curriculum and Instruction program, assignments will accommodate students integrating content and pedagogy at their certification level. Fall, Spring. (3 credits)

EDU 546 Service Learning P-12 Classroom 3
This course is designed for students who are interested in implementing service learning into their P-12 classrooms. The course will address current research in service learning to help students define service learning and differentiate it from community service. Students will examine societal factors that influence pupil performance and develop integrated curriculum that ties service learning and core academic curricula. Emphasis will be placed on the benefits of active engagement in communities for both the teacher and the pupil. Reflective practice for educators and students will also be required. Students will engage in a service

learning project with a group of pupils in an urban setting as a major component of this class. Additional time outside of class is required. (3 credits)

EDU 550 Advanced Instructional Design Pre-K-12 3

Advanced study of learning theory and research for grades Pre-K-12 with an emphasis on application to effective design, implementation, and evaluation of instruction. This course will integrate content and pedagogy and introduce innovative and transformational instructional strategies and designs to challenge and assist all students in learning to their highest levels of achievement. Motivation and management models will also be addressed. For students in the Professional Teacher Education program and the Curriculum and Instruction program, assignments will accommodate students integrating content and pedagogy at their certification levels. Fall. (3 credits)

EDU 551 Advanced Instructional Design 7-12 3

Advanced study of learning theory and research for grades 7-12 with an emphasis on application to effective design, implementation, and evaluation of instruction. This course will introduce innovative and transformational instructional strategies and designs. Motivation and management models will also be addressed. For students in the Professional Teacher Education program, assignments will accommodate students needing to integrate content and pedagogy. Offered occasionally. (3 credits)

EDU 555 Critical Thinking in Discipline Communities 1-12 3

This course explores the need(s) for critical thinking in the context of current socio-cultural developments as they influence pedagogy. It investigates various definitions of critical thinking, especially in relation to cognitive developmental theories and the discourses of various communities (e.g., teachers, scientists, historians). In this context, the course explores the concept of a 'discourse community,' particularly as it relates to literacy practices, and addresses the development of discipline-specific strategies to promote and assess critical thinking in pupils. For students in the Professional Teacher Education program, assignments will accommodate students needing to integrate content and pedagogy. Spring. (3 credits)

EDU 556 Development Professional Portfolio Curriculum and Instruction 0

The Portfolio in the Curriculum and Instruction Master's degree program is intended to afford the candidate the opportunity to demonstrate that she or he has met National Standards for Teacher Education. The portfolio is aligned with standards from the National Council for Accreditation of Teacher Education and National Board for Professional Teaching Core Propositions. The portfolio will be built over the course of the program in the Content and Pedagogy Core course work: EDU 503, EDU 540, EDU 550, and one School and Society elective course. Each candidate will be responsible for demonstrating that standards have been met through assignments and field experiences in the Curriculum and Instruction program. All candidates in the Curriculum and Instruction program are required to complete field work with pupils in four areas of diversity: linguistic diversity, socio-economic diversity, cultural diversity, and students with special needs. Candidates should register for this course during the semester in which they plan to complete the Portfolio, usually in the last semester of coursework. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Prerequisite: EDU 501. Open to Saint Rose students only. Fall, Spring, Summer. (0 credits)

EDU 564 Creating Non-Violent Classroom Cultures 1

This course, designed for elementary and special education teachers, will help teachers to foster pupil behaviors, relationships, and classroom communities that are crucial to active learning and self-actualizing growth. Teachers will learn how to assist pupils in developing skills to resolve their conflicts nonviolently. The work of Maslow and Seligman will be examined, as well as models for conflict resolution. Offered occasionally. (1 credit)

EDU 570 Picture Storybooks 1

The purpose of this course is to familiarize participants with the visual elements used in illustration and the story elements used in stories, and to explore the ways that these are linked in 19th and 20th century children's picture storybooks. Focus will be on the media, style, and use of the visual elements and how these are employed in relation to the era, genre, mood, story structure,

and cultural realities of the stories portrayed. Applications will be made to guiding the development of visual literacy, concept of story, and aesthetic response to picture storybooks in children grades Pre-K-6. Offered occasionally. (1 credit)

EDU 571 Biography in the K-8 Classroom 1

In this course, participants will examine criteria for selecting quality biographies for pupils in grades K-8, and will consider how this genre of literature can inform learning in the content areas. Ideas for integrating biographies into thematic units of instruction will be considered, and activities that engage pupils in reading and writing biographies will be developed. Offered occasionally. (1 credit)

EDU 572 Historical Fiction in the K-8 Classroom 1

This course examines the genre of historical fiction and how it can bring the past to life and contribute to the K-8 curriculum. Criteria for selecting quality books in this genre will be examined, as well as classroom activities to support the use of historical fiction. Offered occasionally. (1 credit)

EDU 573 Fictional Series Books for Young Readers, Grades 1-4 1

This course examines series books as a resource for scaffolding the literacy acquisition of young readers. Guidelines will be presented for helping pupils to make quality selections in this popular genre. Strategies for developing pupils' comprehension, vocabulary, and understanding of plot, characters, and theme will be explored. Offered occasionally. (1 credit)

EDU 574 Author and Illustrator Studies in the K-8 Classroom 1

This course looks at the stories behind the stories: how authors and illustrators bring books to life. Participants will learn how to conduct author and illustrator studies in the K-6 classroom, become familiar with the work of prominent authors and illustrators, and explore activities that engage children in studying and celebrating their favorite authors and illustrators. Offered occasionally. (1 credit)

EDU 586 Advanced Field Experience in Education 3-6

A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose students only. (3-6 credits)

EDU 587 Computer Algebra for Secondary School Teachers 3

The purpose of this course is to introduce secondary school mathematics and science teachers and teacher candidates to a modern computer algebra system (Maple V, in particular) to provide them with the opportunity to gain proficiency in using such a system, and to demonstrate how a computer algebra system may be used as a powerful teaching tool in their high school mathematics and science classes. Offered occasionally. (3 credits)

EDU 590 Research Seminar 3

In-depth course in which students engage in research about important current issues in the field. Students share research findings in symposium format. Roundtable discussions, poster sessions, demonstrations, exhibits, displays, traditional talks, and debates are possible options the instructor may select for presentation of research. Cross-listed as SED 590. For students in the Professional Teacher Education and Curriculum and Instruction programs, assignments will accommodate students integrating content and pedagogy at their certification levels. Candidates register concurrently for one of the following comprehensive exams: ECE 999, EDU 999, ELE 999, or SEC 999. Prerequisite: EPY 500 or SED 506. Prerequisite or co-requisite: completion (or concurrent completion) of all course work except student teaching, student teaching seminar, and portfolio. Fall, Spring, Summer. (3 credits)

EDU 598 Independent Study 3

(3 credits)

EDU 599 Thesis 3-6

(3-6 credits)

EDU 602 Violence Prevention 0
This workshop provides teacher candidates with training in school violence prevention and intervention. Topics include: the warning signs that relate to violence or signal precursors to violent behavior in children; the statutes, regulations, and policies relating to a safe, nonviolent school climate; academic supports and management strategies that promote a nonviolent school climate; methods for integrating social skill development and problem-solving skills into ongoing curriculum and instruction; intervention techniques for addressing violent situations; and, referral processes for students with violent behaviors. Fee required. Must be taken prior to student teaching. Fall, Spring, Summer. (0 credits)

EDU 603 Child Abuse and Abduction Prevention Workshop 0
A course approved by, and designed to meet certification regulations of, the New York State Education Department. Includes objectives related to detecting and reporting child abuse; meeting professional and legal responsibilities related to child abuse; strategies for preventing child abduction. Fee required. Must be taken prior to student teaching. Fall, Spring, Summer. (0 credits)

EDU 606 HIV/Aids and Communicable Diseases Workshop 0
This workshop provides an overview of HIV/AIDS, sexually transmitted diseases, and other blood-borne pathogens. The workshop will also examine the laws regulating AIDS education in New York State and the public health law regulating confidentiality. In addition, this workshop will offer information, activities, and ideas regarding HIV/AIDS curricula; the rights, roles, and responsibilities of teachers in the classroom; and other universal precautions. Fee required. Must be taken prior to student teaching. Fall, Spring, Summer. (0 credits)

EDU 614 Educational Inquiry 3
The purpose of this course is to provide participants the opportunity to explore relevant classroom practice issues through examination of the historical and theoretical foundations that inform action research, experimentation with action research strategies for data collection and analysis and for the creation and implementation of action plans. Participants will examine National Standards for their chosen certification area which will serve as a stimulus for self reflection, often in collaboration with other educators. With this learning design, teachers decide what questions are important to examine in order for them to gain insight into what is happening in their classroom by critically analyzing and reflecting on their practice and effectively acting on their insights. Participants will learn about the construct of the required National Board Certification portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice. (3 credits)

EDU 615 Data Driven Teaching and Learning 3
This course will assist candidates in drawing the National Board Standards into the classroom and reflect a vision of teaching as a collegial enterprise involving complex decision-making. Candidates will engage in an advanced study of the ways in which teaching and learning are informed by assessment theory, research and data. Specifically, students will focus on the theory and research that informs assessment. They will identify, understand and implement methods and strategies for monitoring, analyzing and interpreting assessment for the purposes of understanding and responding to the affective, cognitive, social and developmental factors that impact teaching and learning in various disciplines. Participants will design and select specific work products for their portfolio of practice including student work samples, videotapes and rigorous analyses of their classroom teaching and student learning. Prerequisite: EDU 614 (3 credits)

EDU 616 Reflective Practitioners as Change Agent 3
This is the culminating course in the ACTL program, focusing on the problems, issues, and possibility of bringing change to education on many levels, including, the national, state, local, community, school, and classroom levels. Students will reflect on the own practice and consider how the findings of their own action research can lead to the creation and implementation of an action plan. In doing so, students will consider the possibility of becoming agents of educational change. They will explore the current and historical issues, benefits and challenges frequently associated with bringing change to education on the national, state, local, school

and classroom levels. Participants will add work to their portfolio that demonstrates their professional judgment and personal experiences towards their roles as change agents. Prerequisites: EDU 614, EDU 615. (3 credits)

EDU 658 Teachers Discovering Computers: An Introductory Online Computer Course for Educators 3
This course is an introductory computer course for educators. It is designed for those who are new to computers, as well as those who want to learn more about how computers can be integrated effectively into the classroom. Participants will finish the course with a strong understanding of educational technology, including how to use computers, thereby increasing their computer literacy skills. Participants will also learn how to access the vast array of educational resources available on the World Wide Web, increasing their information literacy skills. Most importantly, educators will learn how to integrate computers and educational technology into the curriculum. Ideas for integrating technology across the curriculum and assessment in the technology-rich classroom will be presented. Emphasis is placed on the use of technology to strengthen the academic achievement of all students. (3 credits)

EDU 660 Teacher Effectiveness Training 1 3
A theoretical, research-based model of effective interpersonal communication, plus the specific behavioral skills necessary to make the model work in the classroom. Teachers learn new ideas and terminology, such as active listening, I-messages, and Method III. (3 credits)

EDU 661 Teacher Effectiveness Training 2 3
In the advanced TET II course, so they become more influential with their students, teachers learn skills for identifying and resolving value conflicts. They also learn group facilitation skills and special skills for working with parents and colleagues. Students learn to apply these skills to improve communication with friends and family members, as well as with professional colleagues and pupils. (3 credits)

EDU 662 Self-Esteem for Educators I 3
The purpose of this course is for teachers to learn a developmental model for enhancing student self-esteem, plus specific strategies they can apply directly to their curricula. Strategies that promote students' learning to think on their own, take more responsibility for classroom activities and become less teacher-dependent are emphasized. Fall, Spring, Summer. (3 credits)

EDU 663 Self-Esteem for Educators II 3
An advanced course in self-esteem for educators. Special emphasis on the four-phase intervention model and instructional methods and content area curricula that integrate theory and skills for enhancing student self-esteem. Fall, Spring, Summer. (3 credits)

EDU 664 Cooperative Discipline 3
This course presents methods for using corrective, supportive, and preventive strategies to achieve order and control in the classroom, encouraging a positive classroom climate, and promoting an enhanced self-concept in all pupils, thus shifting the discipline paradigm from punishment to self-discipline in pupils. Strategies for developing effective partnerships between teachers, students, parents, and administrators are addressed. (3 credits)

EDU 668 Reaching Today's Students 3
This course is designed to teach participants strategies for creating a community of caring within individual classrooms and schools for the purpose of increasing academic success for all learners. Topics such as positive classroom discipline, proactive behavioral management for students with special needs, and diffusing crisis situations in the classroom are examined within a context of a 'classroom as community' model. Emphasis will be placed on teachers' self-awareness, as well as on examining the myriad of motives underlying student misbehavior. Participants are expected to design an individual problem-solving plan that strengthens opportunities for all students to succeed. (3 credits)

EDU 669 Teaching with Web Quests 3
This course introduces teachers to the WebQuest model of creating web-based lessons that engage students in higher-order thinking and cooperative learning. Participants will learn how to design web pages, locate useful information on the Web, work collaboratively with teachers at remote sites, and evaluate complex tasks carried out

by students. The course focuses on teaching for understanding and the development of a set of teaching and assessment strategies that can be used with or without the Internet. (3 credits)

EDU 670 Blueprints for Achievement 3
This course is designed to enable elementary, middle, and high school teachers to develop pupils' higher-order thinking skills in cooperative learning environments. Students will learn an array of techniques and strategies for promoting critical-thinking skills that are supported by theory and research. (3 credits)

EDU 671 Encouraging Student Responsibility and Discipline 3
This course addresses the development of proactive social skills that encourage cooperative behaviors from even the most difficult pupils. Students will explore numerous non-coercive, behavior-changing strategies and learn to integrate them into all lessons. (3 credits)

EDU 672 Developing Multiple Intelligences through Learning and Teaching Styles 3
This course translates the research of Howard Gardner into practical, dynamic, and motivational teaching. It explores the theory of human intelligence as a key to seven ways to structure all lessons to take into account the different varieties of intelligences and ways of comprehending; strategies to awaken and engage the full intellectual potential of all students; assessment of a range of learning strategies with new and authentic methods, such as portfolios and journals; and application of cross-intelligence strategies to enrich all subjects. (3 credits)

EDU 673 Increasing Student Achievement Across the Content Areas 3
Strategies to structure high-level thoughtful outcomes in multi-age and non-tracked classrooms; cognitive organizing to help students learn patterns for thinking; six-stage model for understanding the different levels of students' transfer of learning; and processes for moving lessons from basic recall of facts to higher-order reasoning and investigation. (3 credits)

EDU 674 Discipline with Dignity 1-3
Strategies to handle behavior problems in a manner that helps students consider their own actions, examine rational consequences, and decide for themselves which results they will choose. Emphasizes discipline for self-esteem, prevention, action, and resolution. (1-3 credits)

EDU 676 Integrating the Curricula 1
Participants examine various models of curricula integration, including the thematic, sequenced, and integrated models, as well as develop evaluation and assessment procedures appropriate for integrated instruction. Students will learn to develop a thematic plan based on the curriculum and the integration model that best suits the needs of learners. (1 credit)

EDU 677 Structuring a Learner-centered School 1
This course explores specific issues of teaching in learner-centered environments at the elementary, middle, and high school levels. Students will examine the characteristics of learner-centered schools and learn about the change process, how to reorganize the structure for a learner-centered classroom/school, and how to build teacher, parent, and community support. (1 credit)

EDU 678 Authentic Assessment 2-3
This course examines traditional testing approaches and current thinking on alternative assessment. The use of journals, learning logs, group projects, observation checklists, metacognitive strategies, interviews, conferences, and higher-order questions will be reviewed to inform the development of assessment methods that measure outcomes effectively. (2-3 credits)

EDU 679 The Essential Portfolio 1
Students will examine the portfolio-based assessment process and develop methods and rubrics for using portfolios in the classroom. Recommended prerequisite: EDU 678. (1 credit)

EDU 680 Successful Learners Through Reading Styles 3
Master strategies are presented for achieving high reading gains in grades K-12. Students will learn to adapt current reading methods to reading styles; to use reading style strategies to break the cycle of failure; to apply reading style strategies to all content areas and to all pupils; and to use a reading style inventory to improve instruction. (3 credits)

EDU 682 M.A.G.I.C. Creating Meaningful Activities to Generate Interesting Curriculum 3
This course presents methods and activities to help teachers and pupils to develop their creativity. Motivation, content area applications, and assessment of creative work will be addressed. (3 credits)

EDU 683 Classroom 2061: Integrating Science, Math and Language Arts 1
Students will review the national, state, and local standards for science, math, and language arts, and develop practical instructional activities and assessments that integrate curricula. (1 credit)

EDU 684 Key to a Quality Classroom 1
Students will identify the attributes of a classroom climate that encourage pupils to seek quality in their work, and will examine techniques that promote pupil self-evaluation and responsibility for learning. (1 credit)

EDU 685 Action Research in Classroom 3
This course presents opportunities to develop experiences in research, its applications to teaching environments and the utilization of electronic databases to collect existing research in order to inform practice. Students will learn to design and implement classroom research for the purpose of improving practice. They will learn the importance of collaboration and cooperation in the design of such research. (TEI) (3 credits)

EDU 686 Teacher Inquiry, Action and Reflect 3
This course presents opportunities to develop experiences in research, its applications to teaching environments and the utilization of electronic databases to collect existing research in order to inform practice. Students will learn to design and implement classroom research for the purpose of improving practice. They will learn the importance of collaboration and cooperation in the design of such research. (NYSUT) (3 credits)

EDU 687 Teaching Advanced Placement English 3
Designed for teachers planning to teach AP English Literature and Composition or AP Language and Composition. The course will familiarize teachers with the AP program and examination and provide opportunities for them to design an AP course and develop and practice appropriate teaching strategies. (3 credits)

EDU 688 Teaching Advanced Placement Calculus 3
This course is designed for teachers who plan to teach AP Calculus. It will familiarize them with the AP program and examination and provide opportunities for them to design an AP Calculus course and to develop and practice appropriate teaching strategies.(3 credits)

EDU 689 Teaching Advanced Placement Biology 3
This course will familiarize teachers with the AP program, and provide them with the background to design and teach AP Biology and prepare students for the AP Biology examination. (3 credits)

EDU 690 Teaching Advanced Placement U.S. History 3
This course will familiarize teachers with the AP program and the AP U.S. History examination, and provide opportunities to design AP courses. (3 credits)

EDU 691 Successful Teaching for Acceptance of Responsibility 3
Learn how to create a learning environment that models, invites, and teaches self-responsible behaviors. Discover how to cope with irresponsible behaviors in respectful, helpful ways; prevent power struggles; reduce educational enabling and 'learned helplessness,' while encouraging students to assume responsibility for their school experience.(3 credits)

EDU 692 The Personally Intelligent Teacher 3
The purpose of the course is to learn and apply a model for developing personal intelligence that includes research, theory, and practical skills for developing the five dynamics of personality. Based on the research and theories of Howard Gardner and William James, PIT teaches teachers how to become master coaches in the classroom and bring out the best in themselves and their students.(3 credits)

EDU 693 Stress Management For Teachers 3
This course is designed to teach teachers how to enhance student performance by minimizing the negative effects of stress, study the major research findings on the nature of stress, learn the major theories explaining its impact upon teaching and learning, and conduct a thorough assessment of stress factors. (3 credits)

EDU 694 Differentiated Instruction: Improving the Odds 1
This course will examine what is meant by differentiated instruction in authentic classrooms. It explores proven approaches for differentiating instruction such as: varying content, process and products, anchoring activities, framing instruction around higher order thinking skills, curriculum compacting, tiered lessons, varied instructional approaches, flexible grouping based on readiness, interest, and learner profile, and balanced assessment. There will be repeated opportunities to reflect on beliefs and dispositions relative to differentiation.(1 credit)

EDU 695 Differentiated Instruction in Today's Schools 3
This course provides participants with information about instructional strategies and approaches, and practice identifying how and when they would use these strategies as part of their instruction. Each category of instructional strategies indentified is supported by a specific research foundation related to that topic. This research has provided teachers with a research base to support what they may already know. The focus is on helping teachers do a better job with the strategies that they are already using, as well as providing ideas for how to further enhance learning by adding other aspects of some of the strategies to their teaching repertoire.(3 credits)

EDU 696 Enriching Content Classes for Middle and High School English 3
This course is designed for middle and high school teachers and educators whose mainstream classes include English language learners. The course provides strategies to develop social and academic skills for their limited English proficient students and supports their success in school. Participants will learn to adapt instruction and materials to help English language learners in academic and social language as they participate in classroom activities. They will also learn to facilitate English language learners' adjustment and help all students develop an appreciation for diversity.(3 credits)

EDU 697 Middle School Methods of Math, Science and Technology 3
This course is an exploration of appropriate instructional planning, materials, and evaluation in the middle school curriculum areas of mathematics and science. Understanding teaching strategies-such as inquiry, problem solving, and discovery methods-and content knowledge will be stressed. Suggestions for integrating mathematics and science instruction and technology in mathematics and science in grades 5-8 will be included.(3 credits)

EDU 999 Comprehensive Examination in Teacher Education 0
The comprehensive examination is one of the final evaluation components for teacher candidates pursuing a Master's in Professional Teacher Education or Curriculum and Instruction. The examination is an open-book, on-demand writing assessment through which candidates may be asked to demonstrate understanding of the relationships between educational theory and practice; ability to apply models of teaching to classroom situations; knowledge and function of "best practices" and instructional strategies; and understanding of the interrelationships between development, social-emotional well-being, culture, philosophical vision and societal influences on the teaching, learning, and assessment processes. Candidates register concurrently with EDU 590. Pass/Fail. Prerequisite or corequisite: completion (or concurrent completion) of all course work except student teaching, student teaching seminar, and portfolio. Open to Saint Rose majors only. Fall, Spring, Summer. (0 credit)

ELE Courses

ELE 515 Early Literacy Development in the Classroom 3
This course focuses on approaches to promoting and understanding the development of the early stages of literacy. Students are expected to develop a working knowledge of the scientific and theoretical bases for current approaches to assessing and teaching emergent and beginning literacy learners, in alignment with New York State Standards for the English Language Arts and

standards set by national and international professional organizations (NCTE, IRA, NAEYC, ACEI, NCATE). Topics include language acquisition, family literacy, and classroom techniques for evaluating and promoting emergent and beginning literacy skills. Students review and evaluate a variety of instructional materials intended for pupils at this stage. Discussions address meeting the needs of all children, including English language learners and students with disabilities. Methods for collaborating and communicating with other professionals and with parents are also addressed. A seven-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Not open to students matriculated in the Literacy program. Fall, Spring, Summer. (3 credits)

ELE 516 Literacy in the Intermediate Grades 3

This course follows the developmental progression of the learner from the early fluency (transitional) stage to the mature (proficient) stage of literacy development. A primary focus of this course is on helping pupils to use their literacy skills in support of knowledge construction, in alignment with New York State Standards for the English Language Arts and standards set by national and international professional organizations (NCTE, IRA, ACEI, NCATE). Topics include classroom techniques for the assessment of reading and writing abilities, promoting motivation to engage in literacy activities, fluency and independence in reading and writing, the use of comprehension strategies across the curriculum, and the writing process. Methods for evaluating reading and writing competencies are addressed at the performance level. Discussions address meeting the needs of all children, including English language learners and students with disabilities. Methods for collaborating and communicating with other professionals and with parents are also addressed. A seven-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Not open to students matriculated in the Literacy program. Prerequisite for students in the Childhood Education Master's Program ONLY: ELE 515. Fall, Spring, Summer. (3 credits)

ELE 545 Student Teaching: Grades 4-6 3

This course is designed for students who hold initial certification in early childhood education (birth-grade 2) and have completed a student teaching experience in the primary grades. Students will complete one eight week student teaching experience in grades 4-6. Prior to student teaching, candidates complete a 20-hour field experience in their placement that involves a thorough analysis of home, school, and community composition and dynamics, done under the supervision of The College of Saint Rose student teaching supervisor. Application required. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work except EDU 590 and ELE 999 or thesis; grade of B or better in all required course work. Open only to students enrolled in a program leading to second initial certification in Childhood Education (grades 1-6) at Saint Rose. Co-requisites: ELE 550, ELE 584. Fall, Spring. (3 credits)

ELE 546 Student Teaching Childhood Education 6

A semester of student teaching in elementary classrooms. Each student will receive two consecutive placements: one-half semester in the lower grades (1-3) and one-half semester in the upper grades (4-6). This experience includes candidates' demonstration of skills, strategies, models of teaching, and uses of educational technology and media; provides supervised practice in teaching and involvement in community study activities; and stresses development of communication and leadership skills. Prior to student teaching, candidates complete a 20-hour field experience in each of their placements that involves a thorough analysis of home, school, and community composition and dynamics, which is done under the supervision of The College of Saint Rose student teaching supervisor. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work and workshops, except EDU 590 and ELE 999 or thesis; grade of B or better in

all required course work. Open to Saint Rose majors only. Application required. Co-requisites: ELE 550, ELE 584. Fall, Spring. (6 credits)

ELE 550 Student Teaching Seminar 2
This course is designed to provide academic support during the student teaching semester. Topics are selected by the instructor to complement the student teaching experience. Student teachers come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on their roles in the classroom, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. Co-requisites: ELE 545 or ELE 546; ELE 584. Open to Saint Rose majors only. Fall, Spring. (2 credits)

ELE 563 Literature for Literacy Development Pre-K to Grade 6 3
In this course, students will develop a working knowledge of literature for children, and will consider how literature can be used with children to enhance their cognitive, linguistic, aesthetic, and literacy development. The functions of written discourse will be examined to identify the communicative contexts for written genres, and implications will be drawn for providing authentic communicative contexts within which to foster children's reading and writing abilities. Topics include involving children in literature; the literary genres; literary elements; literary devices; controversies related to literature for children; family literacy; evaluating and selecting literature for children; and, methods for using literature across the curriculum to promote children's knowledge construction, engagement, and motivation to read and write. A seven-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Fall, Spring, occasionally in Summer. (3 credits)

ELE 580 Curriculum and Instruction for Grades 1-6 3
In this course, teacher candidates will develop knowledge, skills, and dispositions for planning curriculum and instruction for grades 1-6 in order to meet the needs of children in today's schools: children who are culturally diverse, who are English language learners, and who display the full range of abilities and dispositions. Teacher candidates engage in the development of goals and instructional objectives, IEPs, lesson plans and thematic units that address all domains (cognitive, affective, and psychomotor). Emphasis is placed on state and national standards and the impact of these standards on instruction and assessment. The integration of technology with instruction, as a teacher resource and as an instructional tool, will be covered. Appropriate formal and informal assessment tools and methods will be included within the context of unit and lesson plans, with an emphasis on curriculum-embedded, standards-based assessment. Research-based instructional models, strategies, methods and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Assessment of learner progress, appropriate classroom accommodations and modifications for students with the full range of abilities, and the development of collaborative teaching partnerships are also examined. A 10-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. ELE 580 is a prerequisite for the methods courses. Suggested prerequisites or co-requisites: EDU 506, EPY 502. Fall, Spring, Summer. (3 credits)

ELE 584 Portfolio Evaluation 1
This course facilitates assessment based upon students' portfolios of materials accumulated throughout their courses of study in the program. An orientation to the portfolio process occurs in the beginning of the semester. Teams of faculty members will evaluate such materials presented by students as exemplary lessons, units, teacher-made materials, and children's works (used with permission). Competency is documented in the areas of Curriculum Development, Instructional Practices, Classroom Management, and Content Mastery in the grades 1-6 Curriculum, Classroom Environment, and Assessment. Candidates will also present portfolios to a team of evaluators representing the College community. Pass/Fail. Co-requisites: ELE 545 or ELE 546; ELE 550. Open to Saint Rose majors only. Fall, Spring. (1 credit)

ELE 585 Methods of Teaching Language Arts and Social Studies 1-6 3

This course prepares teacher candidates to develop strategies for teaching and integrating the language arts and social studies with other curricular areas in grades 1-6, in accordance with standards posed by NCTE, NCSS and New York State. Instructional approaches addressed include direct and literature-based instruction, inquiry, and the project approach. Emphasis is on helping diverse learners to develop proficient communication skills across the curriculum, and on working with pupils within the larger context of their families and communities. Topics will include the writing process, critical thinking, problem-solving, concept development, values and moral development. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Curriculum modifications for pupils who are English language learners and for pupils with the full range of abilities will be considered in course work and addressed in field experiences. A 12-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: ELE 580, EDU 530, or SEC 515. Fall, Spring. (3 credits)

ELE 586 Methods of Teaching Science and Math 1-6 3

This course models the principles of an integrated approach for teaching science and mathematics to students in grades 1-6. The course will examine the theories and research-based practices that provide the basis for student-centered, constructivist, inquiry-based approaches to the planning, implementation, and evaluation of instruction. The course will address the standards posed by New York State and national professional organizations (ISTE, NCTM and NSTA). Formal and informal assessment methods will be included. Technology will be used as a teacher resource and instructional tool. The connection between science and math and other curricular areas will be addressed, as well as reading, writing, and study skills in the content areas of science and math. Curriculum modifications for learners with the full range of abilities will be considered in course work and addressed in field experiences. A 12-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: ELE 580, EDU 530, or SEC 515. Fall, Spring. (3 credits)

ELE 587 Advanced Field Experience: Childhood Education 3-6

A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form, (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. A minimum of 80 hours of field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose students only. (3-6 credits)

ELE 588 Methods of Teaching Foreign Language in the Elementary School 3

The course prepares teacher candidates to teach in grades 1-6, in accordance with standards established by New York State and the national professional organization, the American Council of Teaching Foreign Language (ACTFL). Emphasis will be placed on methods that develop communicative competencies in functional language-learning situations. Curricular, instructional, and assessment choices for students with a full range of abilities will be examined through course work. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. For students in the Master's in Curriculum and Instruction program seeking to extend certification in Adolescence Education to grades 5 & 6. Fall. (3 credits)

