

**State University of New York
at Fredonia**

**Graduate Catalog
2005-2007**

**State University of New York
at Fredonia**

2005-2007 Graduate Catalog

CollegeSource

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GRADUATE CATALOG 2005-2007

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THE GRADUATE PROGRAM

Leonard Faulk, *Interim Dean of Graduate Studies and Lifelong Learning*
Wendy Dunst, *Graduate Secretary and Admissions Officer*

The State University of New York at Fredonia offers programs of graduate study leading to the degrees of Master of Arts, Master of Science, Master of Music, Master of Science in Education, and Advanced Certificates in School Building Leadership and TESOL (Teaching English to Speakers of Other Languages). Professional certification to teach in the public schools of New York may be secured concurrently with the master's degree if the student follows a program designed for this purpose. Graduate instruction at Fredonia is offered during the academic year, during J-Term, and in two summer sessions. Several courses are scheduled in the late afternoons and evenings to accommodate the employed student.

Each degree student is assigned a departmental advisor who is available for programmatic and scholarly consultation. Within the framework of all programs, the student pursues graduate study consistent with his/her previous preparation and directed toward his/her own academic and professional objectives. Degree programs in Interdisciplinary Studies are individually designed by the student, submitted to individual departments, and approved by the program coordinator and the Dean of Graduate Studies.

Graduate Mission Statement

The Graduate Program operates in full accord with SUNY Fredonia's Academic Integrity Policy, and graduate students are encouraged to become familiar with all the provisions of that policy (see page 113.). In addition, the Graduate Program declares all of the following goals as significant to its overall mission:

- To improve the quality of life for present and future generations by providing a sound education for graduate students.
- To contribute to the knowledge and practice of professionals already in the field and to prepare teachers and administrators of elementary and secondary schools, and health care providers.
- To complement and enhance the undergraduate program by providing models of advanced work in the disciplines and professions.
- To generate and share new knowledge through research and publications by its faculty and students.
- To provide and support master's degree programs leading to advanced qualification in the professions and disciplines.
- To be actively involved in the life of the surrounding community in both curriculum development and related professional activities; to encourage a supportive sense of community that leads to civic responsibility and engagement; and to influence and facilitate the development of social and educational policy.
- To acknowledge the value of pluralism and diversity in culture and society.

The Graduate Council

The Graduate Council is charged with developing and supporting master's degree and advanced certificate programs that provide a sound education for graduate students, lead to advanced qualification in the professions and disciplines, and generate new knowledge through research and publications by its faculty and students. The

committee's primary functions are to approve new graduate course additions and deletions, to develop standards for admission, to oversee matriculation and graduation standards, and to recommend new and/or revised graduate programs and policies to the Vice President for Academic Affairs and the University Senate. An annual report of all actions taken and policies recommended is sent to the Vice President for Academic Affairs and the Executive Committee of the University Senate.

The Graduate Council consists of one appointed faculty member representing each department with a graduate program; three elected members from the faculty-at-large: one from the College of Arts and Humanities, one from the College of Education, one from the College of Natural and Social Sciences; one graduate student recommended by the Graduate Council members and appointed by the Student Association; and the Dean of Graduate Studies who serves as the presiding officer. Appointed members serve at the discretion of their departments. Elected representatives serve three-year terms. Council members starting in Fall 2005 include the following:

Leonard Faulk, *Interim Dean of Graduate Studies and Lifelong Learning, Associate Professor, Political Science*

Patricia J. Corron, *Elected-at-Large, College of Arts and Humanities, Associate Professor, Music*

Kathleen Gradel, *Assistant Professor, Education*

Linda Hall, *Assistant Professor, Accounting*

Gregory F. Harper, *Elected-at-Large, College of Education, Professor, Education*

Keary J. Howard, *Associate Professor, Mathematical Sciences*

Holly Lawson, *Associate Professor, Chemistry*

Katherine M. Levy, *Assistant Professor, School of Music*

Saundra Liggins, *Assistant Professor, English*

A. Jacqueline Swansinger, *Professor, History*

Bruce Wisenburn, *Assistant Professor, Speech Pathology and Audiology*

Wayne N. Yunghans, *Professor, Biology*

Junaid Zubairi, *Elected-at-Large, College of Natural and Social Sciences, Assistant Professor, Computer Science*

Graduate Assistant Representative, *to be appointed each year by the Student Association*

The Graduate Faculty

As a result of their research and scholarly attainments in their own fields of specialization, Fredonia faculty members have demonstrated their competence to offer graduate instruction. Since most classes are small, students are often able to work closely with their instructors and may join them in research projects. Information about the research interests of faculty members is available from department chairpersons, directors, and deans.

Admission to Graduate Study

General Admission Information

All students who wish to take graduate courses and/or pursue an advanced degree or certificate must complete the application process. Application packets are available in the Office of Graduate Studies at 2142 Fenton Hall or applications can be printed from the graduate website. Completed applications must be submitted to the Office of Graduate Studies by January 15 for admission to Speech Pathology and Audiology for

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the summer and fall semesters, by April 1 for all other programs for the summer and fall semesters, and by November 1 for admission to all programs beginning in the subsequent spring semester.

All applications must be accompanied by a non-refundable application fee of \$50. Checks or money orders are to be made out to "SUNY Fredonia." Applications received after the dates above will be processed on an incoming basis, but the fee rate for late applications will be \$100. At the discretion of the Dean of Graduate Studies and based on extenuating circumstances, a student whose application is incomplete may temporarily be granted "non-degree status" until a final and late acceptance decision has been reached. Non-degree students are permitted to take no more than a total of 9 credit hours.

Admission to graduate study is based on the following requirements:

1. Completion of the baccalaureate degree at an accredited four-year institution with an appropriate major and depth of undergraduate preparation. Some departments may accept students who have successfully earned a degree from an accredited institution with a different major but applicants should at least have a minor of 18 credit hours in the major applied for, but each of these decisions is made on an individual basis during the departmental review of the full application and all transcripts.
2. The completed Application for Admission to Graduate Study must be filed with the Graduate Office, reviewed by the desired department(s), and approved by the Dean of Graduate Studies.
3. Submission of official transcripts is required from all institutions attended (except SUNY Fredonia) covering prior graduate as well as all undergraduate preparation.
4. Submission of at least two recent letters of recommendation, preferably written during the last six months, from individuals who can attest to the applicant's qualifications for advanced study. Each reference must include the form provided in the application packet, but the letter itself may be on a separate sheet. For teacher certification programs, one letter may be submitted by a teaching supervisor. If the applicant has been out of school for several years, letters from work supervisors may be acceptable.
5. For students in programs leading to permanent certification to teach, proof of the appropriate initial or provisional certification is required.
6. Individual departments/programs may have other admissions requirements that must be met. Students should check departmental pages in this catalog, the application packet itself, and the graduate and/or departmental websites.
7. Inquiries about the application process and/or an applicant's status must be initiated by the applicant directly and addressed to the Office of Graduate Studies. Once a completed application is received (i.e. including all letters, documents, application fees, and official transcripts), the application review process generally takes four to six weeks. At the final stage of the review process, applicants will receive decision letters from the Dean of Graduate Studies.

Information for Accepted Matriculated and Non-degree Students

Advisement and Registration

In the letter of admission to a graduate degree program, the student is assigned a faculty advisor according to his or her program of study. The student should consult the advisor prior to the initial registration and regularly thereafter to discuss the

progress of his or her studies, and the advisor should approve the student's overall program. In the admissions letter, directions for the first registration process will be given. All graduate students are encouraged to register during the time periods listed in the university calendar. A service charge of \$40 is imposed for late registration (after the first day of classes).

Graduate students who fail to register during any three consecutive semesters will be deemed inactive and will lose the ability to register for graduate courses. An inactive graduate student must appeal in writing to the Dean of Graduate Studies with a request to activate lost status.

Full and Part-time Status

Nine semester hours at the graduate level is considered a full-time academic load. Students should be aware that for some state and federal financial aid programs, funding as a full-time student requires either 12 semester hours, or a minimum of 6 hours plus a graduate assistantship.

Academic Credit and Course Load

The unit of academic credit is the semester hour, which normally represents one hour of lecture or recitation each week per semester. Seminars, research courses, and laboratories bear academic credit appropriate to the work expected of the student in the course.

The maximum course load for a full-time graduate student is 15 credit hours per semester during the academic year, 6 credit hours in each summer session, and 4 credit hours during J-Term. Students employed full-time may not carry more than 6 hours per semester during the academic year. Graduate assistants normally carry a course load of from 6 to 9 semester hours during the fall and spring sessions and 3 to 4 hours during a summer session in which they are registered for graduate course work.

Upon recommendation of the chairperson of a student's major department and with the approval of the Dean of Graduate Studies, work experience directly related to the student's academic program may be given academic credit via the appropriate departmental, school, or college Independent Study course number. Decisions about such credit are subject to the requirements for independent study in the department and include approval prior to the work experience except in unusual circumstances. In all cases, graduate students seeking approval for prior experience are asked to submit documentation of their experience, including letters of support from supervisors and additional evidence of the experience's applicability to the standards, the content, and the breadth of the graduate program. When approved, no more than 6 credit hours related to such work may be applied to the fulfillment of the requirements for a graduate degree.

Graduate Course Numbers

Graduate courses at SUNY Fredonia are numbered 500-599 and 600-699. Although all graduate programs are normally composed of courses from these levels, under exceptional circumstances up to 6 credit hours of 300- or 400-level courses outside the major area of specialization may be included. This action requires the recommendation of the faculty advisor, the approval of the chairperson of the department, school, or college in which the student is majoring, and the approval of the Dean of Graduate Studies prior to the student's enrollment in the course. Undergraduate courses taken in the major area of specialization may not receive graduate credit.

Courses numbered 600-699 are advanced graduate courses open to graduate students only. When space permits, courses numbered 500-599 are graduate courses that may be open to qualified undergraduates who have completed 90 credit hours and whose GPA is 3.0 or better. Permission for undergraduates, however, is not automatic; in each instance, students must request approval of the department, school, or college offering the course. Forms for this purpose may be obtained in the Registrar's Office or the Graduate Office and finally reviewed by the Dean of Graduate Studies. With the approval of the Dean of Graduate Studies, qualified undergraduates may apply to enroll in a limited number of 500-level graduate courses, either for credit to be applied to their undergraduate programs or toward a SUNY Fredonia graduate program they enter at a later time. In the latter case, a student will be charged the difference between undergraduate and graduate tuition when the credit is applied to the graduate transcript. No course may be used for both purposes by the same person. In no case will an undergraduate be allowed to enroll in a course numbered 600 or above.

Schedule Changes

Changes in student class schedules must be filed in the Office of the Registrar within the period prescribed by that office. Students may drop courses through the first week of the semester by obtaining the necessary form and submitting it to the Office of the Registrar. Dropped courses will be removed from the student's permanent record. A fee of \$20 will be assessed for any course adjustment made after the published deadline.

Withdrawals

From the second week to the seventh full week of the semester, a student may withdraw from a course. A "WC" grade is assigned in such cases and course withdrawal requires the approval of the student's advisor or major department chairperson, director, or dean. The withdrawal grade will be recorded on the student's permanent record but will not be counted in the student's quality point average.

Exact dates for the drop/withdrawal period apply to all full-semester courses and are given in the university calendar and in the appropriate *Course Offerings Bulletin*.

The university reserves the right to require any student who is not maintaining minimum academic standards or who is not in good academic standing to withdraw. Graduate students who elect to withdraw from SUNY Fredonia before the end of a semester must withdraw officially through the Office of Student Affairs, Sixth Floor, Maytum Hall. Students may withdraw for any reason up to the period of three weeks prior to the end of the semester. Students will be permitted to withdraw during the final three weeks of the semester only due to illness or other cogent reasons as determined by the Office of Student Affairs. Failure to follow the required procedure may prejudice the right to an honorable dismissal and to any refunds. Those enrolled in any federal program of veterans' benefits must also notify the Veterans' Affairs Office (McGinnies Hall) of their withdrawal.

Students withdrawing during a term may be eligible for certain refunds. For more information, please contact the Student Accounts Office.

Graduate Degree Requirements

1. Completion of the specific curricular requirements for the degree, as outlined in this catalog, with a minimum cumulative quality point average of 3.00 in all graduate work at SUNY Fredonia. The requirements to be met for a graduate degree are those in effect at the time the student is admitted to the degree program.

2. Completion of all degree requirements within a five-year period beginning the semester of admission to a degree program, unless an extension has been recommended by the chairperson of the department, director of the school, or dean of the college (whichever is appropriate) in which the student is majoring and has been approved by the Dean of Graduate Studies. A graduate student is expected to make steady and reasonable progress, as determined by the department in which he/she is enrolled, toward the completion of his/her degree requirements. The Academic Standings process will identify students who are not making reasonably steady progress, and they may receive warning letters, be placed on academic probation, and/or be required to withdraw from their programs.
3. Thesis, Project, and/or Comprehensive Examination: All degree programs require a thesis, comprehensive examination, a capstone project, or other evidence of the student's advanced mastery of his/her field. Information concerning the requirements for individual programs can be contained in the descriptive material under curricular requirements in this catalog. As the time for the final comprehensive examination, thesis, or project draws near, the student should be familiar with the guidelines of the department, school, college, and/or university. Additional guidance can be obtained from the faculty program leaders, the graduate coordinators, and/or the academic advisors.

In some cases, the graduate thesis or project will require the formation of a graduate committee in the student's major and related fields of study. Committee members are often appointed by the chairperson of the major department. It is imperative that graduate students acquaint themselves with the requirements of their individual majors. The description of specific departmental, school, or college requirements for the comprehensive examination may be obtained from the faculty program leaders, graduate coordinators, and/or academic advisors.

Each master's thesis must be prepared in accordance with a set of uniform instructions and time limits available in the Graduate Office. A copy of each thesis must be reviewed in advance and approved by the Dean of Graduate Studies before the graduate student is approved for graduation. If changes are required, a student will need to make them before degree conferral. Graduate students beginning work on thesis research or thesis writing should obtain the university-wide thesis guidelines well in advance.

4. Fulfillment of residence requirements. A candidate for the master's degree must have completed at least 15 semester hours of graduate work in residence, i.e. in courses offered by SUNY Fredonia rather than credits transferred from other institutions. See "Residence Credit" on page 8.
5. Recommendation of the department in which the student is majoring.
6. Application for the graduate degree must be filed with the Registrar's Office at least three months prior to the expected date of completion of all degree requirements.
7. A maximum of 9 credit hours of graduate work (and a maximum of 6 credit hours in Education courses) earned while enrolled as a non-degree student may be applied toward the master's degree, subject to the recommendation of the major department, school, and/or college and the final approval of the Dean of Graduate Studies.

Completion of a Degree Program

The application for graduation (Application for Degree) should be filed with the Office of the Registrar three months before the expected completion of the degree. When a graduate degree program is completed, and the necessary fees are paid, a student should request his/her department to recommend to the Dean of Graduate Studies the approval for the award of the degree. Degrees are awarded in January, May, August, and December.

The potential degree candidate list for May is prepared in March and it is the student's and the academic advisor's joint responsibility to see that the names of all eligible persons are included on this list. Students completing degrees in December will have their degrees formally conferred at the following May Commencement.

Residence Credit

Students accepted in graduate degree programs must complete at least 15 semester hours of residence credit. Residence credit is defined as credit granted by SUNY Fredonia for course work taught by Fredonia faculty or other staff approved by the appropriate university officials, whether on or off campus.

Transfer Credit

For credit to be accepted from another institution, it must form a related part of the student's total graduate program. Students are advised to secure prior approval before registering for credit courses at other colleges or universities. The request for such approval must include catalog number and title, and be accompanied by a description of each course proposed for transfer credit. Credit toward the degree will be given only for courses in which the student earns grades of A or B. Transfer credit may not be included in the computation of the graduate student's average. No more than 15 semester hours of credit with permission from the department chairperson and the Dean of Graduate Studies will be transferred to a degree program. Courses transferred into a degree program cannot be more than five years old by the time the degree requirements are completed, unless an extension has been granted by the Dean of Graduate Studies.

ACADEMIC POLICIES

Grading System

All courses taken for graduate credit are evaluated by the letter grades A, A-, B+, B, B-, C+, C, C-, D, F (failure), S (satisfactory), U (unsatisfactory), I (incomplete), and X (continuing enrollment). D and F grades do not carry credit toward a master's degree but are included in the cumulative average. The S grade (satisfactory) is reserved for courses that are not readily evaluated by the usual letter designations. Any course in which S or U (unsatisfactory) grades are used would be so designated by the department when offered. S grades carry no quality points and hours earned with an S grade are not included in figuring the semester or cumulative average. Hours failed with a U grade are added into the total hours for the grade point average.

A maximum of 6 credit hours with grades of S may apply to the requirements for the master's degree. Each semester hour of A carries four quality points; B, three quality points; C, two quality points; and D, one quality point. Incompletes must be removed before the end of the succeeding semester; otherwise the I automatically will become an F on the permanent record. An X grade that has not been converted to a credit-bearing grade by the end of the second regular semester after the semester for which the X was given will automatically change to an F grade. The responsibility for finishing incomplete work rests with the student.

Academic Standing

Graduate students pursuing a degree are required to maintain a minimal grade point average of 3.0. At the end of each semester as part of a graduate Academic Standings process, the records of all degree students are reviewed. Each student with a cumulative average below 3.0 will be placed on academic probation for one semester. The purpose of the probationary semester is to give the student sufficient warning of academic danger. A student is considered to be in good academic standing even while on probation. If, at the end of their next semester, students have not re-established the required average, they will be required to withdraw from the university.

SUNY Fredonia is aware that there may be exceptional circumstances that make it impossible for a student to regain the required academic average at the end of one semester. Under those circumstances the student, with the support of his or her advisor and the chairperson of the major department, the director of the school, or the dean of the college (whichever is appropriate) may appeal the required withdrawal. As a general rule, students taking graduate courses without pursuing a degree who decide to apply for a degree program must have a grade point average of at least 3.0 at the time they apply. Under unusual circumstances, chairpersons may accept students with a lower GPA into a degree program, but in that case, the students enter with conditional status, with one semester in which to improve their records.

Grade Appeal

A student who believes that a course grade or other grade reported for him/her is incorrect has the right of appeal by the following procedure within one semester after final grades are posted:

1. He or she first discusses the grade with the instructor.
2. If after this discussion the student is still unsatisfied, he or she may appeal to the major chairperson, director, or dean of the department. This appeal should be in writing, outlining the reasons why the student feels the initial grade was incorrect and supplying any relevant documentation (e.g. graded material, syllabi, etc.) in support of the grade change.
3. If the chairperson, director, or dean decides that the student's case has merit, he or she appoints an ad hoc committee composed of two members of the faculty in the department (other than the faculty member involved) and one other student who is a graduate student in the department.
4. If the chairperson decides that the student's case does not merit further investigation, the student may appeal this decision to the Dean of Graduate Studies, supplying the same supporting materials as those given to the chairperson. If, after discussion with the chairperson, director, or dean, the Dean of Graduate Studies decides that the student has a case that merits investigation, the Dean of Graduate Studies may appoint an ad hoc committee of the same composition to that described above to investigate the student's case.
5. The committee reviews the case, interviews the student and the instructor separately, and reaches a judgment by majority vote. This judgment is communicated to the chairperson, director, or the dean or to the Dean of Graduate Studies (depending on who has called the committee together), and he/she in turn reports it to the student and the instructor.
6. If a change of grade is recommended by the committee, the instructor may initiate a change, or the committee's recommendation is forwarded to the Dean of Graduate Studies and the Vice President for Academic Affairs for their

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consideration. The Vice President for Academic Affairs may modify the grade if the committee so recommends.

7. At any time during this process prior to the time a final decision is made, the graduate student may withdraw his/her appeal; likewise, the instructor may initiate a grade change consistent with the student's appeal at any time during the process. Either of these actions ends the appeal process.

Graduate Course Repeat Policy

Effective during the academic year of 2004-2005 and thereafter, graduate students may re-take a course in order to improve a final course grade if a petition obtained from the Registrar's Office or the Graduate Office has been completed and approved. With prior written approval of the chairperson of the department (of the course) and the Dean of Graduate Studies, graduate students wishing to improve a final course grade may retake up to two (2) courses during a single degree program and then may exercise the course repeat option after the grade for the retaken course has been submitted to the university Registrar. After the Graduate Course Repeat Petition is processed, neither the previous course grade nor its earned credit will count toward the student's cumulative GPA or overall credit hours. A single course may be retaken only once and must be completed within two (2) years after the completion of the original course. Tuition waivers may not be used to pay for a repeated course.

Note: Students should understand that the initial grade will remain on their academic transcript, but their overall quality point average will be re-calculated based on the new grade earned when the course is repeated.

GRADUATE TUITION, FEES, AND FINANCIAL AID OPPORTUNITIES FOR GRADUATE STUDENTS

All fees and rates listed below represent current charges for matriculated students attending fall and spring semesters. All charges are subject to change. Refer to the Student Accounts web pages at www.fredonia.edu/admin/studentaccounts for updated charges.

Graduate Degree Tuition and Fees

Full-time, per semester (12+ credit hours):

New York State Resident	\$3,450.00
Out-of-State Resident	\$5,460.00
College Fee	\$ 12.50
Student Services and Programs Fee	\$ 533.00

Part-time, per credit hour:

New York State Resident	\$ 288.00
Out-of-State Resident	\$ 455.00
College Fee	\$.85
Student Services and Programs Fee	\$ 44.40

Full-time rates do not apply for summer or J-Term semesters; tuition is calculated at the part-time per credit hour rate.

Note: Non-matriculated graduate students are charged tuition according to the level of the course. During the fall and spring semesters only, students taking 12 or more hours will be charged according to the course level combination with a minimum charge equal to the full-time undergraduate rate and the maximum capped at the full-time graduate rate, determined also by their residency status.

Financial Aid

Financial aid information can be obtained by visiting the office's web site at www.fredonia.edu/finaid. Graduate students may be eligible for the following forms of financial aid listed below and application is made for federal aid by completing a Free Application for Federal Student Aid (FAFSA - use Code 002844) at www.fafsa.ed.gov and for state aid by completing an electronic New York State Express TAP application (use Code 0915) at www.hesc.com.

Tuition Assistance Program (TAP): To qualify for the Tuition Assistance Program grant, graduate students must be legal residents of New York State for at least one year, be in full-time attendance (12 credit hours per semester), and be enrolled in a program leading to a degree. The amount of the tuition based TAP award is based on the prior year New York Net Taxable family income. During Summer Session, students can be enrolled at least a minimum of 6 credit hours between Summer Session I and Summer Session II and potentially qualify for TAP.

The Federal Stafford Student Loan Program consists of the **Subsidized Stafford Loan** and the **Unsubsidized Stafford Loan**. Applicants for the Stafford Loan program must first complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.edu.gov using our SUNY Fredonia Federal School Code of 002844 in order to release their FAFSA data to Fredonia.

A student must be enrolled as at least a half-time student (6 credit hours per semester) and must be either a U.S. citizen or permanent resident of the U.S. Upon receipt of the FAFSA data from the Federal Central Processor, the SUNY Fredonia Financial Aid Office determines loan eligibility, and the New York State Higher Education Services Corp. (NYSHESC) provides an online Master promissory note for first-time loan borrowers at www.hesc.com.

The primary differences between **Subsidized** and **Unsubsidized Stafford Loans**:

Subsidized: Interest is paid by the federal government during in-school, grace and deferment periods and is based on need.

Unsubsidized: Interest is paid by the student during in-school, grace and deferment periods and can be used to replace expected family contribution.

The **Subsidized** and **Unsubsidized Stafford Loans** are similar in the following ways:

1. Variable Interest Rate - Treasury Bill plus 1.7 percent with an 8.25 percent cap.
2. Repayment on principal begins six months after enrollment on at least a half-time basis ends.

Annual maximums for Subsidized and Unsubsidized Stafford Loans combined are \$18,500 for graduate students. The aggregate limit is \$138,500 for undergraduate and graduate combined.

Electronic Funds Transfer: Loan approvals are sent electronically in two separate disbursements (minus a 3 percent origination fee) by the lender to SUNY Fredonia. The first disbursement normally arrives at the Office of Student Accounts one to two weeks after the loan approval during the academic year. The second disbursement is made at the midpoint of the loan period; for the majority of students this is during the first two weeks of the spring semester.

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Good Academic Standing Requirements and Receipt of Graduate Financial Aid

State and federal regulations require that all financial aid recipients maintain program pursuit and make satisfactory progress toward completion of degree program requirements (referred to as Good Academic Standing). The Office of Financial Aid at Fredonia evaluates student aid recipient progress according to state requirements for TAP at the completion of each semester. The Office of Financial Aid evaluates progress according to federal requirements for Stafford and Parent loans at the completion of the academic year. Students should refer to the chart below.

Before Being Certified For This Payment	1	2	3	4	5	6	7	8
Percentage Of Attempted Hours That Must Be Completed With A Passing/Failing Grade	0	100%	100%	100%	100%	100%	100%	100%
A Student Must Have Accrued At Least This Many Credits	0	6	12	21	30	45	60	75
With At Least This Grade Point Average	0	2.00	2.50	2.75	3.00	3.00	3.00	3.00

Notification Procedure: The Office of Financial Aid will notify the student between two and four weeks after the conclusion of each semester if Good Academic Standing Requirements were not met while the student received federal and/or state aid. The letter will inform the student of loss of aid for the semester immediately following the one in which program pursuit and satisfactory academic progress were not met and will also apprise the student of the waiver procedure to follow if the student feels financial aid should be reinstated.

Waiver Procedure: A waiver to reinstate state aid (TAP) is available only once during graduate study. A request to reinstate federal aid may be granted only if exceptional circumstances can be documented. Waivers and reinstatement of aid are not automatic. They are approved only if in the best interest of the student and only if unusual circumstances (i.e. family illness or death, personal illness, personal emotional disturbances, change(s) in educational objective) prevented the student from meeting the expected criteria.

Graduate Opportunity Tuition Waiver

The Graduate Opportunity Waiver Program provides a full waiver of tuition to former EOP, SEEK, or HEOP students who are accepted or enrolled as full-time students in a graduate degree program. To apply, students should submit proof that they were enrolled as undergraduates through one of the special admission programs named. Contact any EOP or HEOP office for information.

Vocational and Educational Services for Individuals with Disabilities (VESID)

The State of New York, through the Division of Vocational Rehabilitation, provides financial assistance for those students who qualify under prescribed conditions. For additional information contact the nearest Rehabilitation Office.

Veterans Administration Educational Benefits

Those veterans or dependents who are, or feel they are, eligible for federal financial assistance through the Veterans Administration should contact the Coordinator, Office of Veterans Affairs (McGinnies Hall, 716-673-3423) to complete appropriate forms. Students are urged to begin their VA paperwork before the beginning of the school term in order to hasten processing. To further facilitate the start of benefits, the veteran, or the children, spouses, and/or survivors of veterans whose deaths or permanent total disabilities were service-connected, should present pertinent data, such as the service number, Social Security number, dates of service, discharging papers, and any other VA claim information.

Assistantships/Fellowships

Assistantships: Graduate, research, and teaching assistantships are available to highly qualified graduate students in many academic departments. Graduate assistants normally carry a 6 to 9 credit hour course load and perform duties in laboratories, lecture halls, and classrooms. The stipends for fully-funded assistantships generally begin at \$6,500 plus any negotiated increases for the academic year in addition to waiver of tuition in accordance with the policies and procedures established by the SUNY Board of Trustees.

Applicants for academic assistantships should indicate their interest on the graduate application form.

Minority Graduate Fellowship Program: The Underrepresented Minority Fellowship Program is a competitive program that provides a stipend for minority graduate students to enhance their ability to complete their graduate studies. To be eligible, applicants must be, (1) U.S. citizens or have permanent resident status; and (2) members of one of the following groups: Native Americans, African Americans, or Hispanic Americans. In addition, special Graduate EOP Tuition Scholarships are available to cover tuition costs for graduates of Educational Opportunity/Higher Educational Opportunity programs. (See Graduate Opportunity Tuition Waiver, page 12.) For details, students should contact the Office of Graduate Studies, (716) 673-3808.

GENERAL INFORMATION FOR GRADUATE STUDENTS

Graduate students may attend all campus activities including special lectures and concerts. The Student Services and Program Charge covers the admission charge to many of these functions. The facilities of the Williams Center and of the Health, Wellness and Recreation department are available to graduate students.

Hours when each facility is open are published separately. Hours when academic buildings are open are published separately. Consult the Fredonia home page at www.fredonia.edu.

Summer Sessions

During two sessions in the summer months, SUNY Fredonia offers a comprehensive program of undergraduate and graduate course work. The availability of residence hall living, a wide range of recreational activities, and a busy schedule of cultural events enable the summer student to enjoy a full college life. The combination of intellectual stimulation in the classroom and a summer atmosphere on the Fredonia campus can provide a very rewarding experience. Current policy limits a graduate student's registration to no more than 6 credit hours in each summer session. For additional information, please contact the Graduate Office at (716) 673-3808 or the Office of Lifelong Learning (716) 673-3177.

Veterans Affairs

The Office of Veterans Affairs, located in McGinnies Hall, is staffed by the coordinator and work study students. They provide routine certification of enrollments. The staff also monitors student progress and is available for information and referral for problems that might arise. Policy among various administrative offices, as it relates to VA recipients, is also coordinated through the Office of Veterans Affairs. The coordinator is the liaison with the Regional Office in Buffalo for those situations that might need special attention.

Parking

Graduate students who operate automobiles on campus are required to register them with the Office of Student Accounts during the first week of the semester. Parking permits, valid during the academic year, will be issued to eligible students.

Housing/Residence Life

The Office of Residence Life is located in Gregory Hall and is readily available to accommodate graduate students. The residence halls are located close to the academic facilities and provide excellent housing accommodations. Special interest areas have been established and students may inquire at the Office of Residence Life for suitable assignments. A limited file of off-campus housing facilities is maintained in the Student Association office, located in the Williams Center.

For further information, students should write directly to the Office of Residence Life, State University of New York at Fredonia, Fredonia, NY 14063.

Note: Graduate residence director positions are often available. Please contact the Director of Residence Life for more information.

Registered Degree Programs

Listed on the following chart are SUNY Fredonia's registered graduate degree programs, consistent with the inventory of registered degree and certificate programs maintained by the New York State Education Department. The chart contains the official approved program titles, degrees, and HEGIS code numbers. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Degrees Offered

Master of Arts	HEGIS Code
English	1501
Interdisciplinary Studies	4901
Master of Music	
Music Education K-12	0832
Music Performance	1004
Music Theory – Composition	1004.10
Master of Science	
Accounting	0502
Biology	0401
Chemistry	1905
Interdisciplinary Studies	4901
Speech Pathology	1220
Master of Science in Education	
Adolescence Social Studies	2201.01
Biology 7-12	0401.01
Curriculum and Instruction	0829
English 7-12	1501.01
Mathematics 7-12	1701.01
Literacy Education (Birth-Grade 6)	0830
Literacy Education (Grades 5-12) (formerly Reading Teacher)	0830
TESOL	1508
(Teaching English to Speakers of Other Languages)	
Advanced Certificate	
School Building Leadership	0828
(formerly School Administrator and Supervisor)	
TESOL	1508

Teacher Education Certification

Certification Information

The Dean of the College of Education serves as SUNY Fredonia's Chief Certification Officer and is responsible for reviewing all applications for certification for compliance with local and New York State requirements. Any questions or concerns related to the process of acquiring certification should be directed to Dean of the College of Education Christine Givner, E268 Thompson Hall, (716) 673-3311.

SUNY Fredonia Mission Statement

The State University of New York at Fredonia, a comprehensive institution of higher education, declares as its mission:

To offer programs at the baccalaureate and master's degree levels – within and across the disciplines that comprise the liberal arts and sciences and in certain professional and applied fields – consistent with the university's existing strengths, its participation in the SUNY system, and the contemporary and future needs of a changing society; and to affirm the centrality, in this enterprise, of a general education in the arts, humanities, and sciences.

To encourage teaching and learning in formal and informal settings on and off campus, as well as through field experiences, student support programs, services and activities, and advising and counseling.

To promote involvement in the scholarly and creative enterprise by recognizing and supporting a broad range of intellectual activity; basic research and artistic creation; understanding, synthesis, and interpretation of existing knowledge and art; sponsored projects; and research that seeks to improve methods of teaching and learning. The university values and supports scholarly activity that directly involves students in the creative process and recognizes that the patterns of knowledge at the frontiers of research increasingly cross disciplinary boundaries.

To contribute to the intellectual, social, and emotional development of students by preserving the quality of campus life beyond the classroom and laboratory, by insuring a rich variety of experiences within a congenial residential atmosphere and an engaging physical environment, and by encouraging a supportive sense of community.

To develop and support service to individuals and organizations beyond the campus by opening the university's extensive educational, recreational, and cultural facilities to the community; by providing opportunities to attend lectures, athletic, and cultural events, by operating programs and clinics in association with specialized instructional programs, and by encouraging faculty and staff to contribute their expertise to the variety of community-based endeavors for which it may be of value.

To commit the university to education that provides an awareness of global interdependence and cultural diversity through its curricular and co-curricular activities. Through active recruitment of students, faculty, and staff from underrepresented populations and the inclusion of this diversity in its programs, the university seeks to provide its students with the academic and personal richness afforded by exposure to such pluralistic perspectives.

To draw upon and contribute to the academic resources of the State University of New York and, in the context of excellence, to further SUNY's mission of providing accessible higher education to the diverse citizenry of New York State which the university serves.

Information in this Graduate Catalog is accurate as of May 15, 2005. However, all information is subject to change. Updated information may be obtained from the Office of Graduate Studies, 2142 Fenton Hall, State University of New York at Fredonia, Fredonia, NY 14063.

The university reserves the right to cancel any course for which the enrollment is deemed insufficient or for other administrative reasons. The university also reserves

the right to change faculty assignments and therefore cannot guarantee students the faculty of their choice.

The State University of New York at Fredonia Graduate Catalog is published by the Office of Publication Services. The university also publishes a separate Undergraduate Catalog. The online catalogs can be accessed through the SUNY Fredonia website at www.fredonia.edu.

SUNY Fredonia fully subscribes to the Non-discrimination Policy of the State University of New York.

The State University of New York, in accordance with applicable federal and state laws, does not discriminate on the basis of race, sex, ethnicity, national origin, religion, age, disability, marital status, sexual orientation, and arrest and/or conviction record. Further, in accordance with the Vietnam Era Veterans' Readjustment Assistance Acts, disabled and Vietnam Era veterans are ensured of non-discriminatory treatment.

Any violations of the university's non-discrimination policy should be reported to the Director of Affirmative Action, 143 Fenton Hall, (716) 673-3358.

A SUNY-wide grievance procedure is available to all students and employees in cases of discrimination. A person who feels he/she has been a victim of discrimination for any of the above reasons, should feel free to contact the Director. Persons who wish to initiate such a grievance or complaint should also feel free to bring a friend or advisor with them.

Accreditation

The State University of New York at Fredonia is fully accredited by:

The Board of Regents of the State University of New York.

The Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19124, Tel. (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Education.

The university's Accounting and Business Administration programs are accredited by the International Assembly for Collegiate Business Education, P.O. Box 25217, Overland Park, KS 66225, Tel. (913) 631-3009.

The College of Education has received national accreditation from the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, D.C. 20036, Tel. (202) 466-7496.

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The School of Music has received accreditation from the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Tel. (730) 437-0700.

SUNY Fredonia's graduate program in Speech-Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD, 20852, Tel. (301) 897-5700. It is also licensure qualified by the New York State Education Department.



The Department of Theatre and Dance is an Accredited Institutional Member of the National Association of Schools of Theatre and adheres to the standards set forth by NAST. The National Association of Schools of Theatre is located at 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190, Tel. (703) 437-0700.

The Social Work program is accredited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, Tel. (703) 683-8080.

The university is also on the approved list of the American Chemical Society. Its A.C.S. Approved Track in Chemistry is reviewed annually by the A.C.S. Committee on Professional Training.

University Calendar 2005-2007

Fall 2005

Aug. 21 (Sun.)	Registration and Advising
Aug. 22 (M)	First Day of Classes
Sept. 5 (M)	Labor Day - No Classes
Oct. 12-14 (W-F)	Fall Break
Nov. 21-25 (M-F)	Thanksgiving Break
Dec. 12-16 (M-F)	Final Exams

Fall 2006

Aug. 27 (Sun.)
Aug. 28 (M)
Sept. 4 (M)
Oct. 5-6 (Th-F)
Nov. 20-24 (M-F)
Dec. 18-22 (M-F)

Spring 2006

Jan. 17 (T)	Registration and Advising
Jan. 18 (W)	First Day of Classes
March 24-31 (F-F)	Spring Break
April 17 (M)	Travel Day - No Classes
May 8-12 (M-F)	Final Exams
May 13 (Sat.)	Commencement

Spring 2007

Jan. 21 (Sun.)
Jan. 22 (M)
March 19-23 (M-F)
April 9 (M)
May 7-11 (M-F)
May 12 (Sat.)

GRADUATE STUDIES

This section lists graduate programs, requirements and courses. Students should check the *Course Offerings Bulletin* each semester for an accurate list of proposed offerings.

ACCOUNTING

Office: W301 Thompson Hall

(716) 673-3505

E-mail: acctngms@fredonia.edu

Mojtaba Seyedian, *Chairperson, Department of Business Administration*

Linda Hall, *Graduate Coordinator*

The Master of Science in Accounting program is designed to allow its graduates to meet the 150-hour requirement for Registered Accounting Degree Programs in New York State. Beginning in Fall 2004, students entering undergraduate accounting programs must complete 150 credit hours of prescribed courses in order to qualify for the Certified Public Accountancy Exam. Combined with an undergraduate degree in Accounting, the Master of Science degree satisfies the educational requirement for those interested in careers as Certified Public Accountants.

Master of Science in Accounting

Departmental Requirements for Admission to the Program without Deficiencies:

Applicants must have an earned undergraduate degree in Accounting. Students with degrees in other disciplines will be considered for admission, given the proper prerequisite course work in accounting and business (see below) is completed. To be admitted, the applicant must satisfy the following requirements:

1. Hold a bachelor's degree or the equivalent from an accredited college or university.
2. Achieve at least a 2.75 overall grade point average.
3. Achieve a score of 500 or above on the Graduate Management Admissions Test (high GMAT scores along with letters of recommendation may be used to compensate for lower GPA).
4. Applicants with bachelor's degrees in a field other than Accounting must meet the minimum credit hour requirements in the following subject areas:

Accounting (principles of accounting, cost accounting, intermediate accounting, advanced accounting, U.S. federal taxation, auditing)	24
Commercial Law	6
Finance	6
Business Statistics	3
Business and Accounting electives	21
Liberal Arts and Sciences courses	<u>60</u>
Total	120

5. The course work above must include at least 6 semester hours of economics principles, which may be used to satisfy either the business electives or liberal arts and sciences requirements.

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In support of their applications, students must submit a completed graduate application, including the components listed below, to the Office of Graduate Studies, 2142 Fenton Hall:

- Official transcripts of all previous college work completed at institutions other than SUNY Fredonia.
- Personal statement describing career goals.
- Two letters of recommendation from persons familiar with the applicant's academic experience and able to attest to the applicant's potential for successful graduate study.
- Official GMAT report.
- Official Test of English as a Foreign Language (TOEFL) report, if applicable.

Program Requirements

The Master of Science in Accounting program requires completion of 30 credit hours of graduate-level courses. This includes course work in such areas as accounting theory, taxation, accounting information systems and finance; an applied research project is also required. Although the program is designed with the needs of full-time undergraduate students in mind, it may also be pursued on a part-time basis.

Master of Science in Accounting Curriculum: 24 credit hours

ACCT 500	Accounting Theory	3
ACCT 510	Research Seminar in Accounting	3
ACCT 520	Accounting Information Systems	3
ACCT 530	Advanced Auditing	3
ACCT 570	Tax Procedure and Research	3
BUAD 510	Modern Financial Instruments	3
BUAD 550	Organizational Communication	3
BUAD 590	Business Ethics	3

Plus two of the following: 6 credit hours

ACCT 540	Tax Accounting	
ACCT 550	Advanced Cost Management	
ACCT 560	Seminar in Accounting	
ACCT 580	Internship in Accounting*	
BUAD 520	IT Management and E-Commerce	
BUAD 530	Advanced Financial Management	
BUAD 560	Marketing Strategy	
BUAD 570	Advanced Corporate Management	
Total Credit Hours for Degree Completion:		30

*No more than 3 hours of internship credit may be applied to the degree.

