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Graduate Catalog 2015-2016

www.ithaca.edu
607-274-3011

ABOUT THIS CATALOG

Important Declarations

This publication provides detailed information about academic programs, financial aid, and academic rules and regulations. Every effort has been made to ensure that the information is accurate and complete as of September 1, 2015. However, errors are possible and changes such as the addition or cancellation of courses may occur while the academic year is under way. The College reserves the right to correct errors in the catalog and to make changes in degree requirements, course offering regulations, and procedures as educational or financial considerations require. For up-to-date information, contact the appropriate department offices.

If requirements are changed, students may elect to comply with the new requirements. The choice must be declared in writing to the appropriate graduate chair.

Students who withdraw and are subsequently readmitted will be bound by program and degree requirements in force during the academic year in which they are readmitted.

If a student is called to active military duty during a semester, the College will apply, in full, any tuition paid for the semester during which the student is called, to any future semester in which he or she may return. Room and board refunds will be issued on a pro rata basis, consistent with current refund policy.

Discrimination Policy

It is the policy of Ithaca College that discrimination on the grounds of age, disability, marital status, national origin, race, color, religion, sex, sexual orientation, gender identity or expression, or military status will not exist in any activity, area, or operation of the College.

Photographs

Ithaca College and its representatives on occasion take photographs for the College's use in print and electronic publications. This statement serves as public notice of the College's intent to do so and as a release to the College of permission to use such images as it deems fit. If you object to the use of your photograph, you have the right to withhold its release by filling out a form at the Office of the Registrar.

Contacting the College

Online Learning, Certificate, and Professional Programs

Ithaca College

G72 Peggy Ryan William Center

953 Danby Road

Ithaca, NY 14850

Phone: 607-274-3143

Fax: 607-274-1263

E-mail: rgearhart@ithaca.edu

Website: <http://www.ithaca.edu/oes>

Graduate Programs in Adolescence, Agriculture, and Childhood Education

Ithaca College

194 Phillips Hall

Ithaca, NY 14850

Phone: 607-274-3147

Fax: 607-274-1089

E-mail: lhanrahan@ithaca.edu and gradedu@ithaca.edu

Website: <http://www.ithaca.edu/gradprograms/education/>

Graduate Programs in Business Administration

Ithaca College

School of Business, Room 316

953 Danby Road

Ithaca, NY 14850

Phone: 607-274-3197

Fax: 607-274-1152

E-mail: mba@ithaca.edu

Website: www.ithaca.edu/business/programs/mba

Graduate Program in Communications

Ithaca College

Roy H. Park Hall, Room 377

953 Danby Road

Phone: 607-274-1025

Fax: 607-274-7076

E-mail: youngc@ithaca.edu

Website: <http://www.ithaca.edu/rhp/depts/stratcomm>

Graduate Program in Exercise and Sport Sciences

Ithaca College
Center for Health Sciences
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-1275
Fax: 607-274-7055
E-mail: jives@ithaca.edu
Website: <http://www.ithaca.edu/hshp>

Graduate Programs in Health Promotion and Physical Education

Ithaca College
Hill Center, Room G60
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3411
E-mail: psubramaniam@ithaca.edu
Website: <http://www.ithaca.edu/hshp>

Graduate Programs in Music

Ithaca College
Whalen Center
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3157
Fax: 607-274-1727
E-mail: lblack@ithaca.edu
Website: www.ithaca.edu/music/grad/index.php

Department of Occupational Therapy

Ithaca College
Smiddy Hall, Room 200
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3618
Fax: 607-274-3055
E-mail: mcozzoli@ithaca.edu

Website: <http://www.ithaca.edu/hshp>

Department of Physical Therapy

Ithaca College
Center for Health Sciences, Room 407
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3342
Fax: 607-274-3074
E-mail: robby@ithaca.edu
Website: www.ithaca.edu/hshp/depts/pt

Graduate Programs in Speech-Language Pathology

Ithaca College
Smiddy Hall, Room 301
953 Danby Road
Ithaca, NY 14850
Phone: 607-274-3248
Fax: 607-274-1137
E-mail: slpgrad@ithaca.edu
Website: <http://www.ithaca.edu/gradprograms/slpa>

ADMISSION INFORMATION

Admission Categories

Degree Candidate (Matriculated)

Consideration for admission to a graduate degree program as a degree candidate is granted to applicants who have a good undergraduate scholastic record (minimum 3.00 grade point average [GPA] on the 4.00 system); who have received a baccalaureate degree from a regionally accredited college or technical school; and who have met all other application requirements of the degree program. These additional requirements are specified on the Graduate Admission website.

Students who have completed the undergraduate requirements of Ithaca College's six-year B.S./D.P.T. program in physical therapy or the five-year B.S./M.S. program in occupational therapy are admitted directly to the graduate program. External applicants (non-Ithaca College students) are not considered for admission to the graduate portion of the B.S./D.P.T. program.

Provisional (Non-Matriculated)

Provisional enrollment status for graduate students is no longer in use at Ithaca College as of the fall semester of 2014.

Extramural Students

Students who have earned a bachelor's degree and are not seeking advanced degrees or who are not admitted to degree programs may apply for enrollment in graduate courses as extramural students. Information on course availability and the registration process is available from the Office of Extended Studies.

The maximum number of credits earned as an extramural student that may be applied toward graduate degree requirements is determined by each graduate program. A maximum of six credits may be taken in the M.B.A. program on an extramural basis. A maximum of nine credits may be taken in the *Speech-Language Pathology* and *Speech-Language Pathology with Teacher Certification* programs on an extramural basis. All other programs permit a maximum of 12 credits taken on an extramural basis. Extramural students are eligible to apply for matriculated status upon completion of a maximum allowable credits with a GPA of 3.00 (B) in these credits, provided that no more than one grade below B has been earned. These credits may be used to fulfill program requirements only if they are approved by the graduate committee of the major field. Credits earned more than three years before admission to a degree program cannot be applied to meet degree requirements.

Seniors Taking Graduate Courses

Ithaca College seniors may take certain graduate courses for undergraduate credit. They must have a cumulative GPA of 3.00 or better and have completed at least 90 credits. They also must obtain the approval of the instructor, their undergraduate adviser, the chair of the graduate program, and the dean of the school. Under exceptional circumstances, Ithaca College seniors may take certain graduate courses for graduate credit, provided they obtain the approvals previously specified. Courses taken for graduate credit do not count toward an undergraduate degree.

Graduate Application Procedures

The following procedures must be completed by each applicant for admission to graduate studies.

Apply Online

All prospective graduate students should apply for admission online.

Additional Application Materials Needed

In addition to the online application, the following materials are required and must be submitted to the Office of Admission:

- \$40 application fee (A nonrefundable \$40 application fee must accompany the application for degree candidacy.)
- official transcripts from all postsecondary institutions attended
- letter(s) of recommendation
 - Applicants to the School of Music programs do not submit recommendations to the Office of Admission. Recommendations to these programs are submitted as part of the audition scheduling process.
- any additional materials required by department or school

Your application fee and these materials must be received by Ithaca College by the appropriate deadline. If we do not receive all of your materials, your application will be incomplete and no decision will be made.

Admission Application Deadlines

Deadlines for application, transcripts, letters of recommendation, and, where appropriate, GRE or GMAT

scores must be met. For assistantship application deadlines, refer to the Financial Aid portion of this catalog.

Adolescence Education: Application files will be considered on an ongoing basis, with preference given to those applicants whose files are complete by February 15. The program has only one start date each year -- in late May.

Agriculture Education: Application files will be considered on an ongoing basis, with preference given to those applicants whose files are complete by February 15. The program has only one start date each year -- in late May.

Business Administration: Application files for summer or fall admission must be completed by March 1. Application files for spring admission must be completed by November 1.

Childhood Education: Application files will be considered on an ongoing basis, with preference given to those applicants whose files are complete by February 15. The program has only one start date each year -- in late May.

Communications, M.S.: Ithaca College is currently in the process of review and redesigning the curriculum for this degree and thus applications are not being accepted for the 2015-2016 academic year.

Communications Innovation, M.S.: Application files will be considered on an ongoing basis, with preference given to those completed by March 15. The program has an August start date.

Exercise and Sport Sciences (ESS): Application files will be considered on an ongoing basis with priority given to those applications received by March 1 for the fall semester. Applications received after March 1 may be put on a wait list. Spring admission is by special permission only from the ESS graduate chair.

Health Promotion and Physical Education: Application files will be considered on an ongoing basis, with preference given to those completed by March 1 for fall admission and December 1 for spring admission.

Music: Application files for all programs (except the Music Education summers-only) must be complete by January 15. Music education files for applicants for summers-only study must be complete by April 1.

Occupational Therapy (Professional Entry-Level Master's Degree): Completed files must be received by February 1 to be considered for May admission. (The program only has a May start date.)

Speech-Language Pathology: Completed files must be received by February 1.