ELE 999 Comprehensive Examination: Childhood Education 0

The comprehensive examination is one of the final evaluation components for teacher candidates pursuing a Master's in Childhood Education or Childhood Education/Special Education Grades 1-6. The examination is an open-book, on-demand writing assessment through which candidates may be asked to demonstrate understanding of the relationships between educational theory and practice; ability to apply models of teaching to classroom situations; knowledge and function of 'best practices" and instructional

strategies; and understanding of the interrelationships between development, social-emotional well-being, culture, philosophical vision and societal influences on the teaching, learning, and assessment processes. Childhood Education candidates register concurrently with EDU 590; Childhood Education/Special Education candidates register concurrently with SED 590. Pass/Fail. Prerequisite or co-requisite: completion (or concurrent completion) of all course work except student teaching, student teaching seminar, and portfolio. Open to Saint Rose majors only. Fall, Spring, Summer. (0 credits)

ENG Courses

ENG 516 Medieval Literature 3
Old and/or Middle English language and literature from its beginnings in Anglo-Saxon oral tradition through the 15th century. Fulfills literature requirement. (3 credits)

ENG 520 Renaissance Literature 3
A thematically organized, theoretically informed survey of works from the sixteenth and seventeenth centuries. Writers studied may include: More, Sidney, Spenser, Marlowe, Shakespeare, Bacon, Cary, Wroth, Marvell and Milton. While the focus is on English authors, the course will also include works by Spanish, French, Italian, and other European writers. Readings in 'literature' will be supplemented by present-day texts by historians, literary critics, and filmmakers. Students will develop independent research projects. Fulfills literature or theory requirement. Fall 2011. (3 credits)

ENG 522 Shakespeare 3
An in-depth study of the sonnets and representative plays from each of the four genres, approached from historicist and presentist perspectives: that is, both as products of their cultural moment, and in terms of their meanings in later eras-including in the popular culture of our day. Study of the works will be informed by readings of scholars working within Marxism, psychoanalysis, feminism, new historicism and cultural materialism, postcolonial theory, and film studies. Students will develop independent research projects. Fulfills literature or theory requirement. (3 credits)

ENG 532 Eighteenth Century British Literature 3
Readings in representative writers of the period, including Swift, Pope, Johnson, Sheridan, Radcliffe. Some discussion of historical contexts. Fulfills literature requirement. Spring 2011 (3 credits)

ENG 537 Modern Drama 3
Readings in modernist and post-theatre literature, from Ibsen to the present. Attention to production and reception history, criticism, and major trends away from realism. Fulfills literature requirement. Spring 2013 (3 credits)

ENG 539 Irish Literature 3
Traces the conflicted tradition of Irish literature from the pre-colonial to the colonial and postcolonial eras, exploring its aesthetic and political conditions and legacies. Writers studied might include some of the following: Yeats, Joyce, Synge, O'Casey, Beckett, Kavanagh, Heaney, Boland, Devlin, Doyle, Deane, O'Donnell, McGahern, Trevor. Fulfills literature requirement. Fall 2012 (3 credits)

ENG 541 Native American Literature 3
Critical reading and discussion of a variety of Native American texts from oral and written traditions. Readings will be situated in a variety of cultural contexts, ranging from Columbian contact to contemporary popular culture. Applicable critical lenses may be employed in student reading and research, including postcolonial, poststructural and emerging Native American critical theory. Writers studied will vary and may include transcriptions of oral texts as well as twentieth-century writers like Zitkala-Sa, McNickle, Momaday, Silko, Young Bear, Erdrich, Ortiz, Harjo, and Alexie. Fulfills the literature or theory requirement. (3 credits)

ENG 542 Asian-American Literature and Cultural Studies 3
A course designed to introduce students to the contradictions and coherence of Asian American literature and culture. Close attention will be paid to a variety of ethnicities (Chinese, Japanese, Korean, Filipino, Vietnamese, etc.) with particular focus on the specific and interlocking histories and political contexts that govern textual production. In addition, students will examine current theories that assess the effects of generation, citizenship, gender, sexuality, and geographic mobility. In order to address the

construction of an Asian American aesthetic, syllabus will include canonical writers (Kingston, Chin, Bulosan, Yamanaka), as well as popular writers and artists (e.g., Eric Liu, Margaret Cho, Justin Lin, etc.). Fulfills the literature or theory requirement. Fall 2010 (3 credits)

ENG 543 African American Literature 3
Critical reading and discussion of African American literary texts situated culturally and historically. Course focus may vary to include eighteenth through twenty-first century narrative traditions, literary responses to political struggles (e.g., anti-slavery, anti-lynching, and civil rights), race theory, and issues of gender and class. Fulfills the literature or theory requirement. Spring 2012 (3 credits)

ENG 553 Late Eighteenth-Early Nineteenth Century British Literature 3
Study of writers and their context in the late eighteenth and early nineteenth centuries, such as Blake, Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Coleridge, Anna Barbauld, Olaudah Equiano, Mary Shelley, Mary Prince, Percy Shelley, Felicia Hemans, and Keats. Fulfills literature requirement. Fall 2010 (3 credits)

ENG 554 Victorian Poetry and Prose 3
Study of major aesthetic movements and controversies in Victorian poetry contextualized with prose readings in letters, newspaper articles, and journal essays of the era and discussions of sociopolitical, economic, and aesthetic trends. Poetry by selected writers such as Tennyson, Arnold, the Brownings, the Rossettis, Hardy, and Hopkins will be considered alongside the philosophical, political, and social reform writings by Darwin, Pater, Ruskin, Arnold, and Eliot. Writers and their works chosen will vary according to the theme of the course. Fulfills literature requirement. Spring 2012 (3 credits)

ENG 556 Victorian Fiction 3
Study of selected writers, their novels and/or short stories, dependent upon theme of course. Writers such as Dickens, Trollope, Gaskell, Eliot, the Brontes, Ouida, Collins, and Gissing will be considered. Examination of the critical and popular reception of each writer and his/her works will be supplemented by readings about audience and readership during this period. Discussions will cover sociopolitical, economic, and aesthetic trends. Fulfills literature requirement. Spring 2011 (3 credits)

ENG 559 Writing Workshop: Four Genres 3
Practice in the writing and critical analysis of a variety of literary genres, which will include poetry, fiction, drama, and creative nonfiction. Study of theories of poetics and some attention to teaching strategies related to imaginative writing. Open to graduate students from all disciplines. Writing sample may be required to enroll; contact instructor listed in semester course listing for details. Fall 2011 (3 credits)

ENG 560 Writers on Writing: Theory and Practice 3
What is the purpose of creative writing, and what determines 'great' (as in innovative and/or influential) creative work? In order to answer the question, as well as raise a few more, students will examine texts written by a wide range of poets, essayists, and novelists (e.g., Italo Calvino, Anne Carson, T. S. Eliot, William Gass, Toni Morrison, and Cynthia Ozick) that all address the act and purpose of creative writing. Throughout this course, students will be expected to produce and engage in informed critique regarding a number of theories on and about writing, resulting in the creation of individual 'literary manifestoes' as their final project. Fulfills theory requirement for writing concentrators or writing requirement for literature concentrators. Spring 2011, 2013 (3 credits)

ENG 561 Poetry Writing: Theory and Practice 3
An in-depth workshop focusing on the practice of writing and critiquing poetry, both free verse and various poetic forms (such as ballad, sonnet, sestina, villanelle, and others). Some attention to poetics and publication. Fulfills writing requirement. May be taken twice, if space allows, by written permission of instructor only. Spring 2011 (3 credits)

ENG 562 Playscript Writing: Theory and Practice 3
An in-depth workshop/class in the writing of drama. Students will become familiar with the genre through reading, discussion, and theatre going. An advanced draft of a full-length script will complete the course. Fulfills writing requirement. May be taken twice, if space allows, by written permission of instructor only. Spring 2012 (3 credits)

ENG 563 Non-Fiction Writing: Theory and Practice 3
A workshop in writing creative nonfiction. The focus will be on the personal essay, memoir, first-person journalism, and/or lyrical essay. Readings in various nonfiction and theoretical modes will round out the course. Some attention to publication submission requirements. Fulfills writing requirement. May be taken twice, if space allows, by written permission of instructor only. Fall 2010, Spring 2012, Spring 2013 (3 credits)

ENG 564 Fiction Writing: Theory and Practice 3
The primary focus of this course will be short fiction and novel excerpts written by students in the class. Besides production of their own material, students will analyze literary and theoretical texts in order to gain a better understanding of fiction structure, aspects of style, and other elements of a fiction writer's craft. Some attention to publication processes and possibilities for fiction writers. Fulfills writing requirement. May be taken twice, if space allows, by written permission of instructor only. Fall 2010, 2011, 2012 (3 credits)

ENG 565 Composition Theory and Practice 3
In-depth examination of historical and contemporary rhetorical theories as well as significant research on writing and the teaching of writing; extensive practice in writing with in-class discussion and critiques. Designed for writers and writing teachers. Fulfills theory requirement for writing concentrators; may fulfill either theory or writing requirement for literature concentrators. Spring 2012 (3 credits)

ENG 566 Literature/Performance/and Visual Narrative 3
Readings in theatre, cinema, and graphic narratives: An exploration of contemporary cultural tropes as they have evolved in dramatic literature, film, and images (actual and virtual). Special attention may be paid to how literary, visual and performance arts construct gender and sexuality. Fulfills the literature or theory requirement. Fall 2011 (3 credits)

ENG 569 History of Literary Theory and Criticism 3
Study of major ideas in literary criticism and theory, from Plato to the present, in historical context. Fulfills theory requirement. (3 credits)

ENG 573 Studies in African Literature 3
Course may be organized as a survey of African literatures (in English and translation) or focused on topics such as African cinema, popular fiction, or colonialism. Literature will be complemented by criticism and theory designed to help students read, recognize, and trace changing aesthetics in African writing and media. Course will address colonization, decolonization, and globalization and their impact on language, culture, gender, and nation. Fulfills the literature or theory requirement. Fall 2010 (3 credits)

ENG 574 Literatures of the Diasporas 3
Course may be organized around issues of travel, exile, displacement, migration, forcible relocation, slave trade, immigration, and/or flexible citizenship as they address the geopolitics of identity; or be specifically focused on a topic such as Jewish or African diaspora, travel writing, hybridity, globalization. Theoretical frameworks may be part of this course. Fulfills the literature or theory requirement. (3 credits)

ENG 576 Contemporary Narrative 3
A course designed to address a variety of narrative forms (novel, film, etc.) in English published after 1968. Critical reading and discussion will focus on the structure, content, and contexts that align these narratives with, or separate them from, previous traditions. Course may address a specific movement (e.g., the Blank Generation), theme (e.g., modern love), or genre (e.g., immigrant narratives). Topics will vary; consult semester course listing for specific content. Fulfills the literature or theory requirement. Spring. (3 credits)

ENG 577 Studies in the Novel 3
Topical examination of the novel in cultural context. Topics might include an author, a geography, a time period, a genre, a style, an ethnicity, or a movement. Fulfills literature requirement. Fall 2012 (3 credits)

ENG 579 Early American Literature 3
Critical reading and discussion of various works of writers from the pre-colonial period to the early nineteenth century, possibly including selections from the oral traditions of native peoples and such writers as Bradford, Bradstreet, Wheatley, Franklin, and Irving. Fulfills literature requirement. Fall 2011 (3 credits)

ENG 581 Modernism 3
Writers studied might include Yeats, Joyce, Eliot, Pound, Woolf, Forster, Frost, Millay, Moore, H.D., Lawrence, Beckett, Faulkner, Fitzgerald, Toomer, Larsen, and/or Rhys. Fulfills literature requirement. (3 credits)

ENG 582 Twentieth Century American Fiction 3
Critical reading and discussion of American fiction from modern through contemporary periods, including writers such as Anderson, Jewett, Faulkner, Hurston, Ellison, Barth, Morrison, and Silko. Fulfills literature requirement. Spring 2013 (3 credits)

ENG 584 Nineteenth Century American Literature 3
Critical reading and discussion of writings of American romantics and their contemporaries, such as Emerson, Thoreau, Fuller, Jacobs, Hawthorne, Melville, Whitman, Dickinson; and/or American realists, regionalists, and naturalists, such as Twain, James, Stowe, Chopin, Freeman, Wharton, Chesnutt. Fulfills literature requirement. (3 credits)

ENG 588 Studies in Rhetoric 3
An introduction to the theory and history of rhetoric. Focus on the persuasive use of language with particular attention to social, political and discursive contexts. Representative writers might include Plato, Aristotle, Douglass, hooks, Bakhtin, and Cixous. Fulfills theory requirement for writing concentrators; may fulfill either theory or writing requirement for literature concentrators. (3 credits)

ENG 589 Topics in Literary Theory 3
As an introduction to twentieth and twenty-first century literary theory, the course addresses preoccupations of structuralism, poststructuralism, postmodernism, feminism, cultural studies, postcolonialism, and gender/queer studies. The course may focus on a topic or critical approach and include literary and visual texts. Depending on the topic/approach, readings may include Saussure, Baudrillard, Barthes, Derrida, Jameson, Lyotard, Fanon, Bhaba, Butler, Harberstam, and Zizek. Course may be taken more than once as long as a different topic is addressed. Fulfills theory requirement. Spring 2011, Fall 2012 (3 credits)

ENG 590 Seminar 3
Topics in literature, theory, and/or writing organized around a theme, writer, or genre. Topics are announced in semester course listings. Fulfills literature requirement. (3 credits)

ENG 591 Advanced Literary Research Project 3
Ordinarily taken during the last 15 credit hours of the program. Literary research project resulting in a substantial, advanced-level manuscript suitable for conference or journal submission. Graded by faculty mentor according to project's level of professionalism. Prior to registering for ENG 591, the student must submit a proposal with bibliographic materials. Mentor, research consultant, and graduate advisor approval of proposals required prior to registration. See English Graduate Student Handbook for full details. Fall, Spring (3 credits)

ENG 592 Advanced Writing Project 3
Ordinarily taken during the last l5 credit hours of the program. A substantial creative writing project or research-based study in composition theory, resulting in a substantial, advanced-level manuscript suitable for submission to an appropriate literary or academic journal, contest, or performance medium. Graded by faculty mentor according to project's level of professionalism. Prior to registering for ENG 592, the student must submit a proposal and bibliographic materials. Mentor, research consultant, and graduate advisor approval of proposals required prior to registration. See English Graduate Student Handbook for full details. Fall, Spring (3 credits)

ENG 593 Practicum in the Teaching of College English 3
Designed for students interested in college teaching experience. Students will observe individual classes, and practice teaching under the supervision of an instructor. Students will also meet with an instructor to discuss readings, pedagogy, methods, etc. Application and permission of graduate advisor required. Will be offered in any semester given sufficient interest. N.B. This course does NOT count toward degree requirements. (3 credits)

ENG 596 Literary Study Thesis 3
Research-based literary study. Ordinarily an extension of the project completed for ENG 591. See A Guide to the Preparation of Master's Theses. Prerequisite: grade of at least A- in ENG 591 (3 credits)

ENG 597 Writing Thesis 3
Creative thesis in poetry, fiction, drama, or creative nonfiction; or research-based study in composition theory. Ordinarily an extension of the writing project completed for ENG 592. See A Guide to the Preparation of Master's Theses. Prerequisite: grade of at least A- in ENG 592 (3 credits)

ENG 598 Independent Study 1-3
Guided individual work with a mentor; topic to be determined by student and mentor. Arrangements for independent study must be made well in advance of registration; ordinarily, only elective credits may be achieved through independent study. Maximum credits from independent study toward degree: 6. Fall and Spring. Not offered in Summer. N.B. Events over which the College has no control may result in changes in course schedules. (1 - 3 credits)

EPY Courses

EPY 500 Educational Research 3
An introduction to educational research. This course prepares students to read, critique, and conduct educational research for both quantitative and qualitative research approaches. Topics covered include selecting a research problem, searching and reviewing literature, measuring educational processes and outcomes, collecting data, writing a research proposal, evaluating the quality of studies, and analyzing both qualitative and quantitative data. Fall, Spring, Summer. (3 credits)

EPY 502 Survey of Education Psychology 3
A study and survey of psychological principles and concepts relevant to education. The course focuses on human growth and development, theories of learning, teaching and motivation; individual and group differences including multicultural issues; learning outcomes; testing and evaluation and classroom management. Fall, Spring, Summer. (3 credits)

EPY 503 Classroom Management 3
The topics in this course focus on establishing and managing an effective learning environment. Topics include: developing clear classroom rules and procedures, organizing instruction, managing students' work, providing effective feedback, and communicating effectively with students. (3 credits)

EPY 510 Evidence-based Decision Making 3
This course is designed to prepare students to use evidence to make sound educational decisions regarding students, school, and community policies and programs. Prerequisite: EPY 500. (3 credits)

EPY 521 Adult Psychology and Development 3
A study of human development from early adulthood to later adulthood. Basic principles and theories found in adult development are studied. Areas such as career development, marriage, parenting, and death and dying are explored in terms of their application to development. Offered Occasionally. (3 credits)

EPY 522 Child Psychology and Development 3
A study of psychological and developmental issues from birth through early adolescence across diverse populations. A general theoretical overview focusing on cognitive, physical, and emotional development will be developed with attention given to the role of culture on these developmental processes. Theory and research are presented in the context of practical application with an emphasis on implications for education. Fall, Spring, Summer. (3 credits)

EPY 523 Adolescent Psychology and Development 3
A study of the psychology and development of the adolescent which focuses on the development of self-governance and identity during early, middle and late adolescence. Topics for discussion will include physical, cognitive, social and emotional development, with attention given to the role of culture on these developmental processes. Fall, Spring, Summer. (3 credits)

EPY 524 Theories of Learning 3
A study of current theories of learning with an emphasis on application. Cognitive perspectives on learning and motivation are the primary focus with additional coverage of relevant topics including: behavioral, social-

cognitive, humanistic, and socio-cultural theories of learning. Fundamental principles of motivation will be addressed. Prerequisite or Co-requisite: EPY 500. Fall, Spring. (3 credits)

EPY 525 Statistics for the Behavioral Sciences 3

An introductory course in statistics which includes a brief review of descriptive statistics but primarily focuses on inference. Topics included are basic designs, elementary probability theory, sampling error, significance, power, t-test, ANOVA and chi square. Prerequisite: EPY 500 or its equivalent. Offered occasionally. (3 credits)

EPY 529 Measurement, Statistics, and Appraisal for Appraisal and Decision-Making 3

This course is designed to help students in a variety of settings understand the role of psychological/educational testing and measurement. Students will understand the role of appraisal and testing for educators and community, college, and school counselors. The course will address ethical principles and the selection and interpretation of tests in educational and counseling settings for individuals throughout the lifespan. Basic competencies in measurement, statistical interpretation, and research skills will be covered. Emphasis will be placed on the role of the educator, counselor, and other professionals in the understanding of the selection of tests for the measurement of scholastic, aptitude, achievement, career, personality, adjustment, and developmental issues, as well as multicultural assessment and test bias. The course will also examine the role of counselors, teachers, parents, and other professionals in interpreting the tests, providing feedback to stakeholders, and using the results to benefit the population served. Prerequisite: EPY 500 or CSL 505. Fall, Spring, Summer. (3 credits)

EPY 530 Measurement in the Content Areas: Assessment and Evaluation for Classroom Teachers 3

This course is designed to provide students with an understanding of the basic principles of measurement, assessment, and evaluation and opportunities to apply those principles in educational contexts. Students will examine both standardized and non-standardized methods of assessment. There will be an emphasis on teacher-designed assessment procedures. Fall, Spring. (3 credits)

EPY 535 Psychology of Diversity 3

This course is designed to examine theories in educational psychology and related disciplines that help to frame the cognitive and emotional experiences of diverse learners and educators. Diversity in this course comprises ethnicity, linguistic diversity, class, gender, and sexuality but may also include religion, gender orientation, region, nation, and other dimensions of identity. The relationship of educators to their own cultural backgrounds (ethnicity, gender, class, etc.) and to their students will be explored. Diversity will be viewed largely as a set of resources that learners and educators bring to the learning environment; how these resources can be incorporated into practice will be a core focus of the course. Prerequisite: EPY 502 or its undergraduate equivalent, Prerequisite or Co-requisite EPY 500. Spring. (3 credits)

EPY 536 Motivational Approaches in Education 3

A study of current theories and models of motivation with an emphasis on application. Topics discussed include the following principles as they relate to motivation: reinforcement, self-efficacy, attributional processes, cognitive and social processes, goal orientation, intrinsic and extrinsic factors, interest, affect, and teacher, classroom and school influences. Prerequisite or Co-requisite: EPY 500. Spring. (3 credits)

EPY 540 Introduction to Program Evaluation 3

The purpose of this course is to provide students with an experience in program evaluation that is theoretical in nature, as well as to provide an opportunity for practical, hands-on application. In order to address the theoretical aspect of the course, students will be introduced to the basic theories and models used in program evaluation and how these principles translate into the design and development of an evaluation plan, data collection, analysis, and dissemination and utilization of findings. As part of the practical experience, this course will provide an opportunity for students to participate on an evaluation team and play an active role in conducting a component of an authentic project working within an established evaluation framework. Prerequisite: EPY 500 or SPY 500 or EDA 500. (3 credits)

EPY 541 Program Evaluation: Theories, Instrument Development and Evaluation Utilization 3

This is an intermediate-advanced course in program evaluation that is designed to support and extend knowledge, skills, and competencies developed in EPY 540 Introduction to Program Evaluation. This course is unique in that it merges three areas within program evaluation - theory, testing and measurement, and utilization and dissemination of evaluation findings. While these components are overviewed in EPY 540, this course works to integrate those theories with the design, development, and execution of an evaluation plan and its accompanying instruments. Students will be exposed to more in-depth work in creating complex evaluation strategies that utilize self-developed and pre-established measures, in addition to school accountability data and individual student school records. Particular attention will be paid to triangulation of quantitative and qualitative program data, issues surrounding testing and measurement, logic models, and systems change evaluation. This course will also emphasize methods as they relate to building the evaluator-client relationship and communication among stakeholders and program staff, as well as highlight theories for increased utilization and dissemination of program evaluation findings and sharing of knowledge. Prerequisite: EPY 500 or EDA 500. Spring. (3 credits)

EPY 542 Evidence-Based Decision Making 3

This course is designed to prepare students to use evidence to make sound educational decisions regarding students and school and community policies and programs. Therefore, topics to be covered include: an overview of No Child Left Behind legislation and issues of educational assessment, the types of archival and standardized test data collected by school, use of data and theoretical frameworks to define problems, measurement issues and psychometric concepts involved in testing, documentation of change through curriculum-based measurement, and use of descriptive statistics to present and analyze data. Offered occasionally. (3 credits)

EPY 543 Readings in Educational Psychology (Special Topics) 3

A program of directed reading on special topics (e.g., adult learners, grief and loss). Offered Occasionally. (3 credits)

EPY 544 Grant Writing and Program Development 3

The purpose of this course is to provide an introduction to the field of professional grant writing, as well as develop an understanding of program theory for creating community- and school-based programs. Students will explore the various steps a grant writer/program developer employs in professional practice. Students will also gain knowledge about the grant requests for proposals (RFPs) process used by federal and state agencies, as well as foundation and corporate funders. Students will learn where to find grant funding opportunities and how to write competitive proposals - creating programs that are research-based, and theoretically and developmental appropriate for the students or community groups they serve. Pre-requisite EPY 500. Spring. (3 credits)

EPY 545 Child Development and Health 3

The development and health of the young child (prenatal through age 8) will be the focus of this course. Typical and atypical development (physical, social, emotional, linguistic, cognitive and aesthetic) will be studied, as well as concerns related to health and safety (risk factors, diseases, nutritional needs for health development, and preventative measures). Developmental patterns of disabilities and how these variations relate to typical development will be examined. Consideration will also be given to assessment procedures designed to identify and track typical and atypical development. Fall, Spring. (3 credits)

EPY 546 Practicum in Program Evaluation 3

The purpose of this course is to provide the student-evaluator with an in-depth professional field experience in program evaluation. Students will be assigned to a host site and will participate in a one-semester, 50-hour practicum. While practicum experiences will vary, most will require students to facilitate an evaluation plan, design and implement instruments, collect and analyze both quantitative and qualitative data to meet evaluation objectives, manage internal databases, and present information through technical reports and presentations. Student-

evaluators will also be expected to work as internal evaluators at these host sites and to work collaboratively with staff and administration to conduct activities indicative of a professional evaluator. Students will also work with a faculty member who will oversee the practicum, and each student will meet with this faculty member on a weekly basis for further discussion of issues and methodologies being employed at the practicum site. Host sites may include, but are not limited to, state agencies, not-for-profits, school districts, and school service providers. (3 credits)

EPY 548 Middle School Development 3
The middle school years represent a period of transition characterized by developmental, social, and academic changes. In this course, physical, cognitive, socio-emotional, moral, and educational processes specific to the early adolescent learner will be explored. Influences of family, peers, school, and other factors that mediate behavior will be addressed. Professional development for middle grade teachers will focus on pedagogical strategies across diverse student populations. (3 credits)

EPY 591 Mentoring Urban Youth 0 or 1
Students will engage in one on one mentoring /curriculum enrichment with urban at risk students two times per week for the entire academic year. (0 - 1 credit)

EPY 592 Integrative Seminar in Educational Psychology 3
An integration of core courses and demonstration of knowledge and skills appropriate to the completion of the degree. This course represents the final evaluation of the degree. A major evaluation component will typically include a paper synthesizing psychological issues on an educational topic, as well as a roundtable presentation of the paper. Fall (Open only to School Psychology Students) (3 credits)

EPY 598 Independent Study 1-6
Students who wish the opportunity to work on a topic with an Educational Psychology faculty member should contact the faculty member directly to arrange course requirements. (Scheme II students should specify title of Readings or Research.)(1-6 credits)

EPY 601 Death Education, Grief and Loss 1
This post-master's workshop will examine issues of loss and bereavement as they relate to the classroom situations and experiences of elementary and secondary students. Topics to be covered include: divorce; attitudes toward death; cultural variations; grief, bereavement and mourning; disenfranchised grief; traumatic loss; and crisis intervention. (1 credit)

EPY 602 Developmental Psychology for Educational Professionals 1
This course is designed for the practicing teacher, administrator, school counselor/social worker, or advanced graduate student. The central focus will include practical applications of these principles to the classroom/educational setting. The course will review psychological concepts and principles and current research regarding human growth and development across the life span with special attention to development in childhood and adolescence. The class will focus on child and adolescent development and the contexts of development (i.e.: home, school, peers, culture), with particular attention on development in the educational context. This course will review major theories and current research in the various domains of development including: physical, cognitive, and social and emotional development. Additional attention will also center around specific topics of interest of class members. This course is designed to help the professional educator think critically about developmental issues and to help you to become a more careful and thoughtful consumer of information and research on child development in your role as teacher, administrator, parent or policy maker. (1 credit)

EPY 604 Educational Psychology for the Teaching Professional 1
This course is designed for the practicing teacher, administrator, school counselor/social worker, or advanced graduate student. The course will review psychological concepts and principles relevant to the educational context. The central focus will include practical applications of these principles to the classroom for the practicing teacher. The class will focus on child and adolescent development and the contexts of development (i.e.: home, school, peers, culture). This course will also study the various

aspects of the instructional setting including individual, group, and cultural differences: learning and instructional theories; motivation; assessment and evaluation; and classroom management. Additional attention will also center around methods of differentiated instruction, reflective teaching, research-based practices, and other topics of interest of class members. This course is designed to help the professional educator think critically about these concepts and theories and to help you to become a more careful and thoughtful consumer of information and research in educational psychology in your role as teacher, administrator, parent or policy maker. (1 credit)

EPY 637 Substance Abuse Workshop 0
This course addresses the psychological and physiological effects of substance (alcohol, drugs, etc.) use and abuse. Legal, moral and social issues are discussed, as well as education and prevention programs and their effectiveness. This course satisfies the drug education requirement set forth by the New York State Education Department. Fall, Spring, Summer. (0 credit)

HIS Courses

HIS 501 Historiography: Theory and Practice 3
This seminar is designed to introduce students to the development of schools of historical theory and interpretation. It will examine how and why major historical narratives have changed over time. Through selected readings students will explore theories of historical change, debates over the interpretation of evidence, and methods for compiling and constructing factual representations of the past. Fall, Spring. (3 credits)

HIS 503 Trends in United States Relations 3
A survey of the literature of United States diplomatic history that includes historical analysis of the social class backgrounds of U.S. policymakers, major events in 20th century foreign policy and their relationship to domestic interests. (3 credits)

HIS 510 Approach to Modern European History 3
This course is a reading- and discussion-based field seminar that will explore a variety of themes and scholarly approaches to topics in modern European history from the 18th - 20th centuries. Topics will include: nation-state and imperial formations/expansions, industrial capitalism, the cultural sources and impact of revolutions, social movements, identity politics, modern ideologies, total wars, class, race/racism, gender, multiculturalism, and post-coloniality. (3 credits)

HIS 511 Issues in United States Women's History 3
A study of significant developments in the history of women in the United States. Some possible topics are: the women's rights movement of the 19th and early 20th centuries; women and the rise of the welfare state; and the women's liberation movement of the 1960's and 1970's. (3 credits)

HIS 514 The Worker in the Industrializing United States 3
A study of the beliefs and behavior of United States working people from 1815 to 1920. (3 credits)

HIS 520 The Rise of Corporate America 3
This course explores the history of the corporation from the early national period to the present, with particular emphasis on the emergence of large corporations in the late 19th century and their subsequent impact on American politics, society and culture. (3 credits)