Graduate Courses in Accounting and Business Administration

ACCT 500 Accounting Theory

Frequency: B

Seminar in financial accounting designed to enhance the student's understanding of and appreciation for the evolution of contemporary financial accounting theory and empirical research on financial reporting issues. Recent contributions to theory, research, and practice will be investigated and discussed. Individual research will be conducted, with results presented for critical analysis.

Prerequisite: ACCT 302

Credits: 3

ACCT 510 Research Seminar in Accounting

Frequency: B

Introduces students to accounting research by combining a study of the methodology, execution, statistical analysis and reporting of applied research and the practical application of research methods to a real-world business situation. The course provides a forum for exploration, discussion, and debate of current issues and events in the field. Students will propose, design, and execute an applied research project that will culminate with the presentation of the final research report.

Prerequisites: BUAD/ECON 200, ACCT 500

*Credits: 3***ACCT 520 Accounting Information Systems**

Frequency: B

An introduction to the concepts underlying Accounting Information Systems, especially those that relate to managerial decision-making and accounting. Students will discuss current developments in the information systems field particularly with database, networking, and enterprise systems. Terminology, reports, documents, procedures, systems development and controls inherent in a modern AIS will be studied and practiced with hands-on applications.

Prerequisites: BUAD 261, ACCT 302, ACCT 303

*Credits: 3***ACCT 530 Advanced Auditing**

Frequency: B

An advanced examination of the latest function of public accountants, focusing on technology, risk, and changing audit approaches, including statistical sampling, computer auditing, evaluation of audit risk, ethics, and international aspects of auditing. Generalized audit software will give students experience with applications relevant to applications used in the field.

Prerequisites: BUAD/ECON 200, ACCT 405

*Credits: 3***ACCT 540 Tax Accounting**

Frequency: D

An introduction to the coordination of financial and tax accounting. Topics covered include cash and accrual methods, installment reporting, inventories, LIFO, changes in accounting methods, accounting periods, time value of money, and annual/transactional accounting concepts.

Prerequisites: ACCT 302, ACCT 305

*Credits: 3***ACCT 550 Advanced Cost Management**

Frequency: D

Applications-based analysis of current management accounting topics and techniques including activity-based management, value chain analysis, capacity management, quality control, target costing, and benchmarking. A case analysis approach is utilized.

Prerequisite: ACCT 303

*Credits: 3***ACCT 560 Seminar in Accounting**

Frequency: D

An examination of problems and issues of current concern in accounting. Recent contributions to theory, research, and practice will be investigated and discussed.

Prerequisite: ACCT 500

*Credits: 3***ACCT 570 Tax Procedure and Research**

Frequency: B

A survey of tax procedure topics including IRS and Treasury Department rulemaking, confidentiality and disclosure, audits and appeals, returns and statutes of limitations, civil tax litigation, penalties and interest, tax crimes, and the standards and hazards of tax practice.

Research topics include sources of tax law (administrative, legislative and judicial) and research resources (public and private).

Prerequisite: ACCT 305

Credits: 3

ACCT 580 Internship in Accounting

Frequency: A

An opportunity for students to gain professional experience in public, corporate, or not-for-profit accounting while completing the graduate degree. Internships must be approved and coordinated through the School of Business. No more than 3 hours of internship credit may be applied to the graduate degree.

Prerequisite: ACCT 500

Credits: 3

BUAD 510 Modern Financial Instruments

Frequency: B

Explores modern financial instruments – stocks, bonds, options, futures, swaps – and the financial environment thereof. Discusses the forces that determine changes in financial markets and institutions, and the implications for the utilization of financial instruments for the management of funds in firms and/or financial institutions.

Prerequisite: BUAD 317

Credits: 3

BUAD 520 Information Technology Management and E-Commerce

Frequency: D

The course focuses on technology management and development of an Internet-based business or extension of an existing business. The course integrates concepts from economics, organizational strategy, entrepreneurship, and Web design.

Prerequisite: BUAD 261

Credits: 3

BUAD 530 Advanced Financial Management

Frequency: D

An introduction of the concepts, frameworks, tools, and techniques employed in financial analysis, forecasting and planning, working capital management, valuation, capital budgeting, cost of capital, and mergers. Topics also include sources and methods of financing, types of securities, financial strategy, and the timing of financial policies in domestic and international settings.

Prerequisite: BUAD 317

Credits: 3

BUAD 550 Organizational Communication

Frequency: B

A course in organizational communication to provide extensive theoretical background upon which to examine, evaluate, diagnose, and recommend solutions to organizational communication problems. The course allows students to explore particular areas of interest and encourages the critique of existing theories while applying them to real-world situations in order to frame sets of practical skills.

Prerequisite: BUAD 321

Credits: 3

BUAD 560 Marketing Strategy

Frequency: D

An introduction to marketing strategy and the elements of marketing analysis: customer, competitor, and company analysis. Students will enhance their problem-solving and decision-making abilities utilizing the elements of marketing mix: product strategy, pricing, advertising and promotion, and distribution. A case study approach is employed.

Prerequisite: BUAD 325

Credits: 3

BUAD 570 Advanced Corporate Management

Frequency: D

A study of the Modern Theory of Organization. The nature of organizational theory, traditional theories, and the evolution of modern systems theory are explored. Factors related to formal and informal organizational processes and the basic linking process of Decision Theory are analyzed.

Prerequisite: BUAD 499

Credits: 3

BUAD 590 Business Ethics

Frequency: B

A study of the concept of an ethic and the nature of a corporation's relation to an ethic. The course explores the nature of ethics in a corporation functioning in a competitive global environment. Case studies are utilized to understand ethics in a practical environment.

Prerequisite: BUAD 321

*Credits: 3***BIOLOGY**

Office: 203 Jewett Hall

(716) 673-3282

E-mail: Biology.Department@fredonia.edu**Ted Lee**, *Chairperson***Wayne Yunghans**, *Graduate Coordinator*

The Department of Biology offers both the Master of Science degree in Biology and the Master of Science in Education (Biology 7-12). The department is well equipped, with instrumentation available for many types of biological research. Students interested in graduate teaching assistantships should indicate their interest on the Graduate Application and apply in writing to the department chairperson. Faculty research interests include developmental biology, microbiology, microbial genetics, molecular biology, animal behavior, terrestrial ecology, trophic interactions, fisheries, physiological ecology of aquatic plants and animals, animal physiology, cell membrane biochemistry and hormone interaction, and algal physiology. Students completing the M.S. degree at Fredonia often go on to Ph.D. programs at major research universities or obtain positions in industry or government.

In order to offer an optional program to graduate students seeking professional certification in 5-9 or 7-12 Biology, the department is currently working with the Science Education Partnership and the College of Education to prepare a revised interdisciplinary Master of Science in Education (M.S.Ed.) degree program in Curriculum and Instruction. Information about that proposal is included below as a potential third degree in Biology. Interested applicants with initial certification in Adolescence Biology or a Middle School extension in Biology should contact Holly Lawson, associate professor of chemistry and coordinator of the Science Education Partnership.

Master of Science in Biology*Departmental Requirements for Admission to the Program without Deficiencies:*

An undergraduate major in the Life Sciences with requisite evidence of training and motivation necessary to succeed in graduate study.

Supporting science background to include physics, calculus, and organic chemistry.

Prospective students should forward Graduate Record Exam scores along with their application for admission to the program.

The Master of Science degree has both a thesis option program and a non-thesis option. Appropriate courses are chosen after consultation with the student's thesis advisor and graduate committee. The Department of Biology strongly recommends broad training in biology. Specific courses chosen will depend on the student's background and interests, but a student should design a program combining molecular, organismal, and population biology courses.

<i>A. Thesis Option</i>	Hrs.
A minimum of 30 semester hours, including the following:	
Seminar (three semesters)	3
Thesis Research	6
Appropriate course work as advised, at least 21 hours	21
Written Thesis	
Final Comprehensive Examination	—
Total Credit Hours for Degree Completion:	30
<i>B. Non-Thesis Option</i>	Hrs.
A minimum of 30 semester hours, including the following:	
Seminar (three semesters)	3
Biology courses*	18
Electives (any department)	9
Final comprehensive Exam	0
Total Credit Hours for Degree Completion:	30

*BIOL 690-691 may not be used toward the Non-Thesis Option.

Master of Science in Education: Biology 7-12

Departmental Requirements for Admission to the Program without Deficiencies:

An undergraduate major in Biology or related science with requisite evidence of training and motivation necessary to succeed in graduate study. Supporting science background to include physics, calculus, and organic chemistry. Prospective students should forward Graduate Record Exam scores along with their application for admission to the program.

Candidates must have an initial certification to teach biology and general science in the secondary schools of New York State, or equivalent preparation.

Program Requirements

	Hrs.
A minimum of 30 semester hours of graduate-level courses including:	
General Requirements in Education	
EDU 570 Using Education Research to Improve Instruction	3
One course in Psychological Foundations of Education or Social, Historical, and Legal Foundations of Education	3
One course in pedagogy, methodology, or instruction	3
Total Credit Hours in Education:	9
Area of Certification: Eighteen credit hours as follows:	
Fifteen or more hours of 500- and 600-level courses in biology or approved courses in related areas.	15
Seminar, BIOL 600 or 601	3
Special Project: Thesis, independent study project, or research project from either professional education or biology	3
Final Examination	
A two-part comprehensive written examination will be required of each student - an intensive examination in the biology areas of specialization, and a written examination covering the professional component of the student's program.	
Total Credit Hours for Degree Completion:	30

Master of Science in Education: Curriculum and Instruction – Middle and Adolescence Science Education Track

Students interested in this program should contact Holly Lawson, coordinator of the Science Education Partnership and associate professor of chemistry, or Michael Jabot, associate dean of the College of Education, concerning courses which will fulfill the requirement of courses linking content and pedagogy.

For certification information, please see pages 34-36.

Graduate Courses in Biology

BIOL 501 Biochemistry

Frequency: D

Advanced discussion of biological chemistry; chemistry of carbohydrates, lipids and proteins, and nucleic acids; bioenergetics; the structure and mechanism of enzyme action; protein biosynthesis; molecular genetics; selected topics in immunochemistry, and biochemical endocrinology.

Prerequisite(s): CHEM 216

Credits: 3

BIOL 502 Methods in Biochemistry

Frequency: D

Theory and laboratory experiments demonstrating the techniques and applications of contemporary biochemistry including electrophoresis, chromatography, centrifugation, radioisotope methods, DNA sequencing, enzymology, spectrophotometry and gas chromatography.

Prerequisite(s): BIOL 501

Credits: 3

BIOL 510 Tropical Biology

Frequency: C

A lecture and field course on the natural history and ecology of the neotropics. Students examine several terrestrial and marine tropical ecosystems, including lowland rain forests, elfin forests, mangrove communities, and coral reefs. Each student completes a field project and journal. One lecture per week during the semester followed by a two-week field experience in Costa Rica during winter break. Students are responsible for travel expenses.

Credits: 3

BIOL 517 Comparative Animal Physiology

Frequency: C

How animals maintain homeostasis in a non-homeostatic world. After a general introduction to mechanisms of cellular regulation and energetics, discussion will include specific physiological systems (respiratory, cardiovascular, osmoregulatory, etc.) and compare the modes and strategies employed by different animal groups in responding to changes in external environment. Particular attention directed to adaptations to marginal habitats, e.g. marine intertidal, deep sea hydrothermal vents, hot desert.

Prerequisite(s): BIOL 336

Credits: 3

BIOL 519 Genes and Genomes

Frequency: C

The course will focus on the study of DNA and genes from the paper by Watson and Crick to the Human Genome Project. The genetic and molecular approaches used to identify genes and the impact of genome study on society and current scientific research will be discussed.

Prerequisite(s): BIOL 333 and BIOL 335

Credits: 3

BIOL 520 Population and Community Ecology

Frequency: C

Reading and discussion of primary literature relating to population and community ecology. Topics include population growth life history patterns, competition, plant- animal interactions, and community organization.

Prerequisite(s): BIOL 330

Credits: 3

BIOL 522 Physiological Ecology

Frequency: C

Reading and discussion of primary literature relating to physiological and ecosystem ecology. Topics include resource acquisition, energetics, nutrient cycling, and energy flow.

Prerequisite(s): BIOL 330

Credits: 3

BIOL 524 Aquatic Biology

Frequency: C

The course covers the classification and biology of major groups of organisms found in fresh water, characteristics of aquatic habitats, pollution of aquatic environments, and the role of physical and chemical factors in aquatic ecosystems.

Prerequisite(s): BIOL 330

Credits: 3

BIOL 526 Current Environmental Topics

Frequency: B

The focus of this course is on global environmental issues. The issues examined have been making the news during the last year and at the time the course is taught. Changes in climate, overpopulation, pollution, conservation, development, genetically modified organisms, invasive species, illegal species trade, etc. are some of the ongoing issues that are covered in the course. The format of the course invites participation, discussion and critical thinking.

Credits: 3

BIOL 527 Fisheries Science

Frequency: C

This course is an overview of Ichthyology, Fisheries Biology, and Fisheries Conservation. Students will be introduced to the taxonomic diversity of fish, fish adaptations, techniques and models used in the study of fish populations, community interactions, and issues concerning fisheries conservation and management. Special emphasis will be placed on understanding the Great Lakes fisheries.

Prerequisite(s): BIOL 144

Credits: 3

BIOL 543 Plant Physiology

Frequency: C

Study of the life processes and responses of plants, including water relations and transport, photosynthesis and general metabolism, mineral and organic nutrition, photoperiodic responses and rhythms, growth and differentiation, and plant relationships with the environment. Laboratory includes problems and exercises in whole plant physiology as well as at the molecular level. The laboratory stresses methods rather than results. Two lectures, one laboratory.

Credits: 3

BIOL 544 Radiation Biology

Frequency: C

Lectures on techniques required for application of radioactive isotopes to biological research. Experimental isotope tracer techniques deal with in vitro and in vivo labeling as well as autoradiographic studies. Variety of living systems used.

Credits: 3

BIOL 547 Evolution

Frequency: D

Consideration of the theoretical framework of evolutionary biology and the mechanisms of evolution. Special topics include microevolution, macroevolution and coevolution.

Credits: 3

BIOL 550-551 Current Concepts in Biology

Frequency: D

An in-depth examination of selected areas of biology for interested upper-division students. Topics are determined by faculty and student interests and emphasize methods and recent research developments. Examples of topics currently offered on a rotating basis include: Biomembranes, Molecular Genetics, Cell and Hybridoma Culture, Enzymes, Ethology, Hormone Mechanisms, Bioenergetics, Microbial Genetics, Field Biology, and Advanced Developmental Biology, PCR, DNA Synthesis and Immunology.

*Credits: 1-3***BIOL 557 Biostatistics**

Frequency: C

Statistical tests frequently used in the biological sciences. Emphasis is placed on understanding what statistics can and cannot do, the meaning of a statistical test, and how to choose an appropriate statistical test. Uses of micro-computer and mainframe statistical packages (SPSS or MINITAB) are also considered.

*Credits: 3***BIOL 564 Mammalogy**

Frequency: C

Consideration of taxonomy, ecology, and physiology of mammals; world fauna examined although emphasis on local species. Field population studies, collection and preservation of specimens, and studies in physiological adaptations of mammals.

*Credits: 3***BIOL 566 Current Issues in Developmental Biology**

Frequency: B

Course focuses on recent developments in the rapidly expanding field of developmental biology. With the advent of the tools available to molecular biologists, the course will study recent advances in the genetic understanding of various aspects of embryological development and regeneration. The course will present a variety of topics including: fertilization, gastrulation, maternal effect genes, pattern formation, and evolutionary aspects of development.

Prerequisite: Junior standing in the major.

*Credits: 3***BIOL 567 Biomembranes**

Frequency: C

The objectives of this course include: identification of different types of membranes based upon composition, morphology and cellular functions, and examination of experiments which have provided understanding of how membranes function in cells and organisms. Topics include membrane composition, electron microscope techniques, membrane transport, membrane proteins and enzymes, receptors, hormone interaction, cell recognition, secretion, and biogenesis of membranes.

Prerequisite(s): BIOL 333

*Credits: 3***BIOL 569 Eukaryotic Gene Regulation**

Frequency: C

In-depth examination of the ways in which eukaryotic cells regulate their protein composition at the levels of genome replication, transcription, post-transcriptional modifications, and translation. Topics include chromatin structure, transcription factors, and DNA sequence elements, several cell-type specific transcriptional events and how these are regulated, as well as how transcriptional regulation gone awry can cause cancer.

Prerequisite(s): BIOL 241 and BIOL 335

Credits: 3

BIOL 570 Hormone Mechanisms

Frequency: C

The course will examine the basic physiological, cellular and molecular pathways which regulate metabolism, growth, and neurological activities of organisms, especially mammals. Discussions will follow text information and general models will be supported with primary research literature to show developments from recent experiments.

Prerequisite(s): BIOL 333

Credits: 3

BIOL 572 Microbial Pathogenesis

Frequency: C

The course focuses on the molecular basis of microbial pathogenesis. Through the application of molecular techniques to the study of the microbe-host interaction, scientists are gaining a fundamental understanding of the virulence mechanisms of microbial pathogens. Using primary literature the course will illustrate how the integration of the molecular basis of virulence mechanisms with the clinical aspects of disease has enhanced understanding of the pathogenesis of infectious diseases.

Prerequisite(s): BIOL 333 and BIOL 335

Credits: 3

BIOL 600 Seminar

Frequency: C

Detailed study of a topic of current interest in biological literature. Attendance and one seminar presentation required for three semesters of all candidates for the master's degree. Students completing thesis research must present their results orally prior to their scheduled thesis defense.

Credits: 1-3

BIOL 601 Seminar

Frequency: C

Presentation of detailed study of topic of current interest in the biological literature. Attendance and one seminar presentation required for three semester of all candidates for the master's degree. Students completing thesis research must present their results orally prior to their scheduled thesis defense.

Credits: 1

BIOL 611 Cell Regulation

Frequency: D

Integrated study of regulation at various levels within the cell. Molecular control of cellular activity and its interconnection with biochemistry including regulation of enzyme activity, nucleic acid and protein biosynthesis, metabolic control by hormones, and membrane regulatory functions.

Prerequisite(s): BIOL 501

Credits: 3

BIOL 646 Reproductive Physiology

Frequency: D

Treatment of reproductive mechanisms in higher vertebrates; particular attention to mammals. Topics include biology of sex, structure-function relationship in male and female reproductive systems, gametogenesis, gonadal steroids, nongonadal endocrine control mechanisms, cyclic reproductive phenomena, insemination and fertilization, viviparity, pregnancy, parturition and lactation, fertility and sterility, and effects of environment and nutrition on reproductive processes.

Prerequisite(s): BIOL 501

Credits: 3

BIOL 650 Special Topics in Biology

Frequency: D

Comprehensive reviews of current state of biological investigation for advanced graduate students. Analysis of frontiers of scientific advancement in molecular biology quantitative ecology, and physiology.

Credits: 3

BIOL 690 Thesis Research

Frequency: A

Directed research culminating in the preparation of a thesis.

*Credits: 3-9***BIOL 691 Thesis**

Frequency: A

Directed research culminating in the preparation of a thesis.

*Credits: 3-9***CHEMISTRY**

Office: 207 Houghton Hall

(716) 673-3281

E-mail: Chemistry.Department@fredonia.edu

Thomas S. Janik, *Chairperson***Holly J. Lawson**, *Graduate Coordinator*

The Department of Chemistry currently offers one degree, the Master of Science in Chemistry, and anticipates offering a second one in order to serve graduate students seeking professional certification in 5-9 or 7-12 Chemistry. The department is currently working with the Science Education Partnership and the College of Education to prepare a revised interdisciplinary Master of Science in Education (M.S.Ed.) degree program in Curriculum and Instruction. Information about that proposal is included below as a second degree. Interested applicants with initial certification in Adolescence Chemistry or a Middle School extension in Chemistry should contact Holly Lawson, associate professor of chemistry and coordinator of the Science Education Partnership.

Master of Science: Chemistry*Requirements for Admission to the Program without Deficiencies:*

An undergraduate major in Chemistry with courses equivalent to those required for a Bachelor of Science degree in Chemistry at Fredonia.

Program Requirements

A minimum of 30 semester hours, including: Graduate-level courses in chemistry, which can include up to 12 credit hours in courses from related fields, e.g., biology, geosciences, mathematics, and physics (approved in advance by the advisor and the Graduate Study Committee in the Department of Chemistry).	12-18
Research	12-18
Research Proposal	0
Seminar (One seminar/year is expected)	0
Written Thesis	0
Final Comprehensive Oral Examination	0
Total Credit Hours for Degree Completion:	30

Master of Science in Education: Curriculum and Instruction – Middle and Adolescence Science Education Track

Students interested in this program should contact Holly Lawson, coordinator of the Science Education Partnership and associate professor of chemistry, or Michael Jabot, associate dean of the College of Education, concerning courses which will fulfill the requirement of courses linking content and pedagogy.

For certification information, please see pages 34-36.

Graduate Courses in Chemistry

CHEM 507 Organometallics

Frequency: D

Introduction to the chemistry of transition metal organometallics. Descriptions of the bonding, synthesis, structures, and reactions of major classes of organometallic compounds, as well as their role in organic synthesis and catalysis.

Credits: 3

CHEM 511 Physical Organic Chemistry

Frequency: D

Molecular orbital theory, resonance, acid-base theory and mechanisms of organic reactions including unimolecular and bimolecular substitution reactions and intramolecular rearrangements.

Prerequisite(s): (CHEM 215 and CHEM 216) and (CHEM 315 and CHEM 316)

Credits: 3

CHEM 512 Advanced Organic Chemistry

Frequency: D

The utilization of certain types of reactions for the synthesis of compounds having significance to organic or bio-organic chemistry. Examples include addition/elimination, oxidation/reduction, free radical, carbanionic, pericyclic, and other types of reactions.

Credits: 3

CHEM 515 Applied Spectroscopy

Frequency: D

Detailed studies of the use of modern instrumental methods for the identification of organic and organometallic compounds. Emphasis on mass, nuclear magnetic resonance, infrared, and electronic spectroscopies.

Credits: 3

CHEM 521 Advanced Physical Chemistry - Thermodynamics

Frequency: D

Application of theory of thermodynamics to chemical systems, including methods of quantum statistics.

Prerequisite(s): CHEM 326 and (MATH 121 or MATH 123)

Credits: 3

CHEM 522 Advanced Physical Chemistry - Quantum Chemistry

Frequency: D

Focus on basic concepts of wave mechanics and the application to topics of interest to chemists.

Credits: 3

CHEM 562 Advanced Inorganic Chemistry

Frequency: D

Advanced discussion of topics of importance to contemporary inorganic and organometallic chemistry, including group theory; acid-base behavior; structure, bonding, and reaction mechanisms of metal complexes; and bio-inorganic chemistry.

Credits: 3

CHEM 573 Chemistry and the Environment

Frequency: D

Interrelationships of chemistry with the environment. Topics include water quality and chemistry, waste disposal, atmospheric chemistry, and the chemistry of energy and power production. Class activities will include discussions of technical papers drawn from the contemporary scientific literature and simulation of environmental problems through computer models.

*Credits: 3***CHEM 581 Special Topics in Chemistry**

Frequency: D

Topics of special or current interest offered periodically. Credit and prerequisite vary with nature of course offerings which may include physical inorganic chemistry, organometallic chemistry, spectroscopy, photochemistry, heterocyclic chemistry, synthesis, polymer chemistry, topics in biochemistry chemistry, quantum chemistry, computers, or selected topics in chemical education.

*Credits: 1-3***CHEM 690 Independent Study**

Frequency: D

Extensive study on advanced level of chemistry not covered in detail in formal courses. Paper or other demonstration of accomplishment required.

*Credits: 1-3***CHEM 691 Research I**

Frequency: D

Projects in areas of analytical, physical, organic, inorganic, and biochemistry.

*Credits: 1-3***CHEM 692 Research II**

Frequency: D

Projects in areas of analytical, physical, organic, inorganic, and biochemistry.

*Credits: 1-3***CHEM 693 Research III**

Frequency: D

Projects in areas of analytical, physical, organic, inorganic, and biochemistry.

*Credits: 1-3***CHEM 694 Research IV**

Frequency: D

Projects in areas of analytical, physical, organic, inorganic, and biochemistry.

Credits: 1-3

COMMUNICATION

Office: 324 McEwen Hall
(716) 673-3410
E-mail: Communication@fredonia.edu
Ted Schwalbe, *Chairperson*

The Department of Communication offers graduate courses on an individualized basis. Students interested in graduate work in communication should contact the department for information and approval prior to registration.

Graduate Course in Communication

COMM 590 Independent Study

Frequency: D

Approved study of particular aspect of communication, or participation in approved project not otherwise available through course work. A lab fee may be assessed if project is using department equipment.

Credits: 1-6

COMPUTER AND INFORMATION SCIENCES

Office: 2154 Fenton Hall
(716) 673-4820
E-mail: CSIT@fredonia.edu
Khalid J. Siddiqui, *Chairperson*

The department offers several graduate courses in specialized areas of computer and information sciences, independent studies, and independent and directed research. Students should contact the department chairperson for information and approval prior to registration.

Graduate Courses in Computer Science

CSIT 536 Advanced Network Programming

Frequency: D

Designing client-server applications with sockets, traffic analysis, building concurrent and multi-service servers, designing network protocols, and measuring and analyzing performance of protocols. Students will complete a number of programming and analysis experiments.

Prerequisite: CSIT 435 or equivalent.

Credits: 3

CSIT 537 Advanced Operating Systems

Frequency: B

Review of contemporary operating systems (OS), OS design principles and strategies; examination of communication and synchronization protocols; concurrent processes and process scheduling including their statistical analysis; distributed operating systems; client-server computing model; distributed resource management; multiprocessor OS; failure, recovery and fault tolerance; data security; applications.

Prerequisite: CSIT 431

Credits: 3

CSIT 580 Computational Biology

Frequency: D

The course exposes students to a wide range of state-of-the-art research and techniques in the field of computational biology. This is a modern discipline dealing with the discovery and implementation of algorithms facilitating the understanding of biological processes. Various statistical, heuristic, and machine learning methods are used for this purpose, as well as graphical tools to visualize the objects. The course is intended to present some biological problems related to the human genome and the computational methods to resolve them. It will cover an introduction to computational biology, the use of computational methods to search for, classify, analyze, and model protein sequences, i.e. to convert the masses of information from biochemical experiments into useful information.

*Credits: 3***CSIT 591 Selected Topics in Computer Science**

Frequency: D

A variable topics course in computer science. Topics normally not covered in CS or CIS undergraduate degree programs but suitable to explore at length at the graduate and senior level (according to graduate policy). Project and a formal presentation are required.

Prerequisite: CSIT 341 and permission of instructor.

*Credits: 3***EDUCATION**

Office: E268 Thompson Hall

Phone: (716) 673-3311

E-mail: Education@fredonia.edu

Christine Givner, *Dean of the College of Education and Chief Certification Officer***Michael Jabot**, *Associate Dean of the College of Education***Program Philosophy and Conceptual Framework for All Certification Programs**

The College of Education believes that all children can learn and that they learn best when taught by reflective and responsive educators who carefully assess their instructional competence via reflections upon pupil performance. Responsive educators act upon information gleaned from their professional reflections; they make informed decisions and adjust instruction to enhance pupil progress.

Candidates enroll in course work related to child/adolescent development, educational foundations, and pedagogical strategies, as well as discipline-specific content courses. All of the courses strengthen the candidates' Four Pillars of Understanding—Knowledge, Pedagogy, Diversity, and Professionalism—which in turn support the process of effective planning, instructing, reflecting, and responding. Course work and instruction are rooted in a strong foundation of research-based practices and strategies, contextual factors that influence instruction, and standards for teaching and learning. Graduate programs serve as an extension of undergraduate work and as a stepping-stone to lifelong learning.

National Council for the Accreditation of Teacher Education (NCATE)

NCATE is a partnership of over 30 national professional organizations, representing over three million Americans who have united to ensure high quality teacher preparation. NCATE ensures that subject matter content, and how to teach it, is the priority. NCATE standards expect the College of Education to base its programs on content and teaching standards set by professional associations in each content area.

NCATE endorsement adds both credibility and national transportability to SUNY Fredonia certification programs.

Office of Student Support Services

The Office of Student Support Services in E259 Thompson Hall provides information for candidates and potential candidates (in all certification programs) in the areas of advisement, New York State testing requirements, fingerprinting requirements, course selection and registration information, professional development opportunities, and more. The office telephone number is (716) 673-4768.

Teacher Education Certification

Certification Information

The Dean of the College of Education serves as SUNY Fredonia’s Chief Certification Officer and is responsible for reviewing all applications for certification for compliance with local and New York State requirements. Any questions or concerns related to the process of acquiring certification should be directed to Dean of the College of Education Christine Givner, E268 Thompson Hall, (716) 673-3311.

Graduate Programs Leading to New York State Certification

Graduate students enrolled in one of the degree programs below are required to file the Application for Certification with the Office of the Registrar three months before the expected completion of requirements. When the Application for Certification is filed, it is the candidate’s responsibility to apply for the appropriate New York State certificate. Upon a successful review, SUNY Fredonia will recommend candidates for the appropriate certification, also listed below. When the recommendation is for Permanent or Professional certification, the candidate will be recommended for Permanent/Professional certification in his/her area of provisional/initial certification.

Master’s Degrees Offered	HEGIS CODES	Certification Recommended
Master of Music in Music		
Education K-12	0832	Permanent/Professional
Master of Science		
M.S. Speech Pathology (Leads to certification for Teachers of Students with Speech and Language Disabilities)	1220	Permanent/Professional
Master of Science in Education		
Biology 7-12	0401	Permanent/Professional
Curriculum and Instruction	0829	Permanent/Professional
English 7-12	1501.01	Permanent/Professional
Mathematics 7-12	1701.01	Permanent/Professional
Literacy Education (Birth-6)	0830	Initial ***
Literacy Education (5-12)	0830	Initial ***
Adolescence Social Studies	2201.01	Permanent/Professional
TESOL	1508	Initial ***
Certificate of Advanced Studies		
School Building Leadership	0828	Initial
TESOL	1508	Initial
Master of Arts		
English (re-registration pending)	1501	Permanent/Professional

***After completing one of these degree programs in Literacy Education and TESOL, candidates may also be eligible to apply for Permanent or Professional certification in her/his area of provisional/initial certification.

Important Notification to All Certification Candidates

All programs and degree options in the College of Education lead to New York State Certification and are subject to the guidelines and mandates established by New York State. Additionally, all programs and degree options are held accountable to the National Council for the Accreditation of Teacher Education (NCATE) standards. As such, any changes made by the New York State Board of Regents or the NCATE review board have the potential to impact the requirements of the program. Graduate programs are reviewed each semester to verify compliance with state certification and national accreditation requirements. Candidates should meet with their faculty advisors and attend any group advisement sessions that may be offered to secure up-to-date information on current programs and certification requirements.

Ongoing Assessment for All Certification Programs

Candidates in all certification programs are regularly monitored and evaluated throughout their programs via degree-specific Assessment Models. Each model includes a series of transition points that must be successfully passed through in order for a candidate to remain in good standing in the program. Specific requirements and deadlines, minimal satisfactory performance levels (including grade point average requirements), and remediation plans are detailed in these models. All candidates should obtain a copy of the appropriate Assessment Model from their academic advisors and become familiar with the requirements established therein.

Candidate Disposition for All Certification Programs

Candidates in professional education are expected to demonstrate a set of values and attitudes consistent with the highest professional standards. The values and attitudes must be demonstrated in concrete ways in their interactions with members of the faculty, school personnel, and P-12 pupils. Inappropriate behaviors may warrant remediation, probation, or dismissal from the program.

Candidates are expected to demonstrate the following Interstate New Teacher Assessment and Support Consortium (INTASC) dispositions:

- Contribution to a positive climate on campus and in the field;
- Demonstrated mastery of written and spoken language for self-expression, as well as for learning purposes;
- Thoughtful and responsive listener;
- Commitment to reflection, assessment, and learning as an ongoing process;
- Willingness to give and receive help;
- Sensitivity to community and cultural norms of the college, school, and classroom;
- Appreciation and value for human diversity and respect for others' varied talents and perspectives;
- Demonstrated commitment to keeping abreast of new ideas and understandings in the field of education;
- Demonstrated level of responsibility appropriate for a professional.

Special Requirements for All Certification Programs

Identification of Child Abuse and Maltreatment: All persons applying for certification on or after January 1, 1991 are required to complete a minimum of two contact hours of course work or training in the identification and reporting of child abuse and maltreatment. All candidates must provide verification of completion of this training. This verification must be filed with the College of Education.

School Violence Intervention and Prevention: All persons applying for certification on or after February 2, 2001 are required to complete a minimum of two contact hours of course work or training in the warning signs related to violence and policies related to safe climates, and effective classroom management. All candidates must provide verification of completion of this training. This verification must be filed with the College of Education.

Fingerprinting and Criminal Background: Legislation effective July 1, 2001, requires that all applicants for initial certification and all new school employees be cleared through FBI fingerprinting and criminal background check. The candidate incurs the costs for the fingerprinting and the background check. Current forms and regulations are available at www.highered.nysed.gov/tcert.ospra.

Application for Certification: The Application for Certification should be filed with the Office of the Registrar three months before the expected completion of requirements. All appropriate fees must be paid at this time.

CURRICULUM AND INSTRUCTION

Office: E248 Thompson Hall
(716) 673-3440

E-mail: Anna.Thibodeau@fredonia.edu

Anna Thibodeau, *Program Coordinator*

Master of Science in Education, Curriculum and Instruction

The Master of Science in Education, Curriculum and Instruction Program contains two areas of focus. An Early Childhood/Childhood Education track exists for those students who are teaching in an Early Childhood setting an/or in Elementary classrooms. A second focus within the Curriculum and Instruction is the Science Education track (see note at the end of this section, page 39).

The Curriculum and Instruction degree program is open to educators who possess initial certification in one or more of the following:

- Early Childhood Education
- Childhood Education (formerly Elementary Education)
- Adolescence or Middle Childhood Education in English, Mathematics, Social Studies, or the Sciences

Requirements for Admission to the Program without Deficiencies:

1. Initial certification to teach early childhood, childhood, middle childhood, or adolescence (secondary) education in the public schools of New York State or equivalent early childhood, childhood (elementary), middle or adolescence (secondary) preparation.
2. Prior (undergraduate) GPA of 2.75 or above.

3. Completed Graduate Application submitted to the Office of Graduate Studies, including two current (within six months) letters of recommendation, and official academic transcripts from all prior undergraduate and graduate institutions (except SUNY Fredonia).

Program Requirements for Master of Science in Education in Curriculum and Instruction: Early Childhood/Childhood Education Track

A minimum of 36 semester hours of graduate level courses, including the following.

Special Note: Several courses are offered each semester during the academic year. Candidates are advised not to rely exclusively on summer offerings to meet graduation goals.

Program Requirements

A. Research	Hrs. 6
A minimum of 6 credit hours, not counting the Capstone requirement (see Section H below).	
<i>Note:</i> At least one course that meets this requirement is offered each semester during the academic year.	
EDU 570	Using Educational Research to Improve Instruction
This course must be completed within the first 9 credit hours of graduate study.	
EDU 660	Conducting Educational Research
B. Psychological Foundations	3
A minimum of 3 credit hours, to be selected from the following, additional courses that may become available, and/or other courses as approved by the candidate's advisor:	
<i>Note:</i> At least one course that meets this requirement is offered each semester during the academic year.	
EDU 501	Advanced Study: Child Psychology
EDU 502	Psychology of Adolescence
EDU 503	Evaluation in the Schools
EDU 507	Group Processes in Education
EDU 509	Teaching of Thinking
EDU 529	Proactive Approaches to Classroom Management for Students with Disabilities
EDU 546	Models of Classroom Management
EDU 530	Learning Theories and Teaching
EDU 562	Infant Development and Education
EDU 582	Classroom Expectancy and Effects
C. Exceptional Education	3
A minimum of 3 credit hours, to be selected from the following, additional courses that may become available, and/or courses that are approved by the candidate's advisor:	
<i>Note:</i> At least one course that meets this requirement is offered each semester during the academic year.	
EDU 504	The Exceptional Learner
EDU 508	Teaching Exceptional Learners
EDU 543	Education for the Gifted and Talented

D. Social, Historical, Legal Foundations of Education

3

A minimum of 3 credit hours, to be selected from the following, additional courses that may become available, and/or courses that are approved by the candidate's advisor.

Note: At least one course that meets this requirement is offered each semester during the academic year. Candidates are advised NOT to rely exclusively on summer offerings to meet graduation goals.

EDU 514	Assessment of Exceptional Learners
EDU 531	Philosophy of Education
EDU 535	School and Society
EDU 539	Current Issues and Problems in Education
EDU 545	History of American Education
EDU 549	Comparative Education

E. Cultural/Linguistic Diversity

3

A minimum of 3 credit hours, to be selected from the following, additional courses that may become available, and/or courses that are approved by the candidate's advisor.

Note: At least one course that meets this requirement is offered each semester during the academic year. Candidates are advised NOT to rely exclusively on summer offerings to meet graduation goals.

EDU 516	Working with Children and Families from Poverty
EDU 519	Curriculum Theory for the Second Language Classroom-ESL I
EDU 534	Curriculum Development for the Second Language Classroom-ESL II
EDU 537	Children's Literature
EDU 538	Cultural Literature
EDU 540	Content Area ESL
EDU 563	Cultural Perspectives
EDU 565	Language and Learning-Psycholinguistics/Language Acquisition
EDU 566	Sociolinguistic Considerations for Educators of ELL Students

F. Content and Pedagogy

12

At least one course in each of the core content areas of the elementary school curriculum, to address the link between content and pedagogy.

Note: At least two courses that meet this requirement are offered each semester during the academic year. Graduate students should not rely on summer offerings to meet graduation goals.

EDU 520	Curriculum Framework Theory/Development
EDU 525	Curriculum Framework Integration/Innovation
EDU 603	Issues, Trends, and Research in Elementary (Childhood) Science
EDU 605	Issues, Trends, and Research in Elementary (Childhood) Language Arts
EDU 625	Early Childhood Curriculum
EDU 629	Issues, Trends, and Research in Early Childhood Education
EDU 636	Issues, Trends, and Research in Elementary School Social Studies
EDU 640	Issues, Trends, and Research in Elementary (Childhood) Mathematics
EDU 642	Activity-Oriented Elementary Mathematics

G. Electives 3-6

Candidates select one to two elective courses (depending on whether the Master's Thesis, Project, or the Comprehensive Examination is selected to meet program Capstone requirements).

Electives may be any course in the following areas, provided that the course is not used to satisfy other requirements of this program: Psychological Foundations; Exceptional Children; Social, Historical, Legal Foundations; Cultural and Linguistic Diversity; and Content/Pedagogy

H. Capstone 0-3

Note: These courses are offered each semester during the academic year. Candidates are advised not to rely exclusively on summer offerings to meet graduation goals

Either

EDU 690 Master's Thesis/Project 3

or

EDU 680 Master's Comprehensive Examination 0

Note: If EDU 680 is selected, the total is 0 credit hours; if EDU 690 is selected, the credit total is 3 credit hours.

Total Credit Hours for Degree Completion: 36

Program Requirements for Master of Science in Education: Curriculum and Instruction – Middle and Adolescence Science Education Focus

Students interested in this program should contact Holly Lawson, coordinator of the Science Education Partnership and associate professor of chemistry, or Michael Jabot, associate dean of the College of Education, concerning courses which will fulfill the requirement of courses linking content and pedagogy.

LITERACY EDUCATION: BIRTH-GRADE 6

(formerly Literacy I)

Office: W261 Thompson Hall

(716) 673-4680

E-mail Clara.Beier@fredonia.edu

Clara Beier, Program Coordinator

This program leads to initial certification and a Master of Science in Education: Literacy Education Birth to Grade 6 degree, and results in the ability to teach as a reading specialist, a literary coach, or as a classroom teacher. The content of the program includes clinical work, action research, and opportunities to work with paraprofessionals and classroom teachers on mentoring strategies and professional development.

Master of Science in Education: Literacy-Birth-Grade 6

Requirements for Admission to the Degree Program without Deficiencies:

1. Initial certification to teach early childhood, childhood, or adolescence education in the public schools of New York State or equivalent early childhood, elementary, or secondary preparation.
2. Undergraduate GPA of 2.75 or above.

3. Completed Graduate Application submitted to the Office of Graduate Studies, including two current (within six months) letters of recommendation, and official academic transcripts from all prior undergraduate and graduate institutions (except SUNY Fredonia).