Health Report

Before the first day of classes, every new graduate student is required to complete and submit health certification information to Ithaca College's J. David Hammond Center for Student Health Services. This includes the New York State immunization requirements. Entrance medical requirements are submitted directly to the Hammond Health Center via a secure web portal that is linked from the health center's web page. Students who do not comply with this requirement will not be allowed to remain on campus, and their course registration will be canceled. More information and forms are also available on the health center's web page.

See Hammond Health Center

Special Information for International Applicants

Ithaca College encourages international students to apply and values the cultural diversity they bring to the campus community. The Office of International Programs provides cultural adjustment counseling, orientation to the United States, immigration assistance, and other support services.

See Office of International Programs

Proof of English Proficiency

All applicants whose native language is not English are required to submit official results of a test of English proficiency. The recommended minimum score is 80 on the TOEFL (Test of English as a Foreign Language), and 6.0 on the IELTS (International English Language Testing). Applicants who have earned a bachelors degree at a college or university where English is the language of instruction may be exempt from the English proficiency exam requirement.

Documents and Credentials

Before an international student may enroll at Ithaca College, his or her visa eligibility and financial status must be reviewed by the Office of International Programs and the Office of Admission. A financial statement and supporting documentation must be received by the admission office at least eight weeks before the semester for which the applicant is seeking admission. These documents must show that all educational expenses for the duration of the student's stay in the United States -- including tuition, room, board, books, and international travel -- can be fully met by the student, his or her family and/or sponsor, and other sources of financial assistance. An I-20 form, which is required for the application for a student visa, is issued to candidates who have been offered admission, who have submitted their enrollment confirmation and advance deposit, and who have provided the requisite financial documentation.

Application Deadlines

All application materials for international students must be received by the individual program deadlines.

Expenses

Tuition and Fees

Please refer to the Graduate Admission website (p. 9) for information regarding tuition expenses by program.

Other Charges

Performance study fee: A fee (paid in addition to regular tuition) equal to the number of enrolled credits of the current graduate tuition rate will be charged in the summer session for private instrument instruction.

Books and supplies: Cost varies with each program.

Parking: Graduate students may obtain a student parking permit through the Office of Public Safety.

General Regulations

All rates are subject to change without notice.

All regular charges are billed on a semester basis. Students will not be allowed to register or be admitted to classes until satisfactory payment has been made.

Student accounts must be settled before leaving the College. Transcripts will be withheld from students whose accounts are in arrears for any reason, including nonpayment of tuition and fees, fines, or medical charges. In the event that it is necessary to refer an overdue account for collection, the student and parents shall be obligated additionally to pay all interest, collection, disbursement, and attorney fees.

All bills are payable in United States currency.

FINANCIAL AID

Assistantships and Scholarships

Graduate Assistantships

Ithaca College offers a limited number of graduate assistantships to students in programs leading to a master's degree in adolescence education, agriculture education, childhood education, communications, exercise and sport sciences, health education, physical education, occupational therapy, music, speech-language pathology, and teaching students with speech and language disabilities.

Applying for an Assistantship

Typically, graduate assistantships are awarded for both the fall and spring semesters of each academic year. However, if funds are available, graduate assistantships may also be awarded during the spring semester and summer sessions. Please consult your specific graduate program for all queries regarding the assistantship application, submission deadlines, and recommendations.

Deadlines for Completing Assistantship Applications

Please consult your specific graduate program for all queries regarding the assistantship application, submission deadlines, and recommendations.

Adolescence, Agriculture, & Childhood Education --

Preference will be given to applications completed by February 15.

Business Administration -- The M.B.A. programs do not currently offer assistantships. However, all completed admissions applications that are received by March 1 are given full consideration for M.B.A. merit scholarships; no separate applications are required for M.B.A. merit scholarship consideration.

Communications, M.S. -- Ithaca College is currently in the process of review and redesigning the curriculum for this degree and thus applications are not being accepted for the 2015-2016 academic year.

Communications Innovation, M.S.: Applications are accepted on an ongoing basis, with preference given to those completed by March 15.

Exercise & Sport Sciences -- Priority is given to those received by March 1 for the fall semester. The assistantship application and instructions can be found on the Exercise and Sport Sciences page.

Health Promotion & Physical Education -- Applications are accepted on an ongoing basis, with preference given to completed files received by March 1.

Music (Composition & Conducting) -- Applications must be completed by January 15.

Music (for fall and spring admission) -- Applications must be completed by January 15.

Music (for summer-only music education) -- Applications must be completed by April 1.

Occupational Therapy (Professional-Entry Level) -- Applications must be completed by February 1.

Speech-Language Pathology & Audiology (Teaching & Non-Teaching) -- Applications must be completed by February 1.

Tuition Scholarship, Graduate Appointment Salary

A graduate assistantship normally consists of two parts -- a scholarship and a taxable work-related salary. The graduate appointment salary will be paid through the College payroll system on a biweekly basis. The salary will not be paid until the student has completed the W-4 and I-9 forms, which will be available at registration. The recommendation for graduate assistance originates with the respective graduate chair and is approved by the graduate dean.

Assistantship Responsibilities

The duties and responsibilities of each graduate assistant are arranged and supervised by the appropriate school or department. An average of up to 15 hours per week is normally required to fulfill a graduate assistant's assigned duties on a full assistantship.

Credit and Load Requirements

Credit Limitations

Students must register for a minimum of 6 credits each semester during the academic year to maintain an assistantship (3 credits in the summer). Students with assistantships may take a maximum of 12 credits per semester. Exceptions should be requested in writing by the graduate program chair and require approval of the school dean in charge of the student's graduate program.

Full-Time Study

A full-time student is defined as one who takes 9 credits per regular semester. During the summer, enrollment with 6 credits is considered full-time.

Academic Standing and Eligibility

Academic Standing and Progress

Students are required to meet certain standards of Satisfactory Academic Progress to maintain eligibility for federal student aid and institutional aid. Colleges are required to measure a student's progress by qualitative and quantitative standards. Additionally, students must complete all degree requirements within 150% of the required credit hours to receive a degree. Ithaca College uses a quantitative standard that measures program pursuit by the percentage of credits successfully completed by the end of the spring semester each academic year.

Program pursuit

To remain in good academic standing for federal and institutional aid, an Ithaca College graduate student must successfully complete 67% of all credit hours attempted. Class grades of F, W, I or U are not considered to be successfully completed classes. Transfer credits accepted by Ithaca College are included in this calculation. A student's progress toward program pursuit is reviewed at the end of the spring semester.

GPA requirements

To remain in good academic standing for federal and institutional aid, an Ithaca College graduate student must earn a cumulative grade point average of 3.0. Ithaca College will review the cumulative grade point average at the end of the spring semester each academic year.

A student who fails to meet the above requirements will be ineligible for federal and institutional financial aid until the appropriate standards are achieved. A student may request a waiver of these eligibility requirements by submitting a Waiver Request Form to the Office of Student Financial Services. The information submitted should include the following information:

1. The reason why he/she did not meet the minimum academic requirements listed above.
2. Documentation of any unique circumstance that may have contributed to the student's inability to meet the standards.
3. A plan for meeting the standards in a reasonable time frame. This plan may include an academic plan that the student creates with an academic advisor.

The waiver request will be reviewed by a Satisfactory Academic Progress committee and the student will be notified of the outcome in writing. All decisions made by the Satisfactory Academic Progress committee are final and cannot be appealed.

In this section

Waiver of Standards

Aid Programs

Ithaca College Scholarships and Grants

Ithaca College need-based scholarships and grants are available only to physical therapy and occupational therapy students. Students must apply annually to the financial aid office before March 1.

All recipients must demonstrate financial need, which is determined by using information from the Department of Education via the Free Application for Federal Student Aid (FAFSA). Other criteria, such as academic performance or promise, special talents, or other characteristics that Ithaca College deems of value, are considered for the Ithaca College scholarship program only. The FAFSA is due by March 1.

<http://www.fafsa.gov>

Graduate business majors are automatically considered for any available non-need-based Ithaca College M.B.A. scholarships and need not submit the FAFSA to be considered for non-need based awards.

Federal Programs

Detailed information on Federal Direct Loans may be found at <http://www.studentloans.gov>.

Federal Direct Loans -- Unsubsidized

Application Procedures

Ithaca College processes applications electronically. First-time borrowers are required to accept an offer of a Direct Loan via HomerConnect. In addition, new borrowers are required to complete a Master Promissory Note (MPN), which is valid for 10 years. Repeat borrowers who have used the Master Promissory Note need not complete another promissory note. New borrowers must complete Entrance Counseling, a tool designed to educate borrowers of the rights and responsibilities of a federal loan borrower.