HIS 522 The British Empire 3
At its height, the British Empire encompassed about one third of the habitable globe and governed one quarter of its peoples. The British imperial past thus set the stage for many current global conflicts and the persistent inequities among peoples and nations that constitute one of its lasting legacies. This course traces the historical evolution of the British Empire from its origins in eastern trade networks and trans-Atlantic settlement to its demise in the quarter century following WWII. We will read a number of books and essays that explore: 1) how modern and ever-shifting concepts of race, class, gender, and sexuality were forged through empire's trans-cultural encounters and were used to justify its continued existence and violent expansions; 2) the relationship between modern forms of knowledge, exploration, and expansion; and 3) how these processes shaped the very meanings of 'Britishness/Englishness' itself. These themes will be considered within changing contexts and conceptions of empire from the 18th to the 20th centuries, through the

contests and resistances the acquisition, policies, and loss of empire generated both at home and abroad at critical historical junctures. (3 credits)

HIS 524 Seminar: The Atlantic World 3
This course examines the political, economic, and social relationships that governed the formation of the modern Atlantic World by exploring the systems of exchange that developed between Africans, Europeans, and the indigenous peoples of North America. Seminar topics will explore: comparative forms of unfree labor between the 15th and 18th centuries; the contributions Native Americans made to the modern American political culture; the relationship between racial ideology and the institution of slavery; democracy and bondage; religious notions of divine providence and colonization; indigenous people and the politics of acculturation; government policy and citizenship; and the fringe communities of pirates, maroons, and fugitives. (3 credits)

HIS 526 Seminar: The Problem of Freedom 3
This course will examine the historical evolution of post-emancipation by focusing on the ways in which former enslaved Africans and their descendants pursued their quest for economic justice and full citizenship. Students will analyze the agency of African people by exploring comparative methods of protest, labor policy and state formation, and systems of production employed during the transition from slavery to freedom. Intellectual inquiry will include the relationship between industrial capitalism and abolition, free labor ideology and post-emancipation plantation production, racial ideology and split labor markets, economic imperialism and 20th century diasporic migrations. (3 credits)

HIS 530 The Early National Period 3
This course will address recent developments in the study of the early national United States to 1840, with an emphasis on social and cultural history. Topics include, but are not limited to: the contest to establish the meaning of the American Revolution; the significance of American Indians in national development; the gendering of citizenship and labor; African-American workers, both free and unfree; and the evolution of the United States as an imperial nation. (3 credits)

HIS 532 Colonialism in West Africa 3
The graduate seminar seeks to enable students to acquire a broad-based understanding of the forces that shaped the trajectory of West Africa's past and present social, economic and political experiences. It traces the major development in West Africa's socio-economic and political history from the eve of colonial conquest to the present. It considers the reasons for imperialism and the theories that seek to explain it. After an examination of the reasons for European expansion into Africa, the means by which the various colonial powers sought to control their colonies and the resistance they met, we will explore the different types of colonial administration, e.g. "indirect rule" versus "assimilation," and the differences in colonial labor and development policies. How ordinary men and women confronted the social, cultural and economic violence of colonial rule will also be examined. Finally, we will focus our attention on the struggle for liberation after the Second World War and the problems of independence as the new nation-states continue to face economic dependency, political instability and mounting foreign debt. (3 credits)

HIS 535 Colonial North America 3
This course will address recent developments in the study of colonial North America, with an emphasis on the social and cultural history of British North America to 1800. Topics include, but are not limited to, inter-cultural relations, the creation of the Atlantic world, the role of gender and sexuality in the shaping of empire, slavery and economic development, and racial representation and identity. (3 credits)

HIS 536 Gender, Colonialism, and the Family Economy in West Africa, 1860 - Present 3
This course examines continuity and change in gender roles from the pre-colonial period to the present, defining gender as a social construct. The main themes that will be explored include production and reproduction; gender, knowledge, and rituals of transformation; family structure and the allocation of productive resources within it, gendered experiences of colonialism, conflicts over marriage and divorce, widowhood and systems of inheritance in Africa. (3 credits)

HIS 537 Topics in the Social History of 20th Century West Africa 3

This course will be an exploration of recent scholarship in the social history of 20th century West Africa. Close attention will be directed to the new literature on the daily lives of ordinary men and women in their workplaces, communities and households. This course will be concerned with both the historical forces that helped to shape the lived experiences of people on the margins of society and the ways in which they have been active agents in making and representing their own histories. (3 credits)

HIS 538 Social History of Africa Women: 1860 Present 3

This course explores the social history of African women from colonial times to the present. This course will be concerned with both the historical forces which have shaped women's everyday lives and the ways in which African women have been active agents in the making of their own histories. Among the themes that will be addressed during the term are: women, capitalism and migrant labor; women and the colonial state; the missionary impact; colonialism and domesticity; the sexual politics of colonialism; women in the city; the role of women in the liberation struggle; poverty and subordination in independent Africa; and the politics of emancipation. (3 credits)

HIS 540 Approaches to Women, Gender, and Sexuality in Modern European History 3

This course will interrogate the modern European past from the analytical perspectives of gender and sexuality. The main focus of the course will be on the cultural logics and contradictions of gender ideologies, how they shape and legitimated broader social changes, their conformities and contestations in public discourse and social practice, and on how assumptions about women's 'nature' and abilities were used to expand, as well as delimit, real women's (and men's) lives and actions. (3 credits)

HIS 542 Approaches to Early Modern Europe History 3

This course will explore comparative approaches to early modern European history. This course will move chronologically and thematically through the early modern period, and consider its events and developments from a variety of both traditional and more recent analytical perspectives. Topics will include: imperial expansion, cultural encounters, print culture and the expansion of literacy, religious fragmentation and conflicts, family gender and sexualities, the expansion of state power, capitalism, and popular resistance, science, Enlightenment, anthropology and the re-imagining of human difference. (3 credits)

HIS 544 Citizenship, Culture and Difference in Western Modernity 3

This course will introduce the student to a broad thematic approach to conceptions of citizenship. Modern western notions of citizenship are products of the Enlightenment and soon found both application and justification in the emergent republics of the Americas and Europe. Initially defined by and for educated European males of property, citizenship was both imagined and applied on the basis of foundational exclusions. In this course, there will be an exploration of the languages, practices, and appropriations of modern citizenship in different contexts of reform, resistance, and revolution, and consideration of the various ways it has been contested and reworked by groups and individuals seeking greater rights and freedoms. (3 credits)

HIS 545 The British Empire 3

At its height, the British Empire encompassed about 1/3 of the habitable globe and governed 1/4 of its peoples. The British imperial past thus set the stage for many current global conflicts and the persistent inequities among peoples and nations that constitute one of it's lasting legacies. This course traces the historical evolution of the British Empire from its origins in eastern trade networks and trans-Atlantic settlement to its demise in the quarter century following WWII. We will read a number of books and essays that explore: 1) how modern and ever-shifting concepts of race, class, gender and sexuality were forged through empire's trans-cultural encounters and were used to justify its continued existence and violent expansions; 2) the relationship between modern forms of knowledge, exploration, and expansion; and 3) how these processes shaped the very meanings of 'Britishness/Englishness' itself. These themes will be considered within changing contexts and conceptions of empire from the 18th to the 20th centuries, through the contests and resistances the acquisition, policies, and loss

of empire generated both at home and abroad at critical historical junctures.(3 credits)

HIS 551 The Origins of Modern China 3
This reading-based field seminar will focus on China's early modern and modern period. It will offer a general narrative of the history of China from the seventeenth-century to the end of the Cultural Revolution with an emphasis on the various interpretative paradigms. It will also examine in depth some important themes of the period addressed by weekly reading, which include commercialization and urbanization in Ming-Qing China, China in world-historical time, and the developments of nationalism and communism. Ultimately this course will help students to understand the formation of a modern nation-state in a non-Western historical context.(3 credits)

HIS 562 Landmarks in 20th Century U.S.-Latin American Affairs 3
This course examines the history of relations between the United States and the countries of Latin America in the twentieth century. It emphasizes the domestic and global contexts within which U.S. leaders defined national economic, strategic, and ideological interests and their regional policy objectives, but it also explores the impact of the region's nationalist, anti-imperialist, class, racial, and gender struggles that often shaped policy outcomes in ways unanticipated by the United States. (3 credits)

HIS 563 The Political Economy of Slavery 3
This course will trace the development of the Atlantic slave trade and examine its impact on the economic, political, social, and demographic development of North America. Students will study: the 'janus-faced nature' of merchant capitalism, the development of tobacco production in the Chesapeake and the patriarchal nature of the planter class, the gendered evolution of the slaves economy within the plantation regime, the Cotton Kingdom in the lower South, the intensely debated relationship between capitalism and the abolition of bonded labor, and the impact of racial discourse on free labor ideology. (3 credits)

HIS 590 Seminar: Reform in the United States 3
A consideration of the motivation, methods and impact of selected reform movements of the 19th and 20th centuries. (3 credits)

HIS 594 Internship 3
A period of supervised work (normally eight hours a week through the semester) in archives administration, historical editing, public historical research or museum interpretation under the direction of a professional in the field. (3 credits)

HIS 598 Independent Study 1-3
(1-3 credits)

HIS 599 Thesis 6
N.B. Events over which the College has no control may result in changes in course schedules. The most recent information can be obtained from the department chair. (6 credits)

LRC Courses

LRC 510 Foundational Knowledge for Teaching Literacy 3
This course is designed to lay the foundation for literacy instruction by familiarizing students with basic terminology and concepts important for the effective teaching of literacy. Offered occasionally. (3 credits)

LRC 520 Advanced Developmental Literacy (Birth through Grade 6) 3
Design, implementation and evaluation of curriculum programs in literacy for children from birth to grade 6. Instructional materials and methods to teach emergent literacy experiences, phonological skills, word identification, development of vocabulary, comprehension, writing, and study strategies are reviewed. Emphasis will be placed on providing for individual differences. For students enrolled in the Professional Special Education or Professional Teacher Education program, this course integrates ELA with pedagogy. For students in Literacy (B-6) master's program, this is a pre- or co-requisite for LRC 552. For students in the Literacy (B-6) certification-only program, it is a pre-requisite for LRC 552. This is a pre or co-requisite for LRC 540 for students in Childhood Ed/Special Ed 1-6. Fall, Spring, Summer. (3 credits)

LRC 521 Advanced Literacy Improvement in the Secondary School (Grades 5-12) 3
Design, implementaion and evaluation of curriculum programs in literacy for students in grades 5 through 12. Instructional materials and methods to teach content area literacy strategies, vocabulary development, comprehension and study skills; emphasis on providing for individual differences. For students in Literacy (5-12) master's program, this is a pre- or co-requisite for LRC 553. For students in the Literacy (5-12) certification-only program, it is a pre-requisite for LRC 553. For students enrolled in the Professional Teacher Education program, this course integrates ELA with pedagogy. Pre or co-requisite for LRC 540 for students in Adolescent Ed/Special Ed 7-12. Fall, Spring or Summer. (3 credits)

LRC 525 Theories and Teaching of Writing 3
Review of current theories and research on writing and the teaching of writing. Includes study of a variety of genres, conventions, and assessment techniques. For students in the Literacy (B-6) or Literacy (5-12) certification-only program, this is a pre-requisite for LRC 552/553. Fall, Spring, Summer. (3 credits)

LRC 530 Theories of Literacy 3
Theories of literacy development, including psycholinguistic foundations and psychophysiological factors of the literacy process. Designed to familiarize students with an understanding of the relationships among theory, research, and practice. For students in the Literacy (B-6) or Literacy (5-12) certification-only program, this is a pre-requisite for LRC 552/553.Fall, Spring, Summer. (3 credits)

LRC 540 Diagnosis of Literacy Problems 3
Practices in assessing literacy performance with formal and informal measures. Includes interpretation and communication of findings. Course requires direct assessment experiences with individuals encountering difficulty acquiring literacy. Requires NYS fingerprint clearance in advance. Prerequisite or co-requisite: LRC 520 for students in Childhood Ed/Special Ed. 1-6, LRC 521 for students in middle school or adolescent education; ELE 515 and 516 for students in childhood education or early childhood education. Fall, Spring, Summer. (3 credits)

LRC 545 Remediation Literacy Problems 3
Practices for preventing, addressing, and communicating information about literacy difficulties. Course requires direct assessment and tutorial experiences with an individual who may qualify for early intervention, compensatory, or special education services. Requires NYS fingerprint clearance in advance. Prerequisite: LRC 540. Fall, Spring, Summer. (3 credits)

LRC 550 Practicum in Teaching Literacy (Birth through Grade 6) 3
(Clinical)College-supervised experience in the Joy S. Emery Clinic at The College of Saint Rose under the direction of a certified reading/literacy specialist. Occasional seminars are scheduled through the semester, and a seven-hour school-based field experience is required. Information about the required field experience is available in the Field Placement and Advisement Office in the Dean's Suite of the Lally Building. Prerequisites for students in the degree program are LRC 540 and LRC 545. Students in the certification-only program must complete LRC 540 and LRC 545 and take LRC 550/551 in their final semester.(Practicum)Individualized program (50 clock hours with 25 hours at the birth to grade 2 level and 25 at the grade 3 to grade 6 level), providing opportunities to address early intervention and/or literacy difficulties. Requires NYS fingerprint clearance in advance. See guidelines above. Open only to students in either the degree program or the certification-only program at Saint Rose. Fall, Spring, Summer. (3 credits)

LRC 551 Practicum in Teaching Literacy (Grades 5 through 12)) 3
(Clinical) College-supervised experience in the Joy S. Emery Clinic at The College of Saint Rose under the direction of a certified reading/literacy specialist. Occasional seminars are scheduled through the semester, and a seven-hour school-based field experience is required. Information about the required field experience is available in the Field Placement and Advisement Office in the Dean's Suite of the Lally Building. Prerequisites for students in the degree program are LRC 540 and LRC 545. Students in the certification-only program must complete LRC 540 and LRC 545 and take LRC 550/551 in their final semester. (Practicum) Individualized program (50 clock hours with 25 hours at the grade 5 through 8 level and

25 at the grade 9 through 12 level), providing opportunities to address literacy difficulties. Requires NYS fingerprint clearance in advance. See guidelines above. Open only to students in either the degree program or the certification-only program at Saint Rose. Fall, Spring, Summer. (3 credits)

LRC 552 Classroom Practicum in Teaching Literacy (Birth through Grade 6) 3
(Classroom) College supervised experience in an assigned classroom setting, off campus. Requires NYS fingerprint clearance in advance. For students in the degree program, pre- or co-requisites are LRC 520/521 and LRC 567. Students in the Certification-Only program must complete 15 credits of course work (LRC 520/521, LRC 525, LRC 530, LRC 540, and LRC 567) before enrolling in LRC 552/553.Application of best practices in teaching reading and writing with small groups or individual students in an assigned elementary classroom setting off campus, under the supervision of a classroom teacher and a college supervisor. Requires NYS fingerprint clearance in advance. For students in the degree program, pre- or co-requisites are LRC 520/521 and LRC 567. Students in the certification-only program must complete 15 credits of course work (LRC 520, LRC 525, LRC 530, LRC 540, and LRC 567) before enrolling in LRC 552. Fall, Spring, Summer. (3 credits)

LRC 553 Classroom Practicum in Teaching Literacy (Grades 5 through 12) 3
(Classroom) College supervised experience in an assigned classroom setting, off campus. Requires NYS fingerprint clearance in advance. For students in the degree program, pre- or co-requisites are LRC 520/521 and LRC 567. Students in the certification-only program must complete 15 credits of course work (LRC 520/521, LRC 525, LRC 530, LRC 540, and LRC 567) before enrolling in LRC 552/553.Application of best practices in teaching reading and writing with small groups and individual students in a secondary classroom setting under the supervision of a classroom teacher and a college supervisor. Requires NYS fingerprint clearance in advance. For students in the degree program, pre- or co-requisites are LRC 520 or 521 and LRC 567. Students in the Certification-Only program must complete 15 credits of course work (LRC 521, LRC 525, LRC 530, LRC 540, and LRC 567) before enrolling in LRC 553. Fall, Spring, Summer. (3 credits)

LRC 565 Early Literacy Intervention 3
This course will focus on the instructional needs of children who experience difficulties at the early stages of literacy development. The practical implications of theory and research on the causes of early reading difficulty will be emphasized. Prerequisites: LRC 520 and LRC 540. Offered occasionally. (3 credits)

LRC 567 Introduction to Literacy Coaching 3
This course will introduce teachers, K-12 to the role and responsibilities of literacy coaching. Topics will include successful models for literacy development, assessment practices to measure continuous student progress, fundamentals of observation, analysis of instruction, and communication strategies to facilitate colleague collaboration and mentoring. Requires NYS fingerprint clearance in advance. (Pre- or co-requisite for LRC 552/553 for students in the degree program; pre-requisite for students in the certification-only program.) Fall, Spring, Summer. (3 credits)

LRC 576 Comprehension Strategies 3
Procedures for helping students learn to comprehend various types of materials. Emphasis will be placed on scientifically validated approaches to cognitive strategy instruction. Offered occasionally. (3 credits)

LRC 577 Literacy Intervention Strategies For Classroom Teachers 3
Specifically designed to assist classroom teachers with identifying the instructional needs of students who occasionally experience difficulty with the literacy demands of the classroom program. Practical approaches to meeting these instructional needs will be discussed along with the theory and research that supports these approaches. Offered occasionally. (3 credits)

LRC 578 Topics and Issues in Literacy 3
Periodically, a course will be offered which focuses on a particular topic or issue in literacy. While the topic selected may be covered in other literacy courses, coverage of the topic in this course will be more comprehensive. Offered occasionally. (3 credits)

LRC 583 Literacy and the New York State Standards 3
This course addresses the literacy goals as described in the New York State Standards and how K-12 teachers can design instruction to help learners meet those goals. Also addressed will be the use of the NYS Literacy Assessment Instruments to inform instruction. Offered occasionally. (3 credits)

LRC 587 Field Experience in Literacy 3
A field experience selected in cooperation with the instructor depending upon the individual needs of the student. Literacy program approval required. Offered occasionally. (3 credits)

LRC 590 Research Seminar in Literacy 3
In-depth course in which students engage in research and share findings. Research theme(s) may be selected by the instructor. Students submit their major research papers for evaluation of class performance and as one final evaluation criterion of performance in the program. To be taken in the final semester. Fall, Spring, Summer. (3 credits)

LRC 598 Independent Study 3
(3 credits)

LRC 599 Thesis 3 or 6
(3 or 6 credits)

LRC 999 Comprehensive Examination: Literacy 0
(0 credits)

MBA Courses

MBA 508 Decision-Making Methods 1
This course surveys a series of quantitative analytical techniques most often used in the graduate program of business administration. Topics include basic algebraic functions, calculus and derivatives with an emphasis on problem-solving in business. (1 credit)

MBA 509 Statistics for Business Analysis 2
The theory and application of statistical analysis to business decisions. Course includes Normal and other distributions, probability, populations and sampling, survey design, data collection, and univariate, bivariate, and multivariate analysis of data for organizational decision-making. Students use a statistical software package. (2 credits)

MBA 511 Financial Accounting 3
An introduction to the principles of financial accounting involving the analysis of financial transactions; the recording of transactions; their interpretation through financial statements and usage by management, owners and other third parties; and the use of present value techniques where appropriate. Emphasis throughout the course is on preparation and interpretation of financial statements through computer applications such as spreadsheets. (3 credits)

MBA 516 Management Communications and Social Responsibility 3
This course covers concepts in business ethics along with the development of skills and knowledge related to management communication. (3 credits)

MBA 517 Organizational Behavior and Management 3
An examination of the theoretical bases of individual, group, and organizational processes. Emphasis will be on the analysis of various business situations and the application of theory to the practical resolution of individual, team and organizational issues. Topics include: cognitive processes and biases, managing diversity, group processes, individual and group decision-making techniques, motivation, leadership, power, and organizational culture, design, and change. (3 credits)

MBA 520 Managing Innovation and Technology 3
Fundamental shifts from innovation and technology characterize the contemporary business environment. Managing those changes internal and external to the firm is the focus of this project-based course; Internet, web and other computer-related technologies are emphasized. Prerequisites: MBA 508, MBA 509, and computer literacy. (3 credits)

MBA 522 Budgeting and Cost Analysis 3
A managerial approach and a systems focus provide the student with a basic understanding of the power and limitations of cost systems and their role in a strategic organizations. Traditional budgeting and cost topics are extended to activity-based and enterprise systems models. Theory and original analysis are reinforced through manual applications, computer based applications,

computer based presentations and projects. Prerequisite: MBA 511 or equivalent and Excel knowledge.(3 credits)

MBA 528 Tax Planning 3
This course includes a study of the concepts of U.S. income tax laws and their impact on decision-making, individual behavior, business activity, and society in general. Since taxes affect virtually every financial decision, having timely knowledge of tax laws and issues greatly enhances your effectiveness as a financial professional and broadens your opportunity to do business.The topics include an understanding of the evolution of taxation, concepts and the system employed in the United States as they relate to gross income, deductions and credits. Other topics include employee expenses, and deferred compensation, tax depreciation, accounting periods and methods and sales of business assets.(3 credits)

MBA 531 Not-For-Profit Accounting 3
Accounting issues for not-for-profit entities such as health care organizations, voluntary health and welfare organizations, colleges and universities are studied. The course will also address topics such as fund structures and the use of financial information to manage the organizations. (3 credits)

MBA 540 Introduction to Database Management 3
This is an introduction to database management systems for MBA students. There will be a strong emphasis on the design and development of relational database systems using realistic business models. There will be a special focus on developing problem-solving skills. The class will build querying skills using SQL. Students will learn how to use state-of -the-art database management systems programs. Other topics will include database administration and data security issues. There is no prerequisite for this class. This course cannot be applied to the CIS Master's degree. (3 credits)

MBA 541 Introduction to Internet Development 3
This is an introduction to Internet development for MBA students. The major emphasis will be on building websites for businesses and non-profit organizations using state-of-the-art development tools. There will be an emphasis on the principles of good design, and a thorough coverage to accessibility issues. In addition, the class will learn how to incorporate JavaScript for simple client-side programs, including form validation. The class will also learn how to use and write simple server-side programs to help develop data-driven websites and to record client information in databases. There is no prerequisite for this course, but some knowledge of databases would be helpful. This course cannot be applied to the CIS Master's degree. (3 credits)

MBA 542 Object Oriented Programming 3
This a fundamental introduction to the concept of object-orientation and the universal characteristics of all computer programs. Topics will include statements in sequences, decision structures, iteration structures, functions, and decomposition. The first portion of the course will be taught with Alice, a highly visual system that requires a minimum of traditional programming syntax. Java, a contemporary object-oriented language in wide use will be introduced later in the course. This course cannot be applied to the CIS Master's degree. (3 credits)

MBA 570 Advanced Theory of Financial Accounting 3
The purpose of the course is to explore, at an advanced level, the concepts, principles, and rationale that support the framework of financial accounting as represented by financial statements of various forms of economic enterprises. Considerable emphasis is placed on valuation of assets, the full and appropriate disclosures of liabilities, and the proper presentation of financial reports. Throughout the course, students will study the statements of the Accounting Principles Board of the AICPA, the statements and interpretations of the Financial Accounting Standards Board, the regulations of the Securities and Exchange Commission, the International Standards for financial reporting, and the codification of financial accounting standards. Prerequisite: 21 credits in undergraduate accounting with a grade of C or better. (3 credits)

MBA 571 Financial Auditing 3
Building on first courses in Financial Auditing and Accounting Information Systems, the student will integrate theory and practice within a computer based environment. A practice set and case based methodology leads the student through internal controls and risk assessment in computer environments, statistical stratification and sampling plans, design and execu-

tion of audit plans and other advanced topics using Excel and Generalized Audit Software (currently ACL). Course has a significant online component. Students must have a recent computer and high speed internet access. Prerequisites: 21 credits in undergraduate accounting with a C or better. (3 credits)

MBA 572 Advanced Taxation 3
The purpose of this course is to become knowledgeable of the laws and regulations governing the taxability of income, gifts, wages, etc., that come within the purview of the Internal Revenue Service as promulgated through the Internal; Revenue Code and regulations of the IRS. Students will research the law and regulations through library study of the Code and various tax services. The taxability of individuals, partnerships, corporations, estates and trusts will be considered. Prerequisite: 21 credits in undergraduate accounting with a grade of C or better, including both individual and corporate taxation. (3 credits)

MBA 575 Fraud 3
Fraud has a significant impact on businesses and on the economy. The course will study some data on the prevalence of fraud, its impact on organizations, and its impact on individuals. We will also delve into the responsibilities of auditors in identifying and reporting fraud. Through studies and case analyses, students will learn how frauds have been perpetrated, how they were detected, and how they could have been prevented. (3 credits)

MBA 581 Analyzing Business Literature 3
Students will be introduced to 'classic' writings in the management field that will help them understand the history and development of management and organizational behavior theories. Using the tools of critical analysis, students will examine these theories and apply them to contemporary business literature and theories of managing organizations. (3 credits)

MBA 582 Human Resource Management 3
An examination of the management of human resources. Special attention will be given to: problems in evaluating abilities and performance; effective recruitment and selection; compensation techniques; developing the organization's human resources. Emphasis is placed on the dynamic environment of employment law and the quantitative models used to assist the manager in the decision process. (3 credits)

MBA 583 Leadership in Organizations 3
This course is designed to introduce students to the concept of organizational leadership. Through examination of different theories and conceptualizations of organizational leadership, students will gain insight into different perspectives on this topic. Using discussion, case studies, and projects, students will analyze theories of organizational leadership and learn how to apply these theories in their own professional lives. (3 credits)

MBA 584 Management Skills 3
This course introduces the student to key skills the modern manager needs to succeed in today's business environment. Students begin to master a set of skills grounded in behavioral science theory and research that are essential for a successful career in management. The skill-building approach draws from the best aspects of various pedagogical traditions, while leaving behind the least-effective elements. Course requirements include quizzes, Skill Application exercises, class participation, and group projects. (3 credits)

MBA 585 Managing Effective Teams 3
An interactive exploration of organizations and what it takes to manage. Few (if any) management researchers disagree with the observation that organizations (private and public) are undergoing tremendous changes that directly challenge existing ideas about management method and expectations. This course will explore this changing workplace from the management perspective, which is essentially "team" based from the very highest echelons to the production floor. What is changing; what does it mean; and how will managers succeed in this new environment? (3 credits)

MBA 586 Globalization and International Business 3
Globalization enables organizations to enormously expand their resource base for additional sourcing, markets, collaboration, or alternative headquarters. Businesses as well as non-profits have not been hesitant to seek this competitive edge, creating regions with an unpredictable mix of economic interests, cultural, religious and political influence, citizen interests and action, and regional trade

alliances. How businesses seek to manage these factors is explored in this project course with emphasis on the international context of challenges, successes, and change. Lively class discussion welcomes each student's views on the dynamic global economy. Hybrid e-course / classroom sessions. (3 credits)

MBA 587 School Business Leadership Finance and Practice 3

This course is designed to introduce students to the role of budgeting in the public and educational sectors. It will cover budgeting at the federal, state, and local levels, but focus on state and local budget and finance issues. Instruction will focus on the budget as one of the most significant policy documents in the public domain that reflects priorities, values, and power relationships. The study of budgeting begins with the product of a budget in its organizational contexts, as a tool for organizational management, development, and change. Student will study the leader's role and challenges in developing and implementing budgets. Actual budgets will be used throughout the course to illustrate budget development and implementation concepts. (3 credits)

MBA 588 Policy Analysis/Political Process 3

This course is designed to introduce students to corporate governance and the development of trust. Students will gain insight into various dimensions of governance, focusing on the interactive relationships and responsibilities of and among directors, senior management, institutional investors, attorneys, auditors, creditors and other stakeholders. Emphasis is on learning and applying ethically strong governance practices as well as the historical development of corporate governance. In addition, students will focus on the development of trust in key leadership positions. Using class discussion, case studies and projects, students will learn how to apply effective governance practices and build trust throughout their career. (3 credits)

MBA 589 School District Leader: Finance and Practice 3

This course will provide a comprehensive overview of the budget development process employed by school districts. Emphasis will be placed on the development of a school district budget focused on a sound educational plan and balanced with the community's ability to provide appropriate resources. A brief history of management theory will be provided to ensure a solid understanding of the need for an articulated budget development process and means to ensure equity when making decisions in an environment of competing demands. Major topics include: Widely recognized budget types/formats, fundamentals of budget mechanics including universal coding systems, revenue forecasting techniques, enrollment projection methodologies, state aid projections, capital project management, regulatory requirements, roles and responsibilities, purchasing and accounts payable, facilities management, and risk management. (3 credits)

MBA 594 Corporate Governance and Trust 3

This course is designed to introduce students to Corporate Governance and the development of trust. Using class discussion, case studies, and projects, students will learn how to apply effective governance practices and build trust throughout their career. (3 credits)

MBA 595 Managing Organizational Development and Change 3

In this course we will examine what leaders, workers, and OD practitioners do as they implement and manage organizational development programs through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. The course will provide both a conceptual and experiential approach to the study of organizational development with a focus on developing interpersonal skills. Emphasis will be placed on data collection, synthesis, implementation management and evaluation. (3 credits)

MBA 596 Environment and Development 3

This course studies the relationship between environmental economics and development theory by quantifying the impact of a firm on its community and environment. Effects quantified range from the positive impact of jobs, salaries and voluntary service to the negative impact of pollution, congestion and resource draw down. Analysis based on US and International issues. Several fields are integrated such as social auditing, environmental accounting, environmental economics, local and regional planning, ecology and environmental sciences, as well as ethical and legal issues. ISO 14000 and ISO 9000 standards and management plans are stud-

ied. Course has a significant online component. Students must have a recent computer and high speed internet access. (3 credits)

MBA 598 Independent Study 1-6
Open to students who have a cumulative average of B+ or higher. Available in subject areas chosen by, and of mutual interest to, the student and faculty member. Subjects are of an advanced nature and are expected to include topics not normally offered in existing courses. An independent study form with the necessary documentation must be completed. Students must have a clear, substantiated and detailed description of the independent study. This must be prepared by the student after consultation with the faculty member. The student must have secured the necessary approvals prior to registration. (1-6 credits)