Program Requirements

	Hrs.
A minimum of 36 credit hours of graduate level courses, including the following:	
Clinical Courses: Nine (9) credit hours of Clinical courses, which are listed below, must follow the sequence as indicated. Majors in Literacy Education (Birth – Grade 6) will work with K-6 children.	
1. Foundations I	12
EDU 570 Using Educational Research to Improve Instruction	
EDU 583 Individualized Literacy Instruction (Clinic #1)	
EDU 587 Psychological Foundations of Literacy	
EDU 652 Literacy Assessment	
2. Foundations II	12
EDU 506 Introduction to Literacy Instruction	
EDU 579 Social Foundations of Literacy	
EDU 653 Diagnosis of Literacy Difficulties	
EDU 613 Remediation of Literacy Difficulties (Clinic #2)	
3. Integrations	9
EDU 510 Applications of Technology in Literacy Instruction	
EDU 537 Children’s Literature	
EDU 586 Literacy in the Content Areas	
EDU 655 Clinical Applications of Literacy Instruction (Clinic #3)	
4. Capstone	0-3
The capstone occurs after the completion of 33 credit hours. Candidates have two options:	
EDU 659 Master’s Thesis/Project in Literacy	3
or	
EDU 680 Master’s Comprehensive Examination	0
Candidates selecting EDU 680 must also complete one of the 3 credit hour courses listed below with the approval of the advisor:	3
EDU 588 Learning to Write: Pre-K to Grade 6	
EDU 651 Issues and Research in Literacy	
Total Credit Hours for Degree Completion:	<u>36</u>

LITERACY EDUCATION: GRADES 5-12

(formerly Literacy II)
 Office: W261 Thompson Hall
 (716) 673-4680
 E-mail Clara.Beier@fredonia.edu
Clara Beier, Program Coordinator

This program leads to initial certification and a Master of Science in Education: Literacy Grades 5-12, and results in the ability to teach as a reading specialist, a literary coach, or as a classroom teacher. The content of the program includes clinical work, action research, and opportunities to work with paraprofessionals and classroom teachers on mentoring strategies and professional development.

Master of Science in Education: Literacy—Grades 5-12

Requirements for Admission to the Program without Deficiencies:

1. Initial certification to teach early childhood, childhood, or adolescence education in the public schools of New York State or equivalent early childhood, elementary, or secondary preparation.
2. Undergraduate GPA of 2.75 or above.
3. Completed Graduate Application submitted to the Office of Graduate Studies, including two current (within six months) letters of recommendation, and official academic transcripts from all prior undergraduate and graduate institutions (except SUNY Fredonia).

Program Requirements

	Hrs.
A minimum of 36 credit hours of graduate level courses, including the following:	
<i>Clinical Courses:</i> Nine (9) credit hours of Clinical courses, which are listed below, must follow the sequence as indicated. Majors in Literacy Education (Grades 5-12) will work with students in grades 5-12.	
1. Foundations I	12
EDU 570 Using Educational Research to Improve Instruction	
EDU 583 Individualized Literacy Instruction (Clinic #1)	
EDU 587 Psychological Foundations of Literacy	
EDU 652 Literacy Assessment	
2. Foundations II	12
EDU 506 Introduction to Literacy Instruction	
EDU 579 Social Foundations of Literacy	
EDU 653 Diagnosis of Literacy Difficulties	
EDU 613 Remediation of Literacy Difficulties (Clinic #2)	
3. Integrations	9
EDU 510 Applications of Technology in Literacy Instruction	
EDU 585 Adolescent Literature	
EDU 586 Literacy in the Content Areas	
EDU 655 Clinical Applications of Literacy Instruction (Clinic #3)	
4. Capstone	0-3
The capstone occurs after the completion of 33 credit hours. Candidates have two options:	
EDU 659 Master's Thesis/Project in Literacy	3
or	
EDU 680 Master's Comprehensive Examination	0
Candidates selecting EDU 680 must also complete one of the 3 credit hour courses listed below with the approval of the advisor:	3
EDU 589 Writing in Middle and Secondary Schools	
EDU 651 Issues and Research in Literacy	
Total Credit Hours for Degree Completion:	<u>36</u>

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Office: E278 Thompson Hall

(716) 673-4805

E-mail: John.Liontas@fredonia.edu

John I. Liontas, *Program Coordinator*

Master of Science in Education, TESOL K-12

The program leads to initial and/or professional certification in TESOL K-12, depending upon the credential(s) with which the candidate enters this program.

Requirements for Admission to the Program without Deficiencies:

1. Completion of a baccalaureate degree in an area of arts, science, or education.
2. Undergraduate GPA of 2.75 or above.
3. All candidates must have the equivalent of 12 credit hours of a “foreign” language (i.e., Language Other Than English (LOTE) except for candidates who are native speakers of a language other than English for which proof of literacy is required).
4. Completed Graduate Application submitted to the Office of Graduate Studies, including two current (within six months) letters of recommendation, and official academic transcripts from all prior undergraduate and graduate institutions (except SUNY Fredonia).
5. As part of the Graduate Application, TESOL candidates, regardless of native language, must submit a satisfactory 250-word essay in English that will be evaluated by the College of Education.
6. All TESOL candidates, including native speakers of English and native speakers of a language other than English, must meet the Language Proficiency Requirements by the deadlines provided (see 7 and 8 below). Failure to do so will result in removal from the program. (Candidates may apply to other master’s programs at the university, if they so qualify).
7. Language Proficiency Requirements for Native Speakers of English:
 - a. Candidates must demonstrate literacy in English by writing a graduate-level 250-word essay on a topic of the writer’s choice.
 - b. Candidates must complete the equivalent of 12 credit hours in a Language Other Than English (LOTE). This requirement can be satisfied by passing the New York State Regents LOTE exam earning a score of 85 percent or higher, scoring at the 50th percentile on the CLEP examination and completing 6 credit hours of undergraduate or graduate study of a LOTE.
 - c. Completion of a satisfactory intermediate 250-word essay in the LOTE. Candidates may be accepted conditionally into the TESOL program without the LOTE essay. Conditionally accepted candidates can complete 12 credit hours in the TESOL program before they are required to write the satisfactory 250-word essay in the LOTE. Matriculation into the TESOL program is contingent upon the satisfactory evaluation of this essay.

8. Language Proficiency Requirements for Non-native Speakers of English:
- Candidates must demonstrate literacy in English by writing a graduate level 250-word essay in English, on a topic of the writer's choice.
 - The 3 credit hour requirement for New York State for the Language Other Than English (LOTE) is waived.
 - Candidates must demonstrate literacy in their native language(s) by writing a graduate level 250-word essay in the native language and providing a notarized "Affidavit of Native Language."

TESOL Program Tracks

There are three (3) tracks for the TESOL program, based on the candidate's prior qualifications, as follows:

- Track 1* Candidates who have a master's degree and who have initial/provisional or professional/permanent certification in an approved area may choose to complete the 36 credit hour program and receive a second master's degree (36 credit hour program) or the Advanced Certificate (24 credit hour program). The programs are described below.
- Track 2* Candidates who have a baccalaureate degree and who have New York State initial/provisional certification in an approved area. These candidates must complete the 36-credit-hour program leading to the M.S.Ed. in TESOL and N.Y.S. Certification K-12.
- Track 3* Candidates who have a baccalaureate degree or a master's degree in an area of Liberal Arts or Natural Sciences (for example, English, Modern Languages, Mathematics, Biology, Chemistry, Physics, Geosciences, Philosophy, Music, Art, Sociology, History, Political Science) and who do not have teacher's certification of any type. The College of Education will recommend eligibility and approval for admission is made by the Dean of Graduate Studies. These candidates must complete the 36 credit hour program leading to the M.S.Ed. in TESOL and N.Y.S. Certification K-12, and must complete the following courses or requirements at either the undergraduate or graduate level, by advisement:

EDU 225	Developmental Development	3
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or one of the following:		3
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EDU 224	Adolescent Psychology	
EDU 501	Advanced Study: Child Psychology	
EDU 502	Psychology of Adolescence	

EDU 250 and EDU 251	The Exceptional Learner	3
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or equivalent graduate course to be approved by the Dean of the College of Education.

EDU 349	Educational Psychology	3
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or equivalent graduate course to be approved by the Dean of the College of Education.

EDU 300	Safe Schools/Healthy Students	3
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Fingerprinting Requirement.

Completion of the LAST and ATS-W and other pertinent New York State examinations for New York State certification.

Candidate must meet all existing and current requirements as mandated by the New York State Education Department and NCATE.

Program Requirements

	Hrs.
EDU 570 Using Educational Research to Improve Instruction This course must be completed within the first 9 credit hours of graduate study.	3
EDU 519 Curriculum Theory for the Second Language Classroom-ESL I	3
EDU 534 Curriculum Development for the Second Language Classroom-ESL II	3
EDU 540 Content Area ESL	3
EDU 563 Cultural Perspectives or elective	3
EDU 564 Linguistic Considerations for ELL Students	3
EDU 565 Language and Learning-Psycholinguistics/Language Acquisition	3
or	3
EDU 566 Sociolinguistic Considerations for Educators of ELL Students	3
EDU 568 Foundations of Bilingual Education	3
Elective	3
Any course in the Psychological Foundations; Exceptional Children; Social, Historical, Philosophical, or Comparative Foundations; Cultural and Linguistic Diversity; and Content and Pedagogy as well as LOTE can be used as an elective if the course is not used to satisfy other requirements of this program.	
EDU 671 Practicum and Seminar	3
EDU 690 Master's Thesis/Project	<u>3</u>
Total Credit Hours for Degree Completion:	36

ADVANCED CERTIFICATE: TESOL

Teaching English to Speakers of Other Languages (TESOL) K-12

Office: E278 Thompson Hall

(716) 673-4805

E-mail: John.Liontas@fredonia.edu

John I. Liontas, Program Coordinator

The Certificate of Advanced Study in TESOL is available for candidates who possess initial, provisional or permanent certification and already have completed a master's degree. The certificate leads to certification in TESOL K-12 after the completion of the following 24 credit hours.

Program Requirements

	Hrs.
EDU 519 Curriculum Theory for the Second Language Classroom-ESL I	3
EDU 534 Curriculum Development for the Second Language Classroom-ESL II	3
EDU 538 Cultural Literature	3
or	3
EDU 563 Cultural Perspectives	3
EDU 540 Content Area ESL	3
EDU 564 Linguistic Considerations for ELL Students	3

EDU 565	Language and Learning-Psycholinguistics/Language Acquisition	
or		3
EDU 566	Sociolinguistic Considerations for the Educators of ELL Students	
EDU 568	Foundations of Bilingual Education	3
EDU 571	Practicum and Seminar	<u>3</u>
Total Credit Hours for Program Completion:		24

ADVANCED CERTIFICATE: SCHOOL BUILDING LEADERSHIP

Office: E236 Thompson Hall

(716) 673-3245

E-mail: Charles.Stoddart@fredonia.edu

Charles Stoddart, *Program Coordinator*

The Advanced Certificate in School Building Leadership is available to candidates who already possess teaching certification, a master's degree in education or a related field, and three years of satisfactory teaching or professional experience in a Pre-K-12 setting. The program leads to a recommendation to the New York State Education Department for initial certification as a School Building Leader (SBL). This certificate allows the candidate to assume such roles as principal, assistant principal, supervisor, department chairperson, or program coordinator.

Requirements for Admission to the Program without Deficiencies:

1. New York State Education Department teaching certification.
2. Master's degree in education or related field with a minimum GPA of 3.0.
3. Three years satisfactory teaching or professional experience in a Pre-K-12 school.
4. Two written recommendations from the candidate's school superintendent and immediate supervisor.

Program Requirements

	Hrs.
A minimum of 30 semester hours of graduate-level courses, including a 600-clock hour internship:	
EDU 614 Principles of School Administration and Leadership	3
EDU 615 School Building Leader	3
EDU 616 Supervision I: Theory and Practice	3
EDU 617 Supervision II: Supervision to Improve Instruction	3
EDU 618 Internship I: Educational Leadership	3
EDU 619 Internship II: Educational Leadership	3
EDU 620 Public School Finance	3
EDU 624 Contemporary Problems in School Leadership	3
EDU 626 Public School Law	3
EDU 630 Creating Safe and Productive Schools	3
Internship Portfolio providing evidence of the candidate's impact on students in a Pre-K-12 setting.	0
Comprehensive oral or written examination that covers the professional component of the student's program, as determined by the advisor.	0
Total Credit Hours for Program Completion:	<u>30</u>

International Exchange Program

The College of Education provides opportunities for graduate degree candidates to study in the United Kingdom at Plymouth University in Exmouth, England, or Swansea Institute in Swansea, Wales. This five-week internship (May-June) includes classroom experience in the United Kingdom, organized cultural excursions, and free travel time for individual development. Candidates earn 3 hours of graduate credit that can be used to meet the Social Foundations requirement in the Curriculum and Instruction master's degree program or as an elective in programs with elective options (with advisor's approval). See EDU 548 below.

Graduate Courses in Education

EDU 501 Advanced Study: Child Psychology

Frequency: D

Methods for observing and measuring child behavior. Principles of research in the study of children. Study of contemporary areas of concern in child development, including psychological consequences of marital discord, daycare, television, paternal behavior, and family size.

Credits: 3

EDU 502 Psychology of Adolescence

Frequency: D

Influence of physical, sexual, and social factors on total personality during adolescence. Relationship to formation of attitudes toward self and others. Social, emotional, intellectual, and vocational adjustment demanded of youth in contemporary life.

Credits: 3

EDU 503 Evaluation in the Schools

Frequency: D

Practical applications of evaluation theory in the schools: preparation and use of teacher-made tests; selection, administration, and interpretation of standardized tests; the use of assessment data in school-related decision-making.

Credits: 3

EDU 504 The Exceptional Learner

Frequency: D

Introduces teachers to instructional approaches for meeting the needs of exceptional learners. Addresses practical considerations regarding placement options, instructional adaptations, and effective use of support services.

Credits: 3

EDU 505 The Process of Writing: K-12

Frequency: D

Examination of the writing process, with emphasis on the theoretical and practical issues in the teaching of composition. Details the importance and role of audience, voice, focus, prewriting, conferencing, peer editing, assessment, purpose, and mechanics. Participants write in several modes as part of observation and study of their own composing strategies, including an investigation of the stage or step model of writing.

Credits: 3

EDU 506 Introduction to Literacy Instruction

Frequency: A

Course is designed to provide an overview of literacy (reading, writing, viewing, speaking, listening, thinking) as a developmental process. It includes models of literacy that support learning and instruction, as well as addressing issues concerning emergent literacy, planning and evaluation, and programs funded at the state and federal levels.

Credits: 3

EDU 507 Group Processes in Education

Frequency: D

Implications of individual group relationships for teachers and administrators with respect to more effective teaching, higher student motivation, leadership identification and development, school climate, and organizational development.

*Credits: 3***EDU 508 Teaching Exceptional Learners**

Frequency: D

Addresses evidence-based instructional approaches, curriculum adaptation, placement options, and effective use of support services for exceptional learners, with an emphasis on instructional approaches to support them in inclusive settings and in the general education curriculum.

*Credits: 3***EDU 509 Teaching of Thinking**

Frequency: D

Study of an overall framework of teaching of and about thinking and teacher behaviors which create classroom conditions for thinking. Basic approaches to the teaching of thinking skills are explored through current programs, systems, and resources.

*Credits: 3***EDU 510 Applications of Technology in Literacy Instruction**

Frequency: B

Provides an overview of existing microcomputer software and hardware, new technologies, strategies, resources, and their applications to literacy instruction. Computer-assisted instruction and computer-managed instruction—as well as strategies used to evaluate commercially prepared software and websites—are explored. Addresses candidates in elementary and secondary literacy program.

*Credits: 1.5***EDU 514 Assessment of Exceptional Learners**

Frequency: D

Addresses proven formal and informal assessment approaches to be used by educators and related services professionals in identifying and teaching exceptional learners, with an emphasis on measurement strategies that inform their effective instruction.

*Credits: 3***EDU 516 Working with Children and Families from Poverty**

Frequency: D

This course provides an in-depth study of the culture of poverty (in contrast to middle class norms and values) using research-based frameworks (including Ruby Payne's *Framework for Understanding Poverty*). Candidates will explore an alternative definition of poverty, the hidden rules of classes, and the language structures used in poverty, in order to develop classroom tools, interventions, and resources for use with children and their families.

*Credits: 3***EDU 519 Curriculum Theory for the Second Language Classroom—ESL I**

Frequency: C

Discusses basis curriculum theory, providing models of curriculum development and their application to Pre K-12 classrooms, with an emphasis on constructivist, student-centered theories. Emphasizes basic curriculum theory for the English as a Second Language (ESL) classroom, providing an analysis of curriculum models for ESL and bilingual education. Basic methods of ESL are used, as students apply theory to classroom practice through research and projects. N.Y.S.E.D. Standards for ESL and the N.Y.S.E.D. ELA Standards applied to ELL students provide the basis for curriculum work. Infuses technology and Computer Assisted Language Learning (CALL) in methodology.

Credits: 3

EDU 520 Curriculum Framework Theory/Development

Frequency: B

Explores the people and changes impacting the history of curriculum in the U.S. Students will develop a usable curriculum/instructional framework, following acceptable curriculum development practice.

Credits: 3

EDU 525 Curriculum Framework Integration/Innovation

Frequency: B

Builds on EDU 520. A curriculum issues and development course, students analyze current developments in the field of curriculum and instruction. Students develop an innovative curriculum framework, integrating content frameworks and innovative techniques.

Credits: 3

EDU 526 Middle School Curriculum

Frequency: D

Study of the philosophy, organization, and curriculum of the middle school. Emphasis on the role of the teacher in the middle school. Research and experimental models are examined.

Credits: 3

EDU 528 Technology in the Schools

Frequency: D

Introduces teachers to effective use of technology in today's early childhood, elementary, middle, and secondary classrooms.

Credits: 3

EDU 529 Proactive Approaches to Classroom Management for Students with Disabilities

Frequency: D

Focus on research-based positive approaches to the prevention of and intervention on academic and social challenges of P-12 students with disabilities. Principles of classroom structure and organization, classroom management, positive proactive behavior management, and school-wide discipline plans are emphasized, with a basis in current research.

Credits: 3

EDU 530 Learning Theories and Teaching

Frequency: D

Case study-based approach to issues of instructional planning, instructional delivery, analysis of student performance, and teacher reflection and response. Incorporates the "Planning, Instructing, Reflecting, Responding" model adopted by Fredonia's Professional Education Unit.

Credits: 3

EDU 531 Philosophy of Education

Frequency: D

Orientation to major philosophical outlooks and problems in contemporary education.

Credits: 3

EDU 534 Curriculum Development for the Second Language Classroom—ESL II

Frequency: C

The course provides an historical overview of methods and approaches to teaching English as a Second Language. Approaches and strategies may include grammar-translation approach, the Silent Way, the Audio-lingual Method, Total Physical Response, Jazz Chants, the Natural Approach as well as Cooperative Learning, Multiple Intelligences, Whole Language, and psycho-sociolinguistic approaches. This course provides an opportunity for students to develop curriculum units, applying curriculum theory to various content areas. Students will apply ESL methods and materials to curriculum units and develop instructional strategies that exemplify "best practices" in the field. Students will employ innovative and technological strategies. English language development (ELD) lesson and unit planning as well as assessment of these are presented.

Prerequisite: EDU 519

Credits: 3

EDU 535 School and Society

Frequency: D

Analysis of the school in relation to other socializing influences. Examines cultural change and its effect upon education; the school in relation to specific problems of changing American communities; and research on teaching as an occupation.

*Credits: 3***EDU 537 Children's Literature**

Frequency: B

Investigation and study of children's literature, including recent research. Critical analysis of all literary genres for children, preschool through middle school. Emphasis on stimulation of interest and inquiry through current concerns (e.g., values education, stereotyping, censorship, visual literacy).

*Credits: 1.5***EDU 538 Cultural Literature**

Frequency: D

The course takes a transcultural/global approach to the promotion of literacy. Focusing on juvenile and children's literature – as well as on literature applicable to adolescents – the course exposes course participants to world literature. Within an in-depth global exploration of culture and values, students will glean intercultural awareness, stretching literacy beyond U.S. national borders. Using sound instructional practice and theory, participants will read novels written by international child protagonists. Participants will generate annotated bibliographies that will enrich classroom libraries and promote literacy at the elementary, middle, and high school levels.

*Credits: 3***EDU 539 Current Issues and Problems in Education**

Frequency: D

Addresses identification, definition, and analysis of problems and issues facing education today; current criticisms of public schools; responsibilities of the schools; questions of curriculum development; and how well schools are teaching basic skills.

*Credits: 3***EDU 540 Content Area English as a Second Language**

Frequency: D

The course explores Sheltered/Scaffolded English as a Second Language Instruction. This translates as workplace know-how and student-learning that is clearly delivered. Students benefiting from this format will have content broken down into manageable learning units and instructors will learn how to communicate these more simply. Ultimately, both the instructor and the learner will communicate effectively and sustainable learning will ensue. Participants in the course will learn how to deliver instruction and how to create instructional materials using this model. The ultimate goal of this course is to explore the different content areas in both school and the workplace to be able to translate instruction into meaningful learning.

Cognitive-Academic Language Learning Approaches (CALLA) and other content-area Specially Designed Academic Instruction in English (SDAIE) lessons will be covered. The SIOP model will be emphasized. Assessment of learning in the second language content-area is presented.

Prerequisite: EDU 519

*Credits: 3***EDU 543 Education for the Gifted and Talented**

Frequency: D

Focuses on development and implementation of educational programs for optimum growth of gifted/talented students, inclusive of curriculum content; organization of special schools and classes; teaching materials and methods; and the evaluation and administrative adjustments.

Credits: 3

EDU 544 Secondary School (Adolescence) Curriculum

Frequency: D

Study of secondary curriculum, inclusive of new mandates; emerging practices; varied viewpoints; relevant research; programs; and the roles of classroom teacher and school administrator in curriculum development.

Credits: 3

EDU 545 History of American Education

Frequency: D

Focuses on historical interpretation of American education inclusive of characteristics of American colonial education; and significant developments in American elementary, secondary, and higher education during the nineteenth and twentieth centuries.

Credits: 3

EDU 546 Models of Classroom Management

Frequency: D

Designed to expand traditional understanding of classroom management that focuses on discipline and behavioral problems. The course follows a comprehensive classroom management approach, focusing on areas of knowledge and skills that teachers need in order to be effective classroom managers.

Credits: 3

EDU 548 Practicum in International Teaching

Frequency: D

The course provides an opportunity to expand and practice teaching skills in an international setting. Participants will gain information on an educational system different from their own, gain experiences with the traditions and cultural values of the host country, and participate in classrooms where they can observe, assist, and teach. On-site U.S. faculty will assign readings to complement the practical experiences and will lead discussion seminars on topics and themes associated with the international experience.

Credits: 3

EDU 549 Comparative Education

Frequency: D

Focuses on educational systems in selected foreign countries, emphasizing educational philosophies and practices. Cultural, historical, and philosophical foundations underlying each educational system will be studied.

Credits: 3

EDU 553 Citizenship Education: Moral/Legal Education

Frequency: D

Focuses on K-12 curriculum planning and revision, as it relates to current moral and/or legal dilemmas facing teachers and students. Elements include law-related education, theoretical positions regarding moral development, moral dilemmas, and curricular implications and needed revisions.

Credits: 3

EDU 555 Methods of Bilingual Education

Frequency: C

Reviews, discusses, and analyzes teaching methods and techniques used in core subject areas (mathematics, science, and social studies) in bilingual education classrooms in the U.S. Assessment strategies as integral parts of teaching methodology are discussed (e.g., portfolios will develop and teach reading and/or writing lessons using strategies, peer groups and self-assessments). Emphasis is on methods and techniques using the language in which the bilingual extension is sought. The course includes suggestions for coordination with ESL content area instruction. Students produce and carry out lessons in the various subject areas. Required course for candidates pursuing a New York State Bilingual Education Extension; recommended for teachers working with English Language Learners.

Credits: 3

EDU 556 Teaching Language Arts in Spanish

Frequency: C

Focuses on teaching approaches and methodology used in the development of literacy skills by Spanish speaking students in the U.S. Emphasizes the understanding of the active interaction of reading, writing, listening, and speaking in the process of acquiring and mastering communication skills. Reviews and analyzes current technology and curricular materials used to teach the language arts. Students will develop and teach reading and/or writing lessons using course materials. Required for teachers pursuing a New York State Bilingual Education

Extension.

*Credits: 3***EDU 561 Contemporary Issues in Parent/Teacher Relationships**

Frequency: D

Focuses on building successful partnerships with families with diverse structures. Identifies models of family involvement in schools; strategies for increasing family involvement in classrooms; current educational mandates; implications for schools; and relevant research.

*Credits: 3***EDU 562 Infant Development and Education**

Frequency: C

Focuses on nutritional and psychological influences on prenatal, infant, and toddler growth and development, inclusive of current research in infant development; childbirth; breastfeeding; infant simulation; intellectual development; attachment behavior; and infants in group care.

*Credits: 3***EDU 563 Cultural Perspectives**

Frequency: C

Explores cultural awareness and diversity-related issues both in classrooms and the workplace, with a social sciences approach. Uses ethnographic investigations, document-based analysis, and cultural instruments to explore the diverse reality of today's classrooms and schools. Explores constructivist, student-centered, and equitable learning formats.

*Credits: 3***EDU 564 Linguistic Considerations for ELL Students**

Frequency: C

The course will present current theories of Second Language Acquisition as well as provide an overview of linguistic phenomena in phonology, morphology, syntax, semantics, and discourse analysis germane to the Second Language classroom. It will provide an examination of English grammar and errors common to second language learners. Language transfer, BICS vs. CALP, hypotheses of major theorists in the fields of SLA and linguistics will be discussed. The course will allow students to apply theoretical models and scientific findings to classroom practice in grades N-12 through research and practice.

Prerequisite: EDU 305 or EDU 563

*Credits: 3***EDU 565 Language and Learning: Psycholinguistics/Language Acquisition**

Frequency: C

The course provides students with theoretical models and scientific findings relative to the cognition of language. First language acquisition and second language acquisition are the shared focus of the course, with the phenomena common to bilingual speakers emphasized. Students will complete research projects. The course will enable students to apply theory to classroom situations and provide a compendium of "best practices" to enable classroom teachers to stimulate active learning. May be taken instead of EDU 566.

Credits: 3

EDU 566 Sociolinguistic Considerations for Educators of ELL Students

Frequency: D

After reviewing models of first and second language acquisition, this course will discuss sociolinguistic phenomena such as code switching, dialects and idiolects, language transfer, loan words, and appropriate discourse. Common misconceptions regarding “Spanglish” and other linguistic phenomena will be discussed. Phenomena associated with “languages in contact” will be emphasized. Students will apply theoretical models to classroom practice through research and projects. (May be taken instead of EDU 565 Language and Learning by TESOL candidates.)

Credits: 3

EDU 568 Foundations of Bilingual Education

Frequency: C

This course provides the basic theories, issues, and concepts related to teaching bilingual students in N-12 classrooms. Program models will be presented that employ bilingual education and integrated ESL services as well as other models. Classroom strategies impacting student behavior and student learning are discussed. Current issues are discussed and students given opportunities to conduct library research. The course will address U.S. bilingual education in terms of historical, theoretical, and practice/methods used in schools. Emphasis is on bilingual education from the 1960s to the present, Federal legislation (Title VII, Title III), the No Child Left Behind Act, Supreme and lower court decisions, state legislation, and other legal aspects.

Credits: 3

EDU 570 Using Educational Research to Improve Instruction

Frequency: A

Assists educational practitioners to become knowledgeable consumers of research and evaluation reports by helping them critically analyze and evaluate research. It examines the nature of reasoning in educational research, the use of measurement procedures in quantifying traits, the role of design in testing hypotheses, the role of statistics in analyzing data, and the limitations inherent in generalizing the results of research studies. Should be taken in the first 9 credit hours of graduate study.

Credits: 3

EDU 579 Social Foundations of Literacy

Frequency: B

Encourages and prepares literacy educators to be sensitive to cultural and social needs of diverse pupil populations by studying relevant literature and case studies. In this course, literacy educators investigate the language-specific issues of sociology that permeate all social interactions in school and school-related environments whether spoken, non-verbal, or written.

Credits: 3

EDU 580 Teaching Grades 7-12

Frequency: D

Practical suggestions for teacher working in secondary school, with a focus on materials and teaching procedures for specific units of work such as: teaching as problem-solving, evaluation strategies, instructional techniques, and recent developments in educational thinking and practice that have affected the curriculum. Special attention to selected topics according to needs and interest of participants. *Note:* A selected area is to be designated: General, English, Mathematics, Foreign Languages, Science, or Social Studies.

Credits: 3

EDU 581 Japanese Culture and Education

Frequency: D

Provides an overview of the Japanese educational system and Japanese educational psychology. Examines historical influences on Japanese educational values; and the nature of typical Japanese schools at all levels of compulsory education. Unique educational approaches, such as juku and kumon, are reviewed.

Credits: 3

EDU 582 Classroom Expectancy and Effects

Frequency: D

Focuses on the impact of expectations on student teacher interactions. Participants will learn how their own behaviors may inadvertently create self-fulfilling prophecies, how student performance and relationships with students may be affected, and how reducing perceptual and behavioral biases can result in a better classroom environment. *Note:* Cross-listed as PSY 546.

*Credits: 3***EDU 583 Individualized Literacy Instruction**

Frequency: B

In this first clinical course, the content will encourage and prepare classroom teachers to teach reading through individualized and learner-oriented activities. Selection, preparation, production and use of distinctive activities to individualize reading are emphasized. This course offers hands-on experience with children in individualized settings.

*Credits: 3***EDU 585 Adolescent Literature**

Frequency: B

Provides an overview of critical issues on various types of young adult literature, including forms of media that represent literature. Candidates will examine historical and contemporary literature, both fiction and non-fiction. They will also identify and select appropriate reading materials, and teaching strategies to meet diverse needs of adolescent students, based on socio-cultural and academic backgrounds.

*Credits: 1.5***EDU 586 Literacy in the Content Areas**

Frequency: B

Course extends studies in the foundations of literacy by emphasizing the relationship between learning how to read and write to reading and writing to learn. The primary focus of the course is to develop the understanding that literacy is addressed, explored, and taught in all curricular areas including science, social studies, and mathematics. Assignments will be adjusted to match requirements for majors in Literacy Education Birth to Grade 6 and Literacy Education Grades 5-12.

*Credits: 3***EDU 587 Psychological Foundations of Literacy**

Frequency: B

Through interactive activities, candidates acquire knowledge about basic psychological foundations of reading, writing, spelling, viewing, and addressing linguistic components that are essential for literacy educators to comfortably instruct the increasingly diverse group of learners in today's classrooms. Addresses elementary and secondary literacy programs.

*Credits: 3***EDU 588 Learning to Write: Pre K-Grade 6**

Frequency: D

Candidates engage interactively in activities, discussions, and readings about the development of writing skills and strategies in Pre K-6 students. Addresses current state standards, text types, appropriate teaching strategies for diverse learners, and assessment.

*Credits: 3***EDU 589 Writing in the Middle and Secondary Schools**

Frequency: D

Candidates engage interactively in various activities, discussions and readings about the development of writing skills and strategies in secondary schools. Current state standards, text types, appropriate teaching strategies for diverse learners, and assessment will be addressed.

*Credits: 3***EDU 591 Special Topics**

Frequency: B

In-depth exploration of selected topics in professional education. Principal focus of the course varies.

Credits: 3

EDU 603 Issues, Trends, and Research in Elementary (Childhood) Science

Frequency: C

Focuses on issues, trends, and research in teaching science in the elementary school. Emphasis on individual readings and seminar discussions, using primary and secondary sources of research.

Credits: 3

EDU 605 Issues, Trends, and Research in Elementary (Childhood) Language Arts

Frequency: B

Focuses on the structure and organization of English language arts programs; examination of past and current research; and evaluation of current programs. Emphasis on individual readings and seminar discussions, using primary and secondary sources of research.

Credits: 3

EDU 611 Advanced Seminar in Elementary Education

Frequency: D

Individual research on problems of special interest, under the guidance of one or more faculty members.

Credits: 3

EDU 613 Remediation of Literacy Difficulties

Frequency: B

In this second clinical course, candidates learn theory and then demonstrate in practice understandings about the nature, causes, and remediation of literacy difficulties. Includes supervised clinic/practicum.

Prerequisite: EDU 583

Credits: 3

EDU 614 Principles of School Administration and Leadership

Frequency: B

The first level administrative course is designed to provide students with an introduction to school leadership theory and practice and the structure of education at the local, state and national level. The role of the administrator as a service agent for instruction and his/her function as the coordinator of school programs will be emphasized. Students will construct their perception of the role of the principal with an emphasis on the diverse and sometimes conflicting responsibilities. The paradox of the principalship, the need to be both an effective leader and manager, will be emphasized.

Credits: 3

EDU 615 School Building Leader

Frequency: B

The course explores the nature, responsibilities, and developing status of elementary and secondary principals and supervisors. The course is designed to provide an exploration of the issues of school culture, leadership, change theory, and data analysis as they relate to school leadership in P-12 education. Course content will focus on creating a culture of learning, investigating the elements of effective leadership, and planning for school improvement.

Credits: 3

EDU 616 Supervision I: Theory and Practice

Frequency: B

The course is designed to provide an introduction to the theory and practice of supervision. Course content will focus on developing the skills an effective supervisor uses in recruiting, selecting, observing, evaluating, and conferencing with teachers in order to improve instruction. In addition, students will explore models of effective teaching and critically review laws, policies, and administrative regulations regarding teacher supervision and evaluation.

Credits: 3

EDU 617 Supervision II: Supervision to Improve Instruction

Frequency: B

The course provides an overview of the theory and practice of supervising instructional programs with an emphasis on reviewing data and revising curriculum to improve student outcomes.

Course content will focus on developing the skills an effective supervisor uses in organizing and working with groups to improve instruction. The role of the school leader in building learning communities that support instructional improvement will be emphasized. The course content and activities will focus on the curriculum revision process with an emphasis on the role of standards, best practice, professional development and assessment. Students will review the history of curriculum in the United States. In addition, the need for curriculum to be responsive to the special needs presented by students' background will be investigated.

*Credits: 3***EDU 618 Internship I: Educational Leadership**

Frequency: A

The field experience provides the opportunity to directly participate in the activities related to the functions of a school administrator/supervisor/leader in a school district. Candidates attend seminars to discuss leadership issues and explore topics raised by their experiences in the field.

*Credits: 3***EDU 619 Internship II: Educational Leadership**

Frequency: A

The field experience provides the continuing opportunity to directly participate in the activities related to the functions of a school administrator/supervisor/leader with an emphasis on community, district policy, board of education, legislation, evaluation and communication. Candidates attend seminars to discuss leadership issues and explore topics raised by their experiences in the field.

*Credits: 3***EDU 620 Public School Finance**

Frequency: B

The course focuses on the factors associated with the financial support of public education at the local, state and national levels. The analysis and study of legislation, Commissioner's Decisions, BOCES and regulations as they pertain to the support of programs that lead to the development of local budgets as an educational objective of the school district, board of education and the community will be studied.

*Credits: 3***EDU 624 Contemporary Problems in School Leadership**

Frequency: D

The course is devoted to the intensive study of selected current or emerging problems in administration, supervision and leadership. The course will explore significant issues involving: the Politics of Education; studies in Administrative Leadership; School – Community Relations; Collective Negotiations; School Personnel; Curriculum, Instruction and Assessment.

*Credits: 3***EDU 625 Early Childhood Curriculum**

Frequency: D

Focuses on educational experiences for children; parent involvement; health, psychological, and social services; planning and adaptation of facilities; utilization of materials and equipment; and development of internal program evaluation.

*Credits: 3***EDU 626 Public School Law**

Frequency: D

The course is devoted to the study of law and the principles of law as they apply to organization and administration of education at the local, state and national levels. Special attention to the laws, rules, regulations and court decisions that influence district employees, policy, administrative operations and the community will be emphasized. The use of negotiation strategies to reach agreement will be studied.

Credits: 3

EDU 629 Issues, Trends, and Research in Early Childhood Education

Frequency: D

Explores basic issues in early childhood education, current trends, and past and current research.

Credits: 3

EDU 630 Educational Administration Special Topics

Frequency: B

Advanced course devoted to the analysis of one topic, which may be selected from the following: Creating Safe and Productive Schools, The Politics of Education, Studies in Administrative Leadership, School-Community Relations, Collective Negotiations, School Personnel Administration, Administering Innovation Programs, or Management Objectives.

Credits: 3

EDU 635 Curriculum Development in Social Studies Education

Frequency: D

Investigates basic principles in curriculum development in elementary social studies. Examines current social studies curricula and materials. Students develop social studies curriculum projects of special interest.

Credits: 3

EDU 636 Issues, Trends, and Research in Elementary School Social Studies

Frequency: B

Examines the structure and organization of social studies programs. Focuses on past and current issues, trends, and research in social studies education; and evaluation of current social studies programs.

Credits: 3

EDU 640 Issues, Trends, and Research in Elementary (Childhood) Mathematics

Frequency: D

Examines issues and trends in elementary school mathematics programs. Reviews components of modern programs in elementary school mathematics, based on an examination of experimental programs, trends, and current materials. Focuses on content, instructional materials, procedures, and evaluation of current programs.

Credits: 3

EDU 642 Activity-Oriented Elementary Mathematics

Frequency: D

Prepares teachers to teach elementary mathematics through laboratory and learner-oriented activities. Class members prepare laboratory materials, kits, and activity-type lessons for their own classrooms.

Credits: 3

EDU 643 Diagnosis and Treatment of Learning Difficulties in Elementary (Childhood) Mathematics

Frequency: D

Examination of symptoms and causes of learning difficulties in mathematics, including a systematic approach to the diagnosis of these difficulties through the use of both individual and group techniques. Reviews guidelines for prescribing and evaluating remedial instruction.

Credits: 3

EDU 651 Issues and Research in Literacy

Frequency: D

Entails the critical analysis of past and current issues, trends, and research in literacy. In addition, it includes the evaluation of current reading and writing programs. Candidates will conduct literature reviews and write research proposals. Seminar class.

Prerequisite: EDU 570

Credits: 3

EDU 652 Literacy Assessment

Frequency: B

Investigates the nature and possible causes of literacy disabilities as well as principles underlying the assessment and diagnosis of literacy difficulties. Candidates will develop competence in analyzing reading and writing problems through the use of a variety of diagnostic techniques.

*Credits: 3***EDU 653 Diagnosis of Literacy Difficulties**

Frequency: B

Includes the administration, interpretation, and evaluation of individual diagnostic instruments used in the evaluation of reading disabilities, as well as the preparation of case studies. Course participants will be involved in the development and evaluation of professional development programs that involve paraprofessionals.

Prerequisite/co-requisite: EDU 506 and EDU 583

*Credits: 3***EDU 655 Clinical Applications of Literacy Instruction**

Frequency: B

In this third clinical course, candidates apply multiple literacy and instructional techniques to enhance student's decoding, comprehension, and writing. The course addresses candidates in both elementary and secondary literacy programs.

Prerequisites: EDU 583 and EDU 613

*Credits: 3***EDU 659 Master's Thesis/Project in Literacy**

Frequency: A

The course is designed to help candidates refine their skills in analysis and evaluation of research and go through the process of conducting education research, including the preparation of a project or thesis.

Prerequisite: Completion of 33 credit hours in Literacy Education

*Credits: 3***EDU 660 Conducting Educational Research**

Frequency: A

Focuses on the development of a research or curriculum project proposal.

Prerequisite: EDU 570 or equivalent.

*Credits: 3***EDU 670 Independent Study**

Frequency: A

Provides advanced graduate students the opportunity to work individually on problems of special concern not otherwise available through regular course offerings, under the direction of a qualified faculty member.

*Credits: 1-12***EDU 671 Practicum/Seminar**

Frequency: C

The course provides classroom instruction and field practice for educators of LEP/ELL students. It provides a supervised student teaching experience for graduate students who are already certified in an approved area of education. Students are placed in an ESL/BE classroom or resource room at a grade level appropriate to their circumstances; students holding an early childhood or childhood certificate will be placed in a middle school or secondary school (grades 5-12); students already holding a middle school or adolescent certificate will be placed in an elementary school setting (grades K-6). The field placement shall be for four days per week, six hours per day, for a minimum of six weeks, maximum of 10 weeks, depending on whether taken in the fall/spring or summer session. The seminar focuses on topics germane to teaching students in grades K-12 in an ESL/BE setting. Students will attend a three hour seminar each week throughout the semester or summer session. Classroom theory is applied to field practice.

Required course.

Credits: 3

EDU 680 Master's Comprehensive Examination

Frequency: A

The comprehensive examination is one of the capstone options for candidates in the Curriculum and Instruction, Literacy Education: Birth-Grade 6, and Literacy Education: Grades 5-12 programs. This is a three-part, intensive written examination in the areas of education research, foundational studies (psychology, sociology, exceptionality, and diversity), and content area pedagogy. Examinations are tentatively administered on the first Saturday of December, March, and August, but examination dates are subject to change. This course is grades S/U and may be repeated once if a grade of U is earned.