Selection of Recipients and Allocation of Awards

The federal Direct loan program is an entitlement program in which all eligible applicants can obtain a loan. To be eligible for this loan, a student must (1) be a U.S. citizen or permanent resident alien; (2) be enrolled at least half-time or accepted for enrollment in a degree, certificate, or other program leading to a recognized credential; or (3) be enrolled in a course of study necessary for enrollment in a degree or certificate program, approved college, university, or other postsecondary institution in the U.S. or a foreign country; (4) not be in default or refund status for any federal Title IV program at any institution; (5) be determined to be eligible or ineligible for a Pell grant; (6)

if applicable, be registered with the Selective Service; (7) have a Social Security number; and (8) meet any other requirements as outlined by federal law or regulation.

There is a loan origination fee that will be deducted from the amount borrowed prior to disbursement. Direct loans first disbursed between October 1, 2014 and September 30, 2015 will have a 1.073% origination fee applied to the gross disbursement. Direct loans first disbursed between October 1, 2015 and September 30, 2016 will have a 1.067% origination fee applied to the gross disbursement.

At Ithaca College funds may not be disbursed until after the drop/add period has passed. Loan proceeds are made in two disbursements, regardless of the loan period. Funds must be disbursed by electronic fund transfer (EFT), which allows the funds to be deposited directly into the student's bursar account.

Loan Schedule

A graduate student may borrow an annual maximum of \$20,500.

Responsibilities of Borrowers

The student must continue to maintain satisfactory academic progress. The interest rate is a fixed rate of 5.84% for loans that are first disbursed between July 1, 2015 and June 30, 2016. Repayment begins six months after the student ceases to be enrolled at least half-time.

Various deferments allowing postponement of repayment are available depending on when the student received the first loan. For first-time borrowers on or after July 1, 1993, periods of deferment are limited to those who are (1) in school at least half-time; (2) on graduate fellowships or rehabilitation training; (3) unemployed; or (4) in economic hardship. Students should contact the lender for specific information.

If a student applies for more than one loan, subsequent applications must be made to the lending institution where the original loan was made.

Upon ceasing to be at least a half-time student, the borrower must make formal arrangements with the lending institution to begin repayment. The following regulations apply:

1. Income-sensitive, graduated-payment, and income-contingent plans are available to assist borrowers in meeting repayment obligations. Under unusual and extenuating circumstances, the lender, on request, may permit other payment arrangements.
2. The standard repayment period is 10 years.
3. Repayment in whole or part may be made any time without penalty.

4. Loans may be consolidated, resulting in longer repayment terms and smaller monthly payments.

Federal Direct PLUS Loan for Graduate Students

Application Procedures

Ithaca College processes applications electronically. A credit check is required. Borrowers interested in Direct PLUS loans for graduate students must complete a PLUS loan request on StudentLoans.gov. Borrowers will receive an instant credit decision from the US Department of Education; Ithaca College will be notified of the completed request within 72 hours. Credit approved PLUS loans will be added to student's financial aid as applicable. The student is also required to complete a Master Promissory Note. Repeat borrowers who have used the Master Promissory Note need not complete another promissory note.

Selection of Recipients and Allocation of Awards

A borrower must be a graduate student. Student eligibility criteria are comparable to those for federal direct student loans, and the student must complete a Free Application for Federal Student Aid (FAFSA). An origination fee of 4.292 percent will be deducted from the loan amount.

Loan Schedule

The maximum of the Graduate PLUS loan is the total cost of attendance, minus other financial aid.

Responsibilities of Borrowers

The student must continue to maintain satisfactory academic progress. A credit check is required. Loan funds are disbursed electronically to the student's billing account. The interest rate is a fixed rate of 6.84% for loans that are first disbursed between July 1, 2015 and June 30, 2016. Standard repayment begins 60 days after the loan is fully disbursed.

Federal Work-Study Program (FWS)

The federal work-study program provides employment opportunities for students.

Selection of Recipients and Allocation of Awards

The applicant must

- be a U.S. citizen or eligible noncitizen;
- be enrolled in an undergraduate, graduate, or first-professional program as a matriculated student at an institution participating in the federal campus-based programs;

- not be in default or refund status for any federal Title IV aid at any institution;
- if applicable, be registered with the Selective Service; and
- demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA).

Award Schedule

The College arranges jobs, on or off campus, with either public or not-for-profit agencies. Students are encouraged to seek positions in community service areas. Factors considered by the financial aid office in determining whether, and for how many hours, students may work under this program include financial need, class schedule, academic progress, and health status.

The level of salary for FWS positions must be at least the minimum wage. The maximum salary allowed depends on the nature of the job and the student's qualifications.

Veterans Administration Benefits

Educational Assistance (GI Bill)

Forms, information, and assistance in applying for benefits are available at all VA offices. Applicants approved for benefits by the Veterans Administration must process papers through the Ithaca College Registrar's office.

Current benefit rates may be obtained by writing to the New York State Division of Veterans Affairs, Veterans Counseling Center, 423 West State St, Ithaca, NY 14850, or by calling 607-272-1084. .

Vocational Rehabilitation

This program is for disabled World War II, Korean conflict, post-Korean conflict, Vietnam era, and certain peacetime veterans. Detailed information is available from regional VA offices.

Survivors and Dependents Education

This program is for children, spouses, and other survivors of veterans whose death or permanent total disabilities were service-connected, and for spouses and children of service persons missing in action or prisoners of war.

Refund Procedure

Students attending Ithaca College who are receiving federal Title IV financial aid (e.g., Federal Direct or Perkins loans) are required to return the portion of unearned aid if they withdraw, do not register, or otherwise fail to complete the period of enrollment for which the Title IV aid was provided. The return of funds does not apply to any student whose date of withdrawal is beyond the 60 percent enrollment period for which the student has been charged. The last date of attendance is determined by the date the student began the College's withdrawal process, the student's last date of recorded attendance, or

the midpoint of the semester for a student who leaves without notifying the College.

To determine the percentage of aid earned, divide the number of calendar days completed by the total calendar days in the enrollment period (excluding scheduled breaks of five days or more AND days that the student is on approved leave of absence).

Federal financial aid is returned to the program from which it was disbursed based on the percentage of unearned aid. To determine the percentage of unearned aid, subtract the percentage of aid earned from 100. The percentage of unearned aid is then multiplied by the amount of aid disbursed toward allowable institutional charges (e.g., tuition and room and board if living on campus).

A refund schedule of tuition and board charges based on a 15-week semester is provided below.

1st week	100%
2nd week	85%
3rd week	70%
4th week	60%
5th week	50%
6th week	40%
7th week	30%
8th week	15%
9th week	0%

Please note that the above refund policy applies to students who are not federal aid recipients. It also applies to the return of institutional aid. In the case of any student for whom it is determined that a return must be made to programs based on prorated charges, those funds will be returned in the following order: unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins loan, Federal Direct PLUS, Federal Pell grant, FSEOG funds, and other Title IV aid programs. Finally, if no institutional, state, or private financial aid refund is required, a refund will be made to the student.

When institutional aid is required to be returned, it will be done in the following order: W.G. Egbert Founder's Grant, Ithaca Access Grant, merit-based scholarships, endowed/restricted scholarships, and other institutional aid programs.

More detailed information, including examples of refund and repayment calculations, is available on the student financial services website.

Special Considerations

Students who take a leave of absence, withdraw, or are on a continuation leave and are also Title IV aid recipients should be aware of the following:

- The grace period for federal loans (Perkins, Subsidized, or Unsubsidized) begins from the student's last date of attendance as determined by the College. A student who is on an approved leave of absence will be considered to be in school for purposes of repayment of federal loans. Should the student not return from an approved leave of absence, the last date of attendance will be considered the date the approved leave of absence began.
- When a student withdraws from the College, the last date of attendance will be determined as outlined above.
- A student who is provided a continuation leave will be reported as withdrawn, since federal regulations do not allow for the period of study to be interrupted for more than 180 days, excluding standard periods of non-enrollment.

Before being granted approval for withdrawal, leave of absence, or a continuation leave, all students who are federal loan recipients are required to be counseled by the Office of Student Financial Services to discuss the consequences of their changed status on loan programs.

Any federal aid recipient who is taking a leave of absence or withdrawing within the ninth week should be aware that a return of federal aid may be required even though full tuition and room and board charges will be incurred.

Individuals who attend programs recognized by the College as affiliated study abroad programs are subject to the following refund policy:

- A student who withdraws after the start of the program will be subject to the Ithaca College refund policies outlined above.
- A student who withdraws from the program prior to the actual start date of the program will be refunded based upon the policies assessed by the affiliate organization.
- The student will be responsible for paying any remaining fees, charges, or withdrawal penalties assessed by the affiliate organization.
- No financial aid is available to cover these charges.

Other Resources and Information

Students should seek out and apply for financial assistance from all potential grant, loan, and private scholarship sources. Public libraries and college financial aid offices have a wide variety of information readily available. The Ithaca College Student Financial Services website has links to many current resources. Students may also access a free Internet scholarship service, FASTweb.

See Financial Aid

See FASTweb

The following websites may also provide useful financial aid information:

- U.S. Department of Education - www.ed.gov
- New York State Higher Education Services Corporation - www.hesc.ny.gov
- The National Association of Student Financial Aid Administrators (NASFAA) offers a comprehensive selection of other links.