MBA 602 Insurance Planning 3
This course covers strategic analysis and practical applications of insurance planning. Topics include: principles of insurance; identification of life, health, homeowners', and other property and liability risk exposure; legal aspects of insurance; insurance industry regulation; property and liability policy analysis; life insurance policy analysis; annuity policy analysis; health insurance policy analysis; taxation of insurance products; and selecting insurance companies and agencies. The course also includes an introduction to the personal, or family, financial planning process and standards of professional ethics. (3 credits)

MBA 605 Benefits and Retirement Plan 3
This course covers employee benefits and retirement plans and strategies. Topics include: life, medical and disability plans in employee benefit programs; business applications of individual life and disability insurance; other employee benefits; social security, Medicare and Medicaid; ethical considerations in retirement planning and employee benefits; types of retirement plans; qualified plan characteristics; distributions and distribution options; retirement needs analysis; recommendation of the most appropriate type of qualified retirement plan; and suitability of an investment portfolio for a qualified plan situation. (3 credits)

MBA 635 Marketing Management 3
A study and application of the entire marketing process at the graduate level. The course stresses corporate decision-making in marketing via use of extensive case analysis. Topics include: marketing strategy planning and implementation in international business, the service sector, as well as in not-for-profit organizations. Other subjects include product management, pricing and promotional programs, distribution systems and the integration of these for effective marketing management. (3 credits)

MBA 636 Marketing Decision-Making: Tool and Technique 3
The most important responsibility of a marketing manager is to make decisions. A primary characteristic of marketing problems is that they vary considerably. Because of the nature of these problems, it is not possible to devise a solution that will work in every situation. Instead, this course focuses on tools and techniques to aid in decision-making. The course explores the basis of scientific investigation to help solve marketing problems including problem formulation, project planning and design, search for information, sampling, questionnaire design, analysis, interpretation and reporting. In doing so, it investigates the various tools and analytical techniques at the disposal of the marketing manager. As such, the course is very useful for managers in the corporate world. Prerequisite: MBA 635. (3 credits)

MBA 637 Strategic Marketing Plan 3
In an era characterized by intense global competition, formation of trading blocks, rapidly changing technology, consumer needs and demographic shifts, the importance of strategic marketing is paramount if a company is to survive, let alone prosper. This course is designed to help expand the student's understanding of strategic marketing. As a marketing capstone course, this class provides an opportunity to draw from concepts, theories and principles learned in MBA 636 Marketing Decision-Making and other business courses and helps the student to apply them to the development of a comprehensive marketing plan. As such, this course focuses on the formulation of marketing strategies necessary for business to survive in today's highly competitive marketplace. Prerequisites: MBA 635 and MBA 636. (3 credits)

MBA 640 Managerial Finance 3
A study of the theory and process financial managers utilize in making financial decisions, the effect of these decisions and the process of selecting the most appropriate alternatives for the specific situation at hand. Topics include: budgeting of funds and analysis of financial requirements; formulations of debt policy; decisions for optimum capital structure; determination of influences on the cost of capital; capital budgeting techniques; and risk leverage and breakeven analysis. Students will use spreadsheet packages. Prerequisite: MBA 511, or equivalent, and competency in spreadsheet software. (3 credits)

MBA 641 Investment Theory 3
This course is divided into three main topic areas: a description of institutional investors and their customers; risk management of investment portfolios; and the evaluation of derivative securities. Computer models will be used to evaluate: common stock; bonds with and without option features; and options on futures, spot commodities and common stock. Risk management is stressed. Prerequisite: the student is required to have passed MBA 640 (or its equivalent) with a grade of B or better. (3 credits)

MBA 642 Venture Assessment 3
Examination of the key requirements for new venture and business success. Student teams work as consultants to existing for-profit and not-for-profit organizations. The specific requirements of the project depend on client needs. Primary emphasis is given to developing a realistic business plan and exploring critical financing options, including conventional, as well as nontraditional means of funding a new enterprise. Topics that may be included are: identifying venture opportunities and market niches; mobilizing and organizing human and technical resources; evaluating the potential and long-term viability of a venture; analyzing sources of financing; structuring and negotiating deals and managing operations after start-up. Special attention is given throughout the course to developing a credible business plan. Prerequisites: MBA 508, 509, and 511, or equivalent, and consent of the instructor. (3 credits)

MBA 644 Insurance Planning 3
This course covers strategic analysis and practical applications of insurance planning. Topics include: principles of insurance; identification of life, health, homeowners', and other property and liability risk exposure; legal aspects of insurance; insurance industry regulation; property and liability policy analysis; life insurance policy analysis; annuity policy analysis; health insurance policy analysis; taxation of insurance products; and selecting insurance companies and agencies. The course also includes an introduction to the personal, or family, financial planning process and standards of professional ethics. (3 credits)

MBA 645 Benefits and Retirement Planning 3
This course covers employee benefits and retirement plans and strategies. Topics include: life, medical and disability plans in employee benefit programs; business applications of individual life and disability insurance; other employee benefits; social security, Medicare, and Medicaid; ethical considerations in retirement planning and employee benefits; types of retirement plans; qualified plan characteristics; distributions and distribution options; retirement needs analysis; recommendation of the most appropriate type of qualified retirement plan; and suitability of an investment portfolio for a qualified plan situation. (3 credits)

MBA 646 Estate Planning 3
This course focuses on detailed legal and practical issues of estate planning. Topics include: estate planning overview, federal gift and estate taxation, liquidity planning, trust, estate planning for marriage and nontraditional relationships, planning for charitable contributions, postmortem planning, and other special topics. Prerequisite: MBA 640; MBA 528 strongly encouraged. (3 credits)

MBA 650 Contemporary Topics in Finance 3
This course explores the contemporary issues of finance with a focus on modern financial history. Students will survey the popular literature on topics such as the credit crisis and its history, financial bubbles and stock market crashes, the history of bailouts in the U.S. and other countries, the development and the product of financial engineering and financial innovation, the impact of the Federal Reserve's leadership on the present and the future of the U.S. economy and

capital market, the impact of legislations and economic policies on the behavior of the financial market. The topics may vary from semester to semester. Prerequisite: Students should have some basic knowledge of macroeconomics. (3 credits)

MBA 651 Labor Relations and Collective Bargaining 3
This course will examine the workplace application of the National Labor Relations Act and state labor laws. The course will culminate in a computer-based bargaining exercise. The student will use financial and economic analyses to prepare and analyze collective bargaining principles. Prerequisites: MBA 517, 522, 582. (3 credits)

MBA 660 Production and Quality Management 3
This course seeks to develop students' abilities to recognize, model, and solve problems inherent in production and service environments. The course will emphasize the concepts and techniques that are useful in making decisions on production facilities and capacity, choices of technology and equipment, process design, and the scheduling and control of operations activities. Specific topics include product and process design, quality management, linear programming, decision analysis, queuing theory, forecasting, and inventory models. The goal is to make the students aware of the importance of operations management in today's business environment, as well as quantitative methods of analysis. Course includes utilization of computer-based techniques and applications. Prerequisites: MBA 509, or equivalent, and competency in spreadsheet software. (3 credits)

MBA 661 Total Quality Management 3
A study of the management of quality for competitiveness. Quality is treated as a total firm strategy and includes the development of a quality culture, design of quality assurance systems and designs of processes to integrate quality into operations. (3 credits)

MBA 662 Topics in Operations Planning and Modeling 3
The focus of the course is building models and using software to aid in decision-making. Topics include: applications in single-channel and multi-channel queuing systems, applications of linear and integer programming to industrial problems and the development of models for scheduling and forecasting. Course includes utilization of computer-based techniques and applications. Prerequisites: MBA 660 and competency in spreadsheet software. (3 credits)

MBA 671 Federal Taxes and Management Decisions 3
Designed for non-MS in Accounting students, this course includes tax planning and saving opportunities with special emphasis on the use of tax information for business decisions. Prerequisites: MBA 508, and 511, or equivalent, at the discretion of the instructor. (3 credits)

MBA 672 Performance and Operational Auditing 3
The purpose of the course is to explore the principles and procedures of the internal and performance audit. The duties and responsibilities of the internal auditor within the management team and organization are explored in detail. Topics covered include: the organization of the internal audit department, staff qualifications and development, long/short range audit plans, and the elements of internal auditing (e.g., preliminary survey audit programs, field work activities, report and management review). Prerequisite: MBA 511 or equivalent, at the discretion of the instructor. (3 credits)

MBA 675 History of Organizational Management 3
The purpose of this course is to provide students with the tools to critically read and analyze popular business literature by drawing upon management and leadership theories. (3 credits)

MBA 682 The Internet and the World Wide Web 3
A practical exploration of the Internet and the World Wide Web, including hardware, software, ethical concerns raised by the Web, and management issues. Each student creates and posts a Home Page for business or industry, with links, on the Business School Web server. Prerequisite: a working knowledge of computers. (3 credits)

MBA 684 Fundraising and Grant Writing 3
This survey course will cover fundraising for not-for-profit organizations and will assist in the development of strategic plans for fundraising that may include annual giving, corporate donations, special events, planned giving and grant writing. (3 credits)

MBA 685 Strategic Management-Not-for-Profit Organizations 3
This not-for-profit survey course is designed to integrate client and/or customer satisfaction, organization design and the financial aspects for strategic decision making in the not-for-profit organization. General topics include (but are not limited to): strategic analysis of internal and external environments, the development of strategic policies and the implementation and control of strategic plans. Specific areas of control include: strategy formulation, policy development, internal relations, and external relations. Prerequisites: all other certificate courses must be completed or taken concurrently. (3 credits)

MBA 690 Advanced Strategic Management 3
A final course designed to provide a cohesive framework leading to the achievement of organizational effectiveness. Emphasis is on the role of the general manager in identifying problems and solutions through the application of appropriate methods. The course develops ways of perceiving opportunities from an analysis of evolving environmental trends, understanding company resources, and integrating skills and opportunities in setting strategy and detailed plans. An integrative course that draws on the tools and techniques learned in other graduate courses and which are needed to develop practical, company-wide general management decisions. The course uses extensive case analysis. The capstone course must be completed with a grade of B or better. Prerequisites: all non-elective courses must be completed or taken concurrently. (3 credits)

MBA 699 Full-time MBA Graduate Internship 3
See description of MBA program for internship requirements. (3 credits)

MED Courses

MED 521 The Orff Method of Music: Level 1 3
An introduction to the philosophy, basic principles and methodology of the Orff-Schulwerk process. Daily workshop-style classes cover pentatonic scales, simple bordun, ostinato, elemental forms, body movement, soprano recorder, improvisation, vocal, and rhythmic training. (3 credits)

MED 522 Advanced Orff Method of Music: Level 2 3
Daily workshop classes covering pentatonic scales, IV and V accompaniments, soprano and alto recorders, improvisation with voice, movement and instruments. Prerequisite: MED 521 or permission of the instructor. (3 credits)

MED 523 Advanced Orff Method of Music: Level 3 3
Daily workshop-style classes in advanced Orff-Schulwerk. Modal, aleatoric and jazz applications; theme and variation, chaconne; Renaissance dance forms; advanced improvisation; and practical classroom applications. SATB recorder ensemble. Prerequisite: MED 522 or permission of the instructor. (3 credits)

MED 529 Seminar in Choral Conducting 3
Conducting and rehearsal techniques, literature, pedagogy, and score preparation are among the topics explored. Course is tailored to the needs of choral directors, elementary through high school level. (3 credits)

MED 532 Creative Use of Methods and Materials in Elementary Education 3
An integrated approach is the basis for exploring a more creative approach to teaching. Emphasis is on planning curriculum, assessment, technology, world music and the development of original creative materials. (3 credits)

MED 533 Advanced Instrumental Conducting 3
A course designed for the needs of instrumental music teaching (both orchestra and band) from the elementary through college levels. Exploration of rehearsal techniques, literature, score preparation, philosophy, and advanced gestural vocabulary are incorporated in this course. Summer. (3 credits)

MED 539 Teaching Middle School Music Creatively 3
Exploring innovative and more creative approaches to planning, including technology and world music, for the middle school general music class. (3 credits)

MED 570 Measurement and Evaluation in Music Education 3
Emphasis will be on test construction, grading schemes for assessment and evaluation of student achievement in the music classroom.(3 credits)

MED 571 Psychology of Music 3
Introduction to the psychological foundations of human music behavior; the study of the acoustical and psycho-physiological aspects of music, as well as musical aptitude, human learning theory and theories of music learning. This flexible overview will relate the application of music psychology research to the classroom. (3 credits)

MED 572 Survey of Wind Band Literature 3
Exploration of music for wind and percussion instruments from elementary to professional levels is investigated. Particular focus on literature for wind ensemble, concert band, chamber winds and ensembles with various instrumentation are studied. Summer. (3 credits)

MED 580 Topics in Music and Music Education 3
Course which presents relevant topics and subjects of interest to music educators. (3 credits)

MED 587 Foundations of Music Education 3
Study of the major influences on music education including philosophical, historical, sociological, psychological, as well as current trends and the direct impact on classroom teaching. Spring. (3 credits)

MED 592 Curriculum and Assessment 3
Course is designed to acquaint and assist students with techniques of designing, planning, constructing, and evaluating a school music curriculum. Topics include: learning theories correlating with curriculum, methodologies, philosophical educational issues, and assessment strategies. Fall. (3 credits)

MED 596 Research in Music and Music Education 3
Techniques of investigating the teaching and learning of music by historical, philosophical, empirical research in music and music education. Fall (3 credits)

MED 597 On-Site Professional Experience (Student Teaching) 6
For students in certificate program only. (6 credits)

MED 603 Comprehensive Seminar in Music Education 3
A seminar which is taken at the conclusion of the Music Education program. Topics discussed deal with the integration of the core courses and issues relevant to the field. Prerequisites: successful completion of MED 596, core course work, and advisor approval. Spring. (3 credits)

MED 605 Music Education Research Practicum 3
A course that requires individuals to produce a project dealing with an aspect of music education directly related to a candidate's teaching position and/or field of interest, the Research Practicum is of a more functional nature than a thesis, but equally rigorous and thorough in terms of research, knowledge and skills application. Certification Only. (3 credits)

MED 611 Instrumental Techniques Brass 1 1
Teaching techniques for trumpet and horn. Fall. For students in certificate program only. (1 credit)

MED 612 Instrumental Techniques Brass 2 1
Teaching techniques for trombone, euphonium, and tuba. Spring. For students in certificate program only. (1 credit)

MED 613 Instrumental Techniques Woodwinds 1 1
Teaching techniques for clarinet. Clarinet students will spend a semester on oboe or bassoon. Fall. For students in certificate program only. (1 credit)

MED 614 Instrumental Techniques Woodwinds 2 1
Teaching techniques for flute and saxophone. Flute and saxophone students will spend the semester on oboe and bassoon. Spring. For students in certificate program only. (1 credit)

MED 615 Instrumental Techniques Percussion 1 1
Teaching techniques for percussion instruction in the elementary school. Elementary approach to percussion pedagogy; correlated with instruction. Fall. For students in certificate program only. (1 credit)

MED 616 Instrumental Techniques Percussion 2 1
Teaching techniques for percussion instruction in middle school and high school. More advanced approach to percussion pedagogy, correlated with instruction on all levels. Spring. For students in certificate program only. (1 credit)

MED 617 Instrumental Techniques Strings 1 1
Elementary approach to string pedagogy; emphasis on violin, organization of beginning string classes. Spring. For students in certificate program only. (1 credit)

MED 618 Instrumental Techniques Strings 2 1
More advanced approach to string pedagogy; emphasis on cello, bass, and the organization of beginning to intermediate string classes. Fall. For students in certificate program only. (1 credit)

MED 621 Instrumental Conducting 3
All phases of conducting techniques explored with varied instrumental score analysis, style and interpretation, programming, planning and organization; practical experience through conducting performing groups within the program. Spring. For students in certificate program only. (3 credits)

MED 623 Choral Techniques 1
A supplemental course to Choral Conducting. Students learn rehearsal techniques, planning, literature and programming for elementary and secondary school choral groups. Prerequisite: MED 624. Spring. For students in certificate program only. (1 credit)

MED 624 Choral Conducting 3
An introductory course to the art of choral conducting, all phases of conducting techniques are explored. Topics include conducting gesture, baton technique, score analysis, style and interpretation as related to selected choral literature representing all style eras from Renaissance through Contemporary. Fall. For students in certificate program only. (3 credits)

MED 628 String Techniques Non-instrumental Students 1
Approaches to the teaching of strings, including pedagogy and literature (keyboard, vocal and guitar students) Spring. For students in certificate program only. (1 credit)

MED 631 Instrumental Methods 1 3
The study of instruction and the development of instrumental music programs at the primary and secondary levels. The topics include the foundations for music education, motivation, curriculum development, and assessment of music learning. Co requisites: Wind Ensemble or Orchestra, and Laboratory Teaching-MED 639). Fall. For students in certificate program only. (3 credits)

MED 632 Instrumental Methods 2 3
The continued study of instruction and the development of instrumental music programs at the primary and secondary levels. The topics include: motivation, instructional strategies, methods, rehearsal techniques, materials, administration, the use of technology, multiculturalism, and professional development. Co requisites: Wind Ensemble or Orchestra, and Laboratory Teaching- MED 640). Spring. For students in certificate program only. (3 credits)

MED 634 Orchestration 3
The basic principles of orchestration; explanation of different types of voicings, examination of musical instrument playing ranges, transpositions, and textures. Student scores performed and recorded. Fall. For students in certificate program only. (3 credits)

MED 635 Elementary Vocal Methods 3
An integrated approach, K-6, using Kodaly, Orff and Dalcroze as the basis for exploring a more creative approach to teaching children. Emphasis is on planning, the exploration of sequence in planning, and assessment, as well as the development of original creative materials. Co requisites: Masterworks Chorale and Laboratory Teaching- MED 637) Fall. For students in certificate program only. (3 credits)

MED 636 Secondary Vocal Methods 3
This course focuses on methods for developing and implementing appropriate curricula for Vocal and Choral Ensembles, Group Vocal Instruction, Classroom Music, and General Music, grades 7-12. Topics include: instructional strategies, methodologies, rehearsal techniques, program administration, scheduling, use of technology, lesson and unit planning, development of presentation and motivational skills, sequencing, assessment, and evaluation of choral and vocal literature and instructional materials including textbooks. The New York State and National Standards will be referenced Co requisites:

Masterworks Chorale and Laboratory Teaching MED 638). Spring. For students in certificate program only. (3 credits)

MED 637 Laboratory Teaching 1
A 35-hour supervised field experience for vocal majors. Fall. For students in certificate program only. Must be taken concurrently with MUS 635 (1 credit)

MED 638 Laboratory Teaching 1
A 35-hour supervised field experience for vocal majors. Spring. For students in certificate program only. Must be taken concurrently with MUS 636 (1 credit)

MED 639 Laboratory Teaching 1
A 35-hour supervised field experience for instrumental majors. Fall. For students in certificate program only. Must be taken concurrently with MUS 631. (1 credit)

MED 640 Laboratory Teaching 1
A 35-hour supervised field experience for instrumental majors. Spring. For students in certificate program only. Must be taken concurrently with MUS 632. (1 credit)

MED 641 Choral Arranging 2
Students explore and utilize the tools and techniques for writing and arranging music for voices. Assignments consist of projects exploring various aspects of the arranger's art and skill. Different styles and genres, voice combinations and accompaniments will be included. Prerequisite: MUS 204 or equivalent. Fall. For students in certificate program only. (2 credits)

MED 647 Introduction to Woodwind and Percussion Instruments 3
Each student will learn applicable performance and pedagogical skills on flute, clarinet, saxophone, trumpet, trombone and percussion instruments in homogenous settings. Students will maintain a comprehensive portfolio and pass an individual basic skills test on each instrument. [This course is required for Music Education K-12 Keyboard, Voice and Guitar students. Fall or Spring] Non-instrumental concentration students only. For students in the certificate program only. (3 credits)

MED 671 Voice Class 1 1
Comprehensive study of fundamental principles of tone production, posture, breath control, and diction through elementary exercise and art songs. Fall (MED 671), Spring (MED 672). For students in certificate program only. (1 credit)

MED 672 Voice Class 2 1
Comprehensive study of fundamental principles of tone production, posture, breath control, and diction through elementary exercise and art songs. Fall (MED 671), Spring (MED 672). For students in certificate program only. (1 credit)

MED 686 Student Teaching Seminar/Portfolio 2
Required of all Music Education students enrolled in student teaching. Designed to provide support and discussion during the experience. Co requisite: MUS 688. (2 credits)

MUS Courses

MUS 510 Resonanz Albany Singer Festival 3
A 3- week, 8-hours per day of voice lessons, master classes, vocal coachings and performances. (3 credits)

MUS 540 Piano Pedagogy 1 3
A study and comparison of teaching materials with specific attention to researching the pedagogical approach of each method. The focus of this course is beginning and intermediate piano students. In this class, students will have the opportunity to observe and teach private and group lessons, explore technology available for piano and study the historical development and construction of the piano. A major paper is required. (3 credits)

MUS 541 Piano Pedagogy 2 3
A study of pedagogical approaches to piano students at the late intermediate and advanced levels. Examining appropriate repertoire and solving technical problem will be the focus. Technique for advancing piano students will also be discussed. A major paper is required. Prerequisite: MUS 540. (3 credits)

MUS 542 Piano Literature I 3
In-depth study of keyboard literature from Baroque through Romantic periods. Specific composers and their works will be examined through performance, analysis, and discussion of styles and interpretation. A major paper is required. (3 credits)

MUS 543 Piano Literature 2 3
In-depth study of keyboard literature from Impressionism through the 20th century. Specific composers and their works will be examined through performance, analysis, and discussion of styles and interpretation. A major paper is required. (3 credits)

MUS 547 Jazz Education Techniques 3
Topics covered include: history of jazz education in American colleges and public schools, justification for school jazz programs, direction and rehearsal management of small and large jazz ensembles, repertoire and programming, pedagogy of jazz improvisation, and applications of technology for jazz education. (3 credits)

MUS 549 History of Jazz 3
A survey of the art form from its West African origin to the present. Classes will consist of lectures, live playing demonstrations, analysis of transcribed solos and recorded examples. (3 credits)

MUS 551 Music Technology Studio 1 3
A comprehensive overview of computer applications for composing, synthesizing and sequencing music using various MIDI system configurations and a variety of software applications. (3 credits)

MUS 552 Music Technology Studio 2 3
Multimedia applications integrating sound, video and still. Focus on original music material. Overview of audio for video post; music to graphic mapping and synchronization; music in web design; CD-rom construction. Prerequisite: MUS 551. (3 credits)

MUS 553 Music Business Survey 3
A survey of components and practices which form the music industry, including: publishing, licensing, recording, merchandising, marketing and distribution. (3 credits)

MUS 558 Artist Management 3
Talent development and marketing strategies for the music/entertainment professions. (3 credits)

MUS 559 Arts, Aesthetics, and Law 3
A survey of the philosophy of artistic expression and examination of the protections and rights granted to creators of intellectual property under United States copyright law as it relates to the music industry. (3 credits)

MUS 560 Recording Studio 1 3
Analog and digital recording engineering stressing microphone technique and sound production focusing on stereo, as well as multi-track sessions. Introduction to Pro Sound Tools and DSP. (3 credits)

MUS 561 Recording Studio 2 3
Advanced engineering and productions techniques for creative composition. Emphasis on signal processing and editing for production mastering. Prerequisite: MUS 560. (3 credits)

MUS 581 Pro Tools 1 3
Prerequisite: MUS 560, MUS 561. (3 credits)

MUS 584 Jazz Theory and Analysis 3
Course is designed to acquaint students with concepts of jazz theory and their relationship to jazz performance, composition, and arranging. Topics include: analysis of recordings and scores, chord/scale relationships, chord substitution, solo transcription and jazz voicing. (3 credits)

MUS 585 Analysis 1: Common Practice Period 3
A theoretical and stylistic study of selected works of the 18th and 19th centuries. Intensive classroom and independent analysis will enable the student to write objective analytical papers on the theory and styles on the Common Practice Period. (3 credits)

MUS 586 Analysis 2:Non-tonal Music 3
In-depth study of pre-tonal and post-tonal music. Music composed before the Common Practice Era will be introduced through a study of 16th century counterpoint, readings of contemporary theorists, and the analysis of works by representative composers. Music after the Common Practice will be studied using 12-tone and set theory and other 20th century analytical techniques. (3 credits)

MUS 593 Applied Music 1
Eight 50-minute lessons. Fall, Spring, Summer. (1 credit)

MUS 594 Applied Music Secondary 1
Eight 50 minute lessons. Fall and Spring. Only to be taken concurrently with MUS 593 on an instrument different than MUS 593. (1 credit)

MUS 595 Secondary Applied Study 1
Fourteen 50-minute lessons on an instrument/voice other than that for MUS 595. Fall, Spring. Co requisite: Applied Study MUS 594. (1 credit)

MUS 598 Independent Study 1-3
An opportunity for students who have completed 12 credits of graduate study at Saint Rose to research areas or topics of particular interest or to complete special projects under the direction of a faculty member. Independent study is available when a course related to the topic is not. Fall, Spring, Summer. (1-3 credits)

MUS 599 Thesis 6
The format and requirements are in accordance with the College's general requirements for theses and with the specific requirements of the graduate music faculty. All theses must address topics appropriate to the specialization of the concentration. The thesis is directed by a thesis advisor with an additional faculty member serving as a second reader. Approval of the thesis proposal is made by the music faculty. Evaluation and acceptance of the completed thesis is made by the student's thesis committee. (6 credits)

MUS 607 Practicum in Music Technology 1 3
The Practicum in Music Technology is an applied independent capstone project involving research, musical composition and its expression in a technological medium. (3 credits)

MUS 608 Practicum in Music Technology 2 3
The Practicum in Music Technology is an applied independent capstone project involving research, musical composition and its expression in a technological medium. (3 credits)

MUS 674 Classical Guitar Ensemble 0 or 1
A study and performance of guitar ensemble literature representing a variety of styles. Students will perform in duets, trios, quartets and larger groups. Course will culminate with a public performance of major works. (0-1 credit)

MUS 676 Men's Glee Club 1
(0-1 credit)

MUS 677 Women's Chorale 0 or 1
(0-1 credit)

MUS 678 Madrigal Ensemble 0-1
(0-1 credit)

MUS 679 Chamber Music: Clarinet 0 or 1
Clarinet performance ensemble(0 - 1 credit)

MUS 683 Chamber Music: Flute 0 or 1
(0-1 credit)

MUS 684 Chamber Music: Winds 0 or 1
(0-1 credit)

MUS 685 Chamber Music: Brass 0-1
(0-1 credit)

MUS 687 Jazz Guitar Ensemble 0 or 1
(0-1 credit)

MUS 689 Orchestra 0-1
(0-1 credit)

MUS 690 Campus Band 0-1
(0-1 credit)

MUS 691 Masterworks Chorale 0-1
(0-1 credit)

MUS 692 Wind Ensemble 0-1
(0-1 credit)

MUS 693 Chamber Choir 0 or 1
(0-1 credit)

MUS 694 Brass Choir 0-1
(0-1 credit)

MUS 695 Vocal Jazz 0 or 1
(0-1 credit)

MUS 696 Percussion Ensemble 0 or 1
(0-1 credit)

MUS 698 Jazz Ensemble Instrument 0-1
By audition only. (0-1 credit)

POS Courses

POS 504 Approaches to the Study of Politics 3
This course is an introduction to the key schools of thought and methods employed by political scientists over the course of the last century. In particular, it addresses the historical evolution of the discipline by highlighting central debates in the field about the scope of politics and appropriate ways of analyzing and explaining political phenomena. Fall, Spring (3 credits)

POS 520 The Politics of Collective Action 3
This course is intended to provide an in-depth overview of the current political science and sociological literature in the area of American mass political behavior, with an emphasis on interest groups, social movements, and more spontaneous forms of collective political activity - including violence. Following an introduction as to what constitutes an interest group and what counts as a social movement, some of the themes of the course will include why people choose to

participate (or fail to do so), the tactics and procedures employed by interest groups as opposed to social movements, the types of goals/issues each tends to pursue, and the attendant successes and failures. There will be an emphasis on both theoretical as well as empirical analyses. Student should come away with a clear understanding of why these groups exist, the ways in which they are fostered/inhibited by cultural and institutional factors, and what types of organizations are best suited to specific types of issues/agendas in the American context. (3 credits)

POS 522 Politics of Development 3
This course examines issues and theories related to the global politics of development and change. We will research the impact of globalization, colonialism, and its legacies on societies, the changing character, and meaning of development in the context of environmental changes, and the nature of relationships between the global north and south. We will also examine the debate about democracy and development, civil society and human rights, and the role of state institutions in fostering development and change. (3 credits)

POS 524 Political Power 3
This course explores the nature of power within American politics. Power will be discussed in several arenas, including the institutions and the broader society. Students will become familiar with different types of power and learn to recognize when different types are being studied. Spring (3 credits)

POS 526 Race and Education 3
While Americans have long argued that democracy requires an educated citizenry, and although the U.S. was the first nation to both require schooling and provide it for free, many argue that American schools are failing and getting worse. Many people also point out the connection between racial identifiers and measured school achievement. In this course, we will consider the historical and present-day connections between these two issues. (3 credits)

POS 528 Urban Politics 3
This course explores the nature of urban politics in the United States. Readings will include classic and contemporary analyses of the existence and usage of power in urban settings. Various perspectives will be discussed, including the impact of federalism, institutions, political conditions, and minority groups on urban political problems. (3 credits)

POS 531 Supreme Court and Society Policy 3
This course examines the role of the Supreme Court in the U.S. political, social and economic system. It surveys the historical record of the Court in major policy areas; examines the internal politics of Supreme Court decision-making; and focuses on the Court's role in formulating policy. Special attention is devoted to assessing the overall role of the Court as a public policy-making institution, examining the relationship between the Court's policies, democracy and the changing economic order. (3 credits)

POS 532 Federalism 3
A theoretical approach to the federal concept and an examination of its practice in the interrelationships of national, state, and local governments. (3 credits)

POS 536 Public Policy 3
This course explores the development and analysis of American public policy. Students will become familiar with how American public policy is developed and implemented, along with the roles of various institutional and non-institutional actors. Students will also become familiar with various tools for critiquing policy and will apply those tools in a focused study of a policy of their choice. (3 credits)

POS 537 Institutions of United States Foreign Policy 3
The compelling assumption underlying the notion of institutional influences on foreign policy is that a relationship exists between the substance of foreign policy-making and the process of policy-making. Thus, the institutional setting of United States foreign policy will be the primary focus of this course. The various branches of government and the departments and agencies assigned responsibility for decision-making, management and implementation will be examined. (3 credits)

POS 540 United States Political Thought 3
An examination of the political philosophy that has guided the development of United States political institutions. (3 credit)

POS 542 Political Construction of Race 3
This course explores the social construction of race in the United States and its political effects. Readings will allow comparison of 'constructivist' and 'essentialist' approaches to race-related politics. (3 credits)

POS 545 Theories of Comparative Politics 3
This course is a graduate seminar in the theories and methods of the field of comparative politics. The seminar will focus on just the major theories and approaches. Some of the topics will include the development of comparative politics as a field, methodologies used in comparative politics, democratization, state-society relations, identity and ethnic politics, social movements, institutional analysis, and political economy. There will be discussions on the relative merits of rational choice, cultural and institutional approaches in the sub-field. (3 credits)

POS 550 Black Political Thought 3
This course explores various black leaders' intellectual and political contributions to the dismantling of institutional racism in the United States. The course examines such topics as the abolition of slavery, Reconstruction, Jim Crowism, Pan-Africanism, the Harlem Renaissance, the modern civil rights movement, Black Power and Black Nationalism, community empowerment, affirmative action, feminism and environmental racism. (3 credits)

POS 554 Representative Democracy and Societal Differences 3
If democracy in the contemporary era means representative democracy, then both who gets represented and who does the representing are central issues, though contentious ones. Most representative bodies, particularly in the U.S., do not reflect the descriptive characteristics (race, class, gender, sexuality) of the larger citizenry. Do such characteristics matter? Might the absence of members from such groups signal systemic inequalities in the polity? That is, is there a relationship between descriptive representation (who represents) and substantive representation (what gets represented)? If not, then presumably there is no problem with the "appearance" of the representative body - but how can we explain their absence? If so, what is the nature of the relationship and, relatedly, what measures should we undertake to increase the representation of historically marginalized groups? Furthermore, is there a relationship between how people are represented in the popular culture and how they are recognized or understood politically/socially? If so, what is the nature of that relationship? What does it imply about how those representations are produced, disseminated, and interpreted, who engages in these activities, and for what purposes? These will be the central questions driving the readings and discussion in this course. (3 credits)

POS 555 Democratic Theory 3
In this seminar we will explore various theories of democracy with particular emphasis on the relationships between democracy and inequality and between democracy and justice. In particular, we will want to examine the challenges 'difference'/ 'foreignness' poses for democracy. With highly mobile populations and the expansion of globalization (and global capitalism), there are few places that are homogenous in ways early scholars had in mind (if they ever were to begin with!). Does a radical plurality of interests, perspectives, identities, and ways of life render democracy incoherent and ill-advised? Or maybe homogeneity is not a necessary component of democracy at all. In fact, maybe democracy requires inclusion of 'difference' or 'foreignness' and is actually enriched and strengthened by meaningful inclusion. But even if these things are true, what would 'meaningful inclusion' look like? And how might it be attained? (3 credits)

POS 560 20th C. Euro-American Relations 3
Examination of significant policies from World War I to the present day; attention given to main currents in American relations with major western European nations. (3 credits)

POS 561 Soviet and U. S.-Russian Relations 3
The interplay of U.S.-Soviet and U.S.-Russian relations is viewed in the historical context of the 20th century. Surveys the diplomatic and historical relationship before, during and after the Bolshevik Revolution and since the momentous events of Summer 1991. Emphasis on mutual interests and divergent ideologies. Further, focus on the mistrust and attempts at rapprochement that have acted as the backdrop in the uneven course of relations between the U.S. and U.S.S.R.