Prerequisite: Enrollment in final semester of graduate study or approval of Dean of College of Education

Credits: 0

EDU 690-691 Master's Thesis/Project

Frequency: A

Research involving the preparation of a project, essay, or thesis.

Prerequisite: EDU 570 or equivalent

Credits: 3-6

ENGLISH

Office: 277 Fenton Hall

(716) 673-3125

E-mail: English.Department@fredonia.edu

Jeanette McVicker, *Chairperson*

Sandra Liggins, *Graduate Coordinator*

The graduate program in English offers two graduate degrees, the Master of Arts and the Master of Science in Education, and provides students the opportunity to study language and literature in various cultures and media. The program emphasizes the importance of "learning how to learn" rather than becoming only storehouses of information. Equally important is giving potential and practicing teachers the opportunity to refine, discover, or change their own approaches to the teaching of language, literature, and literacy.

Master of Arts

Departmental Requirements for Admission to the Program:

The deadlines for "Completed Applications" conform to university policy that identifies April 1 for admission in the summer and fall semesters and November 1 for admission in the spring semester.

"Completed Applications" must include all of the following:

- A. Writing Sample. This 8 to 20 page essay should demonstrate the applicant's interpretive, critical, and writing skills as well as identify his/her intellectual interests.
- B. Transcript(s) of prior college performance. Candidates with at least a GPA of 3.0 in an English major will receive preference for admission. An applicant with a lower GPA in the major may be admitted conditionally with the approval of the chairperson and the Dean of Graduate Studies.
- C. Statement of Intent. (See Graduate Application.)

- D. At least two letters attesting to the candidate's breadth of preparation and quality of performance in an undergraduate English major or equivalent and, if applicable, a letter from a school administrator addressing performance as a teacher of English.

Any student applying to the program who has not completed an English degree (e.g., an applicant with a degree in history) must take or have taken the equivalent of a minor in English. The Chair of the Department of English will review the scope and content of these courses to determine if any additional preparation or course work will be required prior to an applicant's acceptance as a candidate for the master's degree. The applicant is required to maintain, or have maintained, an overall GPA of 3.0 in these courses.

Recommended preparation for graduate studies in English includes course work related to world literature(s), an author in depth, a literary period, and criticism and theory. Students who have completed an undergraduate English degree before 1995 might consider auditing a literary criticism and theory course in the department, or familiarizing themselves with recent theoretical developments in the field. Useful anthologies are listed on the department's website, www.fredonia.edu/department/english/.

Students are assigned advisors and are responsible for conferring with them to ensure they are meeting the following program requirements.

Program Requirements

	Hrs.
At least 30 credit hours of graduate-level courses, including:	
A. Twelve (12) credit hours, as follows:	
ENGL 510 Major Writers	3
ENGL 512 Historical Perspectives in Literature	3
ENGL 514 Comparative Approaches to Literature	3
and	
ENGL 516 Criticism and Theory I	
or	3
ENGL 518 Criticism and Theory II	
B. Twelve (12) additional credit hours of course work in English chosen in consultation with the student's faculty advisor. For those seeking permanent certification, 6 credit hours must be in ENGL 554 and ENGL 665. No more than 9 credit hours in ENGL 580 and no more than 6 credit hours of ENGL 605: Independent Study can be counted toward the degree.	12
C. Six (6) additional credit hours chosen from English courses numbered 510, 512, 514, 516, 518, 520, 554, or 665	
or	6
ENGL 690 and ENGL 691 Thesis Research I and II and an oral defense of the thesis. ENGL 691 must be the final 3 credit hours taken among the 30 hours required	
D. ENGL 601 Graduate Portfolio Completion	0
A completed portfolio is required for all English degree candidates, and the portfolio must be approved by the English advisor prior to approval of degree. Student should see the course description.	

A description of portfolio requirements is available in the English department office. The portfolio should be completed by the fifth week of class in the semester during which the student is registered for ENGL 601, typically the student's final semester in the graduate program.

- E. With the approval of the chairperson of the Department of English, the student may use up to 6 credit hours of graduate-level work in related fields to complete the 30 credit hour requirement.

Total Credit Hours for Degree Completion:

30

Master of Science in Education: English 7-12

Requirements for Admission to the Program without Deficiencies:

The deadlines for "Completed Applications" conform to university policy that identifies April 1 for admission in the summer and fall semesters and November 1 for admission in the spring semester.

Completed Applications must include all of the following:

- A. A writing sample. This 8 to 20 page essay should demonstrate the applicant's interpretive, critical, and writing skills as well as identify his/her intellectual interests.
- B. Official transcript(s) of prior college performance. Applicants need an undergraduate GPA of 2.75 or above. Applicants with at least a 3.0 GPA in an English major will receive preference for admission. An applicant with a lower GPA in the major may be admitted conditionally with the approval of the chairperson and the Dean of Graduate Studies.
- C. A Statement of Intent. (See Graduate Application.)
- D. At least two letters attesting to the candidate's breadth of preparation and quality of performance in an undergraduate English major or equivalent, and, if applicable, a letter from a school administrator addressing performance as a teacher of English.
- E. Copy of initial certification to teach English in the secondary schools of New York State, or equivalent preparation, for those seeking professional certification.

Program Requirements

Hrs.

Students are assigned advisors and are responsible for conferring with them to ensure they are meeting the following program requirements.

At least 30 credit hours of graduate-level work, including:

- A. 9 credit hours, as follows:

EDU 570 Understanding Educational Research to Improve Instruction	3
Plus two EDU courses - one from the following categories, and one that addresses content and/or pedagogy.	6

1. Psychological Foundations

EDU 501	Advanced Study: Child Psychology
EDU 502	Psychology of Adolescence
EDU 503	Evaluation in the Schools
EDU 507	Group Processes in Education

EDU 509	Teaching of Thinking
EDU 529	Proactive Approaches to Classroom

2. *Management for Students with Disabilities*

EDU 546	Models of Classroom Management
EDU 530	Learning Theories and Teaching
EDU 562	Infant Development and Education
EDU 582	Classroom Expectancy and Effects

3. *Exceptional Education*

EDU 504	The Exceptional Learner
EDU 508	Teaching Exceptional Learners
EDU 543	Education for Gifted and Talented

4. *Social, Historical, and Legal Foundations of Education*

EDU 531	Philosophy of Education
EDU 535	School and Society
EDU 539	Current Issues and Problems in Education
EDU 545	History of American Education
EDU 549	Comparative Education

5. *Cultural/Linguistic Diversity*

EDU 516	Working with Children and Families from Poverty
EDU 537	Comparative Children's Literature
EDU 538	Cultural Literature
EDU 563	Cultural Perspectives
EDU 565	Language and Learning-Psycholinguistics/Language Acquisition

One course in the Content and Pedagogy category and/or an additional course that may become available in that category 3

EDU 520	Curriculum Framework Theory/Development
EDU 525	Curriculum Framework Integration/Innovation
EDU 526	Middle School Curriculum
EDU 528	Technology in the Schools

B. Twenty-one (21) credit hours in English as indicated below:

ENGL 510	Major Writers	3
ENGL 512	Historical Perspectives in Literature	3
ENGL 514	Comparative Approaches to Literature	3
ENGL 516	Criticism and Theory I or II	3
or 518		
ENGL 554	Teaching Writing in the Secondary School	3
ENGL 665	Studies in English Education	3

One additional graduate elective in English 3

C. ENGL 601 Graduate Portfolio Completion 0

A completed portfolio is required for all English degree candidates, and the portfolio must be approved by the English advisor prior to approval of degree. See course description below.

A description of portfolio requirements is available in English department office. The portfolio should be completed by the fifth week of class in the semester during which the student is registered for ENGL 601, typically the student's final semester in the graduate program.

Total Credit Hours for Degree Completion:

30

Graduate Course Entrance Policy

1. Priority will be given to students who have already been admitted to graduate study in English at Fredonia and are enrolled in one other graduate English course.
2. Admission to graduate courses in English for approved, non-degree graduate students may be granted on a “space available” basis.
3. All other graduate students will be admitted to graduate courses depending on their preparation and as space permits.
4. With permission of the instructor, and approval of the English Chairperson and the Dean of Graduate Studies, qualified undergraduates may take 500-level graduate courses in accordance with the stated rules provided in the Undergraduate Catalog and as space permits.

For certification information, please see pages 34-36.

Graduate Courses in English

ENGL 510 Major Writers

Frequency: B

Study in-depth of one writer or up to three writers related on the basis of a unifying principle.

Credits: 3

ENGL 512 Historical Perspectives in Literature

Frequency: B

Study of the development of important movements or concepts in literature.

Credits: 3

ENGL 514 Comparative Approaches to Literature

Frequency: B

Study of literary works from different time periods, nations, or cultures.

Credits: 3

ENGL 516 Criticism and Theory I

Frequency: C

Part one of the historical study of critical and theoretical approaches to literature and the teaching of literature, with concentration on authors pre-1900.

Credits: 3

ENGL 518 Criticism and Theory II

Frequency: C

Part two of the historical study of critical and theoretical approaches to literature and the teaching of literature, with concentration on authors post 1900.

Credits: 3

ENGL 520 Graduate Seminar in Literature and Culture

Frequency: C

A variable-content course, interdisciplinary in nature, featuring a contemporary topic central to the discipline.

Credits: 3

ENGL 554 Teaching Writing in the Secondary School

Frequency: C

Study of and practice in approaches to teaching writing, with emphasis on whole language instruction. Survey of recent research in written composition and its applications in the secondary classroom.

Credits: 3

ENGL 580 Studies in Literature

Frequency: A

Study in literature or language in conjunction with a cross-listed undergraduate 400 level course. Graduate students are required to do graduate-level work beyond the course requirements for undergraduate students.

*Credits: 3***ENGL 590 Special Topics**

Frequency: D

A variable-content course on topics announced in the *Course Offerings Bulletin* each semester.

*Credits: 1-6***ENGL 601 Portfolio Completion**

Frequency: A

Required for all M.A. and M.S.Ed. candidates. Gives recognition and validation for the thoughtful completion of all parts of the required reflexive portfolio.

*Credits: 0***ENGL 605 Independent Study**

Frequency: A

Independent study of a defined topic under the supervision of an instructor. No more than 6 credit hours of this course may be applied to degree requirements.

*Credits: 3***ENGL 665 Studies in English Education**

Frequency: C

Study of components of English with emphasis on the relationships between linguistics, criticism, composition, media, and learning theories. Focus is on the implications of these relationships for teaching English.

*Credits: 3***ENGL 690 Thesis Research I**

Frequency: A

Directed research culminating in a thesis. ENGL 690 and ENGL 691 must be taken sequentially in separate semesters.

*Credits: 3***ENGL 691 Thesis Research II**

Frequency: A

Directed research culminating in a thesis. ENGL 690 and ENGL 691 must be taken sequentially in separate semesters.

Prerequisite(s): ENGL 690

*Credits: 3***GEOSCIENCES**

Office: 106 Houghton Hall

(716) 673-3303

E-mail: Geosciences.Department@fredonia.edu**John L. Berkley**, *Chairperson*

The Department of Geosciences offers graduate courses on an individualized basis in advanced geosciences projects, independent studies and independent research. Students interested in taking any of these courses should contact the department for information and approval prior to enrollment.

Master of Science in Education: Curriculum and Instruction – Middle and Adolescence Science Education Track

Students interested in this program should contact Holly Lawson, coordinator of the Science Education Partnership and associate professor of chemistry, or Michael Jabot, associate dean of the College of Education, concerning courses which will fulfill the requirement of courses linking content and pedagogy.

For certification information, please see pages 34-36.

Graduate Courses in Geosciences

GEO 580-589 Special Topics in Advanced Geosciences

Frequency: D

Special areas of problems in advanced geosciences not covered by regular graduate courses.

Credits: 3

GEO 590 Independent Study

Frequency: D

Independent study of topics not covered in regular graduate course offerings and pertinent to student's program of study or future career.

Credits: 3

GEO 610 Independent Research

Frequency: D

Independent research and study in current geoscientific problems based on laboratory and field research or current literature.

Credits: 3

GEO 615 Independent Research

Frequency: D

Independent research and study in current geoscientific problems based on laboratory and field research or current literature.

Credits: 3

GEO 690 Thesis Research

Frequency: D

Thesis research projects in an area of the geosciences.

Credits: 1-3

HEALTH, WELLNESS AND RECREATION

Office: 116 Dods Hall

(716) 673-3101

E-mail: Health.Wellness@fredonia.edu

Charles C. Davis, *Chairperson*

The Department of Health, Wellness and Recreation offers graduate courses on an occasional basis and regularly mentors graduate students who are working on independent study courses and research projects in Interdisciplinary Studies. Students interested in taking these courses should contact the department for information and approval prior to enrollment.

Graduate Courses in Health, Wellness and Recreation

HLTH 502 Stress Management

Frequency: B

The course deals with the physiological, psychological aspects of stress as it affects individual performance and people within the workplace and educational environments. Stress causes, effects, and management strategies will be introduced in this course.

Credits: 3

HISTORY

Office: E332 Thompson Hall
(716) 673-3277

E-mail: History.Department@fredonia.edu

Ellen Litwicki, *Chairperson*

A. Jacqueline Swansinger, *Graduate Coordinator*

The Master of Science in Education, Social Studies Adolescence is a program for those holding the initial or provisional certification in secondary and/or adolescence social studies and who are seeking to fulfill the graduate education requirements for professional or permanent certification. Because of the heavy emphasis on both United States and Global history in the New York State secondary social studies curriculum, the program requires significant course work in U.S. and Global history. Applicants who have fewer than 21 undergraduate credit hours in history may be required to supplement their undergraduate course work before admission to the program. Candidates for the Master of Science in Education, Social Studies Adolescence will be required to complete a capstone project, the creation of comprehensive curricular materials relating to a specific topic. Candidates will develop these materials in consultation with an advisor in the history department.

Master of Science in Education: Adolescence Social Studies

Departmental Requirements for Admission to the Program without Deficiencies:

1. Initial or Provisional Certification in Secondary and/or Adolescence Social Studies Education.
2. Twenty-seven (27) undergraduate credit hours in the social sciences, with 21 of those credit hours in history.
3. At least a 2.75 grade point average in all undergraduate courses. Once accepted into the program, candidates must maintain a 3.0 GPA to remain in the program.
4. Satisfactory scores on the general aptitude sections of the Graduate Record Examination. Candidates applying for financial aid must include GRE scores with initial application.

Applicants who fail to meet all the requirements may be considered for conditional admission to the program.

Program Requirements

A. History (five courses)		Hrs.
HIST 623	Readings in World History	3
HIST 633	Research Seminar in World History	3
HIST 643	Readings in American History	3
HIST 653	Research Seminar in American History	3
HIST 670	Curriculum Development Project	3

INTL 500 may be substituted for a History or a Political Science requirement with the approval of the department chairperson.

B. Education (three courses)

EDU 570 Using Education Research to Improve Instruction 3

One course in Psychological Foundations or Exceptional Education to be selected from the following: 3

EDU 502 Psychology of Adolescence

EDU 503 Evaluation in the Schools

EDU 504 The Exceptional Learner

EDU 508 Mainstreaming

EDU 529 Behavioral Disorders in School Children

EDU 530 Learning Theories and the Teaching Process

EDU 543 Education of the Gifted and Talented

One course in Social, Historical, Legal Foundations of Education 3

EDU 531 Philosophy of Education

EDU 535 School and Society

EDU 539 Current Issues and Problems in Education

EDU 545 History of American Education

EDU 549 Comparative Education

Total in Education: 9

(Other courses may be substituted by advisement.)

C. Political Science (any two graduate courses)

POLI 520 Civic Education and Engagement

POLI 525 The Presidency and the Law

POLI 530 Seminar in Comparative Politics

POLI 550 Seminar in International Politics

POLI 560 Seminar in Political Theory

POLI 570 Seminar in Law and Judiciary

POLI 580 Seminar in Public Policy

Total in Political Science: 6

INTL 500 may be substituted for a History or a Political Science requirement with the approval of the department chairperson.

Total Credit Hours for Degree Completion: 30

For certification information, please see pages 34-36.

Graduate Courses in History**HIST 500 Special Topics**

Frequency: D

Directed Study of a defined topic, to be arranged with and supervised by the instructor.

*Credits: 0-3***HIST 623 Readings in World History**

Frequency: B

Themes and issues in recent scholarship on world history. Content varies from semester to semester according to instructor.

*Credits: 3***HIST 633 Graduate Research Seminar: World History**

Frequency: B

Research topics and methodologies in world history. Content varies from semester to semester according to instructor.

Credits: 3

HIST 643 Readings in American History

Frequency: B

A graduate-level introduction to the historical literature for a particular chronological period or subject. Content varies from semester to semester, according to instructor, yet all offerings have a pedagogical component. Possible topics include the colonial era, the family, the Civil War and Reconstruction, and the African American experience.

*Credits: 3***HIST 653 Research Seminar in American History**

Frequency: B

A graduate level research seminar in American history. Content varies according to instructor. Students will become familiar with the basic literature in the area of study and will conduct original research in that area.

*Credits: 3***HIST 670 Curriculum Development Project**

Frequency: A

Design, development and production of a curriculum unit relating to a particular topic in world history or American history. Project must be approved by the department graduate committee; work is done in consultation with faculty advisor and the final work is defended before a faculty committee.

*Credits: 3***INTERDISCIPLINARY STUDIES**

Office: 2142 Fenton Hall

(716) 673-3808

E-mail: Leonard.Faulk@fredonia.edu

Leonard Faulk, *Interim Dean of Graduate Studies and Lifelong Learning*

Interdisciplinary Studies offers two degrees, the Master of Arts and the Master of Science. These individually created degree programs are designed specifically for highly motivated, self-directed students whose personal, educational or career goals require programs that are not found within the traditional graduate boundaries of a single discipline. This degree does not lead to SUNY Fredonia's recommendation for certification, so applicants who are pursuing teaching credentials are advised to investigate alternative certification opportunities.

Requirements for Admission to the Program without Deficiencies:

Earned bachelor's degree at an accredited institution with an overall GPA of at least 2.5. Undergraduate and/or previous graduate transcripts should reveal adequate preparation in selected disciplines to meet graduate course prerequisites.

In some cases in which the applicant may not meet those standards, applicants may be granted conditional graduate acceptance. At a later time, the granting of matriculated status would be contingent on successful completion of undergraduate foundational courses as approved by the advisor or of a stipulated number of graduate courses to demonstrate academic ability.

Along with the submission of all materials required for a full graduate application packet, applicants for course work and/or degree programs in Interdisciplinary Studies must complete a separate two-part proposal form available in the Graduate Office. Part I of this form requires the applicant to provide an explanation of the proposed program; Part II asks for both a proposed program topic or title and a list of

graduate courses at the 500- and/or 600-level that will constitute the entire 30 credit hour program.

As part of the application review process, the Graduate Office will send the details of the proposed program to the departments mentioned, and those departments will make recommendations to the Dean of Graduate Studies about the quality of the proposed program and the feasibility of its successful completion. Based on details of this review, the student may or may not be accepted as a matriculated graduate student.

Program Requirements

Students must select graduate level course work from at least two academic disciplines for this degree program. No more than 15 credit hours of the required course work may be taken in a single department unless the Dean of Graduate Studies approves a written request for 18 credit hours. At the time of acceptance, an academic advisor will be appointed, and it is imperative that a student working toward an interdisciplinary degree confers with his/her advisor regularly. All changes to the initial proposal must be approved by the advisor and the Dean of Graduate Studies.

Because student programs are individually designed, the capstone research effort, a topic or project explored in depth as part of INDS 690, is tailored to integrate previous learning and related career experience with professional and personal goals. The concentrated study can follow the traditional research pattern of a thesis with 6 credit hours earned in INDS 690 and INDS 691, or it can employ more innovative forms and methods, but in each case, a student is required to conduct research and demonstrate its value by presenting a documented literature review of the focused topic. In projects of any format, the completed project must demonstrate growth in skills, knowledge, and vision. All work on Interdisciplinary Studies proposals will be accomplished with the guidance of a tenure-track faculty mentor in a relevant department and coordinated by the Dean of Graduate Studies or the student's advisor. When the project is completed, two copies of the final version are to be submitted to the Graduate Office at least two weeks before the end of the semester.

Additional information and program planning assistance is available through the office of the Dean of Graduate Studies and Lifelong Learning.

Graduate Courses in Interdisciplinary Studies

INDS 589 Special Topics

Frequency: B

Topics of special or current interest offered periodically and taught from an interdisciplinary perspective.

Credits: 1-3

INDS 590 Independent Study

Frequency: A

Independent study of interdisciplinary topics not covered in regular graduate course offerings and pertinent to the student's program of study.

Credits: 1-3

INDS 690 Research

Frequency: A

Capstone research experience required for the Interdisciplinary Studies degree. Research leading to, and preparation of, a final project explored in depth or a traditional master's thesis that integrates interdisciplinary course work with professional and personal goals. All work guided by a faculty mentor and coordinated by the Dean of Graduate Studies or the student's advisor. Copies of completed project/thesis must be submitted to the Graduate Office.

Credits: 1-3

INDS 691 Research

Frequency: A

Continued attention to research project or thesis for INDS 690, as needed. Requires written justification approved by the faculty mentor and submitted for the review of the Dean of Graduate Studies prior to registration.

*Credits: 1-3***INTERNATIONAL STUDIES**

Office: E315 Thompson Hall

(716) 673-3875

E-mail: John.staples@fredonia.edu

John Staples, *International Studies Program Coordinator*

Office: 6 LoGrasso Hall

(716) 673-3451

E-mail: Mary.Sasso@fredonia.edu

Mary Sasso, *Director, International Education Office*

The Office of International Education and the International Studies program in History and Interdisciplinary Studies offers graduate courses on a regular basis. During 2004-2005, for instance, students were able to register for graduate study in Brazil, England, Russia, and Venezuela. Non-degree graduate students and those majoring in other degree programs who are interested in participating in overseas graduate study courses should contact the persons above for information and approval prior to enrollment.

Graduate Courses in International Studies**INTL 500 Overseas Graduate Study - Special Topics**

Frequency: D

The course provides students with an international experience studying the culture, language, history and politics of foreign countries. Course subject varies based on student and faculty interest. Students are expected to conduct an in-depth exploration of selected topics.

*Credits: 3-6***MATHEMATICAL SCIENCES**

Office: 223 Fenton Hall

(716) 673-3243

E-mail: Mathematics.Department@fredonia.edu

Nancy J. Boynton, *Chairperson*

The Department of Mathematical Sciences offers a program leading to the Master of Science in Education: Mathematics 7-12 and includes certification for grades 5-9 and 7-12.

Master of Science in Education: Mathematics 7-12*Requirements for Admission to the Program without Deficiencies:*

Initial certification in New York State in Adolescence Education – Mathematics, with a bachelor's degree in mathematics that includes courses equivalent to MATH 210, 223, 323, 331, and at least two of MATH 341, STAT 350, and MATH 381

or

Initial certification in New York State in Middle Childhood Education – Mathematics Specialist, with a bachelor’s degree in mathematics that includes courses equivalent to MATH 123, 210, 231, 341, 381, MAED 301, 302, 303, and a statistics course.

The program requires a minimum of 30 credit hours at the graduate level distributed as follows. The student’s advisor or the department chairperson must approve any course used to fulfill the requirements below:

Program Requirements

	Hrs.
1. A course in research methods	3
2. One course each from three of the following categories	9
a. Social, Historical, and Legal Foundations of Education	
b. Design and evaluation of mathematics curricula	
c. Instructional methods	
d. Use of educational technology in the teaching and learning of mathematics.	
e. Psychological Foundations of Education	
3. One course from each of four of the following categories	12
a. algebra or analysis	
b. geometry or topology	
c. number theory, probability, or statistics	
d. history or philosophy of mathematics	
e. applications of mathematics, and/or any approved course in mathematics	
4. MATH 602 Mathematics Education Seminar	3
5. MATH 690 Graduate Project	3
Total Credit Hours for Degree Completion:	30

For certification information, please see pages 34-36.

Graduate Courses in Mathematics Education

MAED 500 Independent Study

Frequency: D

Independent study of a set of related topics agreed to by the student and the instructor.

Credits: 1-6

MAED 509 Technology in Mathematics Education

Frequency: D

A survey of software or technology used in teaching mathematics and of current issues in the use of technology in the teaching and learning of mathematics.

Credits: 3

MAED 512 Design and Evaluation of Mathematics Curricula

Frequency: D

Study of the design and evaluation of various models of mathematics curricula including the latest NCTM materials.

Credits: 3

MAED 514 Instructional Methods in Mathematics

Frequency: D

A critical study of the literature on current methods of teaching mathematics.

Credits: 3

MAED 518 History of Mathematics Education

Frequency: D

Overview of the development of mathematics education as a discipline, the major influence from other fields and society, trends in recent decades, and the impact on school mathematics.

*Credits: 3***MAED 522 Differential Equations**

Frequency: D

Introductory course with emphasis on applications of calculus. Topics include: first order equations, higher order linear equations, undetermined coefficients, variation of parameters, linear systems, bifurcation analysis, series solutions, Laplace transforms, numeric and qualitative techniques, mathematical modeling and applications, and computational technology. Additional topics selected from linear and nonlinear systems as time permits.

Prerequisites: MATH 122, 123, 223, 231 or permission from the instructor.

*Credits: 3***MAED 523 Real Analysis**

Frequency: D

Topology of the real line, measure and integration on the real line, function spaces and their topologies.

*Credits: 3***MAED 524 Complex Analysis**

Frequency: D

Geometric interpretation of the complex plane, analytic functions and power series representations, introduction to Riemann Surfaces, the Cauchy Integral Theorem and Integral Formula, calculation of integrals by residues, application to potential theory.

*Credits: 3***MAED 531 Rings and Fields**

Frequency: D

An introduction to rings and fields: rings; integral domains; fields; characteristic of a ring; subrings; ideals; factor rings; ring homomorphisms; polynomial rings; introduction to Galois theory as time permits.

*Credits: 3***MAED 532 Abstract Algebra with Applications**

Frequency: D

Study of selected applications of abstract algebra. Topics selected from: identification numbers, symmetry, applications to combinatorics, coding theory, cryptography.

*Credits: 3***MAED 535 Number Theory**

Frequency: D

Topics selected from: congruence relations; arithmetic functions; primitive roots; quadratic reciprocity; sums of squares; continued fractions; Farey sequences; factoring and primality testing; analytic and additive number theory. The course relates directly to the following N.Y.S. Learning Standards for Mathematics, Science, and Technology: mathematical reasoning, numbers and numeration, and patterns/functions.

*Credits: 3***MAED 537 Combinatorics**

Frequency: D

The addition, multiplication and pigeonhole principles. Permutations and combinations, partitions and distributions; the binomial and multinomial theorems. Generating functions; recurrence relations; principle of inclusion-exclusion; combinatorial algorithms or designs as time permits. The course relates directly to the following N.Y.S. Learning Standards for Mathematics, Science, and Technology: mathematical reasoning, modeling/multiple representation, and pattern/functions.

Credits: 3

MAED 540 Graph Theory

Frequency: D

Graph models; graph structure and representation; trees; connectivity; graph traversals; graph colorings; other topics as time permits. The course relates directly to the N.Y.S. Learning Standards for Mathematics, Science, and Technology: mathematical reasoning, modeling/multiple representation, and pattern/functions.

Credits: 3

MAED 541 Euclidean Geometry

Frequency: D

Neutral geometry; Euclidean geometry; comparison of various models of Euclidean geometry, such as that of Hilbert and the SMSG; comparison of Euclidean geometry to various finite geometries and non-Euclidean geometries; geometry of circles and triangles; other topics such as analytic and transformational geometry as time permits.

Credits: 3

MAED 542 Non-Euclidean Geometry

Frequency: D

Neutral geometry; hyperbolic geometry; elliptic geometry; various models of hyperbolic and elliptic geometry; comparison of results to those of Euclidean geometry.

Prerequisite(s): MATH 341

Credits: 3

MAED 545 Geometric Topology

Frequency: D

Detailed study of topological spaces and their invariants. The emphasis will be on the geometric aspects of topology. Topics may include Sperner's lemma and Brouwer Fixed Point Theorem, classification of compact surfaces, application to systems of differential equations.

Credits: 3

MAED 551 Statistics

Frequency: D

Regression, hypothesis testing and confidence intervals in regression, nonparametric statistics, chi-square tests, sampling, use of activities in probability and statistics.

Credits: 3

MAED 575 Linear Optimization

Formulation and solution of linear programming problems using graphical and algebraic methods and computer software, sensitivity analysis, and the dual problem; additional topics chosen from network analysis, game theory, and integer programming.

Prerequisite: MATH 231

Credits: 3

MAED 581 History of Mathematics

Frequency: D

A study of selected topics in the history of mathematics and their applications to teaching. Permission of instructor required.

Credits: 3

MAED 591 Math Academy: K-12 Materials

Frequency: B

This week-long academy is dedicated to the development of instructional and curricular materials in K-12 mathematics. Special topics include proof and communication, the use of current technology and manipulatives, and preparation strategies for N.Y.S. Math Assessments.

Credits: 3

MAED 599 Special Topics

Frequency: D

Selected readings, discussions, reports and problem solutions on a topic of interest in mathematics, mathematics education or statistics.

Credits: 1-3

MAED 602 Mathematics Education Seminar

Frequency: B

Selected reading, discussions, and reports on current issues in mathematics education.

*Credits: 3***MAED 690 Graduate Project**

Frequency: B

Students will be required to research a topic pertaining to mathematics education and apply it to their own classroom experiences if possible. This project will require a written proposal, a final report and an oral defense.

Prerequisite(s): MATH 602

*Credits: 3***MODERN LANGUAGES AND LITERATURES**

Office: 2113 Fenton Hall

(716) 673-3380

E-mail: Modern.Languages@fredonia.edu

Carmen Rivera, *Chairperson*

The Department of Modern Languages and Literatures offers graduate courses on an individualized basis in special topics and directed studies in French, Modern Languages, and Spanish. Students interested in taking any of these courses should contact the department for information and approval prior to enrollment.

Graduate Courses in Modern Languages and Literatures**FREN 500 Special Topics in French**

Frequency: D

Special areas in French not covered by regular courses. Permission of department.

*Credits: 1-3***FREN 510 Directed Study in French**

Frequency: D

Individual supervised study of particular area or topic in any of the department's French language or literature offerings. Periodic meetings with instructor and writing of a substantial paper. Permission of department.

*Credits: 1-3***LANG 500 Special Topics in Foreign Language**

Frequency: D

Special area in any of the foreign languages and literatures not covered by regular courses.

*Credits: 1-3***LANG 510 Directed Study**

Frequency: D

Individual supervised study of a particular area or topic in any of the department's language or literature offerings. Periodic meetings with instructor; writing of a substantial paper.

*Credits: 1-3***SPAN 500 Special Topics**

Frequency: D

Special areas in Spanish not covered by regular courses. Permission of department required.

*Credits: 3***SPAN 507 Special Topics in Spanish**

Frequency: B

Special areas in Spanish not covered by regular courses.

Credits: 1-3

SPAN 508 Spanish for Educators

Frequency: D

Course designed for anyone in education who communicates with Spanish speakers on a regular basis. Students will learn to converse in Spanish when dealing with issues of younger and older children, college and career guidance, discipline, educational administration, health care, parents, and more. Student will gain an understanding of the Spanish vocabulary necessary to effectively and confidently speak in a classroom setting. Students will learn to understand the historical, social, and cultural background of Mexican Americans, Puerto Ricans, Cuban Americans and Central/South Americans. Understanding the issues that ESL students deal with on a daily basis will also be covered.

Credits: 3

SPAN 510 Directed Study in Spanish

Frequency: D

Individual supervised study of particular area or topic in any of the department's Spanish language or literature offerings. Periodic meetings with instructor and writing of a substantial paper. Permission of department required.

Credits: 1-3

MUSIC

Office: 1151 Mason Hall

(716) 673-3151

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Karl Boelter, *Director*

Patricia Corron, *Associate Director*

Barry Kilpatrick, *Assistant Director*

The School of Music offers three graduate degrees: the Master of Music in Music Education, the Master of Music in Performance, and the Master of Music in Theory-Composition.

Requirements for Admission to Programs without Deficiencies:

The completion of a baccalaureate degree in Music at an accredited four-year institution. Applicants in music education must have had undergraduate studies equivalent to the Bachelor of Music or Music Education degree offered at SUNY Fredonia.

A performance audition is not necessary for admission to the Master of Music in Music Education degree program. However, students in the Music Education degree program who desire to do a performance project must audition for and be accepted by the appropriate applied music faculty at the time of application and not later than 6 to 12 credit hours into the program.

For the Master of Music in Music Education, a minimum of 3.0 GPA is preferred. Applicants who do not meet these requirements may be admitted conditionally by permission of the Director of the School of Music and with the approval of the Dean of Graduate Studies.

Applicants seeking the Master of Music in Performance degree must audition for and be accepted by the appropriate applied music faculty.

Applicants seeking the Master of Music in Theory-Composition degree must have had undergraduate studies in music equivalent to a Bachelor of Music degree with a major in theory or composition, or any other undergraduate music degree which includes four semesters of music theory (equivalent to SUNY Fredonia's MUS 121-122,

123-124, 221-222, 223-224), a music history survey (equivalent to MUS 263 and 264), and advanced undergraduate courses in theory, composition, orchestration, counterpoint, or music history totaling at least 12 semester hours. The degree program is structured so that the student may place emphasis on either theory or composition. Those who wish to follow the theory emphasis must present evidence of previous analytical work; those who wish to pursue the composition emphasis must present a representative selection of compositions for evaluation. All applicants, therefore, must interview with and be accepted by the theory-composition faculty.

Degree Requirements

Each graduate student must complete the Core Curriculum of required studies common to all Master of Music degree programs. The two courses in the core are listed below:

Core Curriculum

MUS 521	Music Bibliography	3
MUS 624	Analytic Techniques	3

The following section lists additional requirements for each degree program as accredited by the National Association of Schools of Music.

Master of Music in Music Education

Final Project Program

The program leads to one of three Final Project options: Thesis, Composition/Arrangement, or Performance Recital. Prior approval must be obtained from the performance faculty or Music Education committee for students wishing to exercise this option. The program is designed to prepare a student for further graduate study and/or to refine a specific area of interest or competence. The program leads to the academic qualifications required for Professional Certification in New York State.

Program Requirements

Core Curriculum		Hrs. 6
Music Education and Related Course Work:		
MUED 619	Foundations of Music Education I	3
MUED 620	Foundations of Music Education II	3
MUED 621	Foundations of Music Education III	3
Music Education or Music Education-related course work, by advisement (MUED)		3
Course work in theory, history, literature, performance		3
Elective course work by advisement		6
Individualized selections of course work in theory, history, literature, performance and special studies (MUS/MUED 590-591). Course work outside of music may be acceptable, subject to the establishing of a clear relationship to the candidate's professional goals. Short "workshops" (MUED 555/566) can be applied only in this category.		
Final Project		
MUED 695	Thesis/Final Project	3
Total Credit Hours for Degree Completion:		30

General Requirements

1. At least 12 credit hours for the overall program should be in music education and music education-related course work.
2. At least 9 credit hours for the overall program should be in course work dealing with music theory, history, literature, analysis, or performance.
3. At least 15 credit hours of the overall program should be in course work at the 600 level.
4. For more detailed information about program requirements, the candidate is referred to the Policies and Practices for Master of Music Degree Candidates available from the School of Music office.

In-Service Program

The program provides the graduate student who is a teacher a greater range of courses than the often more specialized concentration of the Final Project program. In recognition of the individual differences among teachers, their teaching positions, and thus of their particular needs, this program allows maximum flexibility with a broad, yet balanced selection of choices. The program leads to the academic qualifications required for Professional Certification in New York State.

Program Requirements

Core Curriculum	Hrs.
	6
Music Education and Related Course Work	
MUED 619 Foundations of Music Education I	3
MUED 620 Foundations of Music Education II	3
MUED 621 Foundations of Music Education III	3
Music Education and/or Music Education-related courses, by advisement (MUED or MUS)	6
Course work in theory, history, literature, performance	6
Elective course work by advisement	9
Individualized selections of course work in theory, history, literature, performance and special studies (MUS/MUED 590-591). Course work outside of music is also acceptable subject to the course relationship to the candidate's personal growth and professional competence. Short "workshops" (MUED 555/556) can be applied only to this category and require prior permission of the program advisor.	
Total Credit Hours for Degree Completion:	36

General Requirements

1. At least 15 credit hours of the overall program should be in music education and music education related course work.
2. At least 12 credit hours of the overall program should be in course work dealing with music theory, history, literature, analysis, or performance.
3. At least 18 credit hours of the overall program should be in course work at the 600 level.

4. For more detailed information about program requirements, the candidate is referred to the Policies and Practices for Master of Music Degree Candidates available from the School of Music office.

For certification information, please see pages 34-36.

Master of Music in Performance

A student working toward a Master of Music in Performance must select one of the three performance tracks: 1) *Orchestral Instruments and Piano*, 2) *Conducting*, or 3) *Voice*. Each track requires the core curriculum as well as specific requirements listed below.

Orchestral Instruments, Piano and Conducting

Program Requirements

	Hrs.
Core Curriculum	6
1. Additional 24 credit hours of graduate level course work with a minimum of 15 credit hours at the 600 level, including:	
MUS 692-693 Studio Instruction	6
MUS 694 Recital	3
Music history, literature, or theory course related to the performance area	3
Music history	3
Music theory	3
Elective courses in supporting areas of arts and sciences, professional education, music, or music education	6
2. Two semesters of ensemble participation (by advisement)	0
3. Final Comprehensive Oral Examination	0
Total Credit Hours for Degree Completion:	30

Voice

Program Requirements

	Hrs.
1. A minimum of 34 credit hours of graduate level courses, with at least 15 credit hours at the 600 level, including	
a. Core Curriculum	6
<i>Applied Music:</i>	
MUS 592 and 593 Graduate Performance Major	6
MUS 692 and 693 Graduate Performance Major	6
MUS 615 Graduate Diction for Singers	3
Music History or Theory (by advisement)	3
b. Electives: To complete the degree program, students will elect Plan A or Plan B with approval of graduate advisor from the School of Music	
<i>Plan A:</i> Minimum of 10 credit hours of major elective courses within the School of Music. Elective courses in Theory, History and Literature, opera workshop and supporting areas of arts and sciences related to performance.	10

Plan B: Minimum of 4 credit hours of major elective courses within the School of Music and minimum of 6 credit hours outside the major or outside the department. Electives may include courses of special interest such as, but not limited to, opera craft, stage direction, language, literature, and vocal pedagogy/speech pathology with approval of graduate music advisor.

2. Two semesters of ensemble participation (by advisement)	0
3. Two public performances	0
4. Final Comprehensive Oral Examination	0
Total Credit Hours for Degree Completion:	34

Master of Music in Theory-Composition

Program Requirements

	Hrs.
Core Curriculum	6
1. An additional 24 credit hours of graduate-level courses, with a minimum of 15 hours at the 600 level including:	
<i>For Concentration in Theory</i>	
Theory and composition courses in which MUS 650 Pedagogy of Theory must be included	6
MUS 695 Thesis (theory project)	3
or	
<i>For Concentration in Composition</i>	
Theory and composition courses, which must include two semesters (6 credit hours) of composition	6
MUS 695 Thesis (large-scale composition)	3
Music history and studio instruction	9
Elective courses in supporting areas of the fine arts, arts and sciences, professional education, music, or music education	6
2. Two semesters of ensemble participation (by advisement)	0
3. Final Comprehensive Oral Examination	0
Total Credit Hours for Degree Completion:	30

Graduate Courses in Music Education

MUED 510 Principles of Music Education with Media

Frequency: D

Study in principles and use of media in instructional situations in music education. Theoretical framework for use of media developed. Student responsible for series of media productions appropriate to music education. Emphasis not on operation of audio-visual equipment, but on effectiveness and efficiency of media-based instruction, thus suitable for non-music majors with some familiarity with music in school situations, but whose interest in media may be more far-reaching.

Credits: 3

MUED 513 Systematic Design of Curricula for Music Education

Frequency: D

Systematic design of curricula for all areas of music education. Each participant develops actual curriculum, plans for using and evaluating it, and means for evaluating and reporting students' progress.

*Credits: 3***MUED 514 Psychology of Music**

Frequency: B

Study of empirical aesthetics. Explores characteristics of aesthetic response, structural characteristics of music as they relate to aesthetic responses, and theories that describe how this response is achieved and developed. Empirical research studies examined within these theoretical contexts.