Both New York State and the federal government offer educational grants to Native Americans. For information on the federal program, contact United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Room 523, 100 South Clinton Street, Syracuse, NY 13260, 315-423-5476.

ACADEMIC INFORMATION

Registration and Course Information

Graduate Course Registration

Graduate Course Registration (*Office of the Registrar*)

Audit Policy

An audited graduate course will appear on a student's transcript provided the student

- obtains the permission of the instructor;
- pays the audit fee (10 percent of the current undergraduate tuition rate, per credit hour) plus any additional course fees; and
- follows the instructor's requirements for auditors, including attendance policy.

The student or faculty member must submit an audit form to the Office of the Registrar by the add/drop deadline in the semester in which the course is to be audited. Refer to the Office of Extended Studies for policies on auditing summer and winter session courses. A graduate course audited for personal interest or for review of certain segments of the course material (no record on transcript) requires only the instructor's permission to attend the class.

All audits depend on class capacity. No tuition-paying student will be denied a place in a class as a result of a place being provided to an auditor. Audits are not counted as credit toward graduation or calculated in the GPA. Students may change their status from audit to credit only if they do so before the add/drop deadline.

Course Offerings

Course listings for each semester are published online. The registration schedule is announced by the Office of the Registrar.

Course Numbering System

Course numbers consist of a four-character alphabetic department code and a five-digit group. The first digit of the five-digit group is the level of the course.

- Level-five courses are graduate courses in which qualified seniors may enroll under certain circumstances. For more information, see the following:
Ithaca College Undergraduate Catalog
- Level-six courses are for graduate students only.
- Level-seven courses are graduate-level workshops.

Semester Workload

A full-time graduate student is defined as one who takes 9 graduate credits per regular semester or 6 graduate credits in the summer. Full-time students may not take more than 12 graduate credits per semester. *Exceptions to this policy may exist in the Physical Therapy program, Occupational Therapy program, or MBA program. Exceptions to this policy in other programs may be obtained by use of the petition process for waiver of the policy.*

Withdrawal from a Course

The last date for withdrawal from a course with a grade of W is determined by a percentage of class days. If fewer than 75 percent of the class days for a course have elapsed, the student may withdraw without an F.

See Refund Procedure

Tuition Refund Schedule

Tuition refund is granted when the student drops a course before the add/drop deadline, which is posted on the academic calendar for any term (see the Academic Calendars). No refund is granted if the student withdraws from a course after the deadline.

Graduate students who officially withdraw from or are dismissed from all courses during a term at Ithaca College are charged a percentage of total tuition for that term. For more information refer to the "Refund Procedure." Weeks are counted from the first day of class in each semester. No refunds will be granted until the student completes the College's official withdrawal procedure.

Academic Policies

Student's Right to Petition

Each currently enrolled graduate student has the right to petition the provost to waive any of the all-College academic regulations. Students may also petition the provost to review any other academic issue that has not been resolved first by the instructor, or subsequently by the graduate program chair, and then by the dean; in order to be considered, any such petition must be received by the office of the provost no later than the last day of classes of the fall or spring semester after the events which gave rise to the academic issue addressed in the petition. Petitions related to grades must first follow the guideline under "Policy on Grade Disputes." To petition the provost, the student should submit a written petition to the dean with a copy to the graduate program chair and a copy to any faculty member(s) involved. The dean sends the petition

to the provost along with his or her recommendation. Each petition is considered by the provost or designee on an individual basis and is decided based on the facts that pertain to the particular student's situation. When it is appropriate and feasible, the provost or designee consults with the individuals involved before making the final decision. While a decision on appeal is pending, the student may continue to take courses in the program, except for clinical or fieldwork courses.

Policy on Grade Disputes

Grade disputes should be resolved directly between the individual faculty member and the student. If that is not possible, the graduate program chair and/or dean may intervene for purposes of mediation. Any student disputing a grade must provide written notification of the disputed grade to the faculty member and to the Office of the Registrar, no later than two weeks from the date when classes begin in the succeeding fall or spring semester. Failing resolution of the matter at the school level, the student may petition the provost as described under "Students' Right to Petition." The final resolution of the dispute will be made by the provost. As a general principle, the authority to change a grade rests with the individual faculty member. Exceptions made by the provost occur only for the most compelling reasons.

Grading System

The acceptable grades and corresponding points for grade point average (GPA) calculations are as follows. All grades except S (satisfactory), U (unsatisfactory), P (pass), I (incomplete), PI (permanent incomplete) and W (withdrawn) are used in calculating a student's GPA.

Grade	Points	Grade	Points
A	4.00	C+	2.30
A-	3.70	C	2.00
B+	3.30	C-	1.70
B	3.00		
B-	2.70	F	0.00

Repeating a Course

A student who receives a grade lower than B in a graduate course not designated as repeatable may repeat the course once with permission from the graduate chair. For any course repeated under this policy, credit toward graduation requirements is granted only once, and only the highest grade received in the repeated course is counted in the cumulative GPA. The final grade earned for the repeated course, each time it is attempted, will remain on the transcript. The cumulative GPA will not be adjusted under this policy for any courses repeated after a degree has been awarded, or for any course repeated before the fall

semester of 2014. Repeating a course may have financial aid implications; financial aid recipients intending to repeat a course should first seek advice from Student Financial Services. This policy applies only to courses taken at Ithaca College.

Pass/Fail or Satisfactory/Unsatisfactory Option

Graduate programs are permitted to use P/F or S/U grade options for graduate-level workshops (700-level) and selected courses only.

Time Limitations for Completion of Degree Requirements

Candidates for an advanced degree are required to meet general and major field requirements within six calendar years of their matriculation date. Some programs have more restrictive timelines that supersede this general policy. Any exception must be approved in writing by the dean of the School after review and recommendation by the Graduate Council.

Incomplete Grades

A faculty member may assign a grade of I (incomplete) to a graduate student whose work on a thesis or other individual study course is not complete at the end of a semester or academic session. Otherwise, incompletes are given only when a student is doing satisfactory work but cannot complete the course for a reason not related to academic performance (i.e. medical, family emergency). The incomplete must be requested by the student, before the semester ends, in a timely manner. The student must schedule a meeting with the faculty member issuing the grade, and provide written documentation of legitimate reasons that justify the request.

Terms for the completion of the course are to be determined by the faculty member, in consultation with the student. Once the faculty member and student agree upon the specific assignments with criteria for assessment and the due date, the incomplete grade form must be filled out completely and submitted to the Office of the Registrar. This form will serve as a contract between the student and the faculty member and will include a date for course completion.

When the terms of the contract have been met, the instructor of record or appropriate administrator will complete a change of grade form to change the I to the earned grade.

Students who after consultation with the graduate chair, determine they will not complete a thesis course should request that the instructor complete a grade change form to a Permanent Incomplete (PI). This form requires the approval of the graduate dean of the school. A PI grade cannot be changed back to a regular grade. Students who receive a PI grade and want credit for that course must

register again and complete the requirements. Students may graduate with a PI grade provided all degree requirements have been met. A PI grade is not computed into the GPA.

If no complete grade is received by the due date and no PI is approved, a grade of F is recorded on the transcript. Graduate students cannot receive their degree from Ithaca College with a grade of I recorded on their academic transcript.

Student Academic Status Policies and Academic Performance Requirements

Student Academic Status

Matriculated – Matriculation is an enrollment status applicable to the student who (1) has met graduate admission standards established by a particular school/department, (2) has been accepted into a graduate degree program by the same school, (3) has registered for graduate courses at Ithaca College, and (4) after acceptance into a graduate program, has begun attending classes in those courses.

Good Academic Standing

Graduate students are required to maintain a minimum semester GPA of 3.00 each semester in order to remain in good academic standing at the college level. Graduate students must achieve a minimum cumulative, final GPA of 3.00 in order to graduate.

Academic Warning

Upon completion of a semester or academic session of work at less than 3.00 semester GPA, the student will be issued an academic warning by the school Dean. Warning will be removed upon completion of a full semester's coursework at 3.00 GPA or better, or upon completion of the degree program with a minimum 3.00 cumulative GPA. A student must attain a semester GPA of 3.0 or higher while on academic warning to remain in their program.

This is the college-wide standard. A particular program may have more specific requirements; additional information is available from the program office.

Academic Dismissal

Two consecutive semesters or academic sessions below a cumulative 3.0 GPA will be grounds for dismissal from the degree program. In addition, any student receiving more than 3 credits of F will be subject to dismissal.

This is the college-wide standard. A particular program may have more specific requirements; additional information is available from the program office.

Leave of Absence

Standard Leave

Typically a standard leave of absence may be granted for up to one year to graduate students who wish to interrupt their studies at Ithaca College. Application for a standard leave of absence is handled through the dean. An appointment should be made with the program's dean for an exit interview and to complete the proper application form.