Assessment of the challenges facing the U.S. and the former republics of the U.S.S.R., especially Russia. (3 credits)

POS 562 The United States and Africa 3
This course examines United States relations in Africa from World War II to the present. Emphasis will be placed on economic, political and strategic consideration for the analysis of U.S. foreign policy with selected African countries, especially those of North Africa, West Africa, and South Africa. (3 credits)

POS 564 The United States and East Asia 3
A survey of the American encounter with nationalism in East Asia during the past century, with emphasis on current U.S. relations with China, Japan and Korea. (3 credits)

POS 568 The United States and Middle East Affairs 3
An in-depth analysis of culture and political relationships of the Middle East. Emphasis will be placed on the contemporary period. (3 credits)

POS 570 The United States and South Asia 3
This course will be a critical examination of American diplomacy and missionary activity in India, Pakistan, Afghanistan, Bangladesh and Sri Lanka since 1860. Emphasis will be on such postwar development as the American response to the Non-Alignment movement, the Soviet invasion of Afghanistan, the Kashmir dispute, the nuclear rivalry between India and Pakistan and the rise of terrorism in the subcontinent. (3 credits)

POS 572 The United States and Southeast Asia 3
The course will be a critical survey of United States relations with the major countries of Southeast Asia including Indonesia, Malaysia, the Philippines, Vietnam, Cambodia, Thailand, and Myanmar (Burma) since 1890. Emphasis will be put on postwar developments such as the Vietnam War and the economic crisis of the mid-1990s. (3 credits)

POS 576 Feminist Theory 3
This course is intended to provide an historical overview of the development of feminist theory. With this foundation then, the remainder of the course will be devoted to understanding and critically interrogating some of the central questions within feminist theory. Those questions revolve around varying conceptions of knowledge, identity, power and democracy. More specifically, once we have ascertained how particular theorists conceive of each of these, what are the implications that flow from each? Are there multiple and powerful avenues for change, or do particular conceptions close off some opportunities for certain kinds of change or only allow for change that benefits certain groups? Students should come away with a firm grasp of the development of feminist theory, some of the critical questions that feminist theorists seek to address, and, ultimately, why theory is essential for producing meaningful answers to these queries and why it is a necessary component of the practice of politics - particularly the politics of transformation. (3 credits)

POS 580 Topics in Law and Society 3
This course will examine the relationship between selected aspects of the law/legal system and social, political, economic, ideological and/or cultural features of society. (3 credits)

POS 582 Global Political Economy 3
The course examines the interaction between politics and economics in the global arena. We will discuss the politics of trade, finance, development, and the environment. There will be an examination of the role of states, international and domestic institutions, and other factors in creating and/or managing conflicts and facilitating cooperation in the international political economy (IPE). The following questions will be part of our investigation: Why are there different trade policies for manufactured goods and agricultural goods? What is responsible for high and low tariff barriers? Does development aid help or hurt poor countries? What, if anything, differentiates 'globalization' today from earlier periods of economic openness? Fall (3 credits)

POS 594 Internship 3-6
Credit can be earned through an internship in a governmental office or appropriate program on a local, state or national level. (3-6 credits)

POS 598 Independent Study 1-3
(1-3 credits)

POS 599 Thesis 6
N.B. Events over which the College has no control may result in changes in course schedules. The most recent information can be obtained from the department chair. (6 credits)

RDG Courses

RDG 561 Developmental Reading 3
Methods of teaching reading to elementary school children including pre-reading experiences, basic reading skills, vocabulary development and reading enrichment; emphasis on providing for individual differences. (3 credits)

RDG 572 Diagnosis of Reading Problems 3
Prevention and detection of reading problems, theory, standardized and informal testing techniques, and interpretation of data. Individualized diagnosis of reading disability case. Prerequisite: RDG 561. (3 credits)

RDG 573 Remediation of Reading Problems 3
Teaching techniques for prevention and correction of reading problems, instructional materials and individual treatment of a student. Prerequisite: RDG 572. (3 credits)

RDG 576 Reading Comprehension and Thinking 3
Procedures for teaching students to comprehend various types of materials. (3 credits)

RDG 577 Corrective Reading in the Classroom 3
Specifically designed to assist classroom teachers with the identification and remediation of ordinary reading difficulties and the selection of appropriate reading materials. (3 credits)

RDG 578 Topics and Issues in Reading 3
In-depth investigation of current topics and issues in reading. Course may include topics such as adult literacy, early intervention, and others. Prerequisite: RDG 561. (3 credits)

RDG 580 Reading and Writing 3
Techniques for improving writing instruction with emphasis on the relationship between reading and writing. (3 credits)

RDG 661 Guided Reading 1
This course is designed to assist teachers in providing guidance and prompting during the guided reading process. Educators will gain tools and strategies that assist students in becoming independent readers. (1 credit)

RDG 663 Creating a Balanced Reading and Writing Classroom 3
This course provides specific strategies to improve reading and writing instruction, using whole-part-whole instruction, phonemic awareness, integration of the language arts, and a balance of teacher and student interaction. (3 credits)

SEC Courses

SEC 514 Literature for Secondary Education 1
This course will provide candidates with the opportunity to explore and become familiar with literature for the content areas relevant to their discipline(s). Criteria for quality literature will be explored, as well as selection guides for teachers. Only for candidates in the Certification-Only program. Fall, Spring. (1 credit)

SEC 515 Curriculum and Instruction in Secondary Schools 3
Teacher candidates will develop knowledge, skills, and dispositions for planning curriculum and instruction for secondary education in order to meet the needs and interests of adolescents who are culturally diverse, who are English language learners, and who display the full range of abilities and dispositions. The study and use of literacy will provide candidates with a means to link the construction of knowledge with New York State standards across disciplines. Teacher candidates will engage in the development of goals and instructional objectives, IEPs, and lesson and unit plans aligned with state and national standards and assessments. Candidates will explore the integration of technology with instruction, as a teacher resource and as an instructional tool. Appropriate formal and informal assessment tools and methods will be included within the context of unit and lesson plans. Research-based instructional models, strategies, methods, and procedures are introduced and linked to theoretical and factual knowledge of learning processes and human development. Assessment of learner progress, appropriate classroom accommodations and modifications for students with the full range of abilities, and the development of collaborative teaching partnerships are examined in course work and addressed in field experiences. A 20-hour field experience is required for the Adolescence

Education program. A 30-hour field experience is required for the Adolescence Education Certification-Only program. Students must obtain fingerprint clearance prior to beginning field experiences. SEC 515 is a prerequisite to the required methods course. Suggested prerequisite or co-requisite: EPY 502. Fall, Spring. (3 credits)

SEC 520 Methods of Teaching English in the Secondary School 3

The course provides candidates with practical approaches to implementing NCTE and New York State Learning Standards for the English/Language Arts with integrated holistic approaches to teaching literature, the writing process, speaking, and listening. Candidates apply skills in writing objectives, planning lessons and units to teaching English. Writing as a means of learning and writing across the curriculum are discussed. Various approaches to literature are examined such as reader response to literature. Course topics will include instructional adaptations for students? differing abilities, multiculturalism, use of technology, homework and assignments, instructional materials, questioning techniques, modeling behaviors (e.g., using excellent speaking and writing in the classroom), effective use of instructional variety (e.g., cooperative learning, small-group instruction, conferencing), and student-centered methods of evaluation, especially alternatives to testing (including portfolio evaluation, public speaking, and dramatic performance). Teacher candidates will consider and develop methods for the integration of literacy, technologies, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 515. Fall, Spring. (3 credits)

SEC 521 Methods of Teaching Foreign Language in the Secondary School 3

This course will focus on effective instructional strategies to foster development of foreign language proficiency areas: listening, speaking, reading, and writing. Emphasis will be placed on methods that develop communicative competencies in contextual, functional language learning situations that provide opportunities for curriculum-embedded assessment. Teacher candidates will consider and develop methods for the integration of literacy, technologies, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 515. Spring. (3 credits)

SEC 522 Methods of Teaching Math in the Secondary School 3

This course addresses curriculum and the application of principles of teaching/learning to mathematics instruction in grades 7 through 12. Practical approaches to implementing NCTM and New York State Learning Standards for Mathematics, Science, and Technology are emphasized. The use of technology for instruction, mathematical and interdisciplinary problem-solving, communication, and reasoning and connections within mathematics and with practical applications for all pupils, including multicultural and exceptional populations, are explored. Course topics also include the use of manipulatives and concrete materials, the ability to design and write mathematical tasks, the need to structure the environment so that pupils construct their own learning and the design of assessment techniques, including portfolio evaluation. Teacher candidates will consider and develop methods for the integration of literacy, technologies, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 515. Fall, Spring. (3 credits)

SEC 523 Methods of Teaching Science in the Secondary School 3

This course stresses practical approaches and performance skills necessary for effective science teaching. Practical approaches for implementing NSTA, ISTE, and New York State Learning Standards in Mathematics,

Science, and Technology are emphasized. Lecture, laboratory, demonstration and inquiry methods and their appropriateness for various instructional purposes are discussed. Science across the curriculum, and interdisciplinary teaching among sciences (i.e., chemistry, biology, physics, earth sciences and general science) and with other content subjects, are stressed. Secondary science curriculum is studied, as well as the formulation of objectives as appropriate for developmental, analytical, investigative, and simulation lesson and unit planning. Assignments, homework, review, and assessment techniques are discussed. Assembly of a secondary science teaching portfolio is required. Teacher candidates will consider and develop methods for the integration of literacy, technologies, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 515. Fall, Spring. (3 credits)

SEC 524 Methods of Teaching Social Studies in the Secondary School 3

Practical approaches to curriculum implementation for current events, economics, history, political science and government, and sociology are stressed. Practical approaches for implementing NCSS and New York State Learning Standards for Social Studies are emphasized. Methods of teaching geography, multiculturalism and global education within various disciplines are included. Writing lesson and unit plans and objectives, planning for teaching and evaluating through alternative strategies (i.e., use of portfolios and authentic assessment), use of assignments, and technology for instruction are course topics. Organizing the classroom for social studies instruction in a variety of ways such as for a democratic climate, cooperative learning, small and large group instruction, and for teaching students of differing abilities is addressed. Social studies process skills, such as the use of primary and secondary sources, inquiry methods, and reporting skills receive attention, as do teaching writing, speaking, and study skills through social studies. Teacher candidates will consider and develop methods for the integration of literacy, technologies, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 515. Fall, Spring. (3 credits)

SEC 525 Methods of Teaching Business and Marketing in the Secondary School 3

This course stresses practical approaches and performance skills necessary for teaching business and information systems. Approaches to implementing New York State Learning Standards in the teaching of business are the focus of the course. The development of competence in the practice of effective instructional methods for the teaching and learning of content in the areas of business systems, information management and communication, technology applications in business, resource management in business settings, and interpersonal dynamics in the workplace is the goal of the course. The course includes an emphasis on the multicultural dynamics of the workplace. Teacher candidates will consider and develop methods for the integration of literacy, technologies, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisite: SEC 515. Spring. (3 credits)

SEC 580 Student Teaching in Secondary Schools 6

This culminating field course is a one-semester full-time experience that includes placements at two grade levels. Candidates for adolescence initial certification complete one placement in grades 7-9 and one placement in grades 10-12. Candidates are supervised by a cooperating teacher in the school district and by a College supervisor. Evaluation is based on demonstration of competencies on student teaching evaluation forms. Prior to student teaching, candidates complete a 20-hour field experience in

each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of The College of Saint Rose student teaching supervisor. Application must be made by February 1 for Fall student teaching, and by October 1 for Spring student teaching. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work and workshops except EDU 590 and SEC 999 or thesis; grade of B or better in all required course work. Student teachers seeking certification in a foreign language must obtain a passing grade on the Oral Proficiency Exam (OPI) prior to student teaching. Open to Saint Rose teacher education majors only. Co-requisite: SEC 585. Application required. Fall, Spring. (6 credits)

SEC 585 Student Teaching Seminar: Adolescence Education 3

This course is designed to provide support during the student teaching semester. Topics and issues related to teaching in the middle and high school and to the teaching profession that support and complement the student teaching experience are addressed. It is a pass/fail course that allows opportunities for student teachers to come together with colleagues and the instructor to discuss topics and issues related to teaching and learning and to teacher candidates' classroom situations. Topics include, but are not limited to: ethics, education law, children with disabilities, classroom management, working with parents and community resources, shared decision-making, and assessment. Teacher candidates will also complete their professional portfolios that were initiated earlier in their education sequence. Open to Saint Rose teacher education majors only. Co-requisite: SEC 580. Fall, Spring. (3 credits)

SEC 587 Advanced Field Experience: Adolescence Education 3-6

A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form, (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose teacher education students only.(3-6 credits)

SEC 999 Comprehensive Examination: Middle and Secondary Education 0

The comprehensive examination is one of the final evaluation components for teacher candidates pursuing a Master's in Adolescence Education or Adolescence Education/Special Education Adolescence Grades 7-12. The examination is an open-book, on-demand writing assessment through which candidates may be asked to demonstrate understanding of the relationships between educational theory and practice; ability to apply models of teaching to classroom situations; knowledge and function of 'best practices' and instructional strategies; and understanding of the interrelationships between development, social-emotional well-being, culture, philosophical vision and societal influences on the teaching, learning, and assessment processes. Adolescence Education candidates register concurrently with EDU 590; Adolescence Education/Special Education Adolescence candidates register concurrently with SED 590. Pass/Fail. Prerequisite or co-requisite: completion (or concurrent completion) of all course work except student teaching and student teaching seminar. Open to Saint Rose teacher education majors only. Fall, Spring, Summer. (0 credits)

SED Courses

SED 501 Introduction To Children with Disabilities in Educational Settings 3

A course designed to provide the student with an understanding of individuals with disabilities and exceptionalities in relation to their range of similarities and differences within the population as a whole. Students will explore the issues related to legislation, cultural diversity, current practices and trends in special education, as well as appropriate evidence-based practices. A 10-hour field experience is required. Prerequisite: Fingerprint clearance. Fall, Spring, Summer. (3 credits)

SED 502 Approaches to Classroom Management and Individualized Behavior Support 3

A course designed to assist students in establishing positive classroom environments through the use of applied behavior analysis and other discipline techniques. The course deals with the responsible use of such strategies in special education environments and general education classrooms. Students will become familiar with School-Based Positive Behavior Supports and more individualized supports through the development of a Functional Behavioral Assessment and Behavior Intervention Plan. A 10-hour field experience is required. Prerequisite: Fingerprint clearance. (3 credits)

SED 504 On-Site Professional Experience 3

A supervised student teaching experience in which theory is applied to direct practice in the field. The experience allows the student to engage in curriculum development, implement curriculum-based assessment, engage in various instructional and classroom management strategies, develop materials based on assessed learner needs, use technology to enhance learner comprehension of concepts and evaluate learner outcomes under the supervision of a New York State-certified special education teacher and College faculty. Student teaching placement is aligned with the level reflected in the candidate's certification program. Application must be made by February 1 for the Summer and Fall semesters; by October 1 of the preceding Fall semester for a Spring student teaching placements. Prerequisites for Master's candidates: good standing in the School of Education; completion of SED 506, core courses, two advanced pedagogy courses, one literacy course, and all workshops; grade of B or better in all required course work, fingerprint clearance. Prerequisites for certification only candidates: SED 501, SED 512, SED assessment course, SED curriculum course, all with grades of B or better, workshops and fingerprint clearance. Must register for SED 505 concurrently. Fall, Spring, Summer. (3 credits)

SED 505 On-Site Professional Experience Seminar 0

A required seminar for all majors in Special Education who are currently enrolled in SED 504 On-site Professional Experience. The seminar deals with those concepts that are relevant to on-site professional experiences. Open only to those students who meet the requirements for SED 504. Must register for SED 504 concurrently. Fall, Spring, Summer. (0 credit)

SED 506 Issues and Research in Special Education 3

This course examines current issues and their influence on special education practices. The course follows the sequence inherent in the design, implementation and evaluation of research applicable to teaching individuals with disabilities. The student becomes involved with the research process through systematic literature searches, the design of a research proposal and the critical evaluation of research. Must be completed within the first 12 credits of the program. Fall, Spring, Summer. (3 credits)

SED 511 Organization and Collaboration in Education 3

This course explores the organizational structure of schools and elements of collaboration between special and general education to support students in general education settings. Students will develop an understanding of the historical, legal, and social foundations of serving students with disabilities and the impact on schools. Topics focus on the interrelation between and among school-based professionals, with attention to various modes of problem-solving and systems change to support effective collaboration at all levels in the school organization, including family-strengthening partnerships. Must be completed within the first 12 credits of program. Fall, Spring Summer. (3 credits)

SED 512 Approaches to Classroom Management and Individualized Behavior Support 3

A course designed to provide the student with a general overview of formal behavioral assessments, the use of functional behavioral assessment, and the development of behavior intervention plans. An additional emphasis is placed upon the diagnosis of students with disabilities, the establishment, and the evaluation of positive classroom environments through the use of applied behavior analysis and other techniques used to pro-

mote positive social interactions of students with disabilities. These techniques are rooted in the historical, social and legal foundations of special education. School-wide positive behavior supports will provide the frameword for understanding the more individualized focus for students with more intensive needs. A 15-hour practicum experience is required. Prerequisite: Fingerprint clearance. Fall, Spring, Summer. (3 credits)

SED 515 Including Students with Disabilities in General Education Classrooms 3

A course is designed to assist pre-service educators in developing the knowledge, skills and attitudes that will facilitate the successful participation of students with disabilities in their classrooms. Content will focus on the legal, historical and cultural context for special education services and inclusive practices including specific policies and procedures mandated within New York State. Students will come to understand their roles and responsibilities for collaboration and teaming with special educators, related service personnel, administrators, and family members in the pre-referral interventions, referral to the Committee on Special Education, and the development and implementation of Individual Education Plans. Students will develop an understanding of the variation within and across disability categories, the impact of disability on classroom performance, and potential environmental, curricular, instructional, testing, grading and social accommodations and adaptations that can be used to support students with disabilities in general education settings. A field experience arranged by the instructor is required. Required number of hours vary dependent on course design. Fall, Spring. (3 credits)

SED 517 Adapting Instruction for Students in Inclusive Settings 1-8 3

A course designed to provide the student with a comprehensive review of the various curricular and instructional accommodations for students in inclusive educational programs grades 1-8. The course focuses primarily on the characteristics and needs of learners with high incidence disabilities and research-based accommodations and modifications across content areas that have been shown to be effective for these students. The role of assistive technology in the inclusive classroom will be presented. Students will demonstrate the ability to work within collaborative partnerships to develop Individualized Education Plans (IEP) and to design instruction to meet the individual needs of students with disabilities in the general education setting. A 15-hour practicum experience is required. Prerequisite: Fingerprint clearance. Fall, Spring, Summer. (3 credits)

SED 518 Instructional Method in Math, Science & Technology for Diverse Learners K-8 3

This course includes strategies and materials designed to enable students with diverse learning needs to succeed in meeting the New York State Mathematics, Science, and Technology Standards in general education settings. Emphasis will be on individual and group approaches utilizing evidence-based practices, meaningful instruction, multisensory techniques, individualized instruction, curriculum development and adaptation, and other approaches that support student success in meeting standards set by the National Council of Teachers of Mathematics and the National Council of Teachers of Science. Students will develop an integrated unit of instruction that incorporates research-supported instructional strategies and technology. An 8-hour practicum experience is required. Prerequisite: Fingerprint clearance. Fall, Spring. (3 credits)

SED 519 Instructional Strategies for the Content Area Grades 5-12 3

A course designed to enable students to design and deliver instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies that can be used with students with disabilities who are in inclusive middle and high school classrooms. The course focuses on those strategies that enable the teacher to deal with diverse learner needs. Particular emphasis is placed on graphic organizers, reading strategies, written expression, memory strategies, and organizational strategies. A 15-hour practicum experience will be required. Prerequisite: Fingerprint clearance. Fall. (3 credits)

SED 520 Children and Youth with Emotional Disturbance and Behavior Disorders 3

A course addressing the characteristics, assessment, intervention and treatment of school-aged children identified as emotionally disturbed or behavior disordered. Prerequisite: SED 502 or a course in general psychology or approval of the instructor. (3 credits)

SED 522 Individuals with Autism Spectrum Disorders 3

This course addresses the characteristics, definitions and theories of etiology proposed for individuals with autism spectrum disorders. Students will review assessment procedures, interventions, instructional methods and programs used through the life span, while considering the diversity of abilities and needs of individuals with autism spectrum disorders. Emphasis is given to social, academic, communications, and behavioral needs. Evidence-based and promising interventions and practices are reviewed in this course. A 10-hour field experience will be arranged by the instructor. Prerequisite: SED 512 or equivalent course in behavior. Meet with instructor prior to start of course. Fingerprint clearance required. Fall. (3 credits)

SED 524 Characteristics of Learning and Behavior Disorders of Children and Youth 3

This course provides an in-depth examination of the characteristics of students with learning and behavior disorders. An emphasis is placed upon the causal factors associated with learning and behavior disorders, IEP development, service delivery models, selected intervention strategies, and resources for the classroom. Prerequisites: SED 501 and SED 512, the equivalent or approval of the instructor. (3 credits)

SED 525 Disability in Education 1

This course assists pre-service educators in developing an understanding of the legal foundations for including students with disabilities in public education, along with the policies and procedures that guide school practice. Content will focus on the legal, historical and cultural context for special education services and inclusive practices including specific policies and procedures mandated within New York State. Participants will examine their roles in educating students with disabilities in the context of a larger team of professionals and family members. They will become familiar with Individual Education Plans and the curricular, behavioral and instructional accommodations and modifications provided under the law, along with appropriate testing modifications. Fall, Spring, Summer. (1 credit)

SED 528 Fostering Family-School Partnerships 3

This course is designed to provide candidates with the skills and dispositions necessary to work with families in our increasingly diverse and multicultural society. Emphasis is placed upon understanding the family systems perspective, especially as it relates to families with children who have disabilities or who come from different economic and cultural experiences. Understanding one's own background and values and how this affects one's responses to families who express different viewpoints regarding disability, child rearing, behavior, schooling, and independence is a core outcome of this course. Candidates will also develop an awareness of community resources available to families with diverse needs within our immediate community. Candidates will develop skills in problem solving, reflective listening, and conflict resolution while working with a parent group in the community. A 10-hour field experience is required. Prerequisite: Fingerprint clearance. Spring. (3 credits)

SED 529 Transition Planning for Students with Disabilities 3

This course is designed to familiarize the candidate with the various aspects of transition planning for secondary students with disabilities. Course content deals with the legal aspects, transition models and practices, career development and preparation, transition teams and planning, Individualized Education Plans (IEP), as well as student and family involvement in the transition process. Transition assessment and planning occurs for a youngster while completing assignments for the course. An eight-hour field experience is required. Prerequisite: Fingerprint clearance. Spring. (3 credits)

SED 530 Instructional Practices for Students with High-Incidence Disabilities 3

This course addresses the education of individuals with high-incidence disabilities. Emphasis is on research-based instruction models including but not limited to direct instruction. Attention will be given to the development of specific objectives, instructional strategies, teaching procedures, and progress monitoring with particular emphasis on language arts and mathematics instruction of students with high incidence disabilities. (3 credits)

SED 533 Practicum Experience in Social Intervention for Individuals with Autism Spectrum Disorders 0 or 1

This experience is open to candidates interested in volunteering as aides in the Social Intervention Program in the Emery Clinic. Candidates must complete a face-to-face interview with the program director, attend an opening orientation session and attend weekly sessions. A 10-hour practicum experience is required. Prerequisites: Interview and instructor approval are required; fingerprint clearance. Fall, Spring. (0-1 credit)

SED 538 Curriculum and Instruction Pre-K through Grade 2 3

This course focuses on the planning and implementation of developmentally effective approaches to teaching and learning in grades pre-K through 2, in alignment with standards for educational programs that have been issued by state and national professional organizations. Teacher candidates will design meaningful and challenging curricula that are informed by knowledge of child growth and development and that integrate all content areas, including language and literacy, mathematics, science, social studies and the arts. A continuum of teaching strategies that take into account children's interests and individual, developmental, and cultural differences will be studied. Candidates will examine evidence-based strategies for individualizing instruction for children with exceptional learning needs. The importance of communication and collaboration with families and other professionals will be stressed. Candidates will develop plans for respectful and supportive learning environments designed to promote the growth and development of children in all domains. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course, will be an additional focus. A 10-hour field experience is required. Prerequisite or co-requisite: ECE 530; fingerprint clearance. Spring. (3 credits)

SED 543 Home-School-Community Relationships 3

This course traces the historical roots of home-school-community relationships and draws implications for current practice. Approaches for establishing and sustaining collaboration among professionals, parents, caregivers and community agencies on behalf of children will be explored. Techniques for involvement of each of these groups in assessment, education and program evaluation will be examined. (3 credits)

SED 544 Social Intervention for Individuals with Autism Spectrum Disorders 3

This course is designed to focus on methods for supporting and teaching youngsters with autism spectrum disorders in school environments, and gives emphasis to interventions that develop emotional regulation, social understanding and social skills. Assessment of an individual student and development of an appropriate support plan to address educational needs is required. Evidence-based practices to support the social, emotional, communication, and behavioral development of individuals with ASD will be explored. A 15-hour practicum experience is required. Prerequisites: SED 512 or equivalent course in behavior. Meet with instructor prior to start of course. Fingerprint clearance required. Spring. (3 credits)