*Credits: 3***MUED 522 Psychological Research in Music**

Frequency: B

Resources, techniques, applications, and processes in research in music education and therapy. Special emphasis will be on psychological and experimental research.

*Credits: 3***MUED 555 Special Topics Workshop**

Frequency: B

Usually summer or other short-term workshops dealing with specific music literature, techniques, problems, or teaching methodologies. Maximum of 6 credit hours in increments of no more than 3 credit hours may apply, with permission, to requirements in the Elective Course Work by Advisement category.

*Credits: 1-3***MUED 565 Special Topics Seminar**

Frequency: B

Presentation and investigation of a specific but not regularly scheduled topic of current need or interest. Course may be repeated to a maximum of 6 credit hours (in different topics) and may apply with permission to requirements in the categories of Music Education and related Course Work or Elective Course Work by Advisement.

*Credits: 1-3***MUED 590-591 Special Studies**

Frequency: A

Studies not otherwise available as regular course offerings relevant to students' programs or career plans, pursued in independent, directed, or tutorial manner. Student must submit proposal for approval, available in School of Music Office. Student must also secure agreement of faculty member to sponsor the study. Maximum of 6 credit hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

*Credits: 1-6***MUED 609 Administration and Supervision of School Music**

Frequency: D

Study of current practices. Topics include supervision, in-service education, curricular and instructional developments, public relations, finance, facilities, and resources. Individual projects connected to teaching situations.

*Credits: 3***MUED 618 Seminar in Music Education**

Frequency: B

Presentation and examination of current topics of relevance to music educators. Outside faculty, students, and others in music and related fields called upon as needed. Individual projects.

Credits: 3

MUED 619 Foundations of Music Education I

Frequency: B

Study of philosophical and historical foundations of music education, emphasizing current issues and developments. Particular application to curriculum and instruction in school music.

Credits: 3

MUED 620 Foundations of Music Education II

Frequency: B

Study of psychological and sociological foundations of music education, emphasizing current issues and developments. Particular application to curriculum and instruction in school music.

Credits: 3

MUED 621 Foundations of Music Education III

Frequency: B

Study of curriculum and assessment in music education, emphasizing a synthesis of previous course work. Written project required. This should be the final Music Education course after all requirements are met in the Music Education category, all but 3 credit hours completed in the Musicianship category, and all but 3 credit hours completed in the elective category.

Prerequisite(s): MUED 618 and MUED 619

Credits: 3

MUED 651 Philosophical Perspectives of Music Education

Frequency: D

Examination of important philosophies, relevance to music education and educator; aesthetics; contemporary educational philosophies including Existentialism, Reconstructionism, Experimentalism, Realism, Idealism, and philosophies of mind as they relate to the artistic experience and arts education. Emphasis on developing, articulating, and defending a philosophical point of view.

Credits: 3

MUED 652 Psychological Perspective for Music Education

Frequency: D

Examination of important psychological developments and theories and their importance for music education and the music educator: psychology of aesthetics, humanistic psychology, current learning theory, and child and adolescent development as related to problems of instruction in music. Emphasis on articulating and defending methods of instruction and choice of musical content in terms of psychological principles.

Credits: 3

MUED 695 Thesis/Final Project

Frequency: D

Study/research culminating in a Thesis, a Composition/Arrangement, or a Performance Recital as required in the Final Project Program. Candidate must register for this course in each semester or term during which the services of the Project Leader are actively engaged toward the completion of the Final Project. Maximum of 3 credit hours.

Credits: 1-3

Graduate Courses in Music

MUS 502 Harmonic Styles Since 1850

Frequency: D

Analytical and compositional study of stylistic developments since 1850 which extend, expand, depart from or negate "common-practice" harmony and tonality. Major composers studied. Emphasis on gaining understanding of their harmonic styles via analysis and compositional imitation by student. Individual projects required.

Prerequisite(s): MUS 160 and MUS 221

Credits: 3

MUS 503 Twentieth Century Counterpoint

Frequency: D

Study of linear aspects of music via combining melodies into various textures. Special emphasis on revival of contrapuntal techniques in twentieth century by such composers as Busoni, Hindemith, Bartok, Schoenberg, Webern, and their successors; these techniques and styles used in direct composition.

Prerequisite(s): MUS 160

*Credits: 3***MUS 506 Basic Studies Seminar: Theory**

Frequency: C

A review of the principles and practices of music theory/composition, centering on the "common practice" period but not confined to it, and geared to the individual needs of participating students, whose prior involvement with theory may not be recent or extensive. Syllabi for particular areas of study, relevant texts, scores and recordings in library, assignments leading to final paper.

*Credits: 3***MUS 507 Basic Studies Seminar: History**

Frequency: C

A review of the basic framework of Western musical history, centered on a core repertory but not restricted by it, with class listening and discussion; individual projects required of students, utilizing standard research procedures and reference materials, including scores and recordings; optional class lecture and/or performance by students.

*Credits: 3***MUS 508 History and Literature of the Wind Band**

Frequency: C

Survey of various influences (political, social, musical, etc.) upon the development of the Wind Band and its repertoire. Extensive listening, analysis and discussion with individual projects including bibliography and discography development.

*Credits: 3***MUS 520 Piano Literature**

Frequency: C

Survey of representative piano literature for performance and teaching. Analysis of principal works of Bach, Haydn, Mozart, Beethoven, Chopin, Brahms, Schumann, Liszt, and the impressionistic and modern composers. Emphasis on structural and stylistic considerations.

*Credits: 3***MUS 521 Music Bibliography**

Frequency: D

An exploration of the resources and techniques needed for graduate studies in all areas of music. Students will learn to examine and critically evaluate music resources in both traditional and electronic forms, and will develop research strategies that can be adapted to many different areas of study. Through a variety of projects and in-class presentations, students will become better equipped to undertake graduate level music research, and to ultimately present that research with proper bibliographic style according to established scholarly conventions.

*Credits: 3***MUS 542 Renaissance Period in Music**

Frequency: D

Detailed study of styles, trends, and developments in music in the fifteenth and sixteenth centuries. Survey of the fourteenth century, Ars Nova period also included. Philosophical and theoretical ideas of period studied in addition to musical selections. Performance of Renaissance music stressed.

Prerequisite(s): MUS 160

Credits: 3

MUS 543 Baroque Period in Music

Frequency: D

Detailed study of styles, trends, and developments in music, seventeenth and eighteenth centuries through pre-classic era. Music studied through scores, recordings, and performance. Review of important historical and theoretical developments.

Prerequisite(s): MUS 160

Credits: 3

MUS 544 Classical Period in Music

Frequency: D

Study of styles, trends, and developments in music in classical period (ca. 1740-1820). Study of music of Haydn, Mozart, and other composers included. Music studied through scores, recordings, and performance. Historical and theoretical developments.

Prerequisite(s): MUS 160

Credits: 3

MUS 545 Romantic Period in Music

Frequency: D

Music, composers, and theorists of nineteenth and twentieth centuries, from after Beethoven through impressionists. Emphasis on developments in the music through study of scores and performance. Parallels between musical romanticism and romanticism in other arts.

Prerequisite(s): MUS 160

Credits: 3

MUS 546 Modern Period in Music

Frequency: D

Detailed historical study of twentieth century composers, musical trends, and developments. Variety of contemporary styles, experimentation, and performance practice in recent music emphasized.

Prerequisite(s): MUS 160

Credits: 3

MUS 550 Compositional Technology Since 1950

Frequency: D

Survey of music since 1950. Emphasis upon main stylistic trends, avant-garde music, electronic music, multi-media, and new younger composers. Musical analysis and composition required of students.

Credits: 3

MUS 555 Special Topics Workshop

Frequency: D

Usually summer or other short-term workshops dealing with specific topics, techniques or problems in music theory, analysis, history or literature. Maximum of 6 credit hours in increments of no more than 3 credit hours may apply with permission to requirements in categories of theory, history and literature, or electives.

Credits: 1-3

MUS 565 Special Topics Seminar

Frequency: D

Presentation and investigation of a specific but not regularly scheduled topic of current need or interest, including choral conducting and analysis of choral scores. Course may be repeated to a maximum of 6 credit hours (in different topics) and may apply with permission to requirements in categories of theory, history and literature, or electives.

Credits: 1-3

MUS 566 Advanced Choral Conducting/Analysis of History Styles

Frequency: D

Advanced choral conducting techniques and analysis of choral scores. Students will conduct in class from choral repertoire that will be chosen from representative works of the important style periods in music history, including Gregorian Chant, the Middle Ages, Renaissance, Baroque, Classical, Romantic, and a variety of twentieth century styles. Some class time will also be devoted to presentation and discussion of appropriate choral literature of high quality in the school curriculum.

Prerequisite(s): MUS 222 and MUS 224 and MUS 232

*Credits: 3***MUS 575 Music and Computer Multimedia**

Frequency: A

A course focusing on the integration of music (digital audio and MIDI) into a variety of computer-based multimedia environments including Hypercard, Director, Adobe Premiere, and others. Music development tools will include many recent production and editing applications including: Digital Performer, Deck, Alchemy, and Sound Designer.

*Credits: 3***MUS 576 Audio and Desktop Multimedia**

Frequency: B

Course designed for Media Arts Sound Production majors and other students with a strong interest and background in composition, multimedia, audio and MIDI. A project-oriented course which focuses on audio design, analysis, and integration as it applies to multimedia authoring, motion video, and web content creation.

Prerequisite(s): MUS 291

*Credits: 3***MUS 590-591 Special Studies**

Frequency: D

Studies not otherwise available as regular course offerings and relevant to student's program or career plans, pursued in independent, directed, or tutorial manner. Student must submit proposal for approval, format available in the School of Music office. Student must also secure agreement of faculty member to sponsor study. Maximum of 6 credit hours of any combination of MUS and MUED may be earned this way in increments of no more than 3 credit hours.

*Credits: 1-3***MUS 592-593 Graduate Performance Major**

Frequency: A

Two semesters of advanced applied instruction for candidates for Master of Music in performance degree culminating in a public performance.

*Credits: 3***MUS 601 Applied Music Minor I**

Frequency: A

Half-hour lessons in secondary applied instruments. Permission of School of Music.

*Credits: 1***MUS 602 Applied Music Minor II**

Frequency: A

Half-hour lessons in secondary applied instruments. Permission of School of Music.

*Credits: 1***MUS 603 Applied Music Minor III**

Frequency: A

Half-hour lessons in secondary applied instruments. Permission of School of Music.

*Credits: 1***MUS 604 Applied Music Minor IV**

Frequency: A

Half-hour lessons in secondary applied instruments. Permission of School of Music.

Credits: 1

MUS 605 Applied Music Major I

Frequency: A

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

MUS 606 Applied Music Major II

Frequency: A

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

MUS 607 Applied Music Major III

Frequency: A

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

MUS 608 Applied Music Major IV

Frequency: A

Hour lessons in major applied instruments. Permission of School of Music.

Credits: 2

MUS 609 Composition

Frequency: A

Advanced free composition for graduate study, concentrating on individual creative musical inclinations of each student. Seminar and private study of twentieth century creative concepts.

Prerequisite(s): MUS 438 or MUS 439

Credits: 3

MUS 610 Composition

Frequency: A

Advanced free composition for graduate study, concentrating on individual creative musical inclinations of each student. Seminar and private study of twentieth century creative concepts.

Prerequisite(s): (MUS 438 or MUS 439) and MUS 609

Credits: 3

MUS 611 Composition

Frequency: D

Continuation of advanced composition pursuing mature, professional creative expression.

Prerequisite(s): MUS 610

Credits: 3

MUS 612 Composition

Frequency: D

Continuation of advanced composition pursuing mature, professional creative expression.

Prerequisite(s): MUS 610 and MUS 611

Credits: 3

MUS 614 The Pedagogy of Music Theory

Frequency: D

Designed to provide the necessary background and practical instruction in the art of teaching music theory and aural skills acquisition. Students will engage in a critical evaluation of the philosophies, materials, curricula, and strategies essential to teaching music theory. The course provides pedagogical training geared toward music theory teaching of students at the K-12 and college levels and in the context of the classroom, rehearsal, and individual applied lesson.

Credits: 3

MUS 615 Graduate Diction for Singers

Frequency: D

The purpose of the course is to review and expand the knowledge of the International Phonetic Alphabet, the recognized tool for pronunciation in the world of singing, and to address the rules that govern proper articulation and pronunciation of English, Italian, German, and French in both spoken and sung forms of these languages. In addition, students will learn to transcribe written poetic texts into the International Phonetic Alphabet.

Credits: 3

MUS 624 Analytic Techniques

Frequency: D

The application of analytical methods, including Schenkerian reductive analysis, to Western tonal music since the latter seventeenth century. Includes the study of musical forms in Western music and entails a significant prose writing component.

*Credits: 3***MUS 665 Advanced Choral Conducting and Analysis**

Frequency: D

Advanced choral conducting techniques and analysis of choral scores. Students will conduct in class from choral repertoire that will be chosen from representative works of the important style periods in music history, including Gregorian Chant, the Middle Ages, Renaissance, Baroque, Classical, Romantic, and a variety of twentieth century styles. Some class time will also be devoted to presentation and discussion of appropriate choral literature of high quality in the school curriculum. Students should have completed undergraduate fundamentals of conducting classes and all undergraduate theory courses.

*Credits: 3***MUS 666 Choral Literature**

Frequency: D

Students will read and analyze, in class, a variety of choral repertoire, deemed by the instructor to be of the highest quality. Literature will be chosen from representative works of the important style periods in music history, from the Renaissance to the twentieth century. Emphasis will be given to literature that is especially appropriate for junior and senior high school choral programs.

*Credits: 3***MUS 692-693 Graduate Performance Major**

Frequency: A

Two semesters of advanced applied instruction for candidates for Master of Music in Performance degree culminating in a public performance.

Prerequisite(s): MUS 593

*Credits: 3***MUS 694 Recital**

Frequency: A

Concurrently with MUS 693 or in any subsequent semester, candidate for degree in Performance presents public recital under supervision of major instructor and two other instructors from same area.

*Credits: 3***MUS 695 Thesis**

Frequency: D

Candidate for degree in Theory-Composition engages in advanced work culminating in thesis project or composition/arrangement.

Credits: 1-3

PHYSICS

Office: 118 Houghton Hall
(716) 673-3301
E-mail: Physics.Department@fredonia.edu
Michael P. Grady, *Chairperson*

The Department of Physics offers graduate courses on an occasional basis in kinetic theory and statistical mechanics, mathematical physics, electromagnetic theory, modern optics, advanced dynamics, quantum mechanics, reactor physics, advanced nuclear physics, atomic and molecular structure, and special topics. Students interested in taking any of these courses should contact the department for information and approval prior to enrollment.

Master of Science in Education: Curriculum and Instruction – Middle and Adolescence Science Education Track

Students interested in this program should contact Holly Lawson, coordinator of the Science Education Partnership and associate professor of chemistry, or Michael Jabot, associate dean of the College of Education, concerning courses which will fulfill the requirement of courses linking content and pedagogy.

For certification information, please see pages 34-36.

Graduate Courses in Physics

PHYS 530 Kinetic Theory and Statistical Mechanics

Frequency: D

Maxwell-Boltzmann collision theory. H-theorem, transport equation, quantum statistics partition functions, equipartition theorem, applications to thermodynamic systems, ergodicity.

Credits: 3

PHYS 531 Mathematical Physics I

Frequency: D

Mathematical methods including eigenfunctions and eigenvalues, variational principles, abstract vector spaces, integral equations, Green's functions, partial differential equations of physics.

Credits: 3

PHYS 532 Mathematical Physics II

Frequency: D

Mathematical methods including eigenfunctions and eigenvalues, variational principles, abstract vector spaces, integral equations, Green's functions, partial differential equations of physics.

Credits: 3

PHYS 533 Electromagnetic Theory I

Frequency: D

Potential theory and boundary value problems, electromagnetic field relations, magnetohydrodynamics, Leinard-Wiechert potentials.

Prerequisite(s): PHYS 531

Credits: 3

PHYS 534 Electromagnetic Theory II

Frequency: D

Potential theory and boundary value problems, electromagnetic field relations, magnetohydrodynamics, Leinard-Wiechert potentials.

Prerequisite(s): PHYS 531

Credits: 3

PHYS 540 Modern Optics

Frequency: D

Green's functions and linear theory, spatial filters, geometrical theory and aberrations, interference, diffraction and image formation, matrix and coherence theory, partial polarization, Fourier Methods.

*Credits: 3***PHYS 541 Advanced Dynamics**

Frequency: D

Lagrangian and Hamiltonian methods, variational principles, relativistic mechanics, transformation theory, oscillations, fields.

Prerequisite(s): PHYS 531

*Credits: 3***PHYS 543 Quantum Mechanics I**

Frequency: D

Solutions to wave equations, approximation methods, time dependent problems, vector spaces, matrix formulation, identical particles, scattering, radiation, second quantization.

Prerequisite(s): PHYS 531

*Credits: 3***PHYS 544 Quantum Mechanics II**

Frequency: D

Solutions to wave equations, approximation methods, time dependent problems, vector spaces, matrix formulation, identical particles, scattering, radiation, second quantization.

Prerequisite(s): PHYS 531

*Credits: 3***PHYS 546 Reactor Physics**

Frequency: D

Nuclear reactions and radiations, reactor theory, instrumentation, control, fuel, shielding, heat transfer, and applications of nuclear reactors.

Prerequisite(s): PHYS 432

*Credits: 3***PHYS 570 Special Topics**

Frequency: D

Areas not covered in regular courses. Broad range of advanced topics consistent with teaching and research interests of department.

*Credits: 1-3***PHYS 630 Advanced Nuclear Physics**

Frequency: D

Current experimental and theoretical topics including nuclear properties and systematics, nucleon scattering, nuclear forces and structure, reactions, decay processes, nuclear spectroscopy.

Prerequisite(s): PHYS 432 and PHYS 531

*Credits: 3***PHYS 631 Atomic and Molecular Structure**

Frequency: D

Quantum mechanical treatment of atomic and molecular energy levels including transitions, fine and hyperfine structure, isotopic effects, beam methods, collision and ionization phenomena.

Prerequisite(s): PHYS 543

*Credits: 3***PHYS 690-691 Research**

Frequency: D

Experimental or theoretical research in physics including a thesis.

Credits: 3

POLITICAL SCIENCE

Office: E368 Thompson Hall
(716) 673-3207
E-mail: Richard.Jankowski@fredonia.edu
Richard J. Jankowski, *Chairperson*

The Department of Political Science offers graduate courses on an regular basis, particularly but not exclusively for graduate students pursuing the Master of Science in Education: Adolescence Social Studies. Non-degree students and those majoring in other degree programs who are interested in taking any of these courses should contact the department for information and approval prior to enrollment.

Graduate Courses in Political Science

POLI 520 Civic Education and Engagement

Frequency: D

The course covers the evolution and contemporary shape of political knowledge, learning, and civic engagement in American democracy. It studies formation and change in political learning, attitudes, values and identities, and the influence of socialization, media, and the cultural and educational environment. Students learn how to gather data, conduct analysis, and report on the state of civic education and engagement through oral presentation, research, and written analysis.

Credits: 3

POLI 525 The Presidency and the Law

Frequency: D

The course examines the intersection of the presidency, the Congress, and the judiciary under the dictates of the Constitution. Topics covered include: the powers and the weaknesses of the presidency as an institution; the authority of unilateral action; presidential prerogatives; presidential war powers; the relationship between the president and the Congress; the presidency and civil rights and civil liberties; presidential efforts to alter judicial interpretation.

Credits: 3

POLI 530 Seminar in Comparative Politics: Western Europe

Frequency: D

Intensive cross national comparative study and analysis of the government and politics of several of the states of Western Europe including the United Kingdom, France, Germany and other countries. The course will also examine the growing impact of the European Union on domestic politics and growth of multi-layered governance in an era of increasing social change and globalization.

Credits: 3

POLI 535 Political Economy of Macro Political Institutions

Frequency: D

The course will compare and contrast the macro-institutions of societies. The course will also review theoretical literature, case studies and empirical tests of the various hypotheses of how macro-political institutions affect public policy and/or protect minority rights.

Credits: 3

POLI 548 European Union

Frequency: D

The course covers, broadly, six areas: creating the new Europe, institutions and decision-making processes of the European Union (EU), policies of the EU, enlargement, EU in the world, and transatlantic relations.

Credits: 3

POLI 550 Seminar in International Politics

Frequency: D

The graduate seminar focuses on the nature of foreign policy, the American foreign policy process and the challenges the United States faces abroad.

*Credits: 3***POLI 595 Special Topics in Political Science**

Frequency: D

An in-depth examination of selected areas of political science for graduate students. Topics are determined by faculty and student interests and emphasize recent developments in the discipline. Examples of topics may include the following: Public Opinion and Elections, Issues in Constitutional Law, Comparative Political Institutions, The Foundations of Political Parties and Interest Groups, Congressional Delegation of Authority, The Growth of the Executive Branch and Topics in Public Policy.

*Credits: 1-6***POLI 596 Special Topics in Political Science**

Frequency: D

An in-depth examination of selected areas of political science for graduate students. Topics are determined by faculty and student interests and emphasize recent developments in the discipline. Examples of topics may include the following: Public Opinion and Elections, Issues in Constitutional Law, Comparative Political Institutions, The Foundations of Political Parties and Interest Groups, Congressional Delegation of Authority, The Growth of the Executive Branch and Topics in Public Policy.

*Credits: 1-6***POLI 599 Independent Study**

Frequency: D

The course is intended for individual work at the graduate level in areas where regular courses are unavailable. Topics determined through prior consultation with instructor.

*Credits: 3***PSYCHOLOGY**

Office: W357 Thompson Hall

(716) 673-3129

E-mail: Psychology.Department@fredonia.edu

Jack Croxton, *Chairperson*

The Department of Psychology offers graduate courses on an occasional basis in contemporary issues and independent studies in psychology. Students interested in taking these courses should contact the department for information and approval prior to enrollment.

Graduate Courses in Psychology**PSY 510 Contemporary Issues in Psychology**

Frequency: D

Critical review of recent contributions to the field, including topics such as motivation, learning, personality, perception, and social influence.

*Credits: 3***PSY 546 Classroom Expectancy Effects**

Frequency: B

The formation and impact of expectancies will be discussed. Research in both psychology and education will be presented. The creation of self-fulfilling prophecies and their effect on student achievement will be emphasized (cross-listed as EDU 582).

Credits: 3

PSY 550 Studies in Psychology

Frequency: D

Exploration in-depth of selected topics in psychology. Major focus varies from semester to semester.

Credits: 1-3

PSY 570 Japanese Culture and Education

Frequency: B

The course overviews the Japanese educational system and Japanese educational psychology. Historical influences on Japanese educational values are considered. An in-depth examination of the nature of typical Japanese schools at all levels of compulsory education is included. Unique educational approaches, such as juku and kumon, are reviewed (cross-listed as EDU 581).

Credits: 3

SCIENCE EDUCATION COURSES

Office: 201 Houghton Hall

(716) 673-3285

E-mail: Science.Education@fredonia.edu

Holly Lawson, *Coordinator*

Science Education, although not a department, houses courses that are taught by faculty in the College of Education or science departments or by special arrangement with the Roger Tory Peterson Institute. The courses blend science content with teaching pedagogy and may be interdisciplinary in nature.

SCED courses may be used for the partial fulfillment of requirements leading to a master's degree in Biology, M.S. Chemistry, Curriculum and Instruction M.S.Ed. (Science Track), or Interdisciplinary Studies M.A. or M.S. degree.

Graduate Courses in Science Education

SCED 510 Nature in the School Curriculum

Frequency: B

Students will focus on using the local environment as a unifying theme for interdisciplinary learning at all grade levels. Field work will predominate. Students will investigate soils, rocks and fossils; plants; animals; and other components of natural systems; and how these factors interact to create ecosystems. Students will write and model lesson plans and accompanying assessments that will address N.Y.S. Learning Standards.

Credits: 3

SCED 511 Teaming with Nature

Frequency: B

Students learn how to use a one-square-kilometer area surrounding their school as an outdoor laboratory for interdisciplinary learning. Students learn how to keep field journals, read and create maps, do ecological survey, use community resources, and create a plan for interdisciplinary place-based natural and cultural studies linked to their curriculum.

Credits: 3

SCED 512 Vernal Pool Project

Frequency: B

Students will learn how to use a specific component of the local natural environment - vernal pools - in their standards-based curriculum. Students will learn how to keep field journals, read and create maps, identify vernal pool organisms, enter data into the project web site, and become part of a growing community of citizen scientists focused on these unique and threatened ecosystems.

Credits: 3

SCED 540 The Earth in Space

Frequency: C

An examination of how science ideas are constructed in informal and formal social settings. Exemplary science teaching methods will be demonstrated and evaluated. Research focusing on elementary students' formal and naive science understanding concerning the relationships between the Earth, Moon, and the Sun will be investigated in detail.

*Credits: 3***SCED 541 Electricity and Magnetism**

Frequency: C

In Electricity and Magnetism, the behavior of simple electric circuits is examined as a basis for the construction of scientific models, which allow for the prediction and explanation of electrical phenomena. The course concludes by examining magnetic interactions to develop a model of behavior of magnets and magnetic materials.

*Credits: 3***SCED 542 Light and Color**

Frequency: C

An examination of how science ideas are constructed in informal and formal social settings. In Light and Color, the course investigates and begins with the investigation of the formation of shadows and images. The course then develops a mental model that helps students account for the behavior of light in the formation of images and in the effects of color. Exemplary science teaching methods will be demonstrated and evaluated. Research focusing on elementary students' formal and naive science understanding of light and color will be examined.

*Credits: 3***SCED 543 Moving Objects**

Frequency: C

In Moving Objects, the course studies how motion can be described in terms of the concepts of position, displacement, force and speed. Graphical and algebraic representations are introduced and used to predict and represent the motion of objects.

*Credits: 3***SCED 544 Properties of Matter**

Frequency: C

An examination of how science ideas are constructed in informal and formal social settings. In Properties of Matter, the course investigates some basic properties of matter. The course will develop the concepts of mass, volume, and density and use these in the context of how students explain physical phenomena. The inquiry will be extended to the study of solutions while providing a context for developing the important scientific skills of proportional reasoning, reasoning by analogy, and control of variables.

*Credits: 3***SCED 591 Special Topics in Science Education**

Frequency: B

Courses on topics of special or current interest, or experimental courses in science education.

*Credits: 3***SPEECH PATHOLOGY AND AUDIOLOGY**

Office: W121 Thompson Hall

(716) 673-3202

E-mail: SpeechPathology.Audiology@fredonia.edu**Kim L. Tillery**, *Chairperson***Bruce A. Wisenburn**, *Graduate Coordinator*

The graduate program in Speech Pathology is designed to enable students to: (1) earn a Master of Science degree, (2) meet New York State Department of Education

academic requirements for Professional Certification in Speech and Language Disabilities, (3) meet New York State Department of Education academic requirements for licensure in Speech Pathology, and (4) meet American Speech-Language and Hearing Association (ASHA) academic and clinic practicum requirements for the Certificate for Clinical Competency in Speech-Language Pathology (CCC-SLP).

The deadline for application is January 15 for admission in the following fall semester.

Master of Science in Speech Pathology

The degree leads to Speech-Language Pathology licensure and Professional Certification for Teachers of Students with Speech and Language Disabilities.

Requirements for Admission to the Program without Deficiencies:

1. A bachelor's degree from an accredited institution whereby an applicant has completed a minimum of 15 credit hours in courses related to the normal development of speech-language-hearing and/or the sciences related to the use of speech, language and hearing; 9 credit hours in speech-language pathology; and 6 credit hours in audiology.
2. A minimum of 3.0 GPA is preferred.
3. Submission of a completed application, including all required documentation, to the Office of Graduate Studies by January 15.

Applicants who do not meet these requirements may be admitted conditionally by permission of the chairperson and with the approval of the Dean of Graduate Studies. A minimum of 18 semester hours in speech pathology and audiology or permission of the chairperson is required for admission to all graduate courses.

Program Requirements

	Hrs.
1. The following three graduate courses will be taken prior to clinic rotation:	
SPA 551 Neuropathologies of Speech and Language	3
SPA 555 Dysphagia	3
SPA 598 Voice Disorders	3
2. One choice of the following is required:	
SPA 619 Comprehensive Exam	0
SPA 629 Thesis Research	1-6
3. Other required courses for all graduate students (exceptions by permission of chairperson):	
SPA 500 Language Disorders	3
SPA 530 Augmentative and Alternative Communication	3
SPA 565 Instrumentation	3
SPA 582 Fluency Disorders	3
SPA 583 Phonological Theory and Disorders	3
SPA 589 Professional Issues	2
SPA 606 Research Design in Speech Language Pathology and Audiology	3
SPA 608 Neurogenic Language Disorders	3
Plus electives as advised	
Minimum total Academic Course credit hours:	41

4. Clinical experiences:

SPA 502	Clinical Practice, Communicative Disorders	9
SPA 605	Advanced Clinical Methods and Practice	10
Total Clinic course credit hours:		19

Notes:

1. A minimum of 375 clock hours of supervised clinical practice is required for degree completion, of which 325 hours will be completed at the graduate level.

2. Additional requirements for students in need of meeting criteria for N.Y.S. Initial Certification are:

a) two content areas: Literacy and Special Education and	2-6
b) SPA 632 Graduate Student Teaching	6

Minimum Total Credit Hours for Degree Completion: 60

The Mission of the Department of Speech Pathology and Audiology is to prepare students to become competent professionals in the field by developing a foundation of knowledge and a repertoire of effective clinical skills, demonstrating a positive attitude for learning, participating in a cooperative relationship with faculty and fellow students, and demonstrating ethical and professional behavior in the academic and clinical environment. The Speech Pathology graduate program teaches the professional knowledge and skills through the department's Master of Science in Speech Pathology degree program. Students are exposed to the knowledge and skills required for professional development including curricula covering basic human communication, speech sciences and technology, professional issues, research methods, speech-language and hearing disorders, theoretical and applied approaches to assessment, intervention, and educational pedagogy.

Research opportunities augment the instructional programs by ensuring that faculty, staff, and students are aware of the contribution they all make to the production of knowledge within the field of speech studies. The Department of Speech Pathology and Audiology actively supports students in research, scholarship, creative processes, clinical practice, and service to the community. In order to achieve these goals, our program provides supervised diagnostic and outpatient services to communicatively disordered clientele at the Henry Youngerman Center for Communication Disorders on the SUNY Fredonia campus. The Speech Pathology and Audiology master's degree is built around two equally necessary sectors—the academic program and the clinical program. The graduate program is accredited by the American Speech-Language-Hearing Association (ASHA).

The Speech Pathology and Audiology department consistently fulfills SUNY Fredonia's research challenges, holds to the standards of excellence in teaching set forth by the State University of New York, and provides an invaluable public service to the university and its surrounding community. The program remains committed to enhancing academic experiences for graduate students through ongoing self-study, outcomes assessment, and attention to cultural diversity in the curricula.

The Program Goals, encouraged by ASHA standards, are as follows:

1. Recall knowledge and demonstrate comprehension of basic human communication and swallowing processes, including biological, neurological, acoustic, psychological, developmental, linguistic, and cultural aspects.
2. Recall knowledge and demonstrate comprehension of the nature of speech, language, hearing, and communication disorders/differences and swallowing

disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

3. Recall information and demonstrate comprehension of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of their anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of the disorders.
4. Complete diagnostic evaluations of speech, language and hearing disorders for culturally, economically and linguistically diverse populations of persons with communication and swallowing disorders in all age groups across the life span, including screening and prevention, collecting and integrating case history information, using appropriate evaluation procedures and adapting these as necessary, interpreting, and synthesizing evaluative data, reporting, and referring when necessary.
5. Plan and execute treatment programs for diverse populations of persons with communication and swallowing disorders in all age groups across the life span, including developing and implementing setting-appropriate intervention plans; selecting, developing, and using appropriate materials and instruments; measuring and evaluating; modifying plans, strategies, materials, and instruments when needed; reporting; and identifying and referring when appropriate.
6. Integrate current developments in methodology and technology into clinical practice.
7. Read and become familiar with current research and critical reports and relate findings to the improvement of clinical practice.
8. Demonstrate knowledge of ASHA's code of ethics, professional standards, scope of practice, and preferred practice patterns.
9. Satisfy the academic and practicum requirements for obtaining the ASHA Certification of Clinical Competence, the New York State Professional License in Speech-Language Pathology, and New York State Certification for a Teacher of Students with Speech and Language Disabilities at the completion of the M.S. degree requirements.

For certification information, please see pages 34-36.

Graduate Courses in the Department of Speech Pathology and Audiology

SPA 500 Language Problems in Children

Frequency: B

Theoretical and practical background of intervention goals that can be applied to children with language/cognitive problems.

Credits: 3

SPA 502 Clinical Practice, Communication Disorders

Frequency: A

An application of the student's knowledge from the classroom to a clinical situation. Students assigned to speech/language and audiological assessments and therapy at the university clinic under faculty supervision. Attendance at periodic staff meetings required. Completion of three semesters or summer sessions of practicum required.

Credits: 3

SPA 510 Pediatric Audiology

Frequency: B

An introduction to pediatric parameters as they relate to clinical audiology. Study and performance of audiology as applied in pediatric, clinical environments. Emphasis of theoretical and applied research to differentiate normal from abnormal pediatric audition.

Prerequisite(s): SPA 550

*Credits: 3***SPA 520 Multicultural Issues in Communication Disorders**

Frequency: D

Multicultural Issues in Communications Disorders attempts to prepare the Speech/Language Pathologist to fairly and effectively understand cultural constraints involved in communication disorders, to learn culturally sensitive diagnostic procedures and to determine therapeutic techniques that are consistent with minority populations and their beliefs and values about communication.

*Credits: 3***SPA 525 Speech and Hearing Problems in the Classroom**

Frequency: D

Methods to assist classroom teacher to improve speech habits and correct minor defects. Recognition of speech defects, cooperation with speech pathologist, medical personnel, and family. Demonstration and lectures of classroom management of speech and hearing problems. Not open to majors in Speech Pathology and Audiology.

*Credits: 3***SPA 530 Augmentative and Alternative Communication**

Frequency: D

Assessment and therapy techniques for augmentative/alternative communication (AAC). Overview of diagnoses that often require AAC. Assessment and therapy considerations for motoric, linguistic, cognitive and sensory skills and for communicative needs in context. Specific high and low tech systems will be explored.

*Credits: 3***SPA 540 Diagnostic Theories and Practices**

Frequency: B

A study of assessment models, strategies, and rationales employed in speech-language pathology and audiology. An application of student's knowledge base to the assessment process.

*Credits: 3***SPA 551 Neuropathologies of Speech and Language**

Frequency: B

Lectures, films, assigned readings, supervised observation in neuropathologies of aphasia, cerebral palsy, hearing loss, and related pathologies.

*Credits: 3***SPA 555 Dysphagia**

Frequency: B

Swallowing and associated disorders. Etiologies: anatomical/physiological bases. Diagnostic and treatment approaches, including bedside evaluation, radiologic examination, feeding and nutrition. The course may be taken only once.

*Credits: 3***SPA 560 Studies in Hearing Research**

Frequency: B

Advanced study of acoustics, anatomy and physiology, and pathology of auditory system. Study classic, historical, and contemporary theoretical and applied research germane to the basis and development of audiology. Emphasis of reported research to differentiate normal from abnormal audition.

Prerequisite(s): SPA 550

Credits: 3

SPA 565 Instrumentation in Communicative Disorders

Frequency: B

The course will focus on the application of instrumentation in the assessment and treatment of various communicative disorders. Appropriate measurement technique and interpretation of results will be covered. Focus on “hands-on” experience with current instrumentation and software will be emphasized.

Credits: 3

SPA 570 Contemporary Issues with the Hearing Impaired

Frequency: B

The course will assess contemporary issues related to testing, evaluating and resolving educational and social issues with hearing-impaired children and adults. Field experiences, guest speakers, selected videotapes and other varied course strategies will, where appropriate, be used in the course.

Credits: 3

SPA 575 Craniofacial Anomalies

Frequency: B

Etiology, symptomatology and management of communication disorders related to cleft lip, cleft palate and associated disorders. Focus on interdisciplinary management.

Credits: 3

SPA 582 Stuttering

Frequency: B

Intensive individualized study of the literature regarding stuttering, fluency, and related speech disorders.

Credits: 3

SPA 583 Phonological Theory and Disorders

Frequency: B

Intensive individualized study of the literature in speech, language, and related disciplines concerning normal and deviant phonology.

Credits: 3

SPA 585 Auditory Processing Disorders

Frequency: B

Auditory Processing Disorders (APD) is a specialty area that remains novel to most professionals and students in speech pathology and audiology. The course will illustrate how APDs impact the accurate perception of auditory information, and reading/language skills. Course materials include the neurology of central auditory nervous system, definitions/etiologies of APD, evaluation and remediation strategies, and how coexisting disorders such as Attention, Learning and Language Disorders may influence an individual’s auditory processing abilities.

Credits: 3

SPA 589 Professional Issues

Frequency: B

The course is aimed at helping the pre-professional students to understand factors that influence professional practice, including government and economic, professional delivery, setting-specific, quality service, and research issues.

Credits: 2

SPA 595 Graduate Seminar in Speech

Frequency: D

Detailed study of selected graduate topics in speech pathology and audiology. Content will change from semester to semester but will focus on a relatively narrow topic or issue of current interest.

Credits: 3

SPA 598 Voice Disorders

Frequency: B

Course will cover assessment and treatment strategies for benign, malignant and neurogenic vocal pathologies. Case study format will be emphasized.

Credits: 3

SPA 599 Experimental Phonetics

Frequency: B

Measurement, description, and analysis of speech, its production and perception. Students become familiar with sound spectrograph as well as other research instrumentation typically employed in research. Designed for students in speech pathology and audiology, and linguistics.

*Credits: 3***SPA 602 Topical Seminar in Speech-Language Pathology and Audiology**

Frequency: B

Detailed study of selected topics in speech pathology or audiology. Content will change from semester to semester but will focus on a relatively narrow topic or issue of current interest. May be repeated for credit.

*Credits: 3***SPA 605 Advanced Clinical Methods and Practice**

Frequency: A

Externship in speech-language pathology or audiology. Students assigned to a health care facility, rehabilitation center or speech and hearing clinic. Students perform diagnostics and therapy with patients at the facility under the supervision of a licensed and ASHA certified staff speech-language pathologist or audiologist. Students enrolled in SPA 605 must have completed 21 hours of academic credit and 9 credits of SPA 502, for a total of 30 credit hours. Permission of department.

*Credits: 6***SPA 606 Research Design in Speech Pathology and Audiology**

Frequency: B

An introduction to research design and statistical treatment to critically read and generate research. Study of basic and special applications to communication disorders. Emphasis of applied research to the formation and development of communication disorders in clinical environments.

*Credits: 3***SPA 608 Neurogenic Language Disorders**

Frequency: B

Study and analysis of neurogenic language disorders including those resulting from aphasia, right-hemispheric syndrome, traumatic brain injury and dementia. Focus will be on clinical issues, including assessment and treatment.

Prerequisite: SPA 551

*Credits: 3***SPA 609 Independent Study**

Frequency: A

Provides advanced graduate students the opportunity to work individually on problems of special concern not available through other course offerings under direction of qualified department member.

*Credits: 3***SPA 619 Comprehensive Exam**

Frequency: B

A written comprehensive exam evaluating knowledge base in assessment, intervention, etiologies, prevention and characteristics of ASHA standard courses.

*Credits: 0***SPA 629 Directed Studies in Research Methodology - Thesis Research**

Frequency: A

A minimum acceptable for the degree is 3 credit hours.

*Credits: 1-6***SPA 632 Graduate Student Teaching**

Frequency: D

Field based clinical practicum in a public school, rehabilitation center, BOCES or other appropriate educational setting. Cooperating Speech-Language Pathologists supervise students in providing assessment and treatment services to clients with communication disorders.

Credits: 6

THEATRE AND DANCE

Office: 209 Rockefeller Arts Center
(716) 673-3596
E-mail: Theatre.Arts@fredonia.edu
Dance.Program@fredonia.edu
James Ivey, *Chairperson*

The Department of Theatre and Dance offers graduate courses on an individualized basis in selected theatre arts studies and practicum in dance. Students interested in taking these courses should contact the department for information and approval prior to enrollment.

Graduate Courses in Theatre and Dance

DANC 561 Practicum in Dance

Frequency: D

Internship in dance teaching for graduate dance students. By audition only. May be repeated.

Credits: 3

DANC 562 Practicum in Dance II

Frequency: D

Internship in dance teaching for graduate dance students. By audition only. May be repeated.