If the student is enrolled in classes, taking a leave of absence by the withdrawal deadline date published in the academic calendar results in grades of W (withdrawn) in all courses other than completed block courses. Taking a standard leave of absence after the last date to withdraw as published in the academic calendar results in grades of F in all courses other than completed block courses.

The standard leave of absence allows the graduate student on leave the opportunity to register in advance for the semester of return.

If a graduate student takes a standard leave of absence and later is suspended, dismissed, placed on warning for unsatisfactory academic performance, or suspended or expelled as the result of a judicial decision, the sanctions take precedence over a regular leave of absence and stand as a matter of record. Academic warning becomes operative at the time of return to the College after a suspension.

Graduate students on a standard leave of absence who decide not to return to Ithaca College should contact the dean to apply for a program withdrawal. The date of separation for the standard leave of absence will be used as the date of separation for the withdrawal.

Graduate students who do not return after the specified standard leave of absence period and who do not apply for a program withdrawal are administratively withdrawn, and the last day of attendance will be considered the date the leave of absence began. Students withdrawn from a program are required to reapply in order to return to the College. In such instances, there is no guarantee of readmission.

Emergency Leave

Graduate students who must leave the College on urgent personal grounds that necessitate their absence for a semester, such as death or a serious illness in the immediate family, may request an emergency leave of absence. Documentation of the serious nature of the emergency must be provided. Applications for emergency leave of absence are available at the dean's office.

Medical Leave

Graduate students who must leave the College because of medical or psychological conditions that necessitate their extended absence may request a medical leave of absence for up to two semesters. Application forms for medical leaves of absence are available at Hammond Health Center. Applications for medical leave for the current semester must be submitted no later than the last day of classes as published in the academic calendar.

Students with significant medical/psychological issues that arise during the final exam period should contact the chair of the graduate program or the Dean of their School. Documentation of the serious nature of the medical/psychological condition must be provided, by a certified medical or mental health professional, to Hammond Health Center in order for the application to be complete. Approval must be given by the Director of Health Services, who may consult with the Director of Counseling and Psychological Services and the chair of the graduate program or Dean of the School in which the student is enrolled.

Students who were initially approved for one semester of medical leave may request a second semester by contacting the Health Center. Extending the medical leave beyond two semesters requires documentation from a certified medical or mental health professional as stated above and requires approval from the Dean of the student's School.

When a medical leave of absence is granted, the course grade in all courses for which the student is registered will become a W (withdraw), other than completed block courses. Students taking a medical leave of absence or withdrawal who are recipients of federal Title IV financial aid should refer to "Refund Procedure" to determine the implications of that medical leave for the financial aid program. Questions about individual cases should be directed to the Office of Student Financial Services.

While on medical leave, students will have their College ID card invalidated within seven days of approval of the medical leave of absence. Students are not eligible to participate in student employment and/or assistantships effective the date of approval of the medical leave of absence and for the duration of their medical leave.

A student will not be able to register for classes until the student has been approved to return from a medical leave of absence. If the medical leave is approved after a student has registered for classes for the subsequent semester, those class registrations will also be canceled.

Students who want to return from a medical leave of absence must contact Hammond Health Center to request an application to return. Before the application can be considered, supporting documentation from a treating medical or mental health professional must be submitted to the Health Center. This documentation must indicate that the medical and/or psychological condition has been

addressed, that the student is able to function safely as a member of the College community, and that the student is capable of resuming study at the College. Furthermore, this documentation should provide the nature and duration of treatment, and any recommendations for ongoing care once the student has returned to campus. Approval to return must be given by the Director of Health Services, who may consult with the Director of Counseling and Psychological Services and the chair of the graduate program or dean of the School in which the student is enrolled.

If a student does not return after the medical leave of absence and does not extend it, he or she will be administratively withdrawn from the College and must go through a medical and academic readmission process in order to return. In such instances, there is no guarantee of readmission or reinstated institutional financial aid. All graduate students, including those taking medical leave, must comply with the six-year time limit for completion of their degrees.

Withdrawal from the College

Student Initiated Withdrawal

Students deciding to withdraw from graduate study at any time before completion of their degree program should contact the chair of their program to initiate the withdrawal process. This process should include discussion with the graduate chair and school dean as to the reasons for withdrawal and implications for assistantship support. If, after these discussions, the student wishes to continue the withdrawal process, he or she must complete a "notification of withdrawal" form (available from the graduate chair or the dean's office) and obtain the signature of the dean. Failure to follow this process may jeopardize the student's potential for readmission at a future date.

Withdrawals may have financial implications. Students are advised to consult Student Financial Services.

See Refund Procedure

Administrative Withdrawal

Graduate students who have not registered for academic course work and/or are not making satisfactory progress on a thesis or other research projects may, at the discretion of the graduate program chair, be administratively withdrawn. Students will be notified in writing of the administrative withdrawal.

Semester Workload

One semester of coursework is defined as 9 credits or more in a single semester if full-time, or 6 credits or more accumulated across two semesters if part-time.

Unit of Credit

Credit is earned at Ithaca College in semester credit hours as measured by the Carnegie unit -- defined as one hour of classroom instruction and two hours of assignments outside the classroom for a period of 15 weeks for each credit.

Transfer Credit

Courses submitted for transfer credit must be appropriate and applicable to the student's degree or teacher certification program, and a grade of B or better must have been earned. Transferable credits must have been earned not more than four years before matriculation, and no more than six credits may be transferred and applied toward a graduate degree. Grades earned in transferred courses are not applicable to the graduate cumulative GPA. Students who have matriculated and who wish to earn graduate credit elsewhere for transfer to Ithaca College should obtain approval in writing from the graduate program chair and the dean before registering for a course intended for transfer.

Students must submit a written request for transfer credit to the dean. The request must be supported by an official transcript sent directly to Ithaca College from the institution(s) at which the credit was obtained.

Credit for Workshops

Graduate workshops (700 level) are offered for graduate credit. With the approval of the adviser, a graduate student may count up to five graduate workshop credits toward a master's degree.

Credits for Ithaca College - Cornell University Exchange

This reciprocal arrangement between Ithaca College and Cornell University allows graduate students, with prior approval and within the stated stipulations, to cross-register for one course or up to 4 credits per semester at Cornell. This arrangement is available during the fall and spring semesters only and is contingent on space availability at Cornell.

Policies, costs, registration dates, and academic calendars are available on the IC CU Exchange website. Further information and program petition forms are also available on the exchange website and from the Office of Extended Studies.

Comprehensive Examination Requirement

Some graduate programs may require a comprehensive examination; additional information about this requirement is available from the program office.

Thesis and Project Requirements

Students required to complete a thesis or project as partial fulfillment of the degree requirements should request a thesis adviser through the department and register through their school for the appropriate course and credits. If not required by the program or school, the thesis or project is optional. If a student elects to do either a thesis or a project, the credits earned may be applied toward a degree or may be in addition to degree requirements, at the discretion of the department or school concerned.

If completing a thesis or research project: after approval by the thesis adviser, the thesis or project should be submitted to the respective graduate program chair one month before the anticipated graduation date. The dean will review and approve all theses. It is the responsibility of the degree candidate to schedule an examination in defense of the thesis when submitting it to the graduate program chair.

Application Process for Graduation

Ithaca College awards graduate degrees in May, June, August, October, and December. During the term preceding the awarding of the degree, the degree candidate must complete the following steps:

- File an application to graduate. The application must be filed online with the Office of the Registrar by the specific filing deadline for May, June, August, October, or December graduation, as shown in the academic calendar.
- Confirm with the Office of the Registrar that any credits transferred from another institution are recorded on the transcript.
- If there have been any changes in program requirements, confirm that approval has been obtained in writing from the program chair and School dean and verified by the Assistant Registrar for Student Services in the Office of the Registrar. This includes waivers, courses accepted in lieu of required courses, and verification that all program degree requirements have been met.
- Satisfactorily complete comprehensive examinations, if applicable.
- Verify with the graduate program chair that all degree requirements have been met.
- If desired, schedule an exit interview with the dean of your School at least one month before completion of the last semester.

Use of Human Subjects in Research**Use of Human Subjects in Research**

All research projects at Ithaca College that use humans as subjects must be reviewed and approved by the All-

College Review Board on Human Subjects Research. The use of human subjects refers to data collection via survey, supervised activity, and interview, as well as other methods. The Ithaca College HSR Guidelines document is available on the Human Subjects Research website.

Program Changes

Changes in a semester program schedule must be made within the one-week add/drop period.

Students who remain enrolled, or who take an approved leave of absence, are required to fulfill the degree requirements of the catalog in effect at the time of their initial matriculation; if the degree requirements are changed, such students may instead elect to fulfill the revised requirements. In order to do so, they must provide formal written notice to the Office of the Registrar as part of the application for graduation process, in accordance with published deadlines.

Students who withdraw and are subsequently readmitted will be bound by program and degree requirements in force during the academic year in which they are readmitted.