SED 549 Assessing and Teaching Young Children with Significant Disabilities 3

A course designed to provide students with methods and strategies for assessing and teaching young children (ages 0-7) in home, educational and community settings. Emphasis is placed on teachers working as members of a transdisciplinary team of service providers that includes families. Physical, communication, social, cognitive and self-help areas of development and intervention will be addressed. A 21-hour field experience

is required. Prerequisites: SED 512 or equivalent course in behavior. Fingerprint clearance required. Spring, Summer. (3 credits)

SED 550 Developmental Assessment of Young Children: Identifying Special Needs 3

This course addresses assessment practices with young children in the cognitive, communication, social, motor and self-care domains. Emphasis is placed on observational methodologies, using developmental, criterion-referenced and standardized instruments as well as curriculum-based assessment. Information is linked to Individualized Education Plans and interventions. A 5-hour field experience is required. Prerequisites or co-requisites: EPY 545, SED 501 (for ECE majors), SED 512 (for Special Education Birth-Grade 2 majors). Fingerprint clearance required. Fall. (3 credits)

SED 554 Universal Curriculum Design 3

This course addresses the diverse nature of learners with disabilities and how special education teachers, working with a collaborative team, can design lessons to meet the needs of individual learners within general education classrooms. Specific content will address the use of technology in the design and implementation of instruction, and the assessment of learner progress. Teacher candidates will be engaged in the analysis and development of lessons using technology as an underpinning to curriculum access. Emphasis will be placed on the implementation of accommodations and modifications identified on an IEP in relation to the delivery of differentiated instruction within the general education classroom and NYS standards for accountability under NCLB and the IDEA. A 10-hour field experience is required. Fingerprint clearance required. (3 credits)

SED 555 Assessment and Teaching of Young Children at Risk for Social/Emotional and Behavioral Disorders (Birth to Eight Years) (3)

This course prepares educators to work with infants, toddlers, pre-school and young children who are at risk for behavioral and mental health problems. The focus of the course is on recognition of the factors that put children at risk at an early age, identification of these children through systematic screening and evaluation, and strategies for intervention in the social/emotional domain. Interventions will be presented that assist teachers in providing positive support for social development and academic readiness. A 5-hour field experience is required. Fingerprint clearance required. (3 credits)

SED 556 Curriculum and Instructional Procedures for Teaching English/Language Arts to Students with Developmental Disabilities 3

This course will present a variety of methods, materials, and techniques for assessing and teaching students with developmental disabilities to develop essential skills in reading, listening, speaking, and writing. Topics will address the complex interaction between cognitive development, language development, and various approaches for developing literacy skills in this population of learners at different levels of schooling. Additional time will focus on the impact that commercially available software, assistive technology, and AAC has on the development of literacy skills. A 10-hour field experience is required. Fingerprint clearance required. Prerequisite: SED 568 or equivalent or instructor permission. (3 credits)

SED 566 Assessment of Students with Disabilities 3

This course provides students with an opportunity to examine the role of assessment and its application to the identification of learners with disabilities, the diagnosis and remediation of specific learning problems, Individualized Education Plan (IEP) development and the monitoring of learner progress through formal and informal methods. Students will use formative and summative evaluation of learners with disabilities for classroom decision-making. Students will do comprehensive assessments and formal assessment reporting. A 5-hour field experience is required. Prerequisite: Fingerprint clearance required. Fall, Spring, Summer. (3 credits)

SED 567 Teaching Students with Emotional/Behavioral Problems: Techniques for Classroom Instruction 3

This course provides students with an overview of the characteristics and needs of students identified as having emotional disturbance or behavioral disorders. A primary emphasis is placed upon curricula considerations for these students, the delivery of instruction, as well as the management and

organization of classrooms to address social, emotional and behavioral challenges. School-wide behavior management strategies, specific student and teacher mediated interventions, cognitive behavioral interventions, attribution training, and interventions used in the treatement of specific psychiatric problems will be examined. Prerequisite or co-requisite: SED 512. Fingerprint clearance required. (3 credits)

SED 568 Assessment and Instructional Practices for Students with Significant Disabilities 3

This course presents students with the practices and procedures necessary to complete individualized student assessment, program developoment and implementation of effective instructional practices when educating students with significant disabilities. Emphasis is placed upon assessment procedures that incorporate family involvement and transdisciplinary teaming. Students will be involved in assessment procedures for the purpose of IEP development, as well as alternative assessment and measurement of student progress. Individual planning will include the use of the New York State Learning Standard, modification of typical curriculum and the importance of social, communication, and behavioral outcomes for successful inclusion in school and community settings. A 15-hour classroom practicum experience is required. Prerequisites or co-requisites: SED 512 and SED 517 or SED 519 or equivalent course in curriculum. Fall, Summer. (3 credits)

SED 580 Topics in Special Education 3

A faculty-directed seminar dealing with special topics as they relate to current issues and practices in the field of special education. Offered occasionally. (3 credits)

SED 584 Administration of Special Education Programs 3

An orientation to the issues of supervision and management of programs for students with disabilities. This course is designed for the special educator and administrator who is not familiar with the administration of such programs. The course includes discussions of theory, research and the practical daily concerns confronting the administrator. (3 credits)

SED 590 Research Seminar in Special Education 3

A seminar which is completed at the conclusion of the program and deals with issues and concepts relevant to the field of special education. Students are required to conduct research related to special education or students with disabilities. Research is conducted with the input and guidance of the seminar instructor. Completed research is then presented in the form of a research report and seminar presentation. Prerequisites: successful completion of SED 506, core course work, advanced pedagogy courses and advisor approval. Fall, Spring, Summer. (3 credits)

SED 594 Internship in Special Education 0-3

Students participate in a full-time mentored internship in special education in inclusive and other special education settings for one academic year. Responsibilities include teaching, assessment and curricular planning for students with disabilities. Application required. Interns must complete minimum of 18 credits prior to beginning their internship. Prerequisite: Fingerprint clearance. Fall, Spring, Summer. (0-3 credits)

SED 595 Seminar in Teaching and Research in Special Education 0 or 3

A seminar which is completed concurrently with Internship in Special Education (SED 594). This course focuses on current issues in the field of special education and their application to the inclusive classroom. Students are required to complete an action research project. Research is conducted with the input and guidance of the seminar instructor. Students present their research in a formal seminar presentation and a written research report. Prerequisite: SED 506. Co-requisite: SED 594. (0-3 credits)

SED 598 Independent Study in Special Education 1-3

(1-3 credits)

SED 599 Thesis in Special Education 3-6

(3-6 credits)

SED 601 Responding to the Social and Behavioral Needs of Individuals with Autism Spectrum Disorders (ASD) 2

Over the course of four days, participants will develop an understanding of the challenges faced by individuals with autism spectrum disorders (ASD), many of whom are overwhelmed, confused, and lacking comprehension of the social and behavioral expectations that exist in their environments. The focus of the course will be on responding with an emphatic posture to the challenges experienced by individuals with ASD, with interventions that prevent and teach alternatives. Hands-on materials development will be emphasized during each session. Participants wishing to earn a graduate credit may submit a researched-based case study of a student or complete a research paper. (2 credits)

SED 660 T.E.A.C.H. for Exceptional Students 3

The techniques desired, modeled and practiced will help participants to effectively apply communication skills in various special education settings and develop teaching skills with strategic options based on the special needs of their students. (3 credits)

SED 661 Cooperative Learning for Exceptional Students 3

Methods to improve basic achievement levels of students, build a climate for acceptance of differences in the classroom, help students develop self-discipline and understand the need for cooperative relationships. (3 credits)

SED 663 Fully Uniting Students in Education (FUSE) 1

The FUSE seminar focuses on creating effective in-class collaboration between general educators and special population teachers. The three-day session focuses on developing strong co-teaching partnerships for diverse learners. Special emphasis is placed on communication styles, planning effective co-taught lessons, modifications for special populations, shared assessment, and scheduling supports throughout a building. The entire seminar is co-taught and provides for numerous active learning experiences. Teachers should attend the seminar in co-teaching teams. Offered occasionally. (1 credit)

SED 670 Integrating Co-Teaching for Students with Special Needs 3

This course provides educators with a strong foundation for planning, implementing and maintaining successful co-teaching programs that improve and enhance the instruction of students with disabilities being taught in general education classroom. In today's inclusive classroom settings, students with disabilities work together with students without disabilities. All of these students have a variety of learning styles, cultural differences, and educational, behavioral and social needs. It has become important for teachers and administrators to find effective research-based methods to help every student achieve greater success. One of the fastest growing trends nationally is the provision for co-teaching practices. Starting first with developing a clear definition of co-teaching, then examining critical components of co-teaching models and how they support student learning in the classroom, and finally evaluating current co-teaching programs, the focus of this course will be to explore both the conceptual and operational aspects of this approach to delivering instruction. (3 credits)

SED 672 Developing Multiple Intelligences through Learning and Teaching Styles 3

This course translates the research of Howard Gardner into practical, dynamic, and motivational teaching, especially beneficial for individuals with special needs. The course explores the theory of human intelligence as a key to seven ways to structure all lessons to take into account the varieties of intelligence and ways of comprehending; strategies to awaken and engage the full intelligence and ways of comprehending; strategies to engage the full intellectual potential of students with special needs. (3 credits)

SED 999 Comprehensive Examination in Special Education 0

This exam is required for individuals in the Advanced or Professional Special Education degree programs except those students completing a thesis (SED 599). Prerequisites: successful completion of all required Special Education course work and advisor approval. Fall, Spring, Summer. (0 credit)

SEE Courses

SEE 504 On-Site Professional Experience in Childhood and Special Education 6

This is the culminating field experience that includes two student teaching placements: one primary (1-3) and one intermediate (4-6). Students will be placed with both a special education teacher and a general education teacher during the semester in two of the following three options: inclusive education, special education, elementary education. The student will observe, participate, teach and assume responsibility within the classroom, under the guidance of the cooperating teachers and College personnel. Application must be made by February 1 for Fall semester placement; by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; completion of all education course work and workshops, except SED 590; grade of B or better in all required course work. Students must register for SEE 504, SEE 505, and SEE 583 concurrently. Open only to CSR majors. Fall, Spring. (6 credits)

SEE 505 On-Site Professional Experience Seminar in Childhood and Special Education 2

This course is designed to provide academic support during the on-site professional student teaching experience. The seminar deals with issues relevant to the teaching profession, particularly inclusive, special education and general education settings. Topics are selected to complement the student teaching experience. This course gives students an opportunity to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. Emphasis is on supporting students' reflective process of their role in the classroom and the continuation of their professional development. Open only to students who have met requirements for SEE 504 or SEE 580. Students must register for SEE 504, SEE 505 and SEE 583 concurrently. Fall, Spring. (2 credits)

SEE 506 Introduction to Portfolio 0

Candidates enroll in this workshop concurrently with their first course in the pedagogical core. An overview of the portfolio process is introduced to candidates along with guidelines for the standards and criteria used in portfolio evaluation. This workshop provides candidates with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Candidates should enroll in this course within the first 12 credits of the program. Fall, Spring. (0 credit)

SEE 580 On-site Professional Experience in Secondary Education 6

This is a culminating field experience which includes two placements: grades 7-9 and grades 10-12. Students will be placed with both a special education teacher and a general education teacher during the semester in two of the following three options: inclusive education, special education, and secondary education. The student will observe, participate, teach, and assume responsibility within the classroom, under the guidance of the cooperating teachers and College personnel. Prerequisites: good standing in the School of Education; completion of all education course work and workshops, except SED 590; grade of B or better in all required course work. Students must register for SEE 580, SEE 582, and SEE 584 concurrently. Fall, Spring. (6 credits)

SEE 582 On-site Professional Experience Seminar in Secondary Education 2

This course is designed to provide academic support during the on-site professional student teaching experience. The seminar deals with issues relevant to the teaching profession, particularly inclusive, special education and general education settings. Topics are selected to complement the student teaching experience. This course gives students an opportunity to come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. Emphasis is on supporting students' reflective process of their role in the classroom and the continuation of their professional development. Open only to students who have met requirements

for SEE 580. Students must register for SEE 580, SEE 582, and SEE 584 concurrently. Fall, Spring. (2 credits)

SEE 583 Portfolio in Elementary and Special Education 1

The portfolio development and presentation process is presented to students early in the semester to facilitate the final evaluation of students in the dual Childhood Education/Special Education 1-6 program. Students present exemplary lessons, units, teacher-made materials, modified materials, children's works (used with permission) for evaluation by teams of faculty members and school professionals. Competency is documented according to standards established by the department. These competencies align with professional organizations such as the Council for Exceptional Children (CEC), the Association of Childhood Education International (ACEI) and the National Council of Accreditation of Teacher Education. Open only to students who have met requirements for SEE 504. Students must register for SEE 504, SEE 505, and SEE 583 concurrently. Fall, Spring. (1 credit)

SEE 584 Portfolio in Secondary and Special Education 1

The portfolio development and presentation process is presented to students early in the semester to facilitate the final evaluation of students in the dual Adolescence Education and Special Education Grades 7-12 program. Students present exemplary lessons, units, teacher-made materials, modified materials, students' works (used with their permission) for evaluation by teams of faculty members and school professionals. Competency is documented according to standards established by the department. These competencies align with subject areas, professional organizations, the Council for Exceptional Children (CEC) and INTASC. Only open to students who have met requirements for SEE 580. Students must register for SEE 580, SEE 582, and SEE 584 concurrently. Fall, Spring. (1 credit)

SPY Courses

SPY 500 Introduction to School Psychology 3

This course will explore the history and development of the profession of school psychology. Best practices dealing with current professional issues, advocacy and future trends will be examined as well as multicultural, diversity and bilingual issues. Students are expected to further develop their critical thinking, problem solving, speaking, writing, and research skills in order to learn and apply the concepts presented. Students will become familiar with the School Psychology program's theoretical framework as they begin to view problems and solutions from a strength-based, systems perspective. Various issues and topics relating to school psychology will be addressed, including assessment, intervention, consultation and collaboration. A minimum of 12 hours of fieldwork will accompany this course. Fall. (3 credits)

SPY 501 Assessment for the School Psychologist I: Cognitive Assessment 3

The course emphasis will be on the administration, analysis, and interpretation of the major individually administered cognitive assessment batteries. An introduction to cross-battery assessment based on the Cattell-Horn-Carrol (CHC) theory of cognition will be provided. Students will develop competency in written and oral communication of test findings to families and school personnel. Prerequisites: CSL 500, EPY 500, EPY 522, EPY 523, SED 501, CSL/SPY 503. Fall. (3 credits)

SPY 502 Assessment for the School Psychologist II: Educational Assessment 3

The administration, analysis, and interpretation of individually administered achievement tests will be the focus of this course. An integration of test results using the cross-battery approach for the purposes of diagnostic classification and educational planning will be emphasized. Students will continue to develop competency in written and oral communication of test findings to families and school personnel. Prerequisites: CSL 500, EPY 500, EPY 522, EPY 523, SED 501, SPY 501, CSL/SPY 503. Spring. (3 credits)

SPY 503 Personality Theory and Abnormal Psychology in School-Age Children 3

This course provides an overview of personality theory and psychopathology with an emphasis on interpretation/understanding, diagnosis and treatment of various issues and conditions common among school-age children. Students will become familiar with diagnostic criteria and methods of assessment for the problems school professionals often face in working with children in school settings. Students will learn case formulation and treatment planning strategies. Consultative strategies for working with other school professionals, family members and community resources will be reviewed; collaboration with other school professionals is highlighted. Fall. (3 credits)

SPY 505 Assessment for the School Psychologist III: Social-Emotional & Low-Incidence Disabilities 3

This course provides intensive training with additional diagnostic instruments. There will be emphasis on assessment of children from diverse cultural and linguistic backgrounds, as well as assessment of low incidence disabilities. Prerequisites: CSL 500, EPY 500, EPY 522, EPY 523, SED 501, SPY 501, CSL/SPY 503. SPY 502 is either prerequisite or co-requisite. Spring. (3 credits)

SPY 511 Counseling Children and Adolescents in School 3

This course will introduce students to the special issues related to counseling children and adolescents in the school setting from a family systems and multicultural perspective. Students will learn specific counseling strategies for this population including how to work with families using both traditional and innovative approaches. Attention will be given to the developmental and ethical issues related to counseling children and adolescents. Fall, Spring. (3 credits)

SPY 525 School Psychology Consultation 3

This course will provide an overview of the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe and practice the skills required to engage in collaborative consultative services through applied case work, practice, role play, self appraisal, feedback and class discussion. Spring. (3 credits)

SPY 530 School Psychology Practice/Intervention 3

This course will focus on interventions and treatment strategies addressing educational and clinical issues encountered by practicing school psychologists. Primary areas of instruction will include educational strategy planning and implementation for multiple learning needs, clinical techniques for addressing emotional and behavioral needs of children and consultation skills in the school setting. Within such context, multi-disciplinary team involvement, educational/school policy, and parent factors will also be discussed. Prerequisites: CSL 500, CSL/SPY 511, CSL 528, EPY 500, EPY 522, EPY 523, EPY 524, SED 501, SPY 501, CSL/SPY 503; co-requisite SPY 585; prerequisite or co-requisite: SPY 502. Spring. (3 credits)

SPY 585 Practicum in School Psychology 3

Students are required to participate in a 240-hour experience in an approved school program under the direct supervision of a permanently certified school psychologist. Students are required to successfully complete a series of intended learning outcomes designed to familiarize students with the role and function of the school psychologist, which may include applying course content in critical School Psychology areas of testing, counseling, and consultation. Prerequisites: All Educational Psychology requirements, CSL 500, CSL 528, SED 501, SED 512, SPY 501, and permission of the instructor. Spring. (3 credits)

SPY 586 Internship in School Psychology 6

Full-time in-service internship placement (600 hours/semester) in a public school setting arranged by the student in consultation with the school psychology faculty and the school district. The school district contracts with the student to provide a full range of school psychological services, including but not limited to, assessment, counseling and consultation, on a paid basis. The school district provides the student with weekly super-

requirements, CSL 500, CSL 528, SED 501, SED 512, SPY 501, and permission of the instructor. Spring. (3 credits)

SPY 586 Internship in School Psychology 6

Full-time in-service internship placement (600 hours/semester) in a public school setting arranged by the student in consultation with the school psychology faculty and the school district. The school district contracts with the student to provide a full range of school psychological services, including but not limited to, assessment, counseling and consultation, on a paid basis. The school district provides the student with weekly supervision under the direction of a permanently certified school psychologist. In addition to the field hour requirement, the student is required to complete a series of intended learning outcomes that are designed to validate the student's proficiency in applying the course content of the School Psychology program. The student will also participate in bi-monthly on-campus seminars. Open to CSR School Psychology students only. Prerequisites: completion of all courses. Permission of the department required. (6 credits)

SPY 590 Internship in School Psychology 6

This is the first semester of the two-semester, full-year internship sequence. Students complete 600 hours of field work under the direct supervision of a permanently certified school psychologist to successfully complete a series of intended learning outcomes that are designed to validate students' proficiency in applying the course content of the School Psychology program. Students will also participate in bi-monthly on-campus seminars to discuss their internship experiences. Prerequisites: completion of all courses and permission of the instructor. Fall. (6 credits)

SPY 591 Advanced Internship in School Psychology 6

This seminar accompanies the second semester internship field placement in which students are required to complete an additional internship experience of 600 hours in an approved program which addresses further refinement in the development of skills in assessment, learning theory, counseling and clinical and educational consultation and intervention. Students participating in this second semester internship experience are expected to gain further independence as they carry out the various tasks critical to the role of the school psychologist. The purpose of the seminar is to provide students an opportunity to discuss their internship experiences as regards the role of the professional school psychologist. In addition, students will be exposed to current specialty topics in the field (e.g.; prevention and early intervention, curriculum-based assessment, evaluating intervention effectiveness) and discuss how these ideas are applied in their certification through the National Association of School Psychologist (NASP), including preparation for the School Psychology Praxis II Exam. Specific learning outcomes and required students experiences for the internship are in accordance with the National Association of School Psychologist (NASP) recommendations and are listed in the attached School Psychology Program Internship Packet. Prerequisite: SPY 590. (6 credits)

SPY 598 Independent Study 1-6

Students who wish the opportunity to work on a topic with a School Psychology faculty member should contact the faculty member directly to arrange course requirements. (1 - 6 credits)

TED Courses

TED 500 Introduction to Education Technology for Teachers 3

Students review recent research on effective instruction and explore technology instructional strategies and techniques designed to enhance meeting the needs of a diverse student population. Computer ethics, etiquette and safety for students and strategies for teaching these topics in K - 12 are addressed. Strategies for direct instruction, cooperative learning, student-based demonstrations, creative problem solving, guided-discovery, and applications of technology to thinking and learning are explored. Students develop expert teaching skills and learn to diagnose and deliver instructional strategies that are appropriate to a variety of classroom circumstances. This is a content embedded pedagogical course which integrates appropriate content related to student's professional content track into the projects and curriculum developed during the course. Students are required to have Microsoft Office Professional. (3 credits)

TED 501 Hardware, Operating and Network Systems for Teachers 3

Students examine major microcomputer hardware, operation systems, and telecommunications used in educational settings. Topics include systems architecture, differentiation of computer generation capabilities, communication standards, storage mediums, features of operating systems, assistive technologies and applications of email and bulletin board systems. Students learn how to design, manage, and evaluate a variety of hardware configurations for labs, classrooms, and media centers. Students survey the uses of classroom computers connected to local area networks, and conduct field observations in school settings. Planning, designing, acquiring and installing school-wide local area network systems for classroom use. Use of filtering software and layered security utilizing profiles and operator restrictions is demonstrated. Students add and delete users, configure shared peripherals and manage school-wide network systems. (3 credits)

TED 503 Assistive Technology: Integrating Technology for Students with Special Needs 3

This course is an introduction and study of assistive technology regarding device/support characteristics, environmental issues and needs, and strategies for integration. Students will have an opportunity to focus on web-information access and evaluation; fundamental principles of feature-matching; and demonstration and hands-on process activities, regarding language, communication, sensory, and motor issues. The course focus will be the development of integrative techniques and strategies, which can be functional in both educational and work environments, for support and adaptation for individuals with physical, educational and language challenges. (3 credits)

TED 506 Foundations of Educational Technology 3

This course addresses the social and historical development of the use of technology in education within the context of public education foundations. The evolution of technology and its applications to education will be examined. Computer ethics, etiquette, the digital divide, equity regarding students with special needs, English as a second language, and socio-economic factors are main themes in this course. Students will identify research related to equity issues concerning access and use of computers and related technologies. (3 credits)

TED 510 Integrating Technology in Instructional Settings 3

Students examine strategies for integrating technology into specific levels of the K-12 curriculum. Emphasis is placed upon the scope and sequence of instructional software, correlation to curriculum objectives and linking those objectives to state and national learning standards. This is a content embedded pedagogical course which integrates appropriate content related to student's professional content track into the projects and curriculum developed during the course. Class members explore ways that technology can be used to organize the classroom as a student-centered environment; support instructional strategies as thematic teaching, cooperative learning, teaching higher order thinking skills and problem solving. Students partner with classroom teachers to design integrated classroom curriculum in field-based projects. Students discover strategies for including students with diverse cultural and learning needs. (3 credits)

TED 520 Multimedia Instructional Design 3

Students examine applications of multimedia including video image capture and multimedia production tools. Students develop projects that integrate multimedia applications into effective instruction. Students examine instructional methods for designing instruction within multimedia environments. Students investigate basic principles of instructional design that ensure effective teaching and learning. Students plan hypermedia projects that incorporate technology into existing or new instruction. This is a content embedded pedagogical course which integrates appropriate content related to student's professional content track into the multimedia projects and curriculum developed during the course. (3 credits)

TED 530 Internet and WWW in Education 3

Students explore the use of the Internet to bring information and resources from around the world to their classrooms. Students develop activities for teaching collaborative projects and for utilizing listservs as information webs; create a journal of their

online travels; correspond with teachers and students in other countries; and develop a web-based curriculum project. The course is taught in an online format and has both synchronous and asynchronous class meetings. The course builds toward completion of a major web-based instructional project. This is a content-embedded pedagogical course which integrates into the projects and curriculum developed during the course appropriate Internet-based content related to the student's professional content track. Fall, Spring. (3 credits)

TED 532 Designing Web-based Curriculum 3

Students will gain a foundational knowledge in HTML and JavaScript programming. Students will also use software assisted design tools that will allow them to understand the process of creating dynamic web-based instructional materials. This is a content embedded pedagogical course with integrates appropriate content related to student's professional content track into the web-based projects and curriculum developed during the course. (3 credits)

TED 540 Special Topics in Educational Technology 3

This course provides coverage of current or specialized topics in the field of instructional technology. This may or may not be a content-embedded pedagogical course which integrates into the projects and curriculum developed during the course appropriate content related to the student's professional content track. Specific topics will focus on new instructional technology approaches of contemporary interest. Offered occasionally. (3 credits)

TED 546 College-supervised Practicum 3-6

This is a College-supervised field course that is completed as either a full-time or part-time placement. Student teachers will receive two field placements of approximate equal duration, one in grades K-8, and one in grades 9-12, and will be supervised by their cooperating teachers and College supervisors. Student teaching will include student demonstration of skills and knowledge in the following areas : teaching at developmentally appropriate levels and paces; implementing effective classroom management approaches; using NYSED standards for technology; professional rapport and conduct; developing a repertoire of teaching methods; and constructing an environment that supports a students' intellectual, emotional, and psychomotor development within the framework of integrating technology into the curriculum. Prerequisites: EDU 602,603, 606; EPY 502,522,637; TED 506,510,574; TED 591 must be taken as a co-requisite with TED 546 or TED 586. Fall, Spring. (3-6 credits)

TED 550 Project-based Learning and Collaborative Learning Using Technology 3

Students explore environments for integrating technology with instructional techniques that foster collaborative learning, reflective teaching, and inductive approaches to instruction. Additional focus is demonstration that learning can be fun through project based learning with available technology. This is a content embedded pedagogical course which integrates appropriate content related to student's professional content track into the projects and curriculum developed during the course. (3 credits)

TED 570 Professional Development to Support Integration of Technology 3

New and experienced teachers must learn to incorporate technology effectively in their classrooms. Your role as the educational technology specialist is to provide initial instruction and ongoing support. Adults learn differently than students. In this course you will examine the best practices of andrology, explore effective uses of technology in the classroom, and design a project to support the integration of technology in your classroom, school, or district. (3 credits)

TED 572 Professional Development for Integration Technology 3

Students examine the literature on delivering staff development models. Class members explore uses of technology that are particularly effective with adult learners. Students design and explore uses of technology for a range of androgogical strategies that can be used for training staff in schools. (3 credits)

TED 573 Internship w/field-based Research 3
This course will place the student in a paid or non-paid hands-on Internship. Identification of a field-based research opportunity, data collection, analysis and reporting will answer a technology-based inquiry. Prerequisite: TED 506. (3 credits)

TED 574 Laboratory Methods Educational Technology 3
Students will experience different computing learning environments and observe through a field practicum different computing and learning environments used in K-12 educational settings. Analysis of technology learning environments to provide different student settings necessary to optimize different instructional models provides the student with a diverse background in laboratory integration methods. Troubleshooting of hardware, software, networking, virus protection, security issues, log in procedures, firewall and spyware, computer use policies, student and parent permission forms, federal acts which affect computing in school, copyright and ethical computing in a laboratory setting are examined. This course has a 25 hour field experience. (3 credits)

TED 586 In-service Field Placement 3-6
Full-time or half-time placement in an elementary, middle, or high school setting arranged by the student in consultation with the College and the school district. School district contracts with the student to teach classes in his/her own classroom on a paid basis. A supervisor employed by The College of Saint Rose meets with the student teacher to provide support and consultation at least five times for a half-time placement and ten times for a full-time placement. This supervision will include observations of student performance and periodic assessments of teaching effectiveness. A course syllabus must be devised with the cooperation and approval of the College advisor prior to registration for the course. Students must also register for TED 591 Seminar in Educational Technology Field Integration during the semester they take TED 586. The option of taking TED 586 is available to students whose employing schools are able to provide support and supervision in collaboration with the College; the intent of this component is to give the new teacher adequate support in the first months of teaching. TED 591 must be taken as a co-requisite with TED 586. An application to complete an in-service field placement must be made by March 1 for those who wish to register for the Fall semester or by November 1 for those who wish to register for the Spring semester. Fall, Spring. (3-6 credits)

TED 591 Educational Technology Seminar Field Integration 3
This is a capstone course that supports the College-supervised student teaching experience. Students are engaged in research, writing, unit development related to classroom and field practice in educational technology. Upon completion of the course the student should be able to: critically analyze the student teaching field experience or an in-service field experience and the teaching-learning process; discuss the applications of research to the practice of teaching educational technology; and build an electronic portfolio. Fall, Spring (Note: TED 591 is to be taken in conjunction with student teaching or with an in-service teaching experience.) (3 credits)

TED 592 Seminar in Educational Technology 3
This course provides students with a forum for discussion of current issues in educational technology. Students explore interdisciplinary readings and make inferences to technological solutions in problem solving. An authentic capstone project reflecting students' individual mastery for using technology with diverse learners will culminate in student presentations. (3 credits)

saint rose
directory

SAINT ROSE DIRECTORY

Board of Trustees 2010-2011

Sr. Katherine M. Arseneau, CSJ
Robert H. Barlow
Martin J. Barrington
Sr. Ann Christi Brink, CSJ
Albert W. Brooks
Judith A. Calogero
Barbara A. Carr
Rita B. Crotty
John R. Dunne
Sr. Kathleen M. Eagan, CSJ
Sr. Margaret Edic, CSJ
Joanne B. Esposito
Sr. Elizabeth Giarrusso, CSJ
Sr. Katherine Hanley, CSJ
Sr. Mary Ann Hayes, CSJ
George R. Hearst III
Sr. Mary Anne Heenan, CSJ
Dr. Zelda J. Holcomb
Richard J. Huether
Sr. Joan Lescinski, CSJ
I. Norman Massry
Matthew H. Mataraso
Dr. Lee A. McElroy, Jr.
Tonita McKone
Michael Miller, ex-officio
Daniel P. Nolan
Kevin O'Connor
Dr. Kathleen Sullivan Ricker
Jeffrey Scott
Elizabeth A. Simcoe
Todd Slingerland
Sr. Anne Bryan Smollin, CSJ
Sr. Patricia A. St. John, CSJ
Dr. R. Mark Sullivan, ex-officio
Charles Touhey
Marcia J. White
Harold L. Williams
Sr. Diane Zigo, CSJ

Trustees Emeriti

Paul Cavanagh, *N. Scituate, RI**
Rhea P. Clark, *Menands, NY*
Sr. Mary Kevin Ford, CSJ, *Tucson, AZ**
Sr. Margaret Keeshan, CSJ, *Latham, NY**
Kenneth T. Lally, *Schenectady, NY**
Kevin G. Langan, *Menands, NY**
Thomas A. Manion, *DePere, WI*
Donald A. McKay, *Richfield Springs, NY*
Kathleen M. Picotte, *Albany, NY**
Victor J. Riley, Jr., *Cody, WY*
Margaret D. Sandman, *Naples, FL*
Robert J. Sloan, *Loudonville, NY*
The Hon. Ronald B. Stafford, *Plattsburgh, NY**
Carl E. Touhey *Feura Bush, NY*
The Hon. Leonard A. Weiss, *Albany, NY*

**deceased*

Administrative Officers

Marcus Buckley, Vice President for Finance and Administration, B.A., University of Massachusetts

Shai Butler, Assistant to the President for Diversity, B.A., M.S., State University of New York at Albany

Karin Carr, Vice President for Institutional Advancement, B.S., M.S., Russell Sage College

Michael D'Attilio, Executive Director for Government & Community Affairs, B.S., State University of New York at Buffalo; M.S., Ed.S., State University of New York at Albany

Rev. Christopher DeGiovine, Dean of Spiritual Life, B.S., Siena College; M.A., D.Min., The Catholic University of America

John Ellis, Executive Director of Information Technology Services, B.S., SUNY Empire State College; M.S. in Ed., Graduate Certificate in Educational Computing, The College of Saint Rose

Mary Grondahl, Vice President for Enrollment Management, B.A., State University of New York College at Oswego; M.A., State University of New York at Albany; M.B.A., The College of Saint Rose

Debra Liberatore LeBlanc, Assistant to the President, B.A., Saint Michael's College; M.Ed., The University of Vermont

Dennis McDonald, Vice President for Student Affairs, B.A., M.S. in Ed., The College of Saint Rose

R. Mark Sullivan, President, B.A., University of Rhode Island; M.A., Syracuse University; Ed.D., Harvard University

David Szczerbacki, Provost and Vice President for Academic Affairs, B.A., M.A., Gannon University; Ph.D., State University of New York at Buffalo

Lisa Haley Thomson, Assistant Vice President for Public Relations and Marketing, B.A., Drew University; M.S. in Ed., The College of Saint Rose

Office of the President

Shai Butler, Assistant to the President for Diversity, B.A., M.S., State University of New York at Albany

Michael D'Attilio, Executive Director for Government & Community Affairs, B.S., State University of New York at Buffalo; M.S., Ed.S., State University of New York at Albany

Julie Kochan, Executive Administrative Assistant to the President

Debra Liberatore LeBlanc, Assistant to the President, B.A., Saint Michael's College; M. Ed., The University of Vermont

Kimberly Lynch, Director of Events Scheduling & Administration, B.A., Johnson & Wales University

R. Mark Sullivan, President, B.A., University of Rhode Island; M.A., Syracuse University; Ed.D., Harvard University

Academic Affairs

Marian Adomakoh, Director of Academic Advising, B.A., University of Ghana; M.A., State University of New York at Albany; M.S.Ed., State University of New York College at Brockport

Wyndi Capeci, Pre-School Coordinator, B.S., State University of new York at Albany; M.S., The College of Saint Rose.