Credits: 3

THEA 530-531 Selected Studies in Theatre Arts

Frequency: D

In-depth study of various specific areas in the theatre, either literature or production. Student should have an undergraduate degree in Theatre. Permission of department required.

Credits: 1-12

VISUAL ARTS AND NEW MEDIA

Office: 217 Rockefeller Arts Center
(716) 673-3537
E-mail: VisualArts.Newmedia@fredonia.edu
Elizabeth A. Lee, *Chairperson*

The Department of Visual Arts and New Media offers graduate courses on an individualized basis in art history independent research, seminar in art history and criticism, and independent studio work. Students interested in taking any of these courses should contact the department for information and approval prior to enrollment.

Graduate Courses in Visual Arts and New Media

ART 541 Independent Project Art History I

Frequency: D

Independent research in specific area of art history, stressing depth of inquiry. Subject to study chosen in consultation with department.

Credits: 3

ART 542 Independent Project Art History II

Frequency: D

Independent research in specific area of art history, stressing depth of inquiry. Subject to study chosen in consultation with department.

Credits: 3

ART 545 Seminar in Art History and Criticism

Frequency: D

Readings and discussions, reportage and criticism, including role of critic, influence of media, and formation of public attitudes.

*Credits: 3***ART 551 Independent Studio Projects**

Frequency: D

Independent studio work in drawing, painting, sculpture, printmaking, ceramics, or combination of media. Sound background in area of investigation required. Student must present an acceptable plan for proposed project.

*Credits: 1-6***ART 552 Independent Studio Projects**

Frequency: D

Independent studio work in drawing, painting, sculpture, printmaking, ceramics, or combination of media. Sound background in area of investigation required. Student must present an acceptable plan for proposed project

*Credits: 1-3***ART 553 Independent Studio Projects**

Frequency: D

Independent studio work in drawing, painting, sculpture, printmaking, ceramics, or combination of media. Sound background in area of investigation required. Student must present an acceptable plan for proposed project.

*Credits: 1-3***ART 554-556 Independent Studio Projects**

Frequency: D

Independent studio work in drawing, painting, sculpture, printmaking, ceramics, or combination of media. Sound background in area of investigation required. Student must present an acceptable plan for proposed project.

*Credits: 1-3***GENERAL ACADEMIC INFORMATION****Distance Learning**

SUNY Fredonia is committed to making alternative learning opportunities available to its students either through the Internet via the SUNY Learning Network, www.sln.suny.edu or two-way interactive video. Additional information is available from the university's Office of Lifelong Learning, 2142 Fenton Hall.

Study Abroad

Studying overseas can be among the most rewarding experiences a student can have; living in a new country, meeting new people and learning a language. Fredonia students begin their global journey with a visit to LoGrasso Hall and the International Education Office. There they will find everything they need to make an informed decision about their future overseas study.

To ensure a smooth transition to and from study abroad, the International Education Office conducts a pre-departure orientation, provides course advising, assists with course selection, and gives a warm welcome upon a student's return. Parents have an important role in the study abroad experience and their questions are welcome.

The study abroad application is easy to complete and assistance is always available. With proper advising and planning, a successful study abroad experience will give students a marketable advantage in the work world as leaders and global citizens.

International Student Services

The International Education Office, located in LoGrasso Hall, serves the international student community at SUNY Fredonia. It provides application assistance, immigration services, orientation programming and general support to the international students.

Through immigration services, the office helps international students maintain their status in compliance with SEVIS regulations and to apply for the immigration benefits for which they are eligible. As part of the orientation programming, the office provides extensive fall and spring orientation programs for incoming international students and workshops throughout the semester on topics relating to living and working in the U.S. The office also organizes International Education Week events, and arranges excursions and activities to complement the educational experiences of international students. Programs such as the International Student Ambassadors; Host Family for a Holiday; and the International Student Club help incoming students make new friends and become a part of the campus community from the start!

SUNY Fredonia welcomes international students, whose contribution to the campus and community is valued.

For more information, students should contact the Office of International Education at (716) 673-3451.

Grants Administration/Research Services Office

Fredonia's Grants Administration/Research Services Office helps to identify potential external sources of funding for research and special projects, assists with proposal and budget development and preparation, establishes audit and control procedures, monitors expenses, and aids in other ways necessary to obtaining and administering external grants and contracts.

Fredonia values the kind of faculty/student interactions that reveal the process of discovery and creativity that is basic to the scholarly process. The promotion of research experiences for students is part of Fredonia's mission. Increasing funding for faculty and student research is a basic element in the operations of the Grants Administration/Research Services Office. External funding not only makes possible support programs, such as the special fund in support of student presentations of scholarly papers at professional meetings, it provides funds which help to develop projects having the potential for future funding.

Summer Sessions at SUNY Fredonia

During the summer months, SUNY Fredonia offers a comprehensive program of undergraduate and graduate course work.

The availability of residence hall living during Session II and a wide range of recreational activities, along with a busy schedule of cultural events, enable the summer student to enjoy a full university life. The combination of intellectual stimulation in the classroom or online via the SUNY Learning Network can provide a very rewarding experience.

For additional information, students should contact the Office of Lifelong Learning at (716) 673-3177.

Joining Term (J-Term) at SUNY Fredonia

During the first two weeks in January, SUNY Fredonia offers a select group of undergraduate and graduate courses, as well as a specially designed set of intensive study abroad experiences. While some J-Term course offerings are campus-based, others are made available over the Internet via the SUNY Learning Network or at such off-campus locations as the College Lodge or the Roger Tory Peterson Institute. For additional information about Fredonia's J-Term program, interested persons should contact the Office of Lifelong Learning at (716) 673-3177.

ACADEMIC AND STUDENT SUPPORT SERVICES

The university provides a variety of services and programs designed to support and enhance its educational programs and to assist students in solving problems that may interfere with their academic achievement. These services are directed and implemented by a trained professional staff.

Reed Library

Reed Library plays a key role in the teaching and learning process at Fredonia as students and faculty make heavy use of over 17 million volumes that comprise the holdings of the SUNY libraries. Over 11,000 journals are available online along with extensive collections of microforms and videotapes. The Music Library houses more than 15,000 sound recordings and over 30,000 musical scores and performance parts. New listening stations and a redesigned music lab are also housed on the Music Mezzanine. Special Collections include extensive materials related to local history, the university archives, the records of the Holland Land Company, and books and manuscripts of the noted Austrian author Stefan Zweig.

Librarians provide orientation sessions, tours and in-depth instruction in the use of information sources to student groups and all academic disciplines. Reference librarians are available to answer specific questions and to advise students on research strategies. The Reed Library web pages contain extensive guides on the use of library resources.

A wide variety of resources including encyclopedias, indexes, full text articles, e-books and online journals are available to the campus community 24 hours a day.

Reed Library is open at the following times during the academic year: Sunday through Thursday, 8 a.m. to 1 a.m. (next day); Friday, 8 a.m. to 10 p.m.; and Saturday, 10 a.m. to 10 p.m. Hours are extended during the exam period at the end of each semester, and are reduced during intersession and summer school. For more information on Reed Library and its services, students should call (716) 673-3222 or visit the library home page at <http://www.fredonia.edu/library/>.

Information Technology Services

The university provides a wide range of information technology services for students and employees. A Unix-based electronic mail system provides secure and reliable e-mail service. The campus network provides local area network and Internet access for approximately 2,400 academic/administrative connections for classrooms, offices, and teaching/student laboratories as well as approximately 2,200 ResNet (student residential network) connections.

Access to personal computers and the use of mobile computing is now an essential part of any college education. The university encourages students to purchase their own laptops or tablet PCs for use on campus: however, recognizing that many

students are not in a position to do this, there are a significant number of computer laboratories with Pentium-based and Macintosh computers available. These computers run standard web browsers, the Microsoft Office Suite, as well as software for data-analysis, programming and other course-related software.

Additional computer labs on campus are designed to be teaching facilities, optimized for classroom instruction. The Department of Communication houses the Sheldon Multimedia Laboratory and state-of-the-art facility dedicated to digital video processing. The Visual Arts and New Media program also has a multi-media laboratory. Fifteen high-tech classrooms provide faculty access to multimedia technologies for instructional purposes.

Many academic departments provide student computer usage instruction. Instruction in computer science is provided by the Department of Computer and Information Sciences, which also offers an undergraduate major and minor in Computer and Information Sciences. The department has operated a Computer Science Laboratory (CS Lab) in Fenton Hall since 1984. For more information on the hardware and software maintained by the department, refer to the Computer Science section on page 20 of the *Undergraduate Catalog*.

Students are encouraged to utilize the Media Center, located in W203 Thompson Hall, which houses speech pathology and audiology materials, a student graphics lab, PC/Mac microcomputers and media equipment to support classroom projects.

Information Technology Services (ITS) is comprised of five support areas with collaborative connections to the Information Technology Advisory Board, the ITS Executive Committee, the Banner Student Information System (SIS) Steering Committee, the Web Content Office, and the Resnet Office.

The institutional technology vision and appropriate policy, procedures and project plans are developed in conjunction with advisory boards and ITS staff members to support the needs of faculty, staff and students as articulated in the Fredonia Vision Statement. Computing Services administers systems management and security for the Student Information System, e-mail and server administration, grade and course evaluation scanning, and administrative staff technical assistance. Students, faculty, and staff are provided a username and password that allows access to a Fredonia e-mail account and network resources. Security self-service access to individual student information, including web registration, acceptance of financial aid awards, bill payment, and institutional policy information is available through "Your Connection" on the Fredonia home page at <http://www.fredonia.edu>.

For more information regarding suggested personal computer configurations, e-mail configurations, listserv policy and the Fredonia Computer and Network Usage Policy, students should refer to the *Undergraduate Catalog* or the ITS web site at <http://www/fredonia.edu/its>.

Career Development Office

www.fredonia.edu/cdo

The Career Development Office provides a link between the campus and the world of work. The professional staff helps freshmen through alumni to:

- explore options and make career/major/job choices
- plan strategies to gain experience and identify skills to become competitive
- develop skills to implement a successful job search
- learn how to apply to graduate or professional school
- locate information and opportunities to make decisions or implement plans
- get connected to employers and graduate schools

Contact Information. The office is located on the second floor of Gregory Hall and can be reached by phone at (716) 673-3327, by FAX at (716) 673-3593, or by e-mail at careers@fredonia.edu.

Counseling Center

Philosophy

The mission of SUNY Fredonia Counseling Center is to promote intellectual, social and emotional development that fosters academic and personal success within the context of a global and culturally diverse society.

Services

Professional counselors, all of whom have graduate degrees, are available to assist students with typical life transitions as well as serious, complex life problems. In addition, a psychiatrist visits weekly to assist those students in need of psychiatric evaluation and medication. Free, confidential mental health counseling services are available to all registered students. A variety of counseling services including individual and group psychotherapy, crisis intervention, mental health assessment, referral, and informational services are offered.

The development of personal insight, interpersonal skills, and strength of character, expected of an educated person, is encouraged through counseling. Counseling services for individuals or groups typically address such issues as anxiety, depression, substance use, eating disorders, sexual identity, social and dating relationships, roommate conflicts, family problems, sexual abuse, assertiveness training, communication skills training, and career decisions.

All information revealed in counseling is held in the strictest confidence. In a student's initial interview, a counselor will meet with the student for approximately 50 minutes to gather information about the student's concerns. The student and counselor will decide how the student's needs can best be met. Together they will set counseling goals. Some students receive one or two counseling sessions, while others require more, often meeting four to six times. Sessions are usually scheduled every other week. As a client, a student is in complete control and may end counseling at any point.

Consultation and Workshops

Professional counselors are also available for consultation, workshops, and in-service to students, faculty, and staff in the university community on topics such as conflict resolution, stress management, relaxation skills, alcohol and drug abuse, and communication skills.

The Counseling Center is located in LoGrasso Hall. Appointments can be made in person at the reception desk or by telephone at (716) 673-3424. Information about services being offered for the current semester including groups, workshops, and wellness ideas and links can be accessed through the center's website at www.fredonia.edu/counseling/index.html.

Center for Multicultural Affairs

www.fredonia.edu/department/Maffairs

The Center for Multicultural Affairs is the principal foundation for multicultural programming and outreach on Fredonia's campus and in the surrounding community. The center strives to offer a safe educational and social space to all members of the university community. Through advocacy, education and program development, the center supports the creation of a diverse university community for the purpose of enhancing the student population's academic development, level of cultural awareness and commitment to promote social justice.

The center houses the Black Student Union; Latinos Unidos; Women's Student Union; Pride Alliance, Jewish Student Union, and the Native American Student Association while providing support to the Gospel Choir and Sister's Circle discussion group. Each of the groups provide a wide array of cultural programming and enrichment to the campus and community.

Additional services provided by the Center for Multicultural Affairs include academic, personal, group, and career services; student advocacy; leadership development; mentoring programs; and various other campus-wide diversity initiatives. For more information about the Center for Multicultural Affairs, students should call (716) 673-3398 or stop by the office at E125 Thompson Hall.

STUDENT LIFE ON CAMPUS

Food Service Operations

The *Marketplace* at Erie Dining Center features all you can eat self-service of a variety of traditional and specialty menu items.

In addition, the *Connections Food Court*, located on the lower level of the Williams Center, offers a variety of fast food selections.

For customer convenience, *Signature Café*, with several units located across campus, specializes in espresso based coffee and other upscale beverages, gourmet pastries and cakes, soup, salads, and sandwiches.

Café G, on the first floor of the Williams Center, is a weekday luncheon restaurant, and is also available for catering.

In addition, full catering services ranging from coffee breaks to banquets are available. Customers should contact the Faculty Student Association (FSA) office at 673-3417, ext. 227 for further information.

Other Services

ID Cards - A university ID card is required of all enrolled SUNY Fredonia students. These cards are issued at no charge to students by the FSA office. In addition to being a required form of identification on campus, they are also the official card used for all

meal plans. A service charge is assessed for lost cards. More information can be obtained at www.MyFREDCard.com.

The **Connections Bookstore** provides new and used textbooks as well as a variety of reference and study aids. Located in the lower level of the Williams Center, the bookstore also offers school and art supplies, health and beauty aids, imprinted items, clothing, greeting cards and a unique array of gift items. The store's computer department features hardware, software and a wide range of peripherals. The bookstore also offers convenience store items.

The **SUNY Fredonia Debit Account** is a prepaid taxable debit account. This account offers the convenience of making purchases at any FSA or Signature Café-operated location without carrying cash.

Students signing up for a SUNY Fredonia Debit Account Plan are entitled to take advantage of the Textbook Pre-pack option. The bookstore will prepackage a student's textbooks and subtract the cost from the student's SUNY Fredonia Debit Account. When the student arrives on campus they simply go to the pre-pack area, show their FREDCard and pick up their books.

The FSA provides **check-cashing** services on campus. Students who possess a valid Fredonia university ID card may cash checks in the bookstore. Fees for check cashing may apply. In addition, electronic banking machines are available on campus.

FSA's **vending program** on campus includes snacks and beverages. In addition, it also provides the washers and dryers in the residence halls.

The **Herbert C. Mackie Memorial Camp** (College Lodge) in Brocton, located 12 miles from the campus on Route 380, is a 193-acre refuge featuring a beautiful and rustic lodge and hiking trails. This facility is available by reservation for parties, cross-country ski outings, and other events. The camp also has a sleeping lodge that will accommodate up to 75 people.

Student Health Center

The Student Health Center is located in LoGrasso Hall. The health center is staffed by a board-certified physician, two nurse practitioners, registered nurses, a lab technologist and a secretary. The staff at LoGrasso Hall Health Center strive to provide quality health care for the student population in an outpatient clinic setting. The treatment of illnesses and injuries, as well as preventive health services and health education, are provided in a confidential, caring atmosphere. The health center has a lab and can perform some simple diagnostic tests on site.

Health services are funded by the mandatory health fee paid each semester. Most services at the health center and many medications are provided without any additional charge to the student. Maintenance allergy injections, vaccinations and PPD tests are provided but do require an additional nominal fee.

The health center is open from 8 a.m. to 5 p.m., Monday through Friday, and Saturday from 10 a.m. until 1 p.m. When necessary, referrals can be made to private physicians or specialists in the local area.

Emergency coverage is available at Brooks Memorial Hospital.

Birth Control Information Center - The Birth Control Information Center or "BCIC" is located in LoGrasso Hall and is staffed by trained student volunteers. All students, male or female, can use the BCIC to learn more about contraceptives and other sexual health issues. Clinics are held twice a week in the evening where gynecological services and birth control are provided at minimal cost to the student. Clinic staff

includes a gynecologist, nurse practitioner, physician assistants, and registered nurses.

University Police Department

The University Police Department, located on the second floor of Gregory Hall, is responsible for all law enforcement related issues on campus.

Members of the department are trained in a community policing environment where students and the campus community share in keeping the university a safe place to study and work. University Police Officers are responsible for the security of all buildings and the protection of students, employees, and visitors. Duties include community policing, parking enforcement and all investigations.

The Chief of University Police is assisted by three lieutenants and 10 officers. The office maintains a close working relationship with the Fredonia Police Department and other law enforcement agencies in Chautauqua County.

FREDONIA ORGANIZATIONS AND ACTIVITIES

Campus Life Office

www.fredonia.edu/campuslife

The Campus Life Office, located in the Williams Center, provides exciting and various activities for students to participate in to fill the hours when they are not in the classroom. The office is a place for students to schedule concerts, dances, movies, lectures, student organization meetings and a host of campus activities. Some of the services the office and staff provide are:

- Advisement to student organizations
- Providing a meeting place, by reservation, for groups and organizations
- Maintaining leadership development programs and workshops for students, organizations and advisors
- Facilitating advertisement for campus/organization events

In addition to the above services, the Campus Life Office plans Family Weekend, Commencement, Summer Orientation, Winterfest, and works closely with Residence Life events, Homecoming, Admissions Open Houses, Superdance, and the conference committee.

For students' leisure and recreation, Campus Life also offers The Spot. Featured in The Spot is the Campus Grind Café, which serves a variety of specialty coffees, granitas frozen drinks, pastries, and daily luncheon items. Adjacent to the Campus Grind is the campus nightclub, complete with staging for small concerts and the latest in sound equipment for dancing. Also located in The Spot is the Side Pocket game room, offering pool tables, foosball, bubble hockey and air hockey, and the latest in video games.

The Williams Center lobby is open Monday through Friday, 8 a.m. until midnight; Saturday, 11 a.m. until midnight; and Sunday, 11 a.m. until midnight, when classes are in session. Events that wish to extend beyond midnight are permitted with permission. For more information, students should contact the Campus Life Office at (716) 673-3143.

Central Ticket Office

The Central Ticket Office is a full-service outlet located on the main floor of the Williams Center. Its main function is in providing tickets for events on campus and the outlying communities. Tickets for theater, musical concerts, graduation, plus bus transportation to all areas of the United States are available to students. In addition, the Central Ticket Office offers students charter bus service during holidays, to the Southern Tier, New York City and Long Island. Greyhound, Empire Transit and Trailways charters, schedules and tickets are also available. Amtrak schedules and tickets are available on 48 hours notice. Other services offered include Western Union incoming money transactions. The Central Ticket Office is open during the academic year from Monday through Friday from 9 a.m. until 5 p.m., and on Saturday from 1 until 5 p.m.

Volunteer and Community Services

The Office of Volunteer and Community Services is a part of Campus Life. Its purpose is to connect students with the community, provide volunteer opportunities and to create as well as implement a variety of service learning experiences. Students will be able to incorporate these opportunities into the classroom. The office serves as a central resource for information about area opportunities in service.

Art Forum

Art Forum presents programs that broaden the awareness of the visual arts; gives interested students the opportunity through participation to develop student and community appreciation for the visual arts; and helps to develop an effective and informal network of professional assistance that is a resource to the profession and the public. The group participates in many activities ranging from exhibitions to weekend trips to New York City.

Black Student Union (BSU)

The Black Student Union, which has been in existence for over 25 years at Fredonia, is an organization that seeks to promote a feeling of unity and pride among students of African descent as well as provide a sense of cultural awareness throughout the campus community. The BSU contributes to the richness and diversity of student life by sponsoring lectures, artists, dancers, poets and musical productions throughout the year. Some of the organization's annual events include the People of Color Concerns Conference, the Black Achievement Awards Dinner, a fashion show, and Kwanzaa, an African American celebration that is an affirmation of cultural self-determination. Such people as Dr. Na'im Akbar, Kwami Toure, Dr. Bruce Bridges, Dr. Ivan van Setima, Jill Nelson, Bill Bellamy and Dr. Ali Rashad Umrani, are just a few of the many who have joined the BSU family at Fredonia.

Alumni Association

Membership in the Alumni Association of the State University of New York at Fredonia is open to enrolled students, graduates of the university, and present and retired faculty members.

Supported by alumni gifts and student dues, the association provides all its constituents and parents with its quarterly publication, the Fredonia *Statement*.

Contributions are primarily used to support scholarships and grants for deserving students, student recruitment, career counseling, Homecoming Weekend, and various programs for which funds are unavailable through normal state sources.

Students are encouraged to participate in the Undergraduate Alumni Council (UAC), which assists in the coordination of alumni/student activities. Actively involved students are considered for Undergraduate Alumni Awards. The \$500 awards are annually given to those UAC members who are in good academic standing and have shown an interest in improving the quality of campus life by their extra-curricular involvement.

Art Exhibitions

Each season, many art exhibits are presented on campus. The 2,000 square-foot Michael C. Rockefeller Arts Center Gallery hosts several traveling contemporary art exhibits. The emphasis of these shows is on contemporary work in painting, printmaking, photography, sculpture and graphic design. The gallery also hosts exhibits by the visual arts department faculty and students. All exhibits feature a public reception open to students, faculty, and community residents.

The Emmitt Christian Gallery on the second floor of the arts center is used to exhibit class projects, solo student shows, visiting artist work, and other small exhibits throughout the year.

Music Faculty Performances

Throughout each academic year, members of the artist faculty of the School of Music present public recitals. Most often the performances feature an individual faculty member; on occasion, however, several faculty members join together to present a program. Performances are also presented each year by the Fredonia Woodwind Quintet and the Faculty Brass Quintet.

The Western New York Chamber Orchestra, an independent, regional chamber orchestra, is an ensemble-in-residence at the Fredonia School of Music. The chamber orchestra presents a series of concerts on campus and is also active in presenting concerts and educational events throughout the area. The orchestra is comprised of faculty, other area professional musicians, and outstanding School of Music students, with repertoire spanning all stylistic periods.

Michael C. Rockefeller Arts Center and Visiting Artists, Ensembles and Speakers

The Michael C. Rockefeller Arts Center, a magnificent performing and visual arts facility, includes the 1,200-seat King Concert Hall, the 400-seat Marvel Theatre, the Bartlett Theatre, and two art galleries.

Over 220 public events are presented each season for the benefit of campus and community audiences.

SUNY Fredonia has a rich cultural life, not only because of the many artistic events produced on campus, but also because of a full schedule of visiting artists and speakers, many brought to campus by the arts center.

Each season, the center presents the *Someplace Special Pops Series*, three evenings of musical relaxation and enjoyment. Guest ensembles on the series have included Dave Brubeck, the Smithsonian Jazz Masterworks Orchestra and the Boston Brass. Also appearing on this series has been the Western New York Chamber Orchestra with programs spotlighting students and vocalists from the School of Music and musical theatre program.

HONORS

Maytum Lecture

The Maytum Lecture each year presents a major scholar of national reputation to the campus community. Students, faculty, staff, and community guests gather in King Concert Hall for an address on a major subject by a prominent figure such as anthropologist Richard Leakey, author Maya Angelou, musician Sarah Caldwell, biologist James Watson and Ruth Hubbard, philosopher Robert Nozick and historian Christopher Lasch. A panel discussion on a related topic follows in the afternoon.

EDUCATIONAL COMMUNITY OUTREACH

The Native American SUNY: Western Consortium

SUNY Fredonia continues to support the endeavors of the Native American SUNY: Western Consortium, which focuses upon educational access, opportunity, and development for Native American students and communities. The consortium is comprised of representatives of four Native Nations and 11 SUNY campuses in the Western and Central New York area. For more information, students should contact the office at (716) 673-3170 or 1-800-851-5020.

The Fredonia College Foundation

The Fredonia College Foundation, Inc., a not-for-profit corporation, was formed in 1964 to encourage and accept gifts and endowments in support of the priority needs of the State University of New York at Fredonia, its faculty and students.

In order to maintain the quality of academic offerings at Fredonia and to realize the university's commitment to public service for western New York and the state, the university must look to non-state sources to assist in its development. The foundation seeks support for scholarships and those programs and events that enrich the university and community that cannot be supported by state funds.

Contributions from alumni, parents, friends, faculty/staff, business and industry, the professions, foundations, and other public and private sources have strengthened many university programs. Gifts of cash, appreciated stock, real estate and insurance, gifts-in-kind, works of art, books, equipment, teaching materials, as well as planned gifts such as bequests and gift annuities, have enabled the university to move forward, even in times of budgetary restraint.

Center for Rural Regional Development and Governance

The Center for Rural Regional Development and Governance promotes the university's service to the region through economic development and government efficiency projects.

The mission of the center is to foster and enhance a spirit of regional cooperation and collaboration that will enhance the quality of life of all residents in the region.

The center sponsors analytical research reports to assist government decision-makers in moving toward more cost-effective and efficient service delivery in the region. Center Fellows, SUNY Fredonia faculty, and student researchers provide the expertise for these research projects. In addition, the center works in partnership with local governments, labor unions, and the private sector to provide process re-engineering and performance management skills to governments in the region. The center is also a repository for regional statistical information and regional governance

best practices. Finally, the center is involved in the development of a regional growth strategy through technology transfer from the university to the private sector.

For more information about the center, located at 402 Main St., Suite 3, Dunkirk, N.Y., interested persons should call (716) 363-0893.

ADDITIONAL ACADEMIC POLICIES

Academic Policy and Procedures in Regard to Students With Disabilities

It is university policy that students with disabilities fulfill the same degree and program requirements as all students, and that reasonable accommodations may be used to assist students with disabilities in attaining those requirements. In addition, the university may offer non-accommodative services such as tutoring and counseling. Reasonable accommodations and other services are determined on a case-by-case, course-by-course, and semester-by-semester basis.

It is the responsibility of students with disabilities to identify themselves by notifying the Coordinator of Disability Support Services for Students. The student and coordinator will meet and discuss the student's needs, on the basis of the clinical diagnosis that has established the existence of the disability, and will decide on the kinds of assistance and/or reasonable accommodations the student will need to gain equal access to the university's programs, activities and services. It is advised that students self-identify upon admittance to the university in order to provide a seamless transition. Early self-identification can facilitate reasonable accommodations and other services that may be delayed by the process of obtaining appropriate documentation with later self-identification.

With the student's written request, the coordinator will inform the relevant professor(s) or office(s) of the student's accommodation needs for the particular class or service the accommodation is needed. The coordinator will be confirming the existence of a disability and the need for the accommodations requested. The student must then identify him/herself to the professor or office providing the accommodation, and where necessary, discuss the accommodations or alternative accommodations. In the event of a disagreement between the student and the professor or office about the need for the requested accommodation, the Coordinator of Disability Support Services for Students will act as mediator.

SUNY Fredonia is prepared to respond to the individual needs of students with disabilities. For specific information about services and facilities for students with disabilities, students should contact: Carolyn L. Boone, coordinator of Disability Support Services for Students, Reed Library (fourth floor), by telephone at (716) 673-3270, by TTY at (716) 673-4763, or by e-mail at disability.services@fredonia.edu. Students should see the website at www.fredonia.edu/tlc/DDS/dss.htm.

Transcripts of Record

Upon written request from the student, the Registrar will provide an official transcript. Students are urged to request transcripts well before the date they are needed. (For information on changes to transcripts, see Student Appeals of Grades, page 9.)

Name Changes

A student whose name is changed should report the change in writing to the Registrar.

Observance of Regulations and Standards

All students are expected to observe the regulations and standards governing student life, both in and out of the classroom. Failure to do so may be considered grounds for suspension or dismissal. Each student should read with care the full statement on Student Rights and Responsibilities, beginning on this page.

Liability

The university is not responsible for loss or damage to personal property by fire, theft, or any other cause on university property or in any off-campus housing facility.

Program Registration

SUNY Fredonia's baccalaureate and graduate programs are registered by the New York State Education Department. For information, contact the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, or call (518) 474-5851.

STUDENT RIGHTS AND RESPONSIBILITIES

Regulations Governing Student Conduct and Community Standards of Behavior

Pursuant to the Resolution of the Board of Trustees of the State University of New York, dated May 11, 1967, and Section 356 of the State Education Law, and after consultation with the President, representatives of the faculty, and students, the Council of the State University of New York at Fredonia established and promulgates the following regulations covering the conduct and behavior of students. The following rules and regulations were amended in December 2004 and were agreed upon by the President of the University, the College Council, the Student Affairs Committee, and the University Senate.

Attendance at this university is a privilege afforded the student by the State of New York and not a legal right. The determination of a student's fitness to be admitted to the university and to continue as a student has been entrusted by the Board of Trustees of the State University to the President and his/her staff. The term student or students include all persons taking or auditing classes at SUNY Fredonia, both full-time and part-time, pursuing undergraduate, graduate, or professional studies; matriculated in any university program. Persons who are not officially enrolled for a particular term, but who have a continuing student relationship with the university are considered "students."

General Policy

Students seeking knowledge and understanding also need freedom to inquire, to exchange ideas through discussion, publication and public presentations. These opportunities are basic to education in and for a democratic society. To insure these freedoms the university requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to the rational and orderly approach to the resolution of human problems. In exercising freedoms and

in discharging the rights and obligations of citizenship, students must also recognize their responsibilities to other individuals, to the university, to the state and the nation, and to society in general. Orderly and dignified expression and conduct are expected.

In protection of these freedoms the university must establish certain standards of personal and group conduct. The university may apply sanctions or take other appropriate action when the conduct of individuals or groups on or off campus directly or significantly interferes with the freedom to teach and learn, the safety and health of persons in the community, the maintenance or protection of property, the provision of living accommodations and other services, and the sponsoring of non-classroom activities such as lectures, concerts, athletic events, and social functions.

Counseling, guidance, and rehabilitation are the preferred means for resolving behavior problems. Although disciplinary proceedings play a secondary role in resolving such problems, violation of the Standards of Behavior may result in privilege restriction, suspension, or dismissal.

In the legitimate interest of the university in protecting property and the safety and welfare of specific individuals or the general public, the University President or his/her designee may temporarily suspend an individual, change a student's residence hall location or remove a student from the residence halls pending a decision by the Coordinator of Judicial Affairs, the judicial board or the administrative board.

Statement of Jurisdiction

The Standards of Behavior and University Policies apply to all undergraduate students, graduate students, and student organizations of SUNY Fredonia. The Standards of Behavior primarily prohibits misconduct on Fredonia property, but may address off-campus conduct when the behavior or the continued presence of the individual, in the university's sole judgment, impairs, obstructs, or interferes with the mission, processes, or functions of SUNY Fredonia. Students should be aware that SUNY Fredonia reserves the right to review and take disciplinary actions based on conduct occurring off campus and/or between academic periods.

A student's action may violate civil or criminal laws as well as being deemed a violation of the University Standards of Behavior or University Policies. In such situations, that student may be held accountable by both civil authorities and face university sanction. The university may at its sole discretion, elect to pursue disciplinary action against a student even if criminal charges involving the same incident are pending, have been dismissed, or were reduced.

Students that elect to Study Abroad through the International Education Center will assume dual status as a SUNY Fredonia student and as a student of the host institution. SUNY Fredonia's Rights and Responsibilities are applicable while the student is studying abroad.

Students who witness serious violations of SUNY Fredonia policy, procedures, or Rights and Responsibilities that are potentially harmful to the safety and well-being of other students may be charged with a violation or violations if they fail to remove themselves from such situations and/or report the incident to proper authorities.

Specific Standards of Behavior (Code of Conduct)

The Code of Conduct is broken into four sections: Personal Identification and Representation; Interference with the Health, Safety, or Rights of Other Persons; Care of University or Personal Property; and Demonstration of Other Groups or Individual Action.

Alleged violation of any of the standards may result in charges being filed against a student or organization.

Graduate students are governed by all provisions of the SUNY Fredonia Code of Conduct which can be accessed at www.fredonia.edu/JudicialAffairs/rights.asp and is printed in the 2005-2007 *Undergraduate Catalog*. All parts of the Student Rights and Responsibilities in the online 2005-2007 *Undergraduate Catalog* also apply to and provide due process for graduate students.

Academic Integrity Policy

I. *Opening Statement*

The State University of New York at Fredonia holds that the life of the mind and personal integrity go hand in hand, and are inseparable. Adherence to this philosophy is essential if we are to facilitate and promote the free and open exchange of ideas upon which our university mission relies. An essential component of the academic experience at SUNY Fredonia is the conviction that academic goals must be achieved by honorable means. It is expected, therefore, that all students attending the State University of New York at Fredonia will support and abide by all provisions of the following Academic Integrity Policy. It is further understood that by enrolling in courses, students are agreeing to the rules and regulations set forth below.

In order to protect the value of the work accomplished by each student and instructor, our academic community depends upon certain honorable standards of behavior from all its members. SUNY Fredonia trusts all students will refrain from participating in any behavior that will inhibit the pursuit of honest academic advancement. To help students avoid activities that can be construed as dishonest or as violations of academic integrity, a partial list of prohibited behaviors and activities is outlined below. This policy is not intended to limit decisions of faculty of professional programs that operate under more restrictive policies and/or have externally monitored procedures for addressing violations of academic integrity.

II. *Violations of Academic Integrity*

Violations of academic integrity are described within four broad, overlapping categories: Fraud, Plagiarism, Cheating, and Collusion. Examples of violations of academic integrity include, but are not limited to, those described herein:

A. *Fraud*

Behaving deceptively, misrepresenting oneself or another person, and falsifying official print and/or electronic documents are actions that seriously undermine the integrity of any social institution and may result in criminal prosecution. In a university setting, fraudulent behavior includes but is not limited to:

1. Forging or altering official school documents, whether in print or electronic form, such as grade reports or transcripts, enrollment documents, transfer credit approvals, etc.
2. Forging or tampering with any university correspondence or medical excuses.
3. Tampering with attendance records, such as one student signing for another student.
4. Tampering with or interfering with grading procedures.
5. Misreporting or misrepresenting earned credentials, including academic status, class standing, and GPA.

6. Taking an exam in place of another student.
7. Failing to disclose necessary information on official university forms.

B. *Plagiarism*

Plagiarism consists of presenting the work of others as one's own. It is unethical to copy directly the words or work of other authors or artists without giving them credit. It is also unethical to rearrange or add a few words to another author's text while leaving the majority unaltered or to take an author's unique idea or discovery and to represent it as one's own. Specific examples of plagiarism include, but are not restricted to, the following examples:

1. Copying the work of another author and/or artist without giving proper credit in the text or reference to the artwork, presentation or performance; neglecting to cite the original in a footnote; and/or failing to identify full and proper documentation in the list of works cited or sampled for presentation or performance.
2. Implying that another author's words, works, or ideas are one's own. Quoting without the use of quotation marks falsely implies originality and is, therefore, an act of plagiarism.
3. Incorporating into a paper or assignment without acknowledgement verbatim corrections or other suggestions that were made by someone other than oneself, the instructor, or an assigned editor.
4. Taking information from one source (such as the Internet) and citing it as coming from another source (such as a required text or article).

C. *Cheating*

In all academic situations, any behavior that subverts the purpose of an academic assignment constitutes cheating, whether one actively commits the act of dishonesty on one's own behalf or enables someone else to do so. Examples of cheating include but are not limited to the following:

1. Copying someone else's work or permitting one's own work to be copied. Whether involvement in the copying process is active or passive, these acts constitute violations of academic integrity if a student is at all complicit.
2. Using unsanctioned materials, notes, software, and or equipment (such as a programmable calculator).
3. Intentionally providing or seeking questions to an exam that will be given in a later section or used as a make-up exam.
4. Communicating or sharing information during an exam obviously constitutes cheating, as does taking an exam for someone else.

D. *Collusion*

Most colleges and universities support some opportunities for collaborative learning, but unauthorized collaboration is considered collusion. Unless collaboration is expressly permitted by the instructor, students should work alone. Even when an instructor authorizes collaboration, collusion may still occur. In all cases, work submitted should reflect an individual's own effort. Examples of collusion include, but are not limited to, the following situations:

1. A pair or larger group of students studies a problem, one of the students formally writes and/or types the results, the other members of the group copy the results, and each individual submits the work as his/her own.
2. A pair or larger group of students work on a series of problems or tasks, each student completes a portion of the problem set or task, the students combine their work, and each student submits the entire problem set or task as his/her own.
3. A course instructor assigns a task or problem to be completed outside of class and explicitly instructs students not to discuss the task or problem with one another, a part or larger group of students discuss or work together on the task or problem, and each individual submits the results as his/her own.

III. *Judicial Procedures for Violations of Academic Integrity*

A. *Stage One: Departmental Level*

1. An instructor who suspects a violation of the academic integrity policy will collect all information and materials related to the offense.
2. The instructor will meet with the student to present his/her charge, and the student will be given an opportunity to answer and explain. If the instructor and the student then agree that no violation has occurred, the matter is resolved and the process ends at this point. If, however, the instructor finds that a violation has occurred, whether the student admits or does not admit guilt, the matter must be communicated to the department chairperson (see No. 3 directly following). A student will not be allowed to drop a course to avoid a course sanction or to suspend judicial procedures.
3. For all cases in which the instructor determines that the student has plagiarized, cheated, colluded, or committed any act of academic dishonesty, the instructor will briefly summarize the offense in writing to his/her departmental chairperson. Copies of all information and materials related to the offense shall accompany this correspondence.
4. After appropriate consultation, the chairperson and the instructor will jointly notify the student in writing about the charge and the resulting sanctions. At this stage, some possible departmental sanctions include but are not limited to the following: a formal warning, a grade of zero being assigned to the particular performance, and/or a failing grade being given for the course. The letter from the chairperson and the instructor may also recommend that the Academic Integrity Review Board hear the case and consider, among several options, placing the student on disciplinary probation, temporarily suspending the student, or permanently expelling the student from the university.
5. Because a student may plagiarize and/or violate provisions of academic integrity in more than one department, the chairperson is required to submit a copy of all correspondence and relevant materials to the appropriate dean of the department in which the offense occurred. For undergraduate students, these materials will be delivered to the Dean of the College of Arts and Humanities, Dean of the College of Natural and Social Sciences, or the Dean of the College of Education; for graduate students, materials will be delivered to the Dean of Graduate Studies. The dean will then prepare a full packet of copies for the Vice President for Student Affairs in whose office the packet will be filed as part of the required maintenance of student disciplinary records.

B. *Stage Two: Appeal*

1. Within 14 calendar days after the chairperson has mailed the letter, the student may decide to appeal the departmental decision. If so, she/he must send a letter of intent to the Vice President for Academic Affairs, with copies sent at the same time to the chairperson in whose department the charge originated, the appropriate dean, and the Vice President for Student Affairs. Upon receipt of such communication and in a timely manner, the Vice President of Academic Affairs will contact the Chair of the Academic Integrity Review Board who will call together the members of the board for a formal hearing. Throughout the appeal process, the charged student is assumed not guilty, and in most circumstances, she/he has the right to remain in class.
2. After the same 14 days, if the student has not appealed, the university will act upon the assumption that the student has accepted the departmental decisions and any sanctions therein. Enforcement of these sanctions hereafter rests with the Office of the Vice President for Student Affairs.
3. If the department has recommended additional sanctions outside its academic purview (probation, suspension, etc.), the Academic Integrity Review Board will be convened to determine if a hearing should be held. If a hearing is scheduled, the Chair of the Academic Integrity Review Board will contact the accused student at least five days in advance.
4. Even if a student does not file a formal appeal within the above time limit, the Vice President for Student Affairs must notify the Chair of the Academic Integrity Review Board whenever a second or subsequent violation is submitted to a student's disciplinary record. The Academic Integrity Review Board will then be convened to review all charges filed and may impose additional sanctions. The Academic Integrity Review Board will consider repeated violations of any or all of the provisions in the *Academic Integrity Policy* as grievous.