The College reserves the right to make changes in degree requirements, course offering regulations, and procedures contained in this catalog as educational and financial considerations require.

BUSINESS-ADMINISTRATION

Graduate Study in Business

The School of Business offers two graduate degrees: a master of business administration (M.B.A.) and a master of business administration (M.B.A.) in professional accountancy. Both degrees require 36 credits of graduate study.

Full-time students can complete the degree requirements within a one-year period by completing five courses in both the spring and fall semesters, and two courses in the summer. Part-time students have up to six years to complete the degree requirements.

Most graduate business courses meet after 4:00 p.m., Monday through Thursday, during the spring and fall semesters. Summer session course schedules may vary.

To be eligible for admission to the M.B.A. programs, the candidate must have earned a baccalaureate degree from an accredited institution. Overall grade point average at the undergraduate level and academic and/or professional recommendations are among the criteria considered. Previous work experience is not required.

Required Application Materials

A “complete” application consists of the following items (applications are not reviewed until they are complete):

- Online application form and essay
- Two letters of recommendation
- Official transcripts from all postsecondary schools attended
- GMAT scores*

Applicants should have a minimum cumulative undergraduate grade point average of 3.00 and a minimum Graduate Management Admission Test (GMAT) score of 500. Work experience is not required for admission.

* Applicants who anticipate graduating with 1) a bachelor’s degree in business or accounting from an AACSB accredited business school or a Pre-MBA minor from Ithaca College and 2) who possess an overall cumulative GPA of 3.3 or higher at the start of their final semester, are not required to submit a GMAT score. All other applicants must submit official GMAT scores by the application deadline. Information about the GMAT can be obtained at www.mba.com.

Preparatory Undergraduate Business Coursework

Applicants with a bachelor’s degree in a non-business field must complete additional undergraduate business coursework equivalent to Ithaca College’s pre-M.B.A. minor (courses required for the pre-M.B.A. minor are

listed in the *Ithaca College Undergraduate Catalog*). Preparatory courses may be completed at other accredited institutions; however, all upper-level business courses (300- and 400-level) must be from a four-year, business school.

Ithaca College undergraduate students currently pursuing non-business degrees are encouraged to obtain the preparatory business coursework by completing the pre-M.B.A. minor prior to graduation.

Extramural Study

Nonmatriculated students may take up to 6 credits in the M.B.A. program on an extramural basis.

M.B.A. Financial Aid

M.B.A. Merit Scholarships

All complete applications for admission to the M.B.A. program are automatically given full consideration for M.B.A. merit scholarships. Merit scholarships are awarded after a thorough review of the information provided in the candidate’s admissions application; no separate scholarship application is required. In most cases, M.B.A. merit scholarship recipients will be notified of their awards by April 30.

M.B.A. Endowed Scholarships

Applicants who wish to be considered for M.B.A. endowed scholarships must complete a separate scholarship application. For scholarship criteria and to download the applications for M.B.A. endowed scholarships, go to <http://www.ithaca.edu/gps/gradprograms/programsites/mba/scholarships/>. The M.B.A. programs do not currently offer graduate assistantships.

Business Administration (M.B.A.)

Ithaca’s M.B.A. program begins in late August and offers individuals with business and non-business backgrounds the opportunity to earn an M.B.A. degree in as little as 10 months of full-time study. Part-time study is also an option and allows students to maintain full-time employment while pursuing their M.B.A.

Eight required courses provide a solid foundation in advanced management concepts by blending the formal study of management theory with hands-on practice in analyses, problem solving, and decision making. Coursework also examines contemporary management trends and practices, investigates the challenges of managing in a global economy, and provides opportunities for students to hone the leadership, networking, and communication skills needed for success in today’s business environment.

Four graduate elective courses allow M.B.A. candidates to customize their degree to meet their personal and professional goals. Students can choose their elective courses from a range of options, including courses offered by other graduate programs on campus (e.g., communications, computer science, music) or at other accredited universities.

Prior to matriculation, applicants seeking admission to the M.B.A. program must have completed one of the following:

- a bachelor’s degree in business or accounting; or
- a bachelor’s degree in a non-business field and successful completion of Ithaca College’s pre-M.B.A. minor, or equivalent business coursework, as determined by the M.B.A. program director.

Degree Requirements

Required Courses

BGRD 60600	Accounting for Executive Decisions	3
BGRD 61000	Managing in a Global Economy	3
BGRD 61500	Business Analytics	3
BGRD 63200	Corporate Financial Management	3
BGRD 64000	Marketing Management	3
BGRD 65000	Organizational Structure and Processes	3
BGRD 66000	Sustainable Practices in Operations and Technology	3
BGRD 68000	Strategic Planning and Business Policy	3
	Four graduate electives	12

Subtotal: 36

Subtotal: 36

Academic Advising

The M.B.A. program director serves as the primary academic adviser for all M.B.A. degree candidates.

Pass/Fail Options

Degree candidates must take all courses that count toward the master of business administration degree, whether required or elective, for a letter grade. The only exceptions are internships, which are offered only on a pass/fail basis.

Business Administration (M.B.A.) in Professional Accountancy

Ithaca’s M.B.A. in professional accountancy program begins in late August and prepares graduates to provide auditing, consulting, and income tax services for individuals, corporations, and not-for-profit organizations.

Core courses provide a solid foundation in advanced management concepts by blending theory with hands-on practice in analyses, problem solving, and decision making. Candidates also complete graduate accounting

courses, which provide advanced training in the theory and application of financial accounting and reporting, taxation, auditing, business law, and contemporary accounting practices.

The M.B.A. in professional accountancy program is registered with the New York State Education Department, enabling graduates to meet the educational requirements necessary to be licensed as a certified public accountant (CPA) in New York State. The program also addresses the 150-hour requirements in 43 other states, Washington, D.C., Guam, and Puerto Rico (see individual state requirements for any variations).

The M.B.A. in professional accountancy is tailored primarily to students with undergraduate accounting degrees but is open to any candidate who meets entry requirements. Consult the program director regarding eligibility.

Prior to matriculation, applicants seeking admission to the M.B.A. in professional accountancy program must have completed one of the following:

- a bachelor’s degree in accounting; or
- a bachelor’s degree in business with at least 60 credits in liberal arts coursework plus Intermediate Accounting (I and II), Cost Accounting, Tax Accounting, Auditing, and Commercial Law.

Degree Requirements

Required Courses

BGRD 50400	Advanced Financial Reporting	3
BGRD 60200	Advanced Auditing & Research	3
BGRD 60300	Taxation for Managers	3
BGRD 60800	Contemporary Issues in Accounting	3
BGRD 61000	Managing in a Global Economy	3
BGRD 61500	Business Analytics	3
BGRD 63200	Corporate Financial Management	3
BGRD 64000	Marketing Management	3
BGRD 65000	Organizational Structure and Processes	3
BGRD 66000	Sustainable Practices in Operations and Technology	3
BGRD 68000	Strategic Planning and Business Policy	3
	One graduate elective	3

Subtotal: 36

Subtotal: 36

COMMUNICATIONS

The Roy H. Park School of Communications is committed to both undergraduate and graduate education. As such, our school offers students, practitioners and executives the opportunity to pursue higher education, through two master's of science degrees.

The master's degree in Communications focuses on providing a broad theoretical background and specific technical skills that are immediately applicable to continuing postgraduate education or to the job market. There's a wide range of career opportunities in corporate and organizational communication. For more information, please visit our website.

The master's in Communications Innovation is an executive style degree designed with busy schedules in mind. Professionals can enroll in the program without leaving their jobs -- required courses are offered in an asynchronous, rich online environment, while elective special topics seminars are scheduled as long-weekend "intensives" in residence at companies all over the globe. By leveraging our academic centers in Ithaca, Los Angeles, New York, and London, and our vast alumni connections, we will create unparalleled opportunities to gain access to executives, artists, innovators, and organizations that are creating the content and tools for the next-generation media. For more information please visit our website.

Communications Innovation MS

Communications Innovation

Robert Regan, Program Director rregan@ithaca.edu

At Ithaca College, we're helping accomplished professionals and high-potential leaders get ahead of the communications curve with a blended learning two-year master's of science degree in Communications Innovation.

The Roy H. Park School of Communications' asynchronous courses allow you to collaborate with other professionals and professors online while maintaining your full-time job. While the majority of this degree is delivered online, students will also participate in a several intensive on site classes, held over long weekends at various locations throughout the world.

The curriculum provides a foundation in media economics, systems modeling, human perception, storytelling, consumer behavior, research methods, product/interface design, global leadership, and relevant legal and ethical

issues. The courses are a platform for engaging in problem-based learning, stimulating original ways of thinking, and promoting new connections across nations, technologies, platforms, industries, and constituencies.

This highly collaborative coursework culminates in a capstone research and development project that provides immediate value to the graduate cohort and their employers. Students graduate from the program with a fully researched business plan, and are ready to introduce new entrepreneurial visions into the world.