Severin C. Carlson, Dean, School of Business, B.S.B.A., Northeastern University; M.B.A., D.B.A., Indiana University

Sarah Coons, Primary College Supervisor, The Winkler Center, B.S., Elmira College; M.S., Northeastern University

Mary Cosgrove, Science Problem-Based Learning Coordinator, B.A., Canisius College; M.S. State University of New York at Buffalo

Daniel Cowles, Information Systems/Voice Technician, B.A., The College of Saint Rose

Vincent J. DeRusso, Coordinator of Computer Services B.S., M.B.A., The College of Saint Rose

Kimberly Durant, Assistant Registrar, B.A., State University of New York College at Potsdam

John Ellis, Executive Director, Information Technology Services, B.S., SUNY Empire State College; M.S. in Ed., Graduate Certificate in Educational Computing, The College of Saint Rose

John Falco, Director of The Institute for New Era Educational Leadership and Innovation, B.A. City College of New York, M.S. Long Island University, M.Ed. Teachers College, Columbia University, Ed.D. Seton Hall University

Erin Farnam, Network Administrator, B.S., Rensselaer Polytechnic Institute

Jeanne Flanagan, Art Gallery Director, B.F.A., M.F.A., Eastern Michigan University

Sherry Flansburg, Technical Support Specialist, B.S., State University of New York College at Geneseo; M.P.A., State University of New York at Albany; M.S. in Ed., The College of Saint Rose

Ben Frey, Media Center Supervisor, B.A., The College of Saint Rose

Elaine P. Galbraith, Preschool Clinical Supervisor, The Winkler Center, B.S., M.S. in Ed., The College of Saint Rose

David Gavrilik, Database and System Administrator, B.S., State University of New York at Albany

Michael Geroux, Coordinator of Field Placement and Advisement, B.A., Hobart & William Smith Colleges

Peter Goodwin, Programmer/Analyst, B.A., Potsdam College; M.S. in Ed., The College of Saint Rose

Jeremy Hammond, Blackboard Administrator & Web Programmer

Kate Hmiel, Assistant Registrar, B.S., M.S. in Ed., The College of Saint Rose

Colin P. Jaquays, Laboratory Manager, B.S., Utica College of Syracuse University; M.S., Lehigh University

Alma Kanic-Franco, Assistant Registrar for Special Projects, A.A., Hudson Valley Community College; B.A., Syracuse University

Kathleen Kelleher-Assael, Preschool Clinical Supervisor, The Winkler Center, B.A., State University of New York College at Cortland; M.S., The College of Saint Rose

Judith A. Kelly, Registrar, B.S.N., Duquesne University; M.S. in Ed., The College of Saint Rose

Margaret M. Kirwin, Dean, Thelma P. Lally School of Education, B.A., The College of Mt. Vincent; M.Ed., Boston College; Ed.D, State University of New York at Albany

Peter Koonz, Director of Library, B.S., Springfield College; M.A., The College of Saint Rose; M.L.S., State University of New York at Albany

Kimberly Lamparelli, Director of Clinical Services, The Winkler Center, B.A., University of Florida; M.S., University of North Carolina, Chapel Hill

Jeanine Laukaitis, Executive Secretary to the Provost and Vice President for Academic Affairs, B.S., M.S., The College of Saint Rose

Aaron Mariner, Assistant Database Administrator, B.S., M.S., The College of Saint Rose

Kelly Meyer, Assistant Director of Academic Advisement, B.A., Linfield College; M.A., Ohio State University; Ph.D., Ohio State University

Christine Paige, Educational Technologist, B.A., Empire State College; M.S. in Ed.; The College of Saint Rose

Alekseiv J. Pavlinik, Network Administrator

Bonita Pogge, Assistant to the Provost and Vice President for Academic Affairs, B.A., Russell Sage College

Christine Preisinger, Coordinator of Special Education Field Supervision, B.S., Valpariso University; M.S., Southern Illinois University, Edwardsville

Michael Richter, Coordinator of Field Placement and Advisement, A.O.S., Johnson & Wales University; B.S., State University of New York College at Oswego; M.S. in Ed., The College of Saint Rose

Richard Satterlee, Jr., Associate Registrar, B.A., State University of New York College at Fredonia; M.S. in Ed., The College of Saint Rose

Joseph Schaefer, Coordinator of Elementary Education Field Supervision, B.S. in Ed., State University of New York College at Plattsburgh; M.S. in Ed., The College of Saint Rose

Lorna Shaw, Dean, School of Arts and Humanities, B.A., M.Phil., University of the West Indies; Ph.D., Howard University

Matthew Smith, Assistant to the Dean, School of Education, B.A., Utica College

Holly Sociagrosch, Assistant Registrar, B.A., St. Lawrence University

Mark Stanco, Programmer/Analyst, B.S., The College of Saint Rose

Michael Stratton, Coordinator of Media Technology, B.S., M.S. in Ed., Graduate Certificate in Educational Computing, The College of Saint Rose

David Szczerbacki, Provost and Vice President for Academic Affairs, B.A., M.A., Gannon University; Ph.D., State University of New York at Buffalo

Julie Tenan, Coordinator of Field Placement and Advisement, B.S., University of Dayton; M.S. in Ed., State University of New York at Albany; Educational Administration SDA Certificate, The College of Saint Rose.

Richard J. Thompson, Jr., Dean, School of Mathematics and Sciences; Director of the Institute for Science and Mathematics Education, B.S., University of Florida, Ph.D., The Pennsylvania State University

William Traver, Director of Infrastructure & Programming, B.S., State University of New York College at Oneonta

William Twist, Programmer Analyst

Ann Higgins Wilkening, Director of International Studies, B.A., The College of Saint Rose

Adam Zonis, Multimedia Systems Engineer

Enrollment Management

Tom Attanasio, Undergraduate Admissions Long Island Regional Representative, B.A., St. John's University; M.S., State University of New York at New Paltz

Sandra Battaglino, Associate Director of Undergraduate Admissions, B.S., Utica College of Syracuse University

Janice Baumeister, Assistant Director of Financial Aid, B.S., Russell Sage College

Jeremy Bogan, Assistant Vice President of Undergraduate Admissions, The College of Saint Rose, B.A., The College of Saint Rose

Carrie Campana, Assistant Director of Undergraduate Admissions, B.A., State University of New York at Albany

Daniel Capogna, Coordinator of Transfer Admissions, B.A., The College of Saint Rose

Christopher Cappadozy, Assistant Director of Graduate Admissions, B.A., State University of New York College at Buffalo; M.A., Fordham University

Christopher Casey, Assistant Director of Graduate Admissions, B.A., State University of New York at Geneseo; M.A., State University of New York at Cortland

Marian Chilson, Assistant Director of Undergraduate Admissions/Art Liason, BFA, Hartford Art School, University of Hartford, MFA, Maryland Institute College of Art

Hilary Ciesielski, Director of Student Communications and Solution Center, B.A., State University of New York College at Oswego

Drew Colberg, Associate Director of Undergraduate Admissions, B.S., The Sage Colleges

Patrick Connell, Enrollment Management Technology Administrator, B.S., The College of Saint Rose

James Curley, Assistant Director of Undergraduate Admissions, B.A., Manhattan College; M.A., State University of New York at Albany

Thomasine Doyle, Assistant Director of Financial Aid, B.S. The College of Saint Rose

Meaghan Drumm, Financial Aid Counselor, B.S. LeMoyne College; M.S.Ed., CAS, The College of Saint Rose

Steven W. Dwire, Assistant Vice President of Financial Aid and Enrollment Management, B.A., University of Vermont, Burlington; M.B.A., The College of Saint Rose

Mary Grondahl, Vice President for Enrollment Management, B.A., State University of New York College at Oswego; M.A., State University of New York at Albany; M.B.A., The College of Saint Rose

Justin Hadley, Assistant Director of Undergraduate Admissions, B.S., The College of Saint Rose

Bryan Kelly-Austin, Financial Aid Counselor

Kevin Manning, Assistant Director of Admissions, B.A., Manhattan College

Cara Mulligan, Assistant Director of Graduate Admissions, B.A., Boston College; M.B.A., Fordham University

Jorge Osorio, Associate Director of Undergraduate Admissions and Multicultural Recruitment, B.A., Hartwick College; M.A., State University of New York at Stony Brook

Susan Patterson, Assistant Vice President for Graduate Admissions, B.A., Glenville State College; M.A., Virginia Commonwealth University

Bettie Ternent, Associate Director of Financial Aid, B.S., State University of New York at Albany

Colleen Flynn Thapalia, Director of Graduate Admissions, B.A., New York University; M.S., Cornell University

Finance and Administration

Darren Alvaro, Executive Chef, A.O.S., Culinary Institute of America

Angelina Bartley, Assistant Bursar, B.S., State University of New York at Albany; M.B.A., The College of Saint Rose

Matt Bertinetti, Grounds Manager, B.S., The College of Saint Rose

Ramon Bonifacio, Custodial Manager, A.A., Roxbury Community College

John Bryant, Assistant Vice President for Facilities, A.O.S., Hartford State Technical College; B.S., Central Connecticut State University; M.S., Rensselaer Polytechnic Institute

Marcus Buckley, Vice President for Finance and Administration, B.A., University of Massachusetts

Patricia Buckley, Director of Purchasing and Auxiliary Services, A.S., State University of New York College of Agriculture and Technology at Cobleskill

Patrick Connell, Manager of Institutional Research, B.S., The College of Saint Rose

Shannon Crisafulli, Assistant to the Vice President for Finance and Administration, A.A.S., Junior College of Albany

Joanna Dickerson, Assistant Director of Human Resources, M.A., Warsaw University

Beatrice Diehl, Assistant Comptroller, CPA, B.B.A., Siena College

Daniel Durant, Budget Analyst

Jan Elderkin, Bursar, B.A., State University of New York College at Plattsburgh; M.S. in Ed., The College of Saint Rose

David Fraser, Assistant Bursar, B.S., Siena College

Gail Gardner, Executive Director of Budget and Institutional Research

Joseph Garufi, Production Manager, A.A.S., State University of New York at Cobleskill

Dominica Greco, Location Supervisor (Office Manager), A.O.S., Schenectady County Community College

Antonia Kananis, Accountant, B.S., Russell Sage College

Charles Kimberling, Director of Facilities, B.S., Regis University

Jeffrey Knapp, Assistant Vice President for Human Resources and Risk Management, B.A., Hamilton College; M.B.A., State University of New York at Albany

Georgette Knott-Defoe, Assistant Custodial Manager

Jeff Lang, Facilities Maintenance Manager

Nancy MacDonald, Director of Facilities Planning and Space Management, A.O.S., State University of New York College of Agriculture and Technology at Cobleskill

Glenna Magee, Athletic Business Administrator, A.A.S., Albany Business College; B.A., The College of Saint Rose

Linda Maiello, Director of Financial Services, B.S., The College of Saint Rose

Richard Meigel, Director of Dining Services

Kathleen Montessano, Assistant Director of Financial Aid, B.B.A. Russell Sage College

Martha Myers, Assistant Director of Purchasing

Jean Paul, Assistant Director of Human Resources, B.S., Wayne State University

Debra Lee Polley, Comptroller, CPA, B.S., State University of New York College at Oneonta

Christina Slezak, Accountant, B.S., The College of Saint Rose

Cedrice Spears-Mora, Assistant Custodial Manager

Franka Stadtlander, Accountant, B.S., The College of Saint Rose

Tara Steelman, ID Card Office Manager, B.S., The College of New Rochelle

Steven Stella, Director of Safety and Security, A.A., Hudson Valley Community College; B.A., Siena College

John Tompkins, Catering Manager

Meaghan Warner, Service Response Manager, B.A., Charter Oak State University

Frederick Whitney, Assistant Director of Safety and Security, A.A., Hudson Valley Community College

Christopher Wilson, Manager of Campus Book Store, A.A.S., Hudson Valley Community College

Michael Zeccolo, Assistant Director of Safety and Security, A.A.S., Hudson Valley Community College

Amy Zonka, Assistant Bursar, A.A.S., Onondaga Community College; B.S., State University of New York College of Technology at Utica

Institutional Advancement

Patricia Blanchard, Coordinator of Advancement Services

Karin J. Carr, Vice President for Institutional Advancement, B.S., M.S., Russell Sage College

Deborah Chesky, Director of Corporate, Foundation and Government Relations, B.A., B.S., M.S.W., M.B.A., State University of New York at Albany

Edwin Ferreira, Advancement Analyst, B.S., Siena College; M.B.A., The College of Saint Rose

Paula Gargiulo, Donor Relations Manager, B.S., State University of New York at Albany

Jane Gottlieb, Staff Writer, B.A., Hamilton College

Mark E. Hamilton, Associate Director for Marketing and Creative Services, A.A.S., Sage Junior College of Albany; B.S., The College of Saint Rose

Cristina Hayden, Assistant Director of Alumni Relations and Annual Giving, B.A., State University of New York College at Plattsburgh

Stephanie Lamphere, Director of Special Events, B.A., Hamilton College; M.A., State University of New York at Albany

Andrea Lomanto, Assistant Director of Alumni Relations & Annual Giving, B.S., Boston University; M.B.A., The College of Saint Rose

Jason Manning, Director of Alumni Relations and Annual Giving, B.A., M.B.A., Manhattan College

Benjamin A. Marvin, Associate Director for Media Relations, B.A., Bowling Green State University; M.S., Hunter College, City University of New York

Lisa McKenzie, Director of Development, A.A.S., State University of New York College of Agriculture and Technology at Cobleskill; B.S., Southern Vermont College

Christopher Parody, Graphic Designer, B.F.A., The College of Saint Rose

Lisa Haley Thomson, Assistant Vice President for Public Relations and Marketing, B.A., Drew University; M.S. in Ed., The College of Saint Rose

Susan Warshany Ziegler, Director of Major Gifts and Planned Giving, B.A., M.A., Rowan University

Student Affairs

Jaclyn Amoroso, Director of the Writing Center, B.A., M.A., The College of Saint Rose

Anthony Barker, Fitness Center Coordinator and Strength and Conditioning Coach

Latisha Barnett, Director of Student Life, B.A., State University of New York College at Fredonia; M.S. in Ed., The College of Saint Rose

Jacqueline Birk, Associate Director, HEOP/ACCESS, B.A., M.S. in Ed., The College of Saint Rose

Paula Borkowski, Assistant Director, Career Center, A.S., B.S., Champlain College; M.S., Barry University

Natalie Cable, HEOP/ACCESS Academic Counselor, B.S., M.S. The College of Saint Rose

Lynn Cantwell, Director of Services for Students with Disabilities, B.A., The College of Saint Rose; M.S.W., State University of New York at Albany

Mary Fitzsimmons-Tschantret, Director, HEOP/ACCESS, B.A., M.A., The College of Saint Rose

John Francis, Assistant Director, HEOP/ACCESS, B.S., State University of New York at Albany; M.S. in Ed., The College of Saint Rose

Sandra Frese, Director of Health Services, A.S., Maria College; B.S., SUNY Empire State College

Aimee Gould, Area Coordinator, B.S., M.S. in Ed., The College of Saint Rose

Jay Hamer, Director of Counseling and Psychological Services, B.A., University of Maryland; Ph.D., State University of New York at Albany

Jessica Kaeding, Area Coordinator, B.A., Westfield State College; M.Ed., Springfield College

Alan Martell, Assistant Director of Counseling and Psychological Services, B.A., Castleton State College; M.S.W., State University of New York at Albany

Dennis McDonald, Vice President for Student Affairs, B.A., M.S. in Ed., The College of Saint Rose

Rita McLaughlin, Assistant Vice President for Student Affairs, B.A., The College of Saint Rose; M.S., State University of New York College at Buffalo

Michele Osborne, Director of the Career Center, B.A., State University of New York at Binghamton; M.S. in Ed., Alfred University

Amanda Parker, Science/Math Learning Specialist, B.A., M.S. in Ed., The College of Saint Rose

Michelle Patterson, Assistant Director of Health Services, A.A.S., Sage Junior College of Albany; B.S., SUNY Institute of Technology Utica

Marcy Pendergast, Director of the Learning Center, B.A., M.S. in Ed., The College of Saint Rose

Joseph D. Pryba, Assistant Director of Residence Life, B.S., M.S. in Ed., The College of Saint Rose

Jennifer Richardson, Director of Residence Life, B.A., Nazareth College of Rochester; M.A., Framingham State College

Luke Schmonsky, Associate Director of Career Center, B.A., State University of New York College at Plattsburgh; M.S., The College of Saint Rose

Jamin Totino, Assistant Vice President for Student Affairs: Academic and Student Support Services, B.S., The College of Saint Rose; M.S.W., University at Albany

Ruth Wakefield, Assistant to the Vice President for Student Affairs, A.A.S, Maria College; B.S., The College of Saint Rose

Wendy Neifeld Wheeler, Director of Parent Relations, B.A., State University of New York at Albany; M.S. in Ed., The College of Saint Rose; M.A., Russell Sage College; Ph.D., State University of New York at Albany

Athletics

David Alexander, Assistant AD/Sports Information Director, B.A., University of Rhode Island

John Ardizone, Assistant for Athletics Administration/Assistant Women's Basketball Coach, B.A., Siena College

Karen Haag, Assistant for Athletic Administration/Head Women's Basketball Coach, B.A., State University of New York College at Oneonta; M.S., State University of New York at Albany

Catherine Haker, Director of Athletics and Recreation, B.A., Hartwick College

Josh Jennings, Assistant Sports Information Director, B.A., Hartwick College

Karen Fischer, Head Athletic Trainer, B.S., Hope College

Brian Gordon, Senior Associate Athletics Director, B.A. Rider University

Diane Matthews, Assistant for Athletics Administration/Assistant Track and Field Coach, B.A., State University of New York at Albany; M.A., Marist College

Keith Murray, Assistant for Aquatics/Head Men's and Women's Swimming Coach, B.A., Hartwick College

Scott Obergefell, Director of Facilities and Programming, B.S., Springfield College

Michael Perno, Assistant for Athletics Administration/Assistant Men's Basketball Coach, B.A., The College of Saint Rose

Jessup Pierce, Assistant Atheletic Trainer, B.S. Cedarville University

Spiritual Life

Rev. Christopher DeGiovine, Dean of Spiritual Life and Chaplain, B.S., Siena College; M.A., D.Min., The Catholic University of America

Joan Horgan, Director of Campus Ministry, B.A., The College of Saint Rose; M.S.W., State University of New York at Albany

Sr. Sean Peters, CSJ, Director of Mission Experiences, Ed.D., Rutgers University

Rev. Ken Scott, UMC, Director of Community Service, B.A., State University of New York College at Oswego

2009 – 2010 Full-time Faculty

Dana Abbott, Assistant Professor of Special Education, B.A., University of New England; M.S., Ph.D., State University of New York at Albany (2004)

Gariba Al-Abdul Korah, Assistant Professor of History, B.A., University of Ghana; M.A., University of Tromso, Norway; M.A., Ph.D., University of Minnesota (2004)

Helen A. Albanese, Assistant Professor of Computer Information Systems, B.A., State University of New York at Albany; M.S., Union College (1982)

Harvey J. Alexander, Professor of Biology, B.S., University of Miami; M.S., University of Michigan; Ph.D., University of New Mexico (1985)

James Allen, Professor of Educational Psychology, B.A., B.S., M.Ed., University of Cincinnati; Ph.D., University of California (1988)

Alfred Antico, Associate Professor of Communications, B.A., The College of Saint Rose; M.S., M.L.S., Ph.D., State University of New York at Albany (1989)

Carmen Q. Artino, Associate Professor of Mathematics, B.S., Ohio State University; M.S., John Carroll University (1967)

Yu-Jung Avis, Associate Professor of Business Administration, L.L.B., National Taiwan University Law School; M.B.A., State University of New York at Binghamton; Ph.D., Rutgers, the State University of New Jersey (1994)

John Avitabile, Associate Professor of Computer Information Systems, B.S., Rensselaer Polytechnic Institute; M.S., Rutgers University (1989)

Patricia Baldwin, Assistant Professor of Teacher Education, B.S., State University of New York at Oneonta; M.S. in Ed., State University of New York at New Paltz (2004)

Stephanie Bennett, Assistant Professor of Sociology, B.S, M.S., Ph.D., State University of New York at Albany (2008)

Paul Benzing, Assistant Professor of Environmental Science, B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke University (2007)

Perry Berkowitz, Associate Professor of Educational Administration, B.S. in Ed., State University of New York College at Cortland; Ed.M., Harvard University; Ed.D., University of Massachusetts (2001)

Stephen J. Birchak, Professor of Counseling, B.A., University of Northern Colorado; M.A., Adams State College; Ed.D., University of Northern Colorado (1992)

Steve Black, Professor/Librarian, B.A., Florida State University; M.Ed., University of Virginia; M.L.S., State University of New York at Albany (1995)

Charleen M. Bloom, CSJ, Professor of Communication Sciences and Disorders, B.S. in Ed., The College of Saint Rose; M.A., Catholic University of America; M.S.W., State University of New York at Albany; Ph.D., University of Illinois (1970)

Michael J. Bologna, Associate Professor of Counseling, B.A., M.S.W., Ph.D., State University of New York at Albany (2001)

Lucy Bowditch, Associate Professor of Art History, B.A., Bowdoin College; M.A., Ph.D., University of Chicago (1995)

Aviva Bower, Associate Professor of Educational Psychology, B.A., Bennington College; M.A., University of Iowa; Ph.D., State University of New York at Buffalo (2002)

Michael Brannigan, Professor, *George and Jane Pfaff Endowed Chair in Ethics and Moral Values*, B.A., Our Lady of Providence; B.A., Ph.B., M.A., Ph.L., Ph.D., Universiteit te Leuven (2007)

Ann Breaznell, Associate Professor of Art, B.S., Skidmore College; M.F.A., Yale University (1997)

Scott A. Brodie, Associate Professor of Art, B.S., University of Massachusetts; M.F.A., Tufts University (1985)

Richard S. Brody, Associate Professor of Educational Psychology, B.A., State University of New York at New Paltz; M.A., Ph.D., State University of New York at Albany (1976)

Cailin Brown Leary, Assistant Professor of Communications, B.A., LeMoyne College; M.A., Ph.D., State University of New York at Albany (2005)

Tosha Burnie-Grimmer, Assistant Professor of Teacher Early Childhood Education, B.S., Russell Sage College; Ed.M., Harvard Graduate School of Education (2000)

Donna M. Burns, Associate Professor of Educational Psychology, B.A., The College of Saint Rose; M.S., Ph.D., State University of New York at Albany (1998)

James P. Burns, Professor of Special Education, B.S., Salem State College; M.Ed., University of Vermont; Ph.D., University of Minnesota (1980)

Douglas R. Butler, Associate Professor of English, B.A., University of Rochester; M.A., Ph.D., The Pennsylvania State University (1986)

Severin C. Carlson, Professor of Business Administration, B.S., B.A., Northeastern University; M.B.A., D.B.A., Indiana University (1998)

Catherine A. Cavanaugh, Professor of English, B.A., The College of Saint Rose; M.A., State University of New York at Albany; Ph.D., State University of New York at Binghamton (1977)

May Caroline Chan, Assistant Professor of English, B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin, Madison (2005)

Jennifer Childress, Associate Professor of Art Education, B.F.A., Syracuse University; M.F.A., Cranbrook Academy of Art (Michigan) (1998)

Benjamin Clansy, Associate Professor of Political Science, B.A., University of California, Los Angeles; M.A., California State University; Ph.D., University of Colorado (1993)

Paul Conti, Assistant Professor of Communications, B.A., State University of New York at Fredonia; M.A., Empire State College (2008)

Linda Cooley, Associate Professor of Physical Chemistry, B.S., State University of New York College at Cortland; Ph.D., Rensselaer Polytechnic Institute (2001)

Carl Cording, Associate Professor/Librarian, B.A., State University of New York College at Cortland; M.L.S., Long Island University, CW Post Center; M.A., The College of Saint Rose (1984)

Kathleen Crowley, Professor of Psychology, B.A., Syracuse University; M.S., Ph.D., State University of New York at Albany (1985 – 1993; 1997)

Eurie Dahn, Assistant Professor of English, B.A., University of California, Berkeley; Ph.D, University of Chicago (2009)

Donald C. Dean, Professor of Business Administration, B.A., Park College; M.S., State University of New York at Albany; Ph.D., Rensselaer Polytechnic Institute; CPA, CMA (1982)

David DeBonis, Associate Professor of Communication Sciences and Disorders, B.A., The College of Saint Rose; M.S., The Pennsylvania State University; Ph.D., State University of New York at Albany (1992)

Susan V. DeLuke, Associate Professor of Special Education, B.S., Vanderbilt University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University (1992)

Jenise DePinto, Assistant Professor of History, B.A., M.A., Ph.D., State University of New York at Stony Brook (2005)

Nancy Dorr, Associate Professor of Psychology, B.A., State University of New York at Buffalo; M.A., Ph.D., University of Missouri-Columbia (2001)

Ronald Dugan, Associate Professor of Educational Psychology, B.S., State University of New York at Albany; M.S., Russell Sage College; Ph.D., State University of New York at Albany (2002)

Amina Eladdadi, Assistant Professor of Mathematics, B.S., The College of Saint Rose; M.S., Rensselaer Polytechnic Institute (2009)

Joseph Eppink, Associate Professor of Music, B.M., Western Michigan University; M.S. in Ed., Indiana University; D.A., Ball State University (2002)

Eric Eslinger, Professor of Earth Science, B.S., West Virginia University; Ph.D., Case Western Reserve University (2002)

Paul Evoskevich, Professor of Music, B.M., B.M.E., Hartt School of Music; M.M., Eastman School of Music (1985)

Maria Fast, Assistant Professor of School Psychology, B.A., Colgate University; M.S. in Ed., Ph.D., State University of New York at Albany (January 2004)