C. *Stage Three: Academic Integrity Review Board*

1. Whether the student who has been charged decides to appeal the departmental decision, or the Academic Integrity Review Board votes to initiate formal proceedings as the result of other circumstances (see above), the Academic Integrity Review Board will hear and rule on the case. A charged student has the right to select a willing student, faculty member, or an administrative staff member of the university to advise him/her throughout the review process. This non-legal adviser must be a current member of the SUNY Fredonia community (faculty, staff, student), and the adviser may accompany the charged student and advise him/her at any meetings. To avoid conflicts of interest, this adviser may not be selected from the members of the Academic Integrity Review Board.
2. At least one member from each category below is required. A quorum of six members including at least one student representative will be selected from the following categories:
 - (a) The Chair of the Academic Integrity Review Board who is a full-time tenured faculty member jointly appointed by the President of the university and the Vice President for Academic Affairs and subsequently approved by the University Senate. The chair's term will be two years with the option of renewal, pending reappointment and re-approval.
 - (b) Either the Vice President for Student Affairs or the Associate Vice President for Student Affairs will provide board access to pertinent Student Disciplinary records and will participate as an *ex officio* member (see No. 4 below). Before

witnesses speak or before questions are asked, this representative of Student Affairs will present a summary of the case.

(c) At least one, but preferably two, undergraduate (or graduate, if pertinent) student representatives selected by the university deans and after nominations by the Joint Chairs and Directors which includes directors and chairpersons of all schools and departments. No two students majoring in a single department will be invited to serve concurrently. To insure that perspectives from a diverse student population are fairly and freely heard, one student will major in an Arts and Humanities department and one will major in a Natural and Social Sciences department, and/or one in Education.

(d) The appropriate dean preferred, but one of the other three deans may act in his/her stead whenever necessary.

(e) Two chairs of departments, one from Arts and Humanities, one from Natural and Social Sciences, and a designee from the College of Education.

(f) An additional faculty member from a department not represented by individuals in (a) and (e) above.

3. The Chair of the Academic Integrity Review Board, after prior consultation with the assembled board, may call witnesses, and the student who has been charged may also call witnesses. At the conclusion, the charged student will be asked to address the allegation by pleading guilty or not guilty, and she/he then has the right to speak on his or her behalf. All participants in this hearing will be informed that deliberations are to remain strictly confidential. Hearings of the judicial Review Board will be tape recorded to provide a record of the proceedings.
4. After the hearing, the Academic Integrity Review Board will deliberate and make a formal decision. In the final determination, each of the members of the board, including the Chair of the Board, will cast a single and equally weighted vote. In the event of a tie vote concluding a case, the Chair of the Board will cast an additional vote. Voting will be conducted by written ballot, and the results will be disclosed to board members. Board members are not to disclose either the board's determination or any specifics related to the voting.
5. In a timely manner, the Chair of the Academic Integrity Review Board will complete the hearing report and will deliver copies to the chairperson in whose department the charge originated, the Vice President for Academic Affairs, and the Vice President for Student Affairs. The final report of the Academic Integrity Review Board will include the following:
 - (a) A determination of Not Guilty (no violation of academic integrity has been found) or Guilty (the student has been found responsible for the charged violation on the basis of the evidence submitted or has admitted guilt).
 - (b) If the student had been found guilty of violating the *Academic Integrity Policy*, the penalty must also be identified. Sanctions or penalties imposed should be commensurate with the offense and will take into account the student disciplinary records on file.
6. On the same day the board's decision is delivered to the three individuals above (No. 5), the student will be informed of the board's decision in a meeting with the Vice President for Student Affairs and the Chair of the Academic Integrity Review Board. The student will then be given a copy of the hearing report prepared by the Chair of the Academic Integrity Review Board.
7. Should the student decide to appeal the Academic Integrity Review Board's decision, he or she may do so in a written justification to the President of the

university but only if/when the substance of the presented case has changed (i.e., additional and significant evidence is discovered).

IV. Maintenance of Student Disciplinary Records

Individual files on all students who are formally charged with violations of the *Academic Integrity Policy* will be prepared at the time of the student's initial offense and maintained for 10 years thereafter in the Office of the Vice President for Student Affairs. Instructors and chairpersons will initiate this process by submitting, to their dean, a copy of the information and materials related to the offense and a copy of the departmental letter which identifies the charge and which has been mailed to the student. All subsequent materials related to the charge will be copied in the dean's office and delivered to the Vice President for Student Affairs for the student's disciplinary file.

Statement Regarding SUNY Fredonia's Celebration of Diversity

The university welcomes the experience, talent, and surge of energy that comes from a culturally diverse campus. It has pledged to ensure that everyone is treated fairly, without degradation of race, religion, ethnicity, gender, affection orientation, physical/mental challenge, or any other characteristic not germane to a person's rights or human worth. Campus specifically prohibits:

Fighting and threats to, physical abuse of, or harassment that threatens to or does endanger the health, safety, or welfare of a member of the university.

Engaging in any action or situation that which recklessly or intentionally dangers the mental or physical health of a member of the university community; creating in a situation that results in the discomfort of, or harassment or excessive ridicule of a member of the university community.

All members of the campus community are expected to live, learn and work with a foundation of understanding and appreciation of differences. Faculty and staff, as mentors and educators, are encouraged to support this policy through personal interactions with students, classroom discussion, and careful selection of curricular materials and content.

Computer and Network Usage Policy

Students should review the SUNY Fredonia Computer Policies online at <http://www.fredonia.edu/Helpdesk/Policies.asp>.

As a member of the university community, it is important for students to be aware of, understand, and follow the university policies regarding use of electronic resources and copyrighted materials.

Consensual Relationships (Faculty/Staff and Students)

The university does not encourage intimate consensual relationships between faculty/staff and students, and has a policy prohibiting intimate relationships between faculty and students in their classes, and faculty/staff and students they are directly supervising. The *Faculty Handbook* provides guidelines regarding this type of relationship and states the following:

“It is the sense of faculty through its University Senate that intimate consensual relationships between university personnel and students create the potential for abuses of authority and for both actual and apparent conflicts of interest.”

Students should be aware that if they enter into this type of relationship with university personnel, there may be consequences that impact on their educational experience. This may mean a student thus involved would be unable to take a course from this person or in any way be subject to their supervision authority.

Students with concerns in this matter are encouraged to contact the Office of Student Affairs, Sixth Floor, Maytum Hall, 673-3271 or the Office of Academic Affairs, Eighth Floor, Maytum Hall, 673-3335.

SEXUAL DISCRIMINATION AND SEXUAL HARASSMENT

The University Policy

Sexual discrimination in the form of sexual harassment, defined as the use of one’s authority and power to coerce another individual into sexual acts or relations or to punish the other for his/her refusal, shall be a violation of the policy of SUNY Fredonia.

What Is Sexual Discrimination?

“No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.” Title IX of the Educational Amendments of 1972.

What Is Sexual Harassment?

Sexual harassment may include repeated unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature carried out by someone in the workplace or educational setting. Such behavior may offend the recipient, cause discomfort or humiliation and interfere with job or school performance.

Peer Harassment - Students have a right to an environment free from sexual harassment, not only by persons in positions of power, but by any member of the university community. Sexual harassment constitutes a serious threat to the free interaction and exchange necessary for educational and personal development.

Sexual harassment may range from inappropriate sexual innuendos to coerced sexual relations. It can happen to both men and women, but a woman is more often the victim.

What Can Be Done About Sexual Discrimination/Harassment?

What can a student do when he/she believes that. . .

- course material ignores or depreciates a student because of his/her sex?
- an adviser does not take a student's career and educational goals seriously because she/he appears to believe them inappropriate for members of his/her sex?
- a student is denied resources, such as financial aid, teaching assistantships, or admission to a program for sexist reasons?
- a student is pressured by a professor or staff person to participate with him/her in social and/or sexual activities?

Students often feel powerless in such situations but there are people on campus who are willing to talk to them about those problems without any obligation on the part of either party. Such situations as those described above are not condoned by SUNY Fredonia nor the teaching profession. In some instances they occur out of ignorance and misunderstanding and need only to be brought to the attention of the professor. In other instances they can be considered unethical and subject to professional reprimand.

Actions A Student Can Take

(In suggested order)

1. The student can talk to the professor or staff person, carefully explaining why he/she views the particular comment, joke, course reading, action taken, etc. as sexist. The student should regard the meeting as a kind of consciousness-raising session where he/she can help him/her understand how he/she feels. Sometimes people aren't aware of how their remarks or actions affect someone else, and communicating their feelings to the professor might be the most helpful to him/her in avoiding such actions in the future. The student is to be sure to prepare for the meeting ahead of time with documentation (e.g., class notes, tapes, specific comments he/she made and a logical presentation). Sometimes people don't understand how sexist remarks can hurt; it might help the student to draw the analogy of racist or anti-ethnic remarks - "Would you make fun of a person's skin color or ethnic background? Then why do so with sex?" To get support the student should consider going to see the professor with several other people from class. If he/she can't find others in the class (and discussing the issues with other students in itself may help raise consciousness), he/she should take friends along who aren't in the class. The student might also seek help from those listed below.
2. The student should contact university people and groups who are concerned about sexual discrimination. These people are willing to listen, discuss specific incidents, and provide help and advice if wanted:

Sandra A. Lewis, Affirmative Action (ext. 3358)

Ann McCarron Burns, University Police (ext. 3465)

David E. Herman, Student Affairs (ext. 3271)

Leanna White, Counseling Center (ext. 3424)

Monica White, Student Affairs (ext. 3271)

Averl Otis, Multicultural Affairs (ext. 3398)

3. If a student has talked to the professor or staff person and sexual discrimination continues, the student should write a letter to him/her documenting the incidents and explaining why they are offensive. The student should state that he/she has not obtained results from previous discussion(s) and note the date(s) of the discussion(s). The student should send a carbon copy to the head of his/her department or unit and to one of the above-listed people. Students who fail to receive a satisfactory answer from the staff members and/or head, should request a meeting with the two of them and take along an objective third party (another professor or perhaps one of the people in the above list).
4. Students should not enroll in classes that are sexually discriminatory, and should let the professor know why they haven't enrolled. In filling out course evaluation forms, a student should make it known why he/she has been offended by such discriminatory comments or actions. If the professor has responded to earlier complaints and has made efforts to change, support those efforts in the evaluation. Students are asked to remember to always give full support to professors who are fair and who treat students as human beings regardless of sex.
5. It may be necessary to file a formal grievance or complaint. This is a very serious step and should not be undertaken without discussion and counsel with a staff member who understands established grievance procedures at SUNY Fredonia. Once again, students are asked to consult with one of the people on the above list.

Credit for the above is readily given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C., and the Utah State University Committee on the Status of Women.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements designed to protect the privacy of parents and students. The statute governs the access to records maintained by educational institutions, and the release of such records.

The Family Educational Rights and Privacy Act permits current or former students to inspect and review their education records. Students are also accorded a right to a hearing in order to question the contents of their education records.

Written consent from students may be required before personally identifiable information about them will be released from their education records, as provided by law.

Specifically, institutions are permitted to release directory information on students unless the students have notified the institution to withhold this information. Directory information is "public" information, which may be released without the student's consent to persons making inquiry. Personally identifiable information designated as directory information includes: the student's name; local address and local telephone number; university-assigned e-mail address; student's home address and home telephone number; parent's name, address and telephone number; class schedule; date and place of birth; major field of study; class standing; participation in officially recognized sports and activities; weight and height (athletes); electronic images (photographs); dates of attendance at university; degrees and awards received; and the most recent previous educational institution attended.

Inquiries or complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-5901.

Copies of the SUNY Fredonia compliance policy and the Family Educational Rights and Privacy Act are available at the Office of Student Affairs.

RULES AND REGULATIONS FOR MAINTENANCE OF PUBLIC ORDER ON CAMPUS

Rules and regulations for maintenance of public order on premises of state-operated institutions of the State University of New York adopted by the State University Board of Trustees on June 18, 1969, and amended.

1. *Statement of Purpose.* The following rules are adopted in compliance with Section 6450 of the Education Law and shall be filed with the Commissioner of Education and the Board of Regents on or before July 20, 1969, as required by that section. Said rules shall be subject to amendment or revision and any amendments or revisions thereof shall be filed with the Commissioner of Education and Board of Regents within 10 days after adoption. Nothing herein is intended, nor shall it be construed, to limit or restrict the freedom of speech nor peaceful assembly. Free inquiry and free expression are indispensable to the objectives of a higher educational institution. Similarly, experience has demonstrated that the traditional autonomy of the educational institution (and the accompanying institutional responsibility for the maintenance of order) is best suited to achieve these objectives. These rules shall not be construed to prevent or limit communication between and among faculty, students, and administration, or to relieve the institution of its special responsibility for self-regulation in the preservation of public order. Their purpose is not to prevent or restrain controversy and dissent but to prevent abuse of the rights of others and to maintain that public order appropriate to a college or university campus without which there can be no intellectual freedom and they shall be interpreted and applied to that end.
2. *Application of Rules.* These rules shall apply to all state-operated institutions of the State University except as provided in Part 550 as applicable to the State University Maritime College. These rules may be supplemented by additional rules for the maintenance of public order heretofore or hereafter adopted for any individual institution, approved and adopted by the State University Trustees and filed with the Commissioner of Education and Board of Regents, but only to the extent that such additional rules are not inconsistent herewith. The rules hereby adopted shall govern the conduct of students, faculty, and other staff, licensees, invitees, and all other persons, whether or not their presence is authorized, upon the campus of any institution to which such rules are applicable and also upon or with respect to any other premises or property, under the control of such institution, used in its teaching, research, administrative, service, cultural, recreational, athletic, and other programs and activities; provided however, that charges against any student for violation of these rules upon the premises of any such institution other than the one at which he/she is in attendance shall be heard and determined at the institution in which he/she is enrolled as a student.
3. *Prohibited conduct.* No person, either singly or in concert with others, shall:
 - (a) willfully cause physical injury to any other person, nor threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he/she has a lawful right to do or to do any act which he/she has a lawful right not to do.
 - (b) physically restrain or detain any other person, nor remove such person from any place where he/she is authorized to remain.
 - (c) willfully damage or destroy property of the institution or under its jurisdiction, nor remove or use such property without authorization.
 - (d) without permission, express or implied, enter into any private office of an administrative officer, member of the faculty, or staff member.
 - (e) enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others.
 - (f) without authorization, remain in any building or facility after it is normally closed.
 - (g) refuse to leave any building or facility after being required to do so by an authorized administrative officer.
 - (h) obstruct the free movement of persons and vehicles in any place to which these rules apply.
 - (i) deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers.
 - (j) knowingly have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the chief administrative officer; whether or not a license to possess the same has been issued to such person.
 - (k) willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; or

(l) take any action, create, or participate in the creation of any situation which recklessly or intentionally endangers mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.

4. *Freedom of Speech and Assembly: Picketing and Demonstrations.*

(a) No student, faculty, or other staff member or authorized visitor shall be subject to any limitation or penalty solely for the expression of his/her views nor for having assembled with others for such purpose. Peaceful picketing and other orderly demonstrations in public areas of ground and building will not be interfered with. Those involved in picketing and demonstrations may not, however, engage in specific conduct in violation of the provisions of the preceding section.

(b) In order to afford maximum protection to the participants and to the institutional community, each state-operated institution of the State University shall promptly adopt and promulgate, and thereafter continue in effect as revised from time to time, procedures appropriate to such institution for the giving of reasonable advance notice to such institution of any planned assembly, picketing, or demonstration upon the grounds of such institution, its proposed locale and intended purpose; provided, however, that the giving of such notice shall not be made a condition precedent to any such assembly, picketing, or demonstration and provided, further, that this provision shall not supersede nor preclude the procedures in effect at such institution for obtaining permission to use the facilities thereof.

5. *Penalties.* A person who shall violate any of the provisions of these rules (or of the rules of any individual institution) shall:

(a) If he/she is a licensee or invitee, have his/her authorization to remain upon the campus or other property withdrawn and shall be directed to leave the premises. In the event of his/her failure to do so he/she shall be subject to ejection.

(b) If he/she is a trespasser or visitor without specific license or invitation, be subject to ejection.

(c) If he/she is a student, be subject to expulsion or such lesser disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges, reprimand, or warning.

(d) If he/she is a faculty member having a term or continuing appointment, be guilty of misconduct and be subject to dismissal or termination of his/her employment or such lesser disciplinary action as the facts may warrant including suspension without pay or censure.

(e) If he/she is a staff member in the classified service of the civil service, described in Section 75 of the Civil Service Law, be guilty of misconduct, and be subject to the penalties prescribed in said section.

(f) If he/she is a staff member other than one described in subdivisions (d) and (e), be subject to dismissal, suspension without pay, or censure.

6. *Procedure.*

(a) The chief administrative officer or his/her designee shall inform any licensee or invitee who shall violate any provisions of these rules (or of the rules of any individual institution supplementing or implementing these rules) that his/her license or invitation is withdrawn and shall direct him/her to leave the campus or other property of the institution. In the event of his/her failure or refusal to do so, such officer shall cause his/her ejection from such campus or property.

(b) In the case of any other violator, who is neither a student nor faculty or other staff member, the chief administrative officer or his/her designee shall inform him/her that he/she is not authorized to remain on the campus or other property of the institution and direct him/her to leave such premises. In the event of his/her failure or refusal to do so such officer shall cause his/her ejection from such campus or property. Nothing in this subdivision shall be construed to authorize the presence of any such person at any time prior to such violation nor to affect his/her liability to prosecution for trespass or loitering as prescribed in the Penal Law.

(c) In the case of a student, charges for violation of any of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be presented and shall be heard and determined in the manner hereinafter provided in Section 535.9 of this Part.

(d) In the case of a faculty member having a continuing or term appointment, charges of misconduct in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be made, heard and determined in accordance with Title D of Part 338 of the Policies of the Board of Trustees.

(e) In the case of any staff member who holds a position in the classified civil service, described in Section 75 of the Civil Service Law, charges of misconduct in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be made, heard and determined as prescribed in that section.

(f) Any other faculty or staff member who shall violate any provision of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be dismissed, suspended, or censured by the appointing authority prescribed in the Policies of the Board of Trustees.

7. *Enforcement Program.*

(a) The chief administrative officer shall be responsible for the enforcement of these rules (or of the rules of any individual institution supplementing or implementing these rules) and shall designate the other administrative officers who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

(b) It is not intended by any provision herein to curtail the rights of students, faculty, or staff to be heard upon any matter affecting them in their relations with the institution. In the case of any apparent violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) by such persons, which, in the judgment of the chief administrative officer or his/her designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any premises of the institution where their continued presence and conduct is in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules).

(c) In any case where violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) does not cease after such warning and in other cases of willful violation of such rules, the chief administrative officer or his/her designee shall cause the ejection of the violator from any premises which he/she occupies in such violation and shall initiate disciplinary action as hereinbefore provided.

(d) The chief administrative officer or his/her designee may apply to the public authorities for any aid which he/she deems necessary in causing the ejection of any violator of these rules (or of the rules of any individual institution supplementing or implementing these rules) and he/she may request the State University counsel to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of such rules.

8. *Communication.* In matters of the sort to which these rules are addressed, full and prompt communication among all components of the institutional community, faculty, students, and administration, is highly desirable. To the extent that time and circumstances permit, such communication should precede the exercise of the authority, discretion, and responsibilities granted and imposed in these rules. To these ends each state-operated institution of the State University shall employ such procedures and means, formal and informal, as will promote such communication.

9. *Notice, Hearing and Determination of Charges Against Students.**

(a) The term chief administrative officer, as used in these rules, shall be deemed to mean and include any person authorized to exercise the powers of that office during a vacancy therein or during the absence or disability of the incumbent and for purposes of this section shall also include any designee appointed by said officer.

(b) Whenever a complaint is made to the chief administrative officer of any state-operated institution of the university of a violation by a student or students of the rules prescribed in this Part (or of any rules adopted by an individual institution supplementing or implementing such rules) or whenever he/she has knowledge that such a violation may have occurred, he/she shall cause an investigation to be made and the statements of the complainants, if any, and of other persons having knowledge of the facts reduced to writing. If he/she is satisfied from such investigation and statements that there is reasonable ground to believe that there has been such a violation, he/she shall prepare or cause to be prepared charges against the student or students alleged to have committed such violation which shall state the provision prescribing the offense and shall specify the ultimate facts alleged to constitute such offense.

(c) Such charges shall be in writing and shall be served on the student or students named therein by delivering the same to him/her or them personally, if possible, or, if not, by mailing a copy of such charges by registered mail to such student or students at his/her or their usual place or places of abode while attending college and also to his/her or their home address or addresses, if different.

(d) The notice of charges so served shall fix a date for hearing thereon not less than 10 nor more than 15 days from the date of service which shall be the date of mailing where necessary to effect service by mail. Failure to appear in response to the charges on the date fixed for hearing, unless there has been a continuance for good cause shown, shall be deemed to be an admission of the facts stated in such charges and shall warrant such action as may then be appropriate thereon. Before taking such action the hearing committee, hereinafter referred to, shall give notice to any student, who has failed to appear, in the manner prescribed in subdivision (c), of its proposed findings and recommendations to be submitted to the chief administrative officer and shall so submit such findings and recommendations 10 days thereafter unless the student has meanwhile shown good cause for his/her failure to appear, in which case a date for hearing shall be fixed.

(e) Upon demand at any time before or at the hearing, the student charged or his/her representative, duly designated, shall be furnished a copy of the statements taken by the chief administrative officer in relation to such charges and with the names of any other witnesses who will be produced at the hearing in

support of the charges, provided, however, that this shall not preclude the testimony of witnesses who were unknown at the time of such demand.

(f) The chief administrative officer may, upon the service of charges, suspend the student named therein, from all or any part of the institution's premises or facilities, pending the hearing and determination thereof, whenever, in his/her judgment, the continued presence of such student would constitute a clear danger to himself/herself or to the safety of persons or property on the premises of the institution or would pose an immediate threat of disruptive interference with the normal conduct of the institution's activities and functions; provided, however, that the chief administrative officer shall grant an immediate hearing on request of any student so suspended with respect to the basis for such suspension.

(g) There shall be constituted at each state-operated institution a hearing committee to hear charges against students of violation of the rules for maintenance of public order prescribed by or referred to in this Part. Such committee shall consist of three members of the administrative staff and three members of the faculty, designated by the chief administrative officer, and three students who shall be designated by the members named by the chief administrative officer. Each such member shall serve until his/her successor or replacement has been designated. No member of the committee shall serve in any case where he/she is a witness or is or has been directly involved in the events upon which the charges are based. In order to provide for cases where there may be such a disqualification and for cases of absence or disability, the chief administrative officer shall designate an alternate member of the administrative staff and an alternate member of the faculty, and his/her principal designees shall designate an alternate student member, to serve in such cases. Any five members of the committee may conduct hearings and make findings and recommendations as hereinafter provided. At any institution where the chief administrative officer determines that the number of hearings which will be required to be held is, or may be, so great that they cannot otherwise be disposed of with reasonable speed, he/she may determine that the hearing committee shall consist of six members of the administrative staff and six members of the faculty to be designated by him/her and of six students who shall be designated by the members so designated by him/her. In such event the chief administrative officer shall designate one of such members as chairperson who may divide the membership of the committee into three divisions each to consist of two members of the administrative staff, two faculty members, and two students and may assign charges among such divisions for hearing. Any four members of each such division may conduct hearings and make recommendations as hereinafter provided.

(h) The hearing committee shall not be bound by the technical rules of evidence but may hear or receive any testimony or evidence which is relevant and material to the issues presented by the charges and which will contribute to a full and fair consideration thereof and determination thereon. A student against whom the charges are made may appear by and with representatives of his/her choice. He/she may confront and examine witnesses against him/her and may produce witnesses and documentary evidence in his/her own behalf. There may be present at the hearing: the student charged and his/her representatives and witnesses; other witnesses; representatives of the institutional administration; and, unless the student shall request a closed hearing, such other members of the institutional community or other persons, or both, as may be admitted by the hearing committee. A transcript of the proceedings shall be made.

(i) Within 20 days after the close of a hearing the hearing committee shall submit a report of its findings of fact and recommendations for disposition of the charges to the chief administrative officer, together with a transcript of the proceedings, and shall at the same time transmit a copy of its report to the student concerned or his/her representative. Within 10 days thereafter the chief administrative officer shall make his/her determination thereon. Final authority to dismiss the charges or to determine the guilt of those against whom they are made and to expel, suspend, or otherwise discipline them shall be vested in the chief administrative officer. If he/she shall reject the findings of the hearing committee in whole or in part, he/she shall make new findings which must be based on substantial evidence in the record and shall include them in the notice of his/her final determination which shall be served upon the student or students with respect to whom it is made.

*Applies to charges for violation of the rules prescribed by or referred to in this Part heretofore served which have not been finally determined within 60 days after the adoption hereof, which charges shall be referred to the committee constituted pursuant to said Section 535.9 for determination in accordance therewith, and said section shall apply to all charges for violation of such rules hereafter made, whether for violations heretofore or hereafter committed.

10. *Rules for Organizations.*

(a) *Organizations.* Organizations which operate upon the campus of any state-operated institution or upon the property of any state-operated institution used for educational purposes shall be prohibited from authorizing the conduct described in subdivision (l) of section 535.3 of this Part.

(b) *Procedure.* The chief administrative officer at each state-operated institution shall be responsible for the enforcement of this section, and, as used herein, the term chief administrative officer shall include any designee appointed by said officer.

(1) Whenever the chief administrative officer has determined on the basis of a complaint or personal knowledge that there is reasonable ground to believe that there has been a violation of this section by any organization, the chief administrative officer shall prepare or cause to be prepared written

charges against the organization which shall state the provision proscribing the conduct and shall specify the ultimate facts alleged to constitute such violation.

(2) Such written charges shall be served upon the principal officer of the organization by registered or certified mail, return receipt requested, to the organization's current address and shall be accompanied by a notice that the organization may respond in writing to the charges within 10 days of receipt of said notice. The notice of the charge so served shall include a statement that the failure to submit a response within 10 days shall be deemed to be an admission of the facts stated in such charges and shall warrant the imposition of the penalty described in subdivision (c) of this section. The response shall be submitted to the chief administrative officer and shall constitute the formal denial or affirmation of the ultimate facts alleged in the charge. The chief administrative officer may allow an extension of the 10-day response period.

(3) Upon written request, by an authorized representative of the organization, the chief administrative officer shall provide the representative organization an opportunity for a hearing. A hearing panel designated by the chief administrative officer shall hear or receive any testimony or evidence which is relevant and material to the issues presented by the charge and which will contribute to a full and fair consideration thereof and determination thereon. The organization's representative may confront and examine witnesses against it and may produce witnesses and documentary evidence on its behalf. The hearing panel shall submit written findings of fact and recommendations for disposition of the charge to the chief administrative officer within 20 days after the close of the hearing.

(4) Final authority to dismiss the charges or to make a final determination shall be vested in the chief administrative officer. Notice of the decision shall be in writing; shall include the reasons supporting such decision; and shall be served on the principal officer of the organization by mail in the manner described in paragraph (2) of this subdivision within a reasonable time after such decision is made.

(c) *Penalties.* Any organization which authorizes the prohibited conduct described in subdivision (l) of Section 535.3 of this Part shall be subject to the rescission of permission to operate upon the campus or upon the property of the state-operated institution used for educational purposes. The penalty provided in this subdivision shall be in addition to any penalty which may be imposed pursuant to the Penal Law and any other provision of law or to any penalty to which an individual may be subject pursuant to this Part.

(d) *Bylaws.* Section 6450(1) of the Education Law requires that the provisions of this Part which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization shall be deemed to be part of the bylaws of all organizations which operate upon the campus of any state-operated institution used for educational purposes. The statute further requires that each such organization shall review these bylaws annually with individuals affiliated with the organization.

(e) *Distribution.* Copies of the provision of this Part which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization shall be given to all students enrolled in each state-operated institution.

NEW YORK STATE EDUCATION DEPARTMENT COMPLAINT NOTICE

Persons should note that the State University at Fredonia administers internal procedures to receive, investigate and resolve student complaints concerning requirements established in this catalog. Informal and formal means by which students can seek redress of grievances are identified through this document. Students are assured of a reasonable and appropriate time frame for investigating and resolving a formal complaint, that final determination of each formal complaint will be made by a person or persons not directly involved in the alleged problem, and that assurances that no adverse action will be taken against a student filing a complaint and that notice to students about the state consumer complaint process has been made.

Informal and formal complaints should be initiated in the appropriate departments. In the absence of a timely response or resolution, a student should contact one of the following offices:

- Office of the Vice President for Academic Affairs, Eighth Floor, Maytum Hall (Ext. 3335)
- Office of the Vice President for Student Affairs, Sixth Floor, Maytum Hall (Ext. 3271)

- Office of the Vice President for Administration, Fifth Floor, Maytum Hall (Ext. 3109)
- Office of Human Resources, Fifth Floor, Maytum Hall (Ext. 3434)

In addition, in New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution may file a written complaint with the Office of College and University Evaluation.

How to File a Complaint

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The department suggests that the complainant keep copies of all correspondence with the institution.)

2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter to the Office of College and University Evaluation.

Persons should not send a complaint to the Office of College and University Evaluation until he/she has read all the information below. This will assure that he/she is sending the complaint to the appropriate agency/office.

The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted below:

- The office does not handle anonymous complaints
- Complaints concerning programs in fields leading to professional licensure (e.g., nursing) should be directed to:

Office of the Professions
Professional Education Program Review
Education Building, 2 West
Albany, NY 12234

- A complaint against a college in the State University system should be sent to:

State University of New York
Central Administration
State University Plaza
Albany, NY 12246

- A complaint against a college in the City University system should be sent to:

The City University of New York
Central Administration
535 East 80th St.
New York, NY 10021

- A complaint involving discrimination against enrolled students on the part of an institution or faculty, or involving sexual harassment, should be filed with the U.S. Office for Civil Rights, 75 Park Place, New York, NY 10007. Complaints about two-year colleges concerning sexual harassment/discrimination based on

race, ethnicity, gender and disabilities may also be reported to the Office of Equity and Access, VATEA Program, 10th Floor, Education Building Addition, Hawk Street, Albany, NY 12234

- A complaint of consumer fraud on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.
- The Office of College and University Evaluation does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office of College and University Evaluation does not handle complaints concerning actions that occurred more than five years ago.
- The Office of College and University Evaluation does not intervene in matters that are or have been in litigation.
- For a complaint about state student financial aid matters, persons should contact the Higher Education Services Corporation Center at 1-888-NYS-HESC.

Complainants should be aware that the Office of College and University Evaluation does not conduct a judicial investigation and has no legal authority to require a college or university to comply with a complainants request.

If a complaint does not fall into one of the exceptions noted above, persons should contact the Office of College and University Evaluation at www.highered.nysed.gov/ocue/home.html.

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Jamestown Community College, A.A.S.

CHARLOTTE MORSE, *Graphic Artist*

Rochester Institute of Technology, B.F.A.

GREG SNOW, *Audio Systems Engineer*

CHRISTOPHER TAVERNA, *Help Desk Consultant/Technician*

SUNY Fredonia, B.S.

BILL THOMAS, *Computer Engineer*

ART WALKER, *RF and Video Systems Engineer*

Erie Community College, A.A.S.

CATHERINE ZAKRZEWSKI, *Help Desk Coordinator*

University of Phoenix, B.A.

DENISE MAZE, *Instructional Support Assistant*

Jamestown Community College, A.A.S.

DAVID TORRES, *Help Desk Consultant/Technician*

T. JOHN McCUNE, *Help Desk Consultant/Technician*

SUNY Fredonia, B.S.

ANDREA WASIURA, *Instructional Support Assistant*

SUNY Fredonia, B.S.

Networking and Data Communications

BRUCE WILGER, *Network Manager*

SUNY Fredonia, B.S.

JOSEPH BAXTER, *Assistant Network Manager*

SUNY Fredonia, B.S.

Institutional Research and Planning

JAMES F. CALARCO, *Director*

Texas A&M University, Ph.D.

International Education

MARY S. SASSO, *Director*

SUNY College at Buffalo, M.S.

Language Support Services

(see Learning Center)

Learning Center

- LIZA N. SMITH, *Director, 3-1-3 Program Director*
SUNY College at Buffalo, M.S.
- CAROLYN L. BOONE, *Coordinator, Disability Support Services for Students*
SUNY at Buffalo, J.D.
- KIMBERLY MEAD-COLEGROVE, *Full Opportunity Program Director, Learning Center Counselor*
Michigan State, M.A.
- VICTORIA WEST, *Assistant Director*
SUNY Fredonia, M.A.

Lifelong Learning

- LEONARD E. FAULK, JR., *Director*
University of Pittsburgh, Ph.D.
- GRANT L. UMBERGER, *Associate Director*
SUNY College at Buffalo, M.S.

Michael C. Rockefeller Arts Center

- JEFFERSON WESTWOOD, *Director*
Michigan State University, M.A.
The State University Chancellor's Award for Excellence in Professional Service
President's Award for Excellence in Professional Service
- PATRICK L. ROCHELEAU, *Assistant Director*
New York University, M.F.A.
- ERIC C. HADLEY, *Operations Manager/Technical Director*
SUNY Fredonia, B.F.A.
- BENJAMIN KIRST, *Public Relations Assistant*
SUNY Fredonia, B.A.

Multicultural Affairs

- AVERL R. OTIS, *Director of Multicultural Affairs*
Central Connecticut State University, M.S.

Registrar

- NANCY M. BOWSER, *Registrar*
Albion College, B.S.
- SCOTT D. SAUNDERS, *Assistant Registrar*
SUNY Cortland, B.S.
- HELEN LEYSATH, *Transfer Evaluation Coordinator*
SUNY College at Buffalo, M.S.
- KRISTIN A. DOBMEIER, *Transfer Evaluation Counselor*
Canisius College, B.S.

Residence Life

- HARRY W. WATTERS, *Director*
SUNY Potsdam, M.S.
- AMY C. MURROCK, *Associate Director*
SUNY College at Buffalo, M.S.

Student Accounts

- LYNN BOWERS, *Director of Student Accounts*
SUNY Fredonia, B.S.
- LISA MARRANO, *Associate Director of Student Accounts*
SUNY Fredonia, B.S.

Student Affairs

- DAVID E. HERMAN, *Vice President for Student Affairs*
Kent State University, Ph.D.
- DANIEL M. TRAMUTA, *Associate Vice President for Enrollment Services*
SUNY Fredonia, M.S.Ed.

KATHY A. FORSTER, *Interim Assistant Vice President for Student Affairs*
SUNY College at Buffalo, M.S.

JEREMY CORRENTE, *Coordinator of Judicial Affairs*
SUNY College at Buffalo, M.S.

University Advancement

- DAVID M. TIFFANY, *Vice President for University Advancement*
SUNY at Binghamton, Ph.D.
- PATRICIA A. FERALDI, *Director of Alumni Affairs*
SUNY College at Buffalo, M.S.
- BETTY CATANIA GOSSETT, *Director of Development*
SUNY Fredonia, B.A.
- HAROLD R. KWASNIEWSKI, *Foundation Controller*
Boston University, B.A., SUNY Fredonia, B.S.
- THOMAS E. MALINOSKI, *Director of Publication Services*
University of Cincinnati, B.S.
The State University Chancellor's Award for Excellence in Professional Service
- CHRISTINE DAVIS MANTAI, *Director of Media Relations and Website*
Marquette University, B.A.
- TIMOTHY L. MURPHY, *Director of Development*
SUNY at Buffalo, M.S.
- KAREN WEST, *Director of Development*
SUNY Empire State College, M.A.
- TRACY COLLINGWOOD, *Website Coordinator*
SUNY at Buffalo, Ed.M.
- LISA G. EIKENBURG, APR, *Assistant Director for Editorial Services*
SUNY Fredonia, B.A.
President's Award for Excellence
- HEATHER MANSFIELD, *Assistant Director or Development*
SUNY Fredonia, B.S.
- PAULA S. WARREN, *Publications Production Coordinator*

University Police

- ANN McCARRON BURNS, *Chief*
Loras College, B.A., F.B.I. National Academy
- DAVID CAPPIELLO, *Patrolman*
Houghton College, B.S.
- MICHAEL KARLSON, *Lieutenant*
SUNY at Buffalo, B.S.
- BENJAMIN A. MILLER, *Patrolman*
SUNY Fredonia, B.A.
- EDWARD LATTUCA, *Patrolman*
Niagara Community College, A.A.S.
- RANDALL M. MOORE, *Lieutenant*
Utica College of Syracuse University, B.A.
- TAD K. MACKEY, *Patrolman*
SUNY Fredonia, B.A.
- AARON PARKHURST, *Patrolman*
SUNY Fredonia, B.A.
- GILBERT UHLENDORFF, *Patrolman*
Jamestown Community College, A.A.S.
- LOUIS SZCZUKOWSKI, *Patrolman*
SUNY Fredonia, B.A.
- RICHARD WRIGHT, *Patrolman*
Genesee Community College, A.A.S.
- THOMAS BUCZKOWSKI, *Patrolman*
Bryant and Stratton Business Institute, A.A.S.
President's Award for Excellence
- SCOTT MARTIN, *Patrolman*
Erie Community College, A.A.S.
- CLIFTON B. WHEELER, *Lieutenant*
University of Colorado at Boulder

Veterans Affairs

HARRY W. WATTERS, *Coordinator of Veterans Affairs*
SUNY Potsdam, M.S.

Williams Center

MICHAEL C. LEMIEUX, *Director of Campus Life and*
Williams Center

SUNY at Buffalo, Ed.M.
The State University Chancellor's Award for Excellence
in Professional Service

ROBERT MEAD COLEGROVE, *Assistant Director*
SUNY at Buffalo, Ed.M.

JOYCE H. SMITH, *Coordinator of Volunteer and Community*
Services
West Virginia University, M.S.

ERIN MROCZKA, *Interim Assistant Director*
SUNY Fredonia, B.A.

BARBARA PEEBLES, *Interim Central Ticket Office Manager*
Elmira College, B.S.