Program Time Frame

It is expected that all students will be enrolled full-time and complete the program in 24 months.

Admissions Requirements

To be eligible for the executive master's in Communications Innovation students must meet the following qualifications;

- Have an earned bachelor's degree from a regionally accredited U.S. institution or equivalent from an international college or university (applications are reviewed on an individual basis and GPA is reviewed in conjunction with all other aspects of the application).
- Have five or more years of professional work experience or equivalent expertise.
- Complete the Ithaca College application form, and submit a current resume with a nonrefundable application fee.
- Arrange for two letters of recommendations to be submitted from the applicant's immediate supervisor and/or an individual qualified to assess the applicant's ability to pursue an executive graduate degree.
- Arrange for official sealed transcripts from all institutions of higher education that the applicant has attended to be sent directly to the Ithaca College Office of Admissions, which includes a full transcript for the required bachelor's degree and any other degrees earned or coursed taken.
- Participate in a required interview (in person or via teleconference) with the Program Director.
- Demonstrate English language proficiency (for non-native English speakers) by submitting official scores from the Test of English as a Foreign Language (TOEFL) with a minimum score of 114 (Internet-based test) or equivalent.
- Maintain an up-to-date passport for international travel.

Academic Policies

Students are required to maintain a cumulative GPA of 3.0 and may not earn less than a grade of B in 10 or more credits. Any documented pattern of unprofessional behavior will be addressed by the Director and may be subject to dismissal from the program.

Graduate Assistantships

Students enrolled in the blended distance education program are not eligible for graduate assistantships.

Academic Advising

The Director of the M.S. in Communications Innovations serves as the academic adviser for all students, and oversees the capstone research and development project, which culminates in a final presentation in Ithaca.

Degree Requirements

Students complete 32 credits over a two-year period and graduate with a master's of science in Communications Innovation.

Most courses are offered in a highly collaborative, asynchronous online environment, allowing students to interact with peers, professors, and the course material in a convenient setting. Typically, students take one course at a time over a five-week period, and the degree culminates in a final research and development project.

The blended learning program begins and ends with a three-day on site intensive class in Ithaca, New York, each August, providing a welcome and introduction for new students and an opportunity for graduating students to present their research and development projects to the entire student and faculty community.

Required Courses

EXCO 50000	Innovation and Collaboration	3
EXCO 60000	Emerging Media: Principles and Theories	1
EXCO 60100	Interaction and Interface Design	1
EXCO 60200	Transmedia Storytelling	1
EXCO 60300	Ethics of the Media	1
EXCO 60400	Government Regulation of Communications	1
EXCO 60500	Intellectual Property and Business Contracts	1
EXCO 60600	Audience Research Tools and Sources	1
EXCO 60700	Quantitative and Qualitative Data Analysis and Decision-Making	1
EXCO 60800	Consumer Behavior: Theory and Application	1
EXCO 60900	Communication Economics and Entrepreneurship	2

EXCO 61000	Communication Theory for Global Leadership and Product Development	2
EXCO 61101-61199	Selected Topics in Communications Innovation	2 to 3
	*10 credits total required	
EXCO 61200	Research and Development Project I	3
EXCO 61300	Research and Development Project II	3

Subtotal: 24-25

Communications M.S.

We are currently in the process of reviewing and redesigning the curriculum for this degree and thus are currently not accepting applications for the 2015-2016 academic year. We invite you to explore our online master's degree in Communications Innovation (p. 22).

Image Text MFA

The Ithaca College low-residency Image Text MFA is a unique terminal degree program focused on the intersection of writing and photography. Students in our exploratory, flexible and innovative twenty-five month program work directly with faculty and visiting artists during three annual month-long summer sessions in Ithaca, New York and during two annual week-long winter sessions in our New York, Los Angeles, and London centers. During the fall and spring academic terms, students pursue independent study in close consultation with their faculty advisor. Integrating theoretical and conceptual studies with intensive creative practice, the program seeks to create a community that brings photography and writing into a shared arena of discussion, including cross-disciplinary and collaborative work.

The current explosion of independent creative publishing is saturated with hybrid image-text works, and in journalistic and editorial work, writers are increasingly expected to photograph and photographers to write. These convergences have begun to be addressed in pre-professional programs, but not yet in creative training for contemporary writers and artists. The Image-Text MFA is the first program in the country to specifically focus on this vital and expanding intersection of creative and professional practice.

This program seeks to prepare accomplished and original artists to make substantial contributions to literary and media arts fields, including print and online publication and exhibition, and encompassing experimental fiction, documentary and journalistic practices.

We welcome applicants with backgrounds in writing, photography and other lens-based media, and artists working across these forms and disciplines. Experience in both text and image-making is not required, but applicants must submit a portfolio that demonstrates sustained work in at least one of these areas, if not both.

Degree Requirements

The structure of this program reflects four overarching curricular goals:

Practicum courses develop the students' range of material, technical, formal and stylistic skills. The Foundation Practicum requirement guarantees that all students leave the program with advanced competence in two core disciplines (beyond the disciplinary achievement in at least one of these fields that secured their admission to the program), and develop a shared approach to the fundamental media in the program. Practicum Electives allow students to take advantage of our diverse faculty's range of expertise, in keeping with their ideas and interests.

Seminar courses develop the students' knowledge of relevant historical and contemporary practices within an interdisciplinary framework. Coursework develops critical expertise through writing, presentations and discussion, while exposing them to the passionately informed knowledge of leading artists, writers and scholars.

The Field Practicum immerses students in a broad array of professional practices and introduces them to important and influential figures in contemporary literary and visual art. Students thus leave the program well-informed about and connected to individuals, practices and venues relevant to their professional development beyond graduate study.

The Graduate Workshop and Thesis requirements form the creative core of the program, allowing students both to explore and to focus within their artistic practices. This is accomplished through intensive independent mentored study, done via distance-learning, as well as group critique and discussion in Thesis Studios. Thesis Studio III ensures that students' increasingly focused practice culminates in the professional completion and launch of an accomplished creative project.

Practicum Foundation requirement

(2

credits)

Choose one of the following (determined in consultation with faculty advisor):

IMTX 50000 Image Text Practicum: Writing (2 credits)

IMTX 50100 Image Text Practicum: Photography (2 credits)

IMTX 50200 Image Text Practicum: Design (2 credits)

Practicum Elective requirement

(4

credits)

Choose 4 credits from the following (note: the course that is taken to satisfy the Foundation requirement may not also count for the Elective requirement).

IMTX 50000 Image Text Practicum: Writing (2 credits)

IMTX 50100 Image Text Practicum: Photography (2 credits)

IMTX 50200 Image Text Practicum: Design (2 credits)

IMTX 50500-99 (p. 70) Image Text Practicum: Selected Topics (2 credits)

Seminar requirement

(12 credits)

IMTX 51001-99 (p. 70) Selected Topics Seminar in Image Text (2 credits)

Visiting Artist Colloquium requirement

(2 credits)

IMTX 52000 Image-Text Visiting Artist Colloquium (1 credit)

Field research requirement

(6 credits)

IMTX 50600 Field Practicum (3 credits)

Graduate Workshop requirement

(24 credits)

IMTX 60000 Independent Mentored Study (6 credits)

Thesis Requirement

(10 credits)

IMTX 60100 Thesis Studio I (3 credits)

IMTX 60200 Thesis Studio II (3 credits)

IMTX 60300 Thesis Studio III (4 credits)

Total:

(60 credits)

EDUCATION

Linda Hanrahan, Chair, Graduate Programs in Education,
lhanrahan@ithaca.edu

The School of Humanities and Sciences offers three graduate degrees: a master of arts in teaching (M.A.T.) degree in adolescence education, a master of arts in teaching (M.A.T.) degree in agriculture education, and a master of science (M.S.) degree in childhood education. The M.A.T. programs prepare liberal arts and sciences graduates for teaching careers in agriculture education grades K-12, and in adolescence education grades 7-12 in the following subject areas: biology, chemistry, earth science, mathematics, physics, English, French, Spanish, and social studies. The M.S. in childhood education prepares liberal arts and sciences graduates for teaching careers in elementary education, grades 1-6.

All three graduate programs are registered with and approved by the New York State Department of Education. Graduates of the M.A.T. and M.S. programs who pass state certification exams are fully eligible for *initial* teaching certification in adolescence education (grades 7-12), agriculture education (grades K-12), and childhood education (grades 1-6) in New York State, which also has interstate reciprocity agreements with more than 30 other states and jurisdictions.

The design of each M.A.T. curriculum combines an introduction to the field of education with continued study of the student's academic discipline. M.A.T. students complete 24 graduate credits in education and 12 credits of coursework in the discipline. These full-time, 13-month programs begin in late May each year.

The childhood education graduate program begins in late May each year, continues through the summer, fall, and spring semesters, and concludes in late June of the following year. Students in the childhood education program complete 38 credits of graduate study.