Karene T. Faul, Professor of Art, B.A., M.A., M.F.A., University of Notre Dame (1970)

Risa Faussette, Associate Professor of History/Political Science, B.A., M.A., State University of New York at Albany; Ph.D., State University of New York at Binghamton (1999)

James Feeney, Assistant Professor of Communication Sciences and Disorders, B.A., State University of New York College at Cortland; M.S. in Ed., The College of Saint Rose; Ph.D., State University of New York at Albany (2004)

Sandra Ferrara, Assistant Professor of Special Education, B.S., Penn State University; M. Ed., University of Georgia; Ed.D., Texas Tech University (2009)

Charles Finn, Associate Professor of Business Administration, B.S., M.S., University of Minnesota; Ph.D., University of Strathclyde, Scotland (2002)

Frank T. Fitzgerald, Professor of Sociology, B.A., Loyola University; M.A., New School for Social Research; Ph.D., State University of New York at Binghamton (1974)

Theresa Flanigan, Assistant Professor of Art History, B.Arch., M.A., Syracuse University; M.A., Ph.D., Institute of Fine Arts, New York University (2006)

Sheila Flihan, Associate Professor of Teacher Education, B.A., LeMoyne College; M.A., Ph.D., State University of New York at Albany (2000)

Robert Flint, Professor of Psychology, B.S., Allegheny College; M.A., Ph.D., Kent State University (1999)

Kristi Fragnoli, Associate Professor of Teacher Education, B.A., Siena College; M.S. in Ed., The College of Saint Rose; Ed.D., State University of New York at Binghamton (2003)

Megan Fulwiler, Associate Professor of English, B.A., M.A., University of Vermont; Ph.D., University of New Hampshire (2003)

Kevin M. Gannon, Assistant Professor of Physics, B.S.E.S., M.S., Newark College of Engineering; M.S., Rensselaer Polytechnic Institute (1979)

David Goldschmidt, Assistant Professor of Computer Information Systems, B.S., M.S., Ph.D., Rensselaer Polytechnic Institute (2006)

Angela Gordon, Assistant Professor of Business Administration, B.A., Russell Sage College; M.S., Rensselaer Polytechnic Institute; Ph.D., State University of New York at Albany (2006)

Martin Greenberg, Assistant Professor of Criminal Justice, A.A., B.A., Queens College, City University of New York; J.D., New York Law School; M.A., John Jay College of Criminal Justice; M. Phil., Ph.D., The Graduate Center, City University of New York (2007)

Gregory D. Gross, Professor of Social Work, B.A., M.S.W., State University of New York at Albany (1977)

Dee Gudmundsen, Assistant Professor of Computer Information Systems, B.S., M.B.A., State University of New York at Albany; M.S., The College of Saint Rose (1999)

Gretchen Guenther, Assistant Professor of Accounting, B.S., M.S., The College of Saint Rose (2008)

Jae-Hyun Ha, Assistant Professor of Business, B.A., The Pusan National University; M.Ed., The University of Georgia at Athens; Ph.D., Florida State University (2006)

William J. Hagan, Associate Professor of Chemistry, B.A., Bowdoin College; M.S. Chemistry, M.S. History of Science, Ph.D., Rensselaer Polytechnic Institute (1992)

Robert Hansbrough, Professor of Music, B.A., University of South Florida; M.M.E., Ph.D., Florida State University (1999)

Yvonne Hansbrough, Associate Professor of Music, B.M., New Mexico State University; M.M., The University of Arizona; D. Mus., The Florida State University (2008)

William Hardin, Associate Professor of Mathematics, B.S., M.S., Ph.D., Syracuse University (2003)

Sarah Harrington, Assistant Professor of Graphic Design, B.S., The College of Saint Rose; M.F.A., Temple University (2007)

Susan Harwood, Associate Professor of Music, B.M., New England Conservatory of Music; M.M., University of Tennessee; D.M.A., Peabody Conservatory of Johns Hopkins University (2002)

Keith A. Haynes, Professor of History, B.A., M.A., Ph.D., Northern Illinois University (1985)

Steven Hoff, Assistant Professor of School Psychology, B.A., Baruch College; M.S. in Ed., City College of New York; Psy.D., New York University (2004)

Barry J. Hughes, Associate Professor of Business Administration, B.B.A., Siena College; M.S., The College of Saint Rose; CPA (1985)

Michael Hurley, Professor of Business Administration, B.A., Park College; M.P.S., Western Kentucky University; M.B.A., Ph.D., Rensselaer Polytechnic Institute (1989)

Brian Jensen, Associate Professor of Biology, B.S., Siena College; Ph.D., University of Delaware (2004)

Dennis Johnston, Associate Professor of Music, B.S., B.M., Kent State University; M.M., Youngstown State University; Ph.D., University of North Texas (1989)

W. Bruce Johnston, Associate Professor of Philosophy/Religious Studies, B.A., Azusa Pacific College; M.A., Temple University; Ph.D., State University of New York at Albany (1972)

Lisa Kannenberg, Associate Professor of History, B.A., M.A., University of North Carolina - Charlotte; Ph.D., Rutgers University (1997)

Catherine Katagiri, Associate Professor of Business Administration, B.A., State University of New York College at Cortland; M.S., State University of New York at Albany; CPA, CMA, CIA (1980)

Deborah Kelsh, Associate Professor of Teacher Education, B.S., The College of Saint Rose; M.A., Ph.D., State University of New York at Albany (2000)

Jelane Kennedy, Associate Professor of Counseling, B.A., Alma College; M.A., The Ohio State University; Ed.D., The College of William and Mary (1995)

Maria Kessler-McShane, Assistant Professor/Librarian, B.S., The College of Saint Rose; M.S., State University of New York at Albany (2006)

Young Kim, Assistant Professor of Piano, B.M., Seoul National University; M.M., The Juilliard School; D.M.A., The University of Minnesota (2007)

Laura Smith Kinney, Assistant Professor of Mathematics, B.A., University of Minnesota; M.S., Iowa State University; M.A., Ph.D., University of Minnesota (2009)

Margaret M. Kirwin, Professor of Teacher Education, B.A., The College of Mt. St. Vincent; M.Ed., Boston College; Ed.D., State University of New York at Albany (1973)

Joseph Klein, Assistant Professor of Communication Sciences and Disorders, B.A., Marietta College; Ph.D., University of Southern Alabama (January 2005)

Andrea Kohl, Assistant Professor of Graphic Design, M.F.A., Kansas State University (2005)

Julian R. Kolod, Associate Professor of Mathematics, B.S., University of Michigan; M.S., State University of New York at Albany (1968)

Kenneth Krauss, Associate Professor of English/Drama, B.A., Sussex University; M.A., Rutgers University; M.Phil., Ph.D., Columbia University (1990)

Yingxu Kuang, Assistant Professor of Accounting, B.A., Central South University, (China); M.S., Hunan University, China; MBA, Ph.D., Louisiana Tech University (2008)

Michael F. Kuhrt, Assistant Professor of Computer Information Systems, B.S., M.S., Ph.D., University of Wisconsin at Madison (1991)

Kathryn Laity, Assistant Professor of English, A.B., Michigan State University; A.M., University of Southern California; M.A., Ph.D., University of Connecticut (2006)

Christina Lane, Assistant Professor of Criminal Justice, B.A., M.A., University of Alberta; M.A., Rockefeller College (2006)

Nancy Lawson, Associate Professor of Computer Information Systems, B.A., Oberlin College; M.S., Ph.D., Rensselaer Polytechnic Institute (1996)

Tony Mark Ledbetter, Assistant Professor of Religious Studies/Ethics, B.A., Auburn University; M.A., Duke University; Ph.D., Emory College (2008)

Angela Ledford, Associate Professor of Political Science, B.A., M.A., Texas Tech University; Ph.D., University of South Carolina (2002)

Scott, Lemieux, Assistant Professor of Political Science, B.A., M.A., McGill University; Ph.D., University of Washington, Seattle (2009)

Michael Levi, Associate Professor of Music, B.A., State University of New York College at Fredonia; M.A., Ph.D., State University of New York at Buffalo (1998)

Mary Lindner, Assistant Professor/Librarian, B.A., State University of New York at Binghamton; M.S., Alfred University; M.L.S., State University of New York at Albany (2007)

Claudia Lingertat-Putnam, Associate Professor of Counseling, B.S., M.S. in Ed., The Pennsylvania State University; M.S., Psy.D., Philadelphia College of Osteopathic Medicine (2003)

Michael Lister, Assistant Professor of Music, B.A., Mount Vernon Nazarene University; M.A., Indiana University; D.A., Ball State University (2009)

Marguerite G. Lodico, Professor of Educational Psychology, B.A., State University of New York at Stony Brook; M.Ed., Ed.D., University of Houston (1985)

Jessica Loy, Associate Professor of Art, B.F.A., Temple University; M.F.A., Rochester Institute of Technology (1989)

Christopher Lucarelli, Assistant Professor of Business Administration, B.S., University of Wisconsin; M.B.A., Russell Sage College; M.S., Ph.D., Rensselaer Polytechnic Institute (1999)

Ian MacDonald, Associate Professor of Computer Information Systems, B.S., Siena College; M.S., Ph.D., State University of New York at Albany (January 2001)

Stephanie Maes, Assistant Professor of Geology, B.S., New Mexico Institute of Mining and Technology; M.S., Ph.D., University of Wisconsin-Madison (2007)

Marcia Margolin, Associate Professor of Teacher Education, B.A., M.A., M.S., Ph.D., University at Albany (2001)

Jeffrey D. Marlett, Associate Professor of Religious Studies, A.B., Wabash College; M.T.S., Vanderbilt University Divinity School; Ph.D., Saint Louis University (1998)

Andrea Martone, Assistant Professor of Teacher Education, B.A., Amherst College; M.S.T., Fordham University; Ed.D., University of Massachusetts Amherst (2009)

Jerry Mason, Associate Professor of Finance, M.B.A., Stanford University; Ph.D. University of Missouri (2007)

K. Michael Mathews, Associate Professor of Business Administration, B.A., M.B.A., D.B.A., Louisiana Tech University (1997)

Paul Mauren, Professor of Art, B.F.A., M.F.A., Eastern Michigan University (1978)

Michelle McAnuff-Gumbs, Assistant Professor of Literacy, B.A., University of the West Indies, Mona, Jamaica; M.A., Ph.D., Ohio University (2009)

Ryane McAuliffe Straus, Assistant Professor of Political Science, B.A., University of California-Santa Barbara; M.A., Ph.D., University of California-Irvine (2005)

Robert McClure, Assistant Professor of Educational Leadership, B.A. in Ed., M.A. in Ed., Canisius College; Ed.D., State University of New York at Buffalo (January 2005)

Karen McGrath, Professor of Communications, B.A., CUNY York College; M.A., State University of New York at Albany; Ph.D., Southern Illinois University, Carbondale (1997)

Margaret McLane, Associate Professor of Special Education, B.A., Mount Saint Mary College; M.S. in Ed., The College of Saint Rose; Ph.D., State University of New York at Albany (1993)

Mary Ann McLoughlin, Professor of Mathematics, B.A., The College of Saint Rose; M.A., Washington University; M.S., Ph.D., Rensselaer Polytechnic Institute (1965)

Gary McLouth, Associate Professor of Communications, B.A., M.A., Syracuse University; M.A., Western Michigan University; D.A., State University of New York at Albany (1988)

Khalid R. Mehtabdin, Associate Professor of Business Administration, B.A., M.A., University of Punjab, Pakistan; M.P.A., M.P.I.A., Ph.D., University of Pittsburgh (1986)

Silvia Mejia Estevez, Assistant Professor of Spanish/American Studies, B.A., Universidad Central del Ecuador; M.A., Ph.D. University of Maryland (2007)

Kimberly Melinsky, Instructor of Management, B.S., Marist College; M.A., State University of New York at Albany; M.B.A., Union College(2008)

Kim Middleton-Meyer, Associate Professor of English, B.A., University of Redlands; M.A., Ph.D., University of Notre Dame (2003)

Heta-Maria Miller, Associate Professor of Educational Psychology, M.Ed., Jyvaskyla University, Finland; Ph.D., State University of New York at Albany (1999)

Erin Mitchell, Assistant Professor of Spanish, B.A., The College of Saint Rose; M.A., Ph.D., University of Massachusetts (2005)

Mary Alice Molgard, Assistant Professor of Communications, B.A, M.S., Illinois State University (1985)

David Morrow, Assistant Professor of English, B.A., Villanova University; M.A., University of New Hampshire; Ph.D., University of California at San Diego (2006)

Katherine Moss, Associate Professor, Interlibrary Loan/Circulation Librarian, B.A., M.L.S., State University of New York at Albany (1998)

Kari Murad, Associate Professor of Biology, A.B., Mount Holyoke College; M.S., Ph.D., Albany Medical College (1999)

Esther Murillo-Miklic, Associate Professor of Spanish, B.A., Southern Illinois University; M.S., M.A., Ph.D., State University of New York at Albany (1989)

Marda Mustapha, Assistant Professor of Political Science, B.A., University of Sierra Leone; M.A., Ohio University; Ph.D., Northern Arizona University (2006)

Ann M. Neilson, Assistant Professor of Physical Education, B.S., State University of New York College at Brockport; M.S., The College of Saint Rose; D.P.E., Springfield College (1992)

Mary Anne Nelson, CSJ, Associate Professor of Studio Music, B.S., M.A., The College of Saint Rose; D.P.E., Springfield College (1983)

Daniel Nester, Assistant Professor of English, B.A., Rutgers University; M.F.A., New York University (2005)

Bernadette Njoku, Assistant Professor of Business Administration, B.A., University of Dallas; M.B.A., Pace University (2003)

Gina Occhiogrosso, Assistant Professor of Art, B.F.A., Tyler School of Art; M.F.A., State University of New York at Buffalo (2006)

Robert O'Neil, Assistant Professor of Art, B.F.A., The University of Akron; M.F.A., Southern Illinois University at Carbondale (1999)

Judith O'Rourke, Assistant Professor of Computer Information Systems, B.A., State University of New York College at Oswego; B.S., Union College; M.S., Rensselaer Polytechnic Institute (2001)

Peter Osterhoudt, Assistant Professor/Librarian, B.A., State University of New York College at Potsdam; M.L.S., State University of New York at Albany (1999)

Megan Overby, Assistant Professor of Communication Sciences and Disorders, B.A., Denison University; M.A., The University of Iowa; Ph.D., The University of Nebraska-Lincoln (2007)

Vaneeta Palecanda, Assistant Professor of English, B.A., M.A., University of Mysore; Ph.D., West Virginia University (2000)

Christina Pfister, Assistant Professor of Education, B.A., M.S., Ph.D., Syracuse University (2008)

John Pickering, Jr., Associate Professor of Communication Sciences and Disorders, B.A., M.A., University of Maine; Ph.D., Ohio University (1993)

Edward L. Pieper, Associate Professor of Special Education, B.A., Wagner College; M.S., State University of New York at Albany; Ed.D., University of Kansas (1979)

Travis S. Plowman, Associate Professor of Educational Technology, B.A., Charleston Southern University; M.S. in Ed., Old Dominion University; Ed.S., The George Washington University; Ph.D., Warnborough University, England (2000)

Jeannine Pondozzi, Associate Professor of Communications, B.A., The College of Saint Rose; M.A., State University of New York at Albany; Ph.D., Ohio State University (1989)

Joanne Powers, Associate Professor of Mathematics, B.A., Molloy College; M.S., Ph.D., State University of New York at Albany (1990)

Patricia Price, Associate Professor of Teacher Education, B.S., Nazareth College of Rochester; M.S., C.A.S., Syracuse University; Ph.D., Syracuse University (1999)

Richard Pulice, Associate Professor of Social Work, B.A., M.A., Marist College; M.P.H., Columbia University; Ph.D., Brandeis University (2003)

Ismael Ramos, Professor of Educational Psychology, B.A., Immaculate Conception Seminary; M.A., The College of Saint Rose; Ph.D., State University of New York at Albany (1993)

Carol Rasowsky, Associate Professor of Teacher Education, B.A., State University of New York at Albany; M.A., The College of Saint Rose; Ph.D., State University of New York at Albany (2001)

Susan A. Raynis, Associate Professor of Business Administration, B.S., Colorado State University; M.S., University of Idaho; Ph.D., Colorado State University (1994)

Donna L. Reittinger, Professor of Psychology, B.A., M.S., Ph.D., State University of New York at Albany; CT, National Center for Death Education (1978)

David Rice, Assistant Professor of English, B.A., Western Kentucky University; M.A., Ph.D., University of Connecticut (2004)

Irene Rosenthal, Associate Professor of Literacy, B.A., Brooklyn College; M.L.S., Ph.D., State University of New York at Albany (2001)

Bruce C. Roter, Associate Professor of Music, B.M., Eastman School of Music of the University of Rochester; M.A., Yale University; M.A., State University of New York at Stony Brook; Ph.D., Rutgers University (1998)

Anne Rowley, Assistant Professor of Communication Sciences and Disorders, B.A., St. John's University; M.A., Catholic University of America (1999)

Thomas Santelli, Associate Professor of Art, B.F.A., Pratt Institute; M.F.A., Rochester Institute of Technology (1991)

Ben Schwab, Assistant Professor of Art, B.F.A., Missouri State University; M.F.A., Indiana University (2007)

Kathleen M. Scott, Associate Professor of Teacher Education, B.S., University of Wisconsin-Madison; Ph.D., State University of New York at Albany (1986)

Hollis Seamon, Professor of English, B.A., Bard College; M.A., The College of Saint Rose; D.A., State University of New York at Albany (1985)

Andrew Shanock, Assistant Professor of School Psychology, B.A., State University of New York at Albany; M.S. in Ed., University of Pennsylvania; Ph.D., Temple University (2005)

Lorna Shaw, Professor of Communications, B.A., M.Phil., University of the West Indies; PhD., Howard University (2008)

Ronald Shavers, Assistant Professor of English, B.A., Bennington College; M.FA., The New School; Ph.D. University of Illinois at Chicago (2008)

Anne M. Sheehan, Associate Professor of English, B.A., M.A., The College of Saint Rose; D.A., State University of New York at Albany (1985)

Jacqueline Smith, Assistant Professor of Geology, B.A., University of Maine; M.S., University of Washington; Ph.D., Syracuse University (2006)

Dean Spaulding, Associate Professor of Educational Psychology, B.A., State University of New York College at Plattsburgh; M.S., Ph.D., State University of New York at Albany (2002)

Janet Spitz, Associate Professor of Business Administration, B.A., M.B.A., Cornell University; Ph.D., Stanford University (1994)

Steven Strazza, Professor of Chemistry, B.S., State University of New York College at Oneonta; M.S., Ph.D., New Mexico State University (1988)

Lori Strong, Associate Professor of Literacy, B.S., Syracuse University; M.S., Russell Sage College; Ph.D., State University of New York at Albany (2001)

Keith Sturgess, Assistant Professor of Physics, B.S., Florida Institute of Technology; Ph.D., Naval Postgraduate School (2006)

R. Mark Sullivan, Professor of Education, B.A., University of Rhode Island; M.A., Syracuse University; Ed.D., Harvard University (1996)

Simona Sung, Professor of Business Administration, B.A., University of California, Berkeley; M.A., The Pennsylvania State University; Ph.D., Rensselaer Polytechnic Institute (1990)

David Szczerbacki, Professor of Management, B.A., M.A., Gannon University; Ph.D., State University of New York at Buffalo (2004)

Jamal Teymouri, Associate Professor of Mathematics, B.S., M.A., Ph.D., State University of New York at Albany (1990)

Richard J. Thompson, Jr., Professor of Physical Sciences, B.S., University of Florida; Ph.D., The Pennsylvania State University (2005)

Kristine Tolmie, Assistant Professor of Art, B.S., M.S., The College of Saint Rose (2008)

Barbara Ungar, Associate Professor of English, B.A., Stanford University; M.A., City College, CUNY; Ph.D., The Graduate School and University Center, CUNY (1995)

Katherine Verbeck, Associate Professor of Literacy, B.A., Syracuse University; M.S., The College of Saint Rose; Ed.D., Nova Southeastern University; Ph.D., State University of New York at Albany (1993)

Katherine Voegtle, Professor of Educational Psychology, B.S., Northwestern University; M.A., Ph.D., University of Cincinnati (1993)

Theresa Ward, Associate Professor of Special Education, B.A., M.S., State University of New York at Albany; Ed.D., University of Central Florida (2000)

Willard Washburn, Associate Professor of Teacher Education, B.A., Kalamazoo College; M.A., University of Chicago; Ed.D., Boston University (1998)

Laura Weed, Professor of Philosophy/Religious Studies, B.A., SUNY Empire State College; M.A., Ph.D., Syracuse University (1994)

Jeanne Wiley, Associate Professor of Philosophy, B.A., M.A., Ph.D., Catholic University of Louvain (1989-1999; 2002)

Bridgett Williams-Searle, Associate Professor of History, B.A., Hiram College; M.A., Youngstown State University; Ph.D., University of Iowa (2002)

Tong Xu, Assistant Professor of History, B.A., Central China Normal University; M.A., Wuhan University; Ph.D., State University of New York at Stony Brook (2006)

Elizabeth Yanoff, Assistant Professor of Teacher Education, B.A., Swarthmore College; M.Ed., University of Illinois; Ph.D., State University of New York at Albany (2009)

Ann Zak, Professor of Psychology, B.A., Saint Mary's College; Ph.D., University of Maine (1994)

Ann Zeeh, Associate Professor of Biology, B.S., Clarkson University; Ph.D., State University of New York at Albany (January 1993)

Claire M. Ziamandanis, Associate Professor of Spanish, B.A., St. Lawrence University; M.A., Ph.D., State University of New York at Albany (1992)

Deborah Zlotsky, Associate Professor of Art, B.A., Yale University; M.F.A., University of Connecticut (1996)

Adjunct Faculty from Clinical Affiliates

For the Cytotechnology Program in conjunction with the Albany College of Pharmacy:

Pratama Kunchala, M.D., Medical Director

Indra Balachandran, Ph.D., SCT, CFIAC, Program Director

For the Medical Technology Program in conjunction with Rochester General Hospital:

Nancy C. Mitchell, M.S., MT (ASCP), DLM, Program Director

Faculty Appointed to Professor Emeritus

Steven Alger, (1976-2007), Professor Emeritus of Sociology

Sister Agnes Rose Burton, CSJ, (1971-2002), Professor Emeritus of Political Science

Margaret A. Byrnes, (1969-2002), Professor Emeritus of Music

Sandra G. Cadman, (1970-1997), Professor Emeritus of Public Communications

Patricia Clahassey, (1969-1997), Professor Emeritus of Art

Sister Anne L. Clark, CSJ, (1966-1997), Professor Emeritus of Education

Sister Ida C. DeCastro, CSJ, (1966-1998), Professor Emeritus of Business

Sister Francine Dempsey, CSJ, (1966-1999), Professor Emeritus of English

Natalie S. Finder, (1970-1986), Professor Emeritus of Education

Sister Rita Catherine Haber, CSJ, (1949-1988), Professor Emeritus of Business

Sister Honora M. Kinney, CSJ, (1965-1998) Professor Emeritus of History

Suzanne LaVigne-Mest, (1970-2007), Professor Emeritus of Music

Kathleen Lyon, (1986-2008), Professor Emeritus of Reading

RoseMarie Manory, (1969-1996), Professor Emeritus of History

Irene Junkum McDermott, (1955-1990), Professor Emeritus of Business

Sister Katherine McPeak, CSJ, (1972-1998), Professor Emeritus, Library

Richard Medved, (1973-2008), Professor Emeritus of Special Education

Sister Margaret M. O'Donnell, CSJ, (1953-1991), Professor Emeritus of Art

A. Yolanda Ortal, (1964-1991), Professor Emeritus of Spanish

Sister Mary Rehfuss, CSJ, (1953-1988), Professor Emeritus of Chemistry

Sister Marguerite Reilly, CSJ, (1960-1989), Professor Emeritus of Biology

Margaret A. Scheppach, (1970-1998), Professor Emeritus of Music

J. Robert Sheehan, (1970-2002), Professor Emeritus of Music

Sister Mary Karol Smolka, CSJ, (1965-1988), Professor Emeritus of Biology

Sister Joanne St. Hilaire, CSJ, (1980-2004), Professor Emeritus of English

Richard W. Wunderlich, (1980-2005), Professor Emeritus of Sociology

Sister Theresa Wysolmerski, CSJ, (1959-2003), Professor Emeritus of Biology

Accreditation and Memberships

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The School of Business at The College of Saint Rose, inclusive of its degree programs at the bachelor's and master's level, is accredited by the Association of Collegiate Business Schools and Programs; the Communication Sciences and Disorders program at the master's level is accredited by The Council on Academic Accreditation in Audiology and Speech-Language Pathology ; the Department of Art and Design at The College of Saint Rose is accredited by the National Association of Schools of Art and Design; the Department of Music at The College of Saint Rose is accredited by the National Association of Schools of Music; programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education; and the bachelor's program in Social Work is accredited by the Council for Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation. These specialized accrediting agencies are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Association.

The College of Saint Rose holds membership in:
American Association for Higher Education
American Association of Colleges of Teacher Education
The American Association of Collegiate Registrars and Admissions Officers
American College Personnel Association
American Studies Association
Association for Continuing Higher Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Departments of English
Association of Governing Boards
Association of Liberal Arts Colleges of Teacher Education
Association of Writers and Writing Programs
Center for Cross-Cultural Study
The College Board
College Consortium for International Studies
College and University Personnel Association
Commission on Independent Colleges and Universities of the State of New York
The Council for Adult and Experiential Learning
Council for Higher Education Accreditation
Council of Graduate Schools in the United States
Independent College Fund of New York, Inc.
Music and Entertainment Industry Educators Association
National Academic Advisement Association
National Association for College Admission Counseling
National Association of College and University Business Officers
National Association of College Auxiliary Services
National Association of Educational Buyers
National Association of Graduate Admissions Professionals
National Association of Student Personnel Administrators

National Collegiate Athletic Association
National Women's Studies Association
New York State Association for College Admission Counseling
New York State Council of Music Teacher Education Programs
New York State School Music Association
New York State Transfer and Articulation Association
Northeastern Association of Graduate Schools

INDEX

A

Academic and Student Services 27
Academic Counseling 28
Academic Grievance Procedure 22
Academic Honesty 23
Academic Policies and Procedures 15
Academic Programs 44
Academic Support Center 28
Accounting Program 63
Accreditations 7
Administration of Saint Rose Graduate Programs 9
Admission 11
Admission of International Students 13
Admission Requirements 12
Adolescence (Secondary) Education Program 80
Adolescence Education/Special Education 148
Advanced Certificate in Financial Planning 74
Advanced Certificate in Not-for-Profit Management 73
Advanced Certificate in Organizational Leadership and Change Management 73
Alternative Loan Programs 40
Alumni Association 29
Application to Matriculate 14
Applied Technology Education Program 87
Art Education Program 47
Art Programs 46
Assistantships 42

B

B.S. Computer Information Systems/ M.S. Computer Information Systems 153
B.S. Computer Science/M.S. Computer Information Systems 154
B.S./M.B.A. Program 72

C

Career Center 30
Change in Registration 25
Change of Program 14
Childhood (Elementary) Education Program 88
Classification of Students 13
College Student Services Administration Program 93
Communication Sciences and Disorders Program 95
Communications Program 53
Computer Information Systems Program 151
Conferring Degrees 19
Confidentiality of Student Records 24
Counseling and Psychological Services Center 30
Counseling Programs 98
Cross-Registration 25
Curriculum and Instruction Program 105

D

Deadlines, Preferred Application 14
Directions to The College of Saint Rose 10
Disabilities, Students with, Services for 29

E

Early Childhood Education Program 110
Educational Leadership and Administration Program 114
Educational Psychology Programs 120
Emery Educational and Clinical Services Center 31
English Program 54
Expenses 43
Experiential Learning Credit 19

F

Faculty 264
Federal Direct Loan Program 39
Final Evaluation 18
Financial Aid 37
Financial Aid Application Procedures and Deadlines 38

G

General Information 6
Graduate Grades 20
Graduate Scholarships 41

H

Health Insurance 32
Health Services 31
History 6
History/Political Science Program 56
Housing Resources 33

I

ID Cards 33
Immunization Requirements 31
Independent Study 25
Instructional Technology Advanced Certificate 128
Integrity Statement 6
Intercultural Leadership 34
International Studies 33
Internet Programming Certificate 155

J

J.D./M.B.A. Program 70

L

Learning Center 28
Library Resources 33
Literacy Programs 129

M

M.B.A. Program 66
Memberships 274
Mission Statement 6
Music Education Programs 58

N

Non-Discrimination Statement 10
Not-for-Profit Management Advanced Certificate 73

O

Objectives 7
Office of Intercultural Leadership 34
Organizational Leadership Certificate 73

P

Parking 34
Payment of Accounts 43
Plagiarism, Policy on 23
Policy on Academic Standards 16
Programs of Graduate Study 8
Progress Toward Degree 16

R

Resumption of Study 25
Right to Modify 10

S

School District Business Leader (SDBL) Certificate and Master's Degree 118
School District Leader 117
School District Leader Certification for SAS-certified, and SBL-certified by Other Institutions 118
School of Arts and Humanities 45
School of Business 62
School of Education 76
School of Mathematics and Sciences 151
School Psychology Program 134
Spiritual Life Office 35
Statement of Values 7
Student Activities 35
Student Alumni Association 29
Studio Art Program 51

T

Technology Resources 35
Tentative Academic Calendar 36
Thesis 18
Transcript of Record 25
Transfer Credit 20
Trustees, Board of 255
Tuition Assistance Program (TAP) 41
Tutoring 28

U

Undergraduate and Graduate Study 26

V

Veterans' Benefits 40
Vocational and Educational Services for Individuals with Disabilities 40

W

Withdrawing from a Course 26
Withdrawing from the College 26
Writing Center 28