FACULTY

Distinguished Professor

RICHARD M. WEIST, *Psychology*

Distinguished Teaching Professors

RAYMOND ANGELO BELLIOTTI, *Philosophy*
MARVIN BJURLIN, *Visual Arts and New Media*
KENNETH E. MANTAI, *Biology*
MALCOLM A. NELSON, *English*
THEODORE L. STEINBERG, *English*

Distinguished Service Professors

THOMAS H. GOETZ, *Modern Languages/Literatures*
FRANKLIN B. KROHN, *Business Administration*

Emeritus Faculty and Staff

THERIS B. ALDRICH, *Education*
RONALD AMBROSETTI, *English*
MINDA RAE AMIRAN, *English*
PAUL ANDREWS, *Counseling*
JOHN J. BANKOSH JR., *Business Administration*
GARY BARBER, *Library*
CARRIE M. BARR, *Library*
MARILYN A. BARRESI, *Education*
JEAN G. BENNETT, *Counseling Center*
ALLEN H. BENTON, *Biology*
SUSAN BESEMER, *Library*
ROBERT W. BOENIG, *Biology*
DANIEL BERGGREN, *Communication*
J. DENIS BOLTON, *Admissions*
LEE BRAUDE, *Sociology/Anthropology*
CAROLYN BRIGGS, *Development/College Relations*
GEORGE BROWDER, *History*
DAVID BURDETTE, *Administration*
FREDERICK BYHAM, *Mathematics*
THOMAS CARPENTER, *Music*
BRUCE CHILTON, *Mathematics*
OSVALDO CHINCHON, *Foreign Languages/Literatures*
MUNIR A.S. CHOUDHARY, *Economics*
JOSEPH J. CHOUINARD, *Library*
SYLVIA CLARKE, *Environmental Health and Safety*
WILLIAM S. CLARK, *Admissions*
CHARLES R. COLVIN, *Education*
MICHAEL J. CONLEY, *Learning Center*
JOHN E. CONNELLY, *Education*
ROBERT E. COON, *Administration*
PATRICK L. COURTS, *English*
SALVATORE J. CUDIA, *Biology*
PATRICK R. DAMORE, *Health, Physical Education*
and Athletics
ARTHUR E. DANESE, *Mathematics*
DONNA M. DANIELSEN, *Field Experiences*
ELIZABETH R. DARLING, *Health, Physical Education*
and Athletics
PAUL O. DAVEY, *Physics*

PENNY DEAKIN, *English/Learning Center*
ROBERT DEMING, *English*
L. MICHAEL DIMITRI, *Administration*
THERESA DISPENZA, *Administration*
PAUL DOMMERMUTH, *Sociology/Anthropology*
MORGAN D. DOWD, *Political Science*
RICHARD DOWDS, *Mathematics*
KATHLEEN A. EASLING, *Foreign Languages/Literatures*
GARY ECKHART, *Theatre and Dance*
RUDOLPH EMILSON, *Music*
DAVID EVANS, *Music*
JOHN T. EVERETT, *Political Science*
JANE ANN FLYNN, *Library*
KEVIN FOX, *Biology*
THEODORE C. FRAZEUR, *Music*
WILLARD GAEDDERT, *Physics*
HOMER E. GARRETSON, *Music*
GIL GAUDIA, *Education*
RICHARD A. GILMAN, *Geosciences*
JOAN L. GLENZER, *Administration*
JOHN A. GLENZER, *Education*
RICHARD J. GOODMAN, *Lifelong Learning, International*
Programs, Economic Development
WILLIAM GRAEBNER, *History*
MICHAEL GRASSO, *Physics, Cooperative Engineering*
DARWIN C. GUSTAVSON, *I.T.S. Academic Information*
Technology
W. THOMAS HAGAN, *History*
JOYCE HAMMOND, *Health, Physical Education and*
Athletics
WALTER S. HARTLEY, *Music*
WILLIAM B. HARTLEY, *Business Administration*
ROBERT L. HEICHERBERGER, *Education*
DAVID HESS, *Administration*
FREEMAN L. HOCKENBERGER, *Instructional Resources*
Center
JOHN T. HOFFMAN, *Music*
JAMES HUFFMAN, *English*
JOHN HUGHSON, *Visual Arts and New Media*
GLEN JENSEN, *Psychology*
ROBERT JORDAN, *Music*
CHARLES JOSEPH, *Music*
WILLIAM J. JUNGELS, *Communication*
DAVID KASPER, *Campus Life*
JO ANN KAUFMAN, *Reed Library*
ROBERT KLASSEN, *Theatre and Dance*
MARVIN KOHL, *Philosophy*
JON KRAUS, *Political Science*
EDITH GAY KREIDER, *Library*
DAVID L. LARSON, *Business Administration, Sociology*
RICHARD LARSON, *Music*
EDWIN D. LAWSON, *Psychology*
WILLIAM LESLIE, *Mathematics/Computer Science*
RICHARD LEVA, *Psychology*
NANCY D. LIBBY, *English*
THEROLD LINDQUIST, *Art*
DICK S. LORD, *Physical Facilities*
PAULA LUCAS, *College Services*
KENNETH LUCEY, *Philosophy*
MATTHEW LUDES, *Education*
DAVID LUDLAM, *Education*
RICHARD O. LUNDQUIST, *Business Administration*
MARVIN LUNENFELD, *History*
MYRON LUNTZ, *Physics*
SUSAN LUNTZ, *Computing Services*
DONALD A. MacPHEE, *Administration*
HEIDI L. MAHONEY, *Planning*
JOHN MALCOLM, *Communication*
JEAN M. MALINOSKI, *Administration*
KENNETH E. MANTAI, *Biology*
ROBERT MANZELLA, *Speech Pathology/Audiology*
DONALD McFARLAND, *Education*
HELEN C. McKEE, *Education*
PATRICK T. McMULLEN, *Music*
JULIAN McQUISTON, *History*
KAREN MILLS-COURTS, *English*
JOHN F. MORAN, *Library*
ALVIN H. MORRISON, *Anthropology*
PHILIP S. MORSE, *Education*
WILLIAM MULLER, *Political Science*
RAYMOND MUNSON, *Physical Facilities*
J. BRIEN MURPHY, *Education*
JOSEPH MUSCARELLA, *Health Services*
MAURICE C. NEVEU, *Chemistry*

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WILLIAM A. NEVILLE, *English*
 RICHARD NOTTE, *Institutional Studies*
 JOHN A. ONUFRAK, *Speech Pathology/Audiology*
 MAX OPPENHEIMER JR., *Foreign Languages/Literatures*
 DANIEL C. O'ROURKE, *Human Resources*
 MARGARET PABST, *Library*
 R. DAVID PALMER, *Philosophy*
 JO ANN PARLA, *Education*
 T. RICHARD PATTERSON, *Music*
 JULIUS PAUL, *Political Science*
 ANDREE PENOT, *Foreign Languages/Literatures*
 DENNIS PEREZ, *Speech Pathology/Audiology*
 THEODORE F. PETERSEN, *Music*
 EVERETT J. PHILLIPS, *Health, Physical Education,
 Athletics and Dance*
 ALBERT POLIMENI, *Mathematics*
 CAROL PREVET, *Theatre and Dance*
 THOMAS PREVET, *Health, Wellness and Recreation*
 WILLIAM PROWELLER, *Art*
 FRANK L. PULLANO, *Music*
 W. DIRK RAAT, *History*
 JOHN RAMSEY, *English*
 REGINA B. REED, *English*
 THOMAS REGELSKI, *Music*
 DANIEL REIFF, *Visual Arts and New Media*
 LOUIS S. RICHARDSON, *Music*
 ROS RITCHIE, *Music*
 RUTH E. ROBERTS, *English*
 SISTER FRANCES ROBERTS, *Music*
 PAULA B. RODEN, *Education*
 HAROLD ROEDER, *Education*
 JERRY D. ROSE, *Sociology/Anthropology*
 J. CARTER ROWLAND, *English*
 EUGENE ROZYCKI, *Mathematics*
 LONIE E. RUDD, *Education*
 DAVID RUSCH, *I.T.S. Academic Information Technology*
 FRANCISKA SAFRAN, *Library*
 JOHN P. SAULITIS, *Library*
 EDWARD N. SAVETH, *History*
 MARGARET W. SAWKINS-HASTIE, *Education*
 ELIZABETH SCARBOROUGH, *Psychology*
 MORTON SCHAGRIN, *Philosophy*
 PAUL SCHONHART, *College Services*
 L. WALTER SCHULTZE, *Institutional Studies*
 ROBERT C. SCHWEIK, *English*
 GEORGE SEBOUHIAN, *English*
 NAIM A. SEFEIN, *Education*
 BARBARA SERVATIUS, *Student Accounts*
 ALFRED SHALKOWSKI, *Physical Facilities*
 MOTI L. SHARMA, *Biology*
 RICHARD F. SHEIL, *Music*
 DOUGLAS H. SHEPARD, *English*
 WINIFRED O. SHEPARD, *Psychology*
 JAMES SHOKOFF, *English*
 A. CUTLER SILLIMAN, *Music*
 ANTHONY SIRAGUSO, *Physical Facilities*
 RODNEY F. SMITH, *Business Administration*
 JAMES R. SOUKUP, *Political Science*
 B. JOYCE STEPHENS, *Sociology/Anthropology*
 JAMES SYMULA, *English*
 VALERE THADEN, *Creative Support Services*
 BYRON A. THUMM, *Chemistry*
 JAMES ULRICH, *Health, Physical Education, Athletics
 and Dance*
 STEPHEN WARNER, *English*
 TERRY L. WEAVER, *Biology*
 ALPHONSE E. WEDZIK, *Registrar*
 KENNETH E. WEIDENBORNER, *Public Safety*
 ALAN H. WHEELER, *Educational Studies*
 YVONNE WILENSKY, *Library*
 CONSTANCE WILLEFORD, *Music*
 RONALD WINKLER, *Facilities Management*
 KENNETH G. WOOD, *Biology*
 LAURENCE WYMAN, *Music*
 JERE WYSONG, *Sociology/Anthropology*
 FAWZI YAQUB, *Mathematics/Computer Science*
 SHARON ZABLOTNEY, *Biology*
 MARVIN ZASTROW, *Mathematics/Computer Science*
 SANFORD J. ZEMAN, *Administration*

Athletics

JOSEPH BAUDO, *Assistant Athletic Director*
 Hamilton College, B.A.
 GEOFF BRAUN, *Volleyball Coach*
 SUNY Cortland, B.S.
 JOSEPH CALARCO, *Tennis Coach*
 SUNY Fredonia, M.A.
 CHRISTOPHER CASE, *Women's Soccer and Lacrosse Coach*
 SUNY Fredonia, B.S.
 LORRIE CORSI, *Softball Coach*
 PAUL CSONT, *Men's Track Coach*
 Canisius College, M.S.
 PATRICK J. GONDEK, *Men's Soccer Coach*
 SUNY Cortland, M.S.
 PENNY D. HITE, *Women's Track Coach*
 SUNY Fredonia, M.Ed.
 SCOTT MASTROBATTISTA, *ATC*
 Niagara University, M.S.
 JEFFREY S. MEREDITH, *Hockey Coach*
 The Ohio State University, M.S.
 KEVIN MOORE, *Men's Basketball Coach*
 Mansfield University, M.A.
 MATT PALISIN, *Men's Baseball Coach*
 Penn State-Behrend, B.S.
 GREGORY D. PRECHTL, *Director of Athletics*
 SUNY Fredonia, M.A.
 KATIE PUCCI-SCHAEFER, *Cheerleading Coach*
 SUNY Fredonia, M.S.Ed.
 JEROME REILLY, *Sports Information Director*
 St. Bonaventure University, B.S.
 AMY SALZLER, *ATC*
 Clarion University, M.S.
 NOLAN SWANSON, *Men's and Women's Cross Country
 Coach*
 Wake Forest University, B.A.
 ARTHUR WANG, *Men's and Women's Swim Coach*
 SUNY Cortland, M.Ed.
 DONNA WISE, *Women's Basketball Coach*
 Millersville University, M.Ed.

Biology

PATRICIA SMITH ASTRY, *Assistant Professor*
 SUNY Fredonia, M.S., M.T. (ASCP)
President's Award for Excellence
 WILLIAM D. BROWN, *Assistant Professor*
 University of Toronto, Ph.D.
 ROGER A. BYRNE, *Associate Professor*
 Louisiana State University, Ph.D.
 MATTHEW FOUNTAIN, *Associate Professor*
 University of Rochester, Ph.D.
 W. THEODORE LEE, *Assistant Professor*
 Syracuse University, Ph.D.
 KARRY A. KAZIAL, *Assistant Professor*
 The Ohio State University, Ph.D.
 EDWARD J. McCARRICK, *Instructional Support Assistant*
 SUNY Fredonia, B.S.
 ALICIA PEREZ-FUENTETAJA, *Assistant Professor*
 SUNY College of Environmental Science and Forestry,
 Ph.D.
 JONATHAN H. TITUS, *Assistant Professor*
 University of Washington, Ph.D.
 BRUCE TOMLINSON, *Associate Professor*
 University of Waterloo, Ph.D.
*The State University Chancellor's Award for Excellence
 in Teaching*
President's Award for Excellence in Teaching
 WAYNE YUNGHANS, *Professor*
 Purdue University, Ph.D.

Business Administration

- SEYED-MAHMOUD AGHAZADEH, *Professor*
University of Nebraska, Ph.D.
- KATHERINE BARKER, *Assistant Professor*
University of Arkansas, Ph.D.
- JAMES D. CONNORS, *Internship Coordinator*
Canisius College, B.S.
- CHRIST GAETANOS, *Assistant Professor*
SUNY at Buffalo, J.D.
- GRACE E.M. GERRITY, *Lecturer*
Hofstra University, M.B.A.
- LINDA A. HALL, *Assistant Professor*
SUNY at Buffalo, Ph.D.; C.P.A.
- JOSEPH D. IZZO, *Visiting Assistant Professor*
Youngstown State University, M.B.A.
- STEPHEN KANICKI, *Visiting Assistant Professor*
Rochester Institute of Technology, M.S.
- FRANKLIN B. KROHN, *Distinguished Service Professor*
SUNY at Buffalo, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
President's Award for Excellence in Teaching
- WILLIAM E. LESLIE, *Lecturer*
SUNY at Buffalo, M.S.; SUNY Fredonia, M.S.
- JOHN OLSAVSKY, *Assistant Professor*
Robert Morris College, M.S.; C.P.A.
- KENNETH J. PLUCINSKI, *Assistant Professor*
University of Pittsburgh, M.B.A.; C.P.A.
- MOJTABA SEYEDIAN, *Professor*
SUNY at Binghamton, Ph.D.
- CHARLES S.V. TELLY, *Professor*
University of Washington, Ph.D.;
SUNY at Buffalo, J.D.; Columbia University, J.S.D.
- LISA M. WALTERS, *Visiting Assistant Professor*
California Coast University, Ph.D.
- WEI ZHANG, *Assistant Professor*
Syracuse University, Ph.D.

Chemistry

- JAMES BOWSER, *Professor*
Duke University, Ph.D.
- ANDREA DOMST, *Technical Specialist*
SUNY Fredonia, B.S.
- DAVID W. EWING, *Professor*
Ohio University, Ph.D.
- MATTHEW FOUNTAIN, *Associate Professor*
University of Rochester, Ph.D.
- MARK JANIK, *Assistant Professor*
SUNY at Binghamton, Ph.D.
- THOMAS JANIK, *Professor*
SUNY at Buffalo, Ph.D.
- PHILIP KUMLER, *Professor*
University of Rochester, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- HOLLY LAWSON, *Associate Professor*
SUNY at Buffalo, Ph.D.
- SHERRI A. MASON, *Assistant Professor*
University of Montana, Ph.D.
- MICHAEL MILLIGAN, *Associate Professor*
Rensselaer Polytechnic Institute, Ph.D.
- MARY POWERS, *Lecturer*
SUNY Fredonia, M.S.

Communication

- LINDA C. BRIGANCE, *Associate Professor*
University of Iowa, Ph.D.
- ANN CARDEN, *Assistant Professor*
SUNY College at Buffalo, M.S.
- JOSEPH C. CHILBERG, *Professor*
Ohio University, Ph.D.
- JANE JACKSON, *Assistant Professor*
Humbolt State University, M.A.
- ERLA KRISTJANSDOTTIR, *Assistant Professor*
Arizona State University, Ph.D.
- KATHLEEN McDONOUGH, *Assistant Professor*
San Francisco State University, M.F.A.
- TED SCHWALBE, *Professor*
University of Southern California, Ph.D.
The State University Chancellor's Award for Excellence in Teaching

Computer Science

- IYAD ABU-JEIB, *Assistant Professor*
University of Nebraska, Ph.D.
- ZIYA ARNAVUT, *Associate Professor*
University of Nebraska, Ph.D.
- RENETA BARNEVA, *Professor*
University of Sofia (Bulgaria), Ph.D.
- TAT-HUNG CHAN, *Associate Professor*
Cornell University, Ph.D.
- KAREN EHRlich, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- JOHN A. HANSEN, *Professor*
Yale University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- WILLIAM LESLIE, *Lecturer/Assistant Professor Emeritus*
SUNY at Buffalo, M.S.
- ANDREW PINGITORE, *Lecturer*
SUNY Fredonia, M.S.
- KHALID J. SIDDIQUI, *Professor*
Concordia University, Ph.D.
Kasling Lecturer
- JON STEGER, *Lecturer*
SUNY Fredonia, B.S.
- MICHAEL SZOCKI, *Systems Administrator/Lecturer*
SUNY Fredonia, B.S.; Hilbert College, B.S.
- THOMAS H. TAYLOR, *Lecturer*
SUNY at Buffalo, M.A.
- JUNAID ZUBAIRI, *Associate Professor*
Syracuse University, Ph.D.

Economics

- EDWARD EINHOUSE, *Lecturer*
SUNY at Buffalo, M.A.
- MARWAN M. EI NASSER, *Professor*
The Ohio State University, Ph.D.
- JAIME ERIKSON, *Visiting Assistant Professor*
Arizona State University, M.S.
- WILLIAM H. FOELLER, *Professor*
Iowa State University, Ph.D.
- DENNIS L. HEFNER, *Professor*
Washington State University, Ph.D.
- AMAR K. PARAI, *Professor*
Southern Methodist University, Ph.D.
- PETER REINELT, *Assistant Professor*
University of California at Berkeley, Ph.D.

Education

- CLARA BEIER, *Assistant Professor*
University of Arizona, Ph.D.
- MIRA BERKLEY, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- CINDY BIRD, *Assistant Professor*
University of Toronto, Ph.D.
- DANIEL DOBEY, *Professor*
Syracuse University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- CHRISTINE GIVNER, *Professor*
University of Pittsburgh, Ph.D.
- KATHLEEN GRADEL, *Assistant Professor*
University of Virginia, Ed.D.
- GREGORY F. HARPER, *Professor*
Kent State University, Ph.D.
- MICHAEL JABOT, *Assistant Professor*
Syracuse University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- MELINDA KARNES, *Associate Professor*
Saint Louis University, Ph.D.
- ANA MARIA KLEIN, *Assistant Professor*
McGill University, Quebec, Ph.D.
- KATHLEEN LESNIAK, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- KATHLEEN MAGIERA, *Assistant Professor*
University of Pittsburgh, Ed.D.
- LAWRENCE MAHEADY, *Professor*
University of Pittsburgh, Ph.D.
William T. Hagan Young Scholar/Artist Award
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
- BARBARA MALLETT, *Professor*
Kent State University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- JAMAR PICKREIGN, *Assistant Professor*
University of Kansas, Ph.D.
- JANEIL REY, *Visiting Assistant Professor*
Harvard University, M.Ed.
- RHEA SIMMONS, *Assistant Professor*
University of Pittsburgh, Ph.D.
- CYNTHIA SMITH, *Associate Professor*
The Ohio State University, Ph.D.
- CHARLES STODDART, *Assistant Professor*
University of Northern Colorado, Ph.D.
- KAY ANN TAYLOR, *Assistant Professor*
Iowa State University
- ANNA THIBODEAU, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- JOHN GLOVACK, *Lecturer*
SUNY at Buffalo, Ph.D.
- CAROLYN KIEBER GRADY, *Lecturer*
SUNY Fredonia, M.A.
- VIRGINIA S. HORVATH, *Professor*
Kent State University, Ph.D.
- CHRISTINA JARVIS, *Associate Professor*
Pennsylvania State University, Ph.D.
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SUNY at Buffalo, Ed.M.
- SCOTT JOHNSTON, *Associate Professor*
University of Nevada, Ph.D.
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University of California, San Diego, Ph.D.
- SUSAN LORD, *Lecturer*
SUNY Fredonia, M.A.
- ROBERT MARZEC, *Associate Professor*
SUNY at Binghamton, Ph.D.
- ADRIENNE McCORMICK, *Associate Professor*
University of Maryland, Ph.D.
- SHANNON McRAE, *Assistant Professor*
University of Washington, Ph.D.
- JEANETTE McVICKER, *Professor*
SUNY at Binghamton, Ph.D.
- TERENCE D. MOSHER, *Associate Professor*
University of Michigan, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- MALCOLM NELSON, *Distinguished Teaching Professor*
Northwestern University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- AIMEE NEZHUKUMATATHIL, *Assistant Professor*
The Ohio State University, M.F.A.
William T. Hagan Young Scholar/Artist Award
- ELMER PLOETZ, *Lecturer*
St. Bonaventure University, B.A.
- BRUCE SIMON, *Associate Professor*
Princeton University, Ph.D.
- THEODORE L. STEINBERG, *Distinguished Teaching Professor*
University of Illinois, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
President's Award for Excellence in Teaching
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Brown University, M.F.A.
- JOHN J. STINSON, *Professor*
New York University, Ph.D.
Kasling Lecturer
- JACQUELINE TRACE, *Associate Professor*
University of Massachusetts, Ph.D.
- MELINDA WENDELL, *Visiting Instructor*
SUNY Fredonia, M.A.

English

- BETTY BARNARD, *Lecturer*
SUNY Fredonia, M.S.Ed.
- JOAN A. BURKE, *Professor*
University of Maryland, Ph.D.
President's Award for Excellence in Teaching
- KIM MARIE COLE, *Assistant Professor*
University of Wisconsin, Madison, Ph.D.
- C. THOMAS CRAIG, *Lecturer*
SUNY Fredonia, M.A.
- ANN SIEGLE-DREGE, *Assistant Professor*
University of North Dakota, Ph.D.
- ALBERT A. DUNN, *Associate Professor*
University of Virginia, Ph.D.
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University of California, Berkeley, Ph.D.

Geosciences

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University of Rochester, Ph.D.
- WALTHER M. BARNARD, *Professor*
Pennsylvania State University, Ph.D.
- JOHN LEE BERKLEY, *Professor*
University of New Mexico, Ph.D.
- ANN K. DEAKIN, *Associate Professor*
SUNY at Buffalo, Ph.D.
- GARY G. LASH, *Professor*
Lehigh University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- MICHAEL P. WILSON, *Professor*
Syracuse University, Ph.D.

Health, Wellness and Recreation

- PAM BENCHLEY, *Instructional Support Assistant*
University of South Florida, B.A.
- GEOFF BRAUN, *Intramural Director*
SUNY Cortland, B.S.
- CHARLES C. DAVIS, *Professor*
The Ohio State University, Ph.D.
- MONICA DEMELLO, *Instructional Support Assistant*
Penn State University, M.A.
- JOAN DISBROW, *Instructional Support Assistant*
Regina Saskatchewan Canadian University, B.S.
- JAMES E. FITZGERALD, *Instructor*
SUNY at Buffalo, M.S.
- PENNY HITE, *Instructor*
SUNY Fredonia, M.S.
- JEFFREY MEREDITH, *Assistant Professor*
The Ohio State University, M.S.
- FRANK NAWROCKI, *Instructional Support Assistant*
SUNY College at Buffalo, B.A.
- SUSAN O'ROURKE, *Instructional Support Assistant*
SUNY at Buffalo, M.A.
- WILLIAM VACANTI, *Technical Associate*

History

- NAJIA AARIM-HERIOT, *Associate Professor*
Temple University, Ph.D.
- TIMOTHY R. ALLAN, *Visiting Assistant Professor*
SUNY at Buffalo, Ph.D.
- JOHN ARNOLD, *Visiting Assistant Professor*
University of Arkansas, Ph.D.
- LISA EDWARDS, *Visiting Assistant Professor*
Tulane University, Ph.D.
- RICHARD FILIPINK JR., *Visiting Assistant Professor*
SUNY at Buffalo, Ph.D.
- NANCY HAGEDORN, *Assistant Professor*
The College of William and Mary, Ph.D.
- JENNIFER HILDEBRAND, *Assistant Professor*
University of California, Riverside, Ph.D.
- ELLEN LITWICKI, *Associate Professor*
University of Virginia, Ph.D.
- EILEEN GROTH LYON, *Associate Professor*
University of Cambridge, Ph.D.
- MAURIZIO MARINELLI, *Assistant Professor*
University of Cagliari/ Rome, Ph.D.
- THOMAS MAULUCCI, *Visiting Assistant Professor*
Yale University, Ph.D.
- PETER McCORD, *Visiting Assistant Professor*
University of California, Riverside, Ph.D.
- MOHAMED MOHAMED, *Assistant Professor*
University of Alberta, Ph.D.
- THOMAS MORRISSEY, *Professor*
Cornell University, Ph.D.
President's Award for Excellence
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Boston University, Ph.D.
- JOHN STAPLES, *Assistant Professor*
University of Toronto, Ph.D.
- A. JACQUELINE SWANSINGER, *Professor*
Rutgers University, Ph.D.
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- MARKUS P.M. VINK, *Associate Professor*
University of Minnesota, Ph.D.
William T. Hagan Young Scholar/Artist Award

Library Services

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SUNY at Buffalo, M.L.S.
- DARRYL COLEMAN, *Senior Assistant Librarian*
SUNY at Buffalo, M.L.S.
- VINCENT COURTNEY, *Librarian*
SUNY at Albany, M.L.S.
- DAWN ECKENRODE, *Senior Assistant Librarian*
University of Texas, Austin, M.L.S.
- MARIANNE EIMER, *Associate Librarian*
SUNY at Buffalo, M.L.S.
- JACK T. ERICSON, *Instructional Support Specialist*
University of Connecticut, M.A.; Cooperstown
Graduate Program, N.Y.S. Historical Association in
conjunction with the University of the State of
New York
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SUNY at Buffalo, M.L.S.
- BARBARA L. KITTLE, *Associate Librarian*
SUNY Geneseo, M.L.S.
- KATHLEEN L. LOOMIS, *Associate Librarian*
Clarion University, M.L.S.
- JANET MAYER, *Instructional Support Specialist*
Ohio University, M.A.
- KEVIN MICHKI, *Senior Assistant Librarian*
SUNY at Buffalo, M.L.S., M.A.
- GERDA MORRISSEY, *Assistant Librarian*
State University Library School (Munich, Germany),
M.L.S.
- KERRIE WILKES, *Senior Assistant Librarian*
SUNY at Buffalo, M.L.S.

Mathematical Sciences

- IYAD ABU-JEIB, *Assistant Professor*
University of Nebraska, Ph.D.
- MERAL ARNAVUT, *Assistant Professor*
University of Nebraska, Ph.D.
- NANCY BOYNTON, *Associate Professor*
Western Michigan University, Ph.D.
- DENNIS CECALA, *Lecturer*
SUNY Fredonia, M.S.
- KIMBERLY CONTI, *Lecturer*
SUNY Fredonia, M.S.
- REBECCA A. CONTI, *Lecturer*
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- JEAN B. HARPER, *Lecturer*
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- Y.H. HARRIS KWONG, *Professor*
University of Pennsylvania, Ph.D.
- JAMES E. McKENNA, *Professor*
Syracuse University, Ph.D.
- JANET A. MEISSNER, *Lecturer*
SUNY Fredonia, M.S.
- DARRIN PASCHKE, *Lecturer*
SUNY Fredonia, M.S.
- ANDREW PINGITORE, *Lecturer*
SUNY Fredonia, M.S.
- ROBERT R. ROGERS, *Professor*
SUNY at Buffalo, Ph.D.
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- H. JOSEPH STRAIGHT, *Professor*
Western Michigan University, Ph.D.
- JACQUELINE E. TERRILL, *Lecturer*
SUNY Fredonia, M.S.
- JULIA WILSON, *Assistant Professor*
University of Wisconsin, Milwaukee, Ph.D.

Modern Languages and Literatures

- RUTH B. ANTOSH, *Professor* (French)
Indiana University, Ph.D.
- THOMAS H. GOETZ, *Distinguished Service Professor*
(French)
Syracuse University, Ph.D.
- BETH HUERTA, *Lecturer* (Spanish)
SUNY at Buffalo, M.Ed.
- LEONORE LOFT, *Professor* (French)
Columbia University, Ph.D.
- PAUL J. SCHWARTZ, *Professor* (French)
Yale University, Ph.D.
- HOWARD B. WESCOTT, *Professor* (Spanish)
Brown University, Ph.D.
- CLARK M. ZLOTCHEW, *Professor* (Spanish)
SUNY at Binghamton, Ph.D.
President's Award for Excellence in Teaching
Kasling Lecturer

Music

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The Cleveland Institute of Music, M.M.
- CHRISTIAN BERNHARD, *Assistant Professor*
University of North Carolina, Greensboro, Ph.D.
- KARL BOELTER, *Professor*
University of Michigan, D.M.A.
- DONALD A. J. BOHLEN, *Professor*
University of Michigan, D.M.A.
President's Award for Excellence
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Florida State University, Ph.D.
- JOHN CARUSO, *Instructional Support Specialist*
SUNY Fredonia, B.S.
- MARY MARDEN COBB, *Visiting Assistant Professor*
The Manhattan School of Music, M.M.
- JENNIFER DARRELL-STERBAK, *Community Relations Assistant*
SUNY at Buffalo, M.A.
- GWEN COLEMAN DETWILER, *Assistant Professor*
The University of Cincinnati College-Conservatory of Music, M.M.
- PATRICIA J. CORRON, *Assistant Professor*
The University of Cincinnati College-Conservatory of Music, D.M.A.
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Boston University, Ph.D.
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SUNY at Buffalo, Ed.M.
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Carnegie Mellon University, M.F.A.
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- JOHN C. GILLETTE, *Associate Professor*
Indiana University, D.M.A.
- LINDA GILLETTE, *Instructor*
University of Wisconsin, M.M.
- BERND GOTTINGER, *Assistant Professor*
The Juilliard School, M.M.
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Eastman School of Music of the University of Rochester, M.M.
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SUNY at Stony Brook, D.M.A.
- SARAH HAMILTON, *Associate Professor*
The Ohio State University, D.M.A.
- JOE DAN HARPER, *Visiting Assistant Professor*
New England Conservatory, M.M.
- VALERIE HEYWOOD, *Lecturer*
The Juilliard School, M.M.
- PAULA HOLCOMB, *Professor*
Northwestern University, D.M.A.
- DANIEL IHASZ, *Associate Professor*
Eastman School of Music of the University of Rochester, M.M., Performer's Certificate
- HARRY P. JACOBSON, *Associate Professor*
North Texas State University, D.M.A.
- BRUCE JOHNSTONE, *Lecturer*
- BARRY M. KILPATRICK, *Professor*
University of Wisconsin, M.M.
- DAVID KOSMYNA, *Visiting Assistant Professor*
Ohio University, M.M.
- MARGARET KUHLL, *Adjunct Assistant Professor*
University of British Columbia, D.M.A.
- DONALD P. LANG, *Professor*
Hartt College of Music, University of Hartford, D.M.A.
President's Award for Excellence
- KATHERINE M. LEVY, *Assistant Professor*
University of Iowa, Ph.D.
- W. STEPHEN MAYO, *Professor*
University of North Carolina, Greensboro, Ed.D.
- CARL MAZZIO, *Lecturer*
The Juilliard School, M.M.
- KEVIN L. MICHKI, *Senior Assistant Librarian, Music*
SUNY at Buffalo, M.L.S., M.A.
- JONI MILGRAM-LUTERMAN, *Assistant Professor*
Michigan State University, Ph.D.
- PAUL MURPHY, *Assistant Professor*
University of Texas-Austin, Ph.D.
- JULIE NEWELL, *Associate Professor*
Syracuse University, M.M.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award
- QUINN PATRICK (ANKRUM), *Lecturer*
University of Colorado, M.M.
- JANNIS PETERSON, *Lecturer*
North Texas State University, M.M.
- KEITH L. PETERSON, *Professor*
North Texas State University, D.M.A.
- LINDA N. PHILLIPS, *Professor*
The Ohio State University, D.M.A.
- JAMES PIORKOWSKI, *Professor*
SUNY Fredonia, M.M.
William T. Hagan Young Scholar/Artist Award
- LAUREL R. RIVERS, RPT, *Instructional Support Specialist*
SUNY Fredonia, B.A.
- SUSAN ROYAL, *Professor*
SUNY at Stony Brook, D.M.A.
President's Award for Excellence
- DAVID RUDGE, *Associate Professor*
University of South Carolina, D.M.A.
- PETER J. SCHOENBACH, *Professor*
Rutgers-State University of New Jersey, Ph.D.
- SYLVIA SHARP, *Visiting Assistant Professor*
The Cleveland Institute of Music, M.M.
- RAYMOND STEWART, *Assistant Professor*
The Manhattan School of Music, M.M.
- KAY STONEFELT, *Associate Professor*
Indiana University, D.Mus.
- JANET SUNG, *Assistant Professor*
The Juilliard School, M.M.
- DELIA WALLIS, *Lecturer*
Guildhall School of Music and Drama, AGSM
London Opera Center, Performance Diploma
- ERIC WILLS, *Instructor*
SUNY Fredonia, M.M.
- WILDY ZUMWALT, *Assistant Professor*
University of Michigan, M.M.

Philosophy

- RAYMOND ANGELO BELLIOTTI, *Distinguished Teaching Professor*
University of Miami, Ph.D.; Harvard Law School, J.D.
The State University Chancellor's Award for Excellence in Teaching
William T. Hagan Young Scholar/Artist Award
Kasling Lecturer
- NEIL FEIT, *Associate Professor*
University of Massachusetts, Ph.D.
- STEPHEN KERSHNER, *Associate Professor*
University of Pennsylvania, J.D.; University of Nebraska, Lincoln, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
William T. Hagan Young Scholar/Artist Award
- CHRISTOPHER PACYGA, *Visiting Assistant Professor*
SUNY at Buffalo, Ph.D.
- DALE TUGGY, *Assistant Professor*
Brown University, Ph.D.

Physics

- EFRAIN FERRER, *Professor*
Lebedev Physical Institute (Russia), Ph.D.
William T. Hagan Young Scholar/Artist Award
- MICHAEL GRADY, *Professor*
Rockefeller University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- VIVIAN INCERA, *Professor*
Lebedev Physical Institute (Russia), Ph.D.
William T. Hagan Young Scholar/Artist Award
- MICHAEL JABOT, *Assistant Professor*
Syracuse University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- PETER MATTOCKS, *Associate Professor*
University of Southampton (England), Ph.D.
- SUBRAHMANYAM PENDYALA, *Professor*
University of Western Ontario, Ph.D.
- J. DAVID SWIFT, *Adjunct Instructor*
SUNY at Buffalo, M.A.
- WILLIAM WRAGGE, *Adjunct Instructor*
SUNY Fredonia, M.S.

Political Science

- LAURIE BUONANNO, *Associate Professor*
Johns Hopkins University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
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University of Pittsburgh, Ph.D.
- JAMES R. HURTGEN, *Professor*
SUNY at Buffalo, Ph.D.
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University of Chicago, Ph.D.
- KEVIN McMAHON, *Associate Professor*
Brandeis University, Ph.D.
- DAVID RANKIN, *Assistant Professor*
University of California, Santa Barbara, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
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SUNY at Buffalo, M.A.
- IVANI VASSOLER-FROELICH, *Visiting Assistant Professor*
University of Maryland, Ph.D.

Psychology

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Miami University, Ph.D.
President's Award for Excellence in Teaching
- CHERYL E. DROUT, *Professor*
University of Delaware, Ph.D.
- JENNIFER L. DYCK, *Associate Professor*
University of California, Santa Barbara, Ph.D.
- NANCY R. GEE, *Associate Professor*
University of South Florida, Ph.D.
William T. Hagan Young Scholar/Artist Award
- INGRID JOHNSTON-ROBLEDO, *Assistant Professor*
University of Rhode Island, Ph.D.
- BRUCE G. KLONSKY, *Professor*
Fordham University, Ph.D.
- VANESA M. MCKINNEY, *Visiting Assistant Professor*
University of South Florida, Ph.D.
- THOMAS RYWICK, *Professor*
Southern Illinois University, Ph.D.
- JOHN S. SLAUGHTER, *Associate Professor*
University of Denver, Ph.D.
- GLEN SPIELMANS, *Assistant Professor*
Utah State University, Ph.D.
- RICHARD M. WEIST, *Distinguished Professor*
University of Kentucky, Ph.D.
Kasling Lecturer
- ANDREA ANGELL ZEVENBERGEN, *Assistant Professor*
SUNY at Stony Brook, Ph.D.

Sociology/Anthropology/Social Work/Criminal Justice

- JOY A. BILHARZ, *Professor* (Anthropology)
Bryn Mawr College, Ph.D.
- LEONARD BROWN, *Assistant Professor* (Criminal Justice)
Southern University, J.D.
- MARY B. CARNEY, *Associate Professor* (Social Work)
University of Illinois, Ph.D.
- LINDA E. DORSTEN, *Associate Professor*
The Ohio State University, Ph.D.
- ROBIN HARTINGER-SAUNDERS, *Assistant Professor* (Social Work)
SUNY at Buffalo, M.S.W.
- ALAN LaFLAMME, *Professor* (Anthropology)
SUNY at Buffalo, Ph.D.
- RAYMOND McLAIN, *Associate Professor*
University of Notre Dame, Ph.D.
- DARYL PARR, *Assistant Professor* (Social Work)
University of Maryland, Ph.D.
- RICHARD REDDY, *Professor*
Boston College, Ph.D.
The State University Chancellor's Award for Excellence in Faculty Service
- PETER G. SINDEN, *Professor*
University of Massachusetts, Ph.D.
- ALLYN SKINNER, *Visiting Assistant Professor*
SUNY at Buffalo, M.A.

Speech Pathology and Audiology

- MICHELLE NOTTE, CCC-SLP, *Clinic Director*
SUNY Fredonia, M.S.Ed.
- TIMOTHY OVERBECK, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- KIM JOY-PACOS, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- MERCY HOMER, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- PATRICIA LEIGH, CCC-SLP, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- BRIDGET A. RUSSELL, CCC-SLP, *Associate Professor*
SUNY at Buffalo, Ph.D.
- MELISSA SIDOR, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- KIM L. TILLERY, CCC-A, *Associate Professor*
SUNY at Buffalo, Ph.D.
- DEBORAH VANDERHOFF, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.Ed.
- MARC WILCOX, CCC-A, *Clinic Supervisor*
SUNY Fredonia, M.S.Ed.
- JULIE WILLIAMS, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- BRUCE WISENBURN, CCC-SLP, *Assistant Professor*
SUNY at Buffalo, Ph.D.

Theatre and Dance

- CAROL J. BLANCHARD-ROCHELEAU, *Professor*
Ohio University, M.F.A.
- MARY CHARBONNET, *Professor*
University of Virginia, M.F.A.
- JAMES PAUL IVEY, *Associate Professor*
Texas Tech University, Ph.D.
- PAUL W. MOCKOVAK II, *Associate Professor*
University of Miami, M.F.A.
- CURTIS PHILLIPS, *Assistant Professor*
University of Wisconsin, M.F.A.
- TODD PROFFITT, *Assistant Professor*
Texas Tech University, M.F.A.
- STEPHEN E. REES, *Professor*
Memphis State University, M.F.A.
- EDWARD SHARON, *Assistant Professor*
Boston University, M.F.A.
- ANGELIKA SUMMERTON, *Instructor*
Academy of Music and Theatre (Hanover, Germany),
M.A.

Visual Arts and New Media

- MARVIN BJURLIN, *Distinguished Teaching Professor*
University of Michigan, M.F.A.
- MARIAN BLEEKE, *Assistant Professor*
University of Chicago, Ph.D.
- ROBERT A. BOOTH, *Professor*
Syracuse University, M.F.A.
- PAUL A. BOWERS, *Professor*
SUNY at Buffalo, M.F.A.
- JAN CONRADI, *Associate Professor*
Iowa State University, M.A.
- CARL D. FERRARO, *Associate Professor*
Wayne State University, Ph.D.
- JOHN HUGHSON, *Professor*
Tulane University, M.F.A.
- MATTHEW KENYON, *Assistant Professor*
Virginia Commonwealth University, M.F.A.
- STEPHEN KOMP, *Assistant Professor*
Savannah College of Art and Design, M.F.A.
- LIZ LEE, *Associate Professor*
Savannah College of Art and Design, M.F.A.
- THOMAS LOUGHLIN, *Professor*
University of Nebraska, M.F.A.
- MARY LEE LUNDE, *Associate Professor*
University of Iowa, M.A.
- ALBERTO REY, *Professor*
SUNY at Buffalo, M.F.A.
William T. Hagan Young Scholar/Artist Award
Kasling Lecturer
The State University Chancellor's Award for
Excellence in Scholarship and Creative Activities

State University of New York at Fredonia's History

SUNY Fredonia joined the newly-formed State University of New York System in 1948 as one of the 11 teacher's colleges within the university and in 1961 became the State University of New York College at Fredonia with an expanded mission. Its history dates back to its roots as the Fredonia Academy, established in 1826 by the citizens of Fredonia. In 1867 it was named one of the new State Normal Schools.

Campus

The university is located in the village of Fredonia in Western New York State, just off Exit 59 of the New York State Thruway. The 249-acre campus includes a traditional brick perimeter enclosing a modern sculptured core. Well-kept lawns, wooded areas, and the beautiful Lake Shore Savings Clock Tower enhance the beauty of the campus.

There are 13 residence halls on the SUNY Fredonia campus. Cranston Hall and Erie Hall are the main dining facilities, supplemented by the Williams Center food services, and cafes in selected buildings. University Commons, slated to open in 2006, will combine a renovated Cranston Hall with a residence hall with air conditioned rooms, a new bookstore, cafe, and convenience store.

Gregory Hall is the home of the Office of Residence Life, the Faculty Student Association, Career Development Office, and University Police.

The Williams Center houses the office of Campus Life and the Student Association, the campus bookstore, and the Central Ticket Office. Dods Hall contains classrooms, gymnasias, a fitness center, a dance studio, and racquetball courts. Adjacent to Dods is Steele Hall, including an indoor ice skating rink, track/basketball arena, and a new natatorium/swimming and diving facility.

Enhancing student and community life is the Michael C. Rockefeller Arts Center, with the 1,200-seat King Concert Hall, 400-seat Marvel Theatre, Bartlett Theatre, and two art galleries.

LoGrasso Hall is the home of the Student Health Center, the Counseling Center, Internship Programs, and the Office of International Education. McEwen Hall includes lecture halls, classrooms, a television studio and Fredonia Radio Systems. Reed Library, with its vast holdings, also includes the Office of Disability Support Services for Students and the Learning Center.

Maytum Hall is the home of administrative and business offices as well as the Office of the Registrar, Student Affairs, Student Accounts, and Information Technology Services.

Fenton Hall is the main humanities and mathematical and computer information sciences office and classroom building. The University President's office is also located in Fenton, as well as Academic Advising, Lifelong Learning and Graduate Studies. Jewett Hall and Houghton Hall are the natural and physical sciences buildings. Thompson Hall is home to the social science departments, the College of Education, the School of Business, the Office of Grants Administration/Research Services, the Henry C. Youngerman Center for Communication Disorders, and the Media Center.

Mason Hall, home of Fredonia's School of Music, includes the new 500-seat Juliet J. Rosch Recital Hall.

Hours when academic buildings are open are published separately.

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