The graduate programs in education are intensive and academically rigorous. Students enroll full-time in graduate coursework and also participate in field experiences in school and community settings.

Core components of the education programs include:

- The integration of theory and practice in coursework and field experiences
- Opportunities to observe, tutor, and teach in multiple and diverse settings, including schools in the Ithaca area and in New York City's Harlem community (Frederick Douglass Academy and Washington Heights Academy)

- An emphasis on culturally responsive teaching that supports the personal and academic achievement of all learners
- Collaboration with families and community to enhance school and classroom effectiveness
- Ongoing participation in the processes of reflective practice and teacher inquiry

Completion of the M.A.T. and the M.S. programs requires (1) the preparation of an electronic professional development portfolio, and (2) a paper and presentation documenting a classroom-based teacher inquiry project.

The Department of Education in the School of Humanities and Sciences

The Department of Education coordinates all teacher education programs, both undergraduate and graduate, for the School of Humanities and Sciences. The Office of Teaching and Certification, housed in the Department of Education, assists all teacher education students with issues pertaining to teacher certification. This office also maintains data on all student teacher placements and facilitates mentor-teacher payments.

Unit-Wide Assessment Systems in Ithaca College Teacher Education Programs

The All-College Teacher Education Unit at Ithaca College requires all teacher education students, regardless of program area, to be reviewed at four programmatic transition points during their course of study. Continuation in a teacher education program is contingent upon the student successfully meeting the requirements of each transition point review; therefore, admission into one of the Ithaca College Teacher Education Programs does not guarantee that a student will be allowed to participate in the semester-long student teaching experience or to be a program completer eligible for teaching certification. Graduate students in education must successfully complete unit-wide reviews at the following transition points:

- (1) Admission to Professional Education (admission to the graduate program);
- (2) Admission to Student Teaching;
- (3) Completion of Student Teaching; and
- (4) Completion of Program.

As part of these reviews, student progress in meeting the Ithaca College Teacher Education Standards, the New York State Teaching Standards, the IC Teacher Education Professional Qualities and Dispositions, and the standards of the relevant Specialized Professional Association is assessed by program-specific reviewers. Specific details about the graduate program's particular requirements and procedures, including supports for students who do not

meet the criteria for a review, can be found in the program handbook, which is distributed and reviewed at the program orientation in May.

Program Requirements

In addition to the course and field experiences required for completion of the graduate programs in education, graduate students in education must also satisfy the following requirements:

1. All teacher education candidates at Ithaca College must meet the state requirement for college-level study in a language other than English or demonstrate equivalent proficiency. Candidates admitted to the graduate programs in education who have not yet met this requirement must do so prior to graduation from the graduate program.
2. Students admitted to the graduate programs of education with outstanding requirements must complete those requirements by the date stipulated in the letter of admission.
3. All graduate students in education must maintain a minimum GPA of 3.0, with grades of B or better in all education courses. A grade of B- does not qualify.
4. EDUC 60000: Professional Semester in Education (6 credits) and EDUC 51210: Seminar in Reflective Practice (3 credits) constitute a full course load during the student teaching semester. No additional courses may be taken during this semester nor can teacher candidates participate in any extra-curricular activities that may have the potential to affect time available for teaching and preparation. During the semester of student teaching, graduate students may not play a varsity sport or participate in theatre productions or musical ensembles at the College. Note that it is the responsibility of graduate students to provide their own transportation to student teaching placement sites.
5. All candidates for initial certification in New York must successfully complete certification exams and performance assessments required by the state for the applicant's intended teaching certificate. Candidates who intend to apply for certification in other states are encouraged to access the websites in those states to determine any additional exams and/or requirements for certification.

Graduate Assistantships

Graduate assistantships are available on a competitive basis and are awarded to students with strong academic records and the ability to assist program-area faculty with research and community service projects, especially those connected with the College's school and community partnerships. Applicants interested in applying for graduate assistantships should refer to the additional information provided in the Financial Aid (p. 9) section.

Related Programs

Ithaca College also offers graduate programs in these other education disciplines:

- Health Education (p. 35)
- Physical Education (p. 36)
- Music Education (p. 40)
- Teaching Students with Speech and Language Disabilities (p. 50)

M.A.T. in Adolescence Education

A total of 36 graduate credits, including a full professional semester of student teaching, is required for completion of the M.A.T. program.

This program is designed for candidates seeking *initial* teaching certification in adolescence education, grades 7–12, in biology, chemistry, earth science, mathematics, physics, English, French, Spanish, and social studies.

Required Core Education Courses (24 credits)

EDUC 50810	Pedagogy and Practice across the Disciplines	3
COMM 56600	Educational Technology for Middle and Secondary Educators	3
EDUC 60500	Foundations of Language, Literacy, and Culture	3
EDUC 50000	Professional Development Seminar	
EDUC 50100	Literacy Development and Second Language Acquisition	3
EDUC 50300	The Exceptional Child and the Classroom	3
EDUC 51210	Seminar in Reflective Practice	3
EDUC 60000	Professional Semester in Education	6
EDUC 19210	Child Abuse Identification and Prevention	
EDUC 19220	Drug and Alcohol Abuse: Identification and Prevention	
EDUC 19230	School Violence Prevention	
EDUC 19240	Harassment, Bullying, and Discrimination in Schools: Prevention and Intervention	

Pedagogy and practice in the discipline (3 credits)

Select one:

EDUC 50510	Pedagogy and Practice for the Mathematics Teacher	3
EDUC 50910	Pedagogy and Practice in the Teaching of Social Studies	3

EDUC 51010	Pedagogy and Practice for the Science Teacher	3
EDUC 51110	Pedagogy and Practice for the English Teacher	3
EDUC 51310	Pedagogy and Practice of Teaching Languages Other Than English	3

Three courses in the discipline (9 credits)

English	ENGL 52000 History and Structure of the English Language ENGL 53000 Seminar in World Literature ENGL 57000 Seminar in American Literature
French/Spanish	Three courses selected in conjunction with the faculty adviser
Mathematics	MATH 51000 Graduate Seminar in Mathematics Education MATH 56000 History of Mathematical Ideas MATH 57000 Connections between Secondary and Advanced Algebra
Biology, Chemistry, Earth Science, and Physics	BIOL (p. 55)/CHEM (p. 56)/ENVS (p. 62)/PHYS 54000 Inquiry and the Nature of Science (3 credits) BIOL (p. 55)/CHEM (p. 56)/ENVS (p. 62)/PHYS 54100 (p. Error! Bookmark not defined.) Science Topics Every Science Teacher Should Know (3 credits) BIOL (p. 56)/CHEM (p. 57)/ENVS (p. 62)/PHYS 69800 (p. 90) Education Research for the Science Teacher (3 credits) OR Independent research experience in the discipline (e.g., BIOL 60200, CHEM 69100, or PHYS 69900)
Social Studies	HIST 58100 Seminar in European History HIST 58200 Seminar in Global History HIST 58300 History Seminar,

United States

Additional Requirements

1. All teacher education candidates at Ithaca College must meet the state requirement for college-level study in a language other than English or demonstrate equivalent proficiency. Candidates admitted to the M.A.T. program who have not yet met this requirement must do so prior to completion of the graduate program.
2. Students admitted to the graduate programs in education with outstanding requirements must complete those requirements by the date stipulated in the letter of admission.
3. M.A.T. students must maintain a minimum GPA of 3.0, with grades of B or better in all education courses. A grade of B- does not qualify.
4. EDUC 60000: Professional Semester in Education (6 credits) and EDUC 51210: Seminar in Reflective Practice (3 credits) constitute a full course load during the spring semester, when M.A.T. students complete two student teaching experiences, one in grades 7-9 and the other in grades 10-12. Student teaching is a full-time commitment requiring full days in public schools and additional hours spent in planning, assessment, after-school activities, and a weekly seminar. No additional courses may be taken during this semester nor can teacher candidates participate in any extra-curricular activities that may have the potential to affect time available for teaching and preparation. During the semester of student teaching, M.A.T. students may not play a varsity sport or participate in theatre productions or musical ensembles at the College. Student teaching placements are made within a forty-five mile radius of Ithaca and in our partner schools in New York City's Harlem community; housing and transportation are the responsibility of the teacher candidate.
5. All candidates for initial certification in New York must successfully complete certification exams and performance assessments required by the state for the applicant's intended teaching certificate. Candidates who intend to apply for certification in other states are encouraged to access the websites in those states to determine any additional exams and/or requirements for certification.
6. In lieu of a thesis requirement and/or a comprehensive exam, the M.A.T. program includes the graduation requirement that all students complete both an electronic professional development portfolio and a teacher inquiry project. The professional portfolio provides evidence that the M.A.T. candidate has met College, state, and national standards for effective teaching, and its preparation begins during the fall

semester of the M.A.T. program. The teacher inquiry project is also a yearlong project: the research proposal is developed in the fall, data is collected and analyzed in the spring, and the research paper is written and presented in the final summer semester of the program.

7. The All-College Teacher Education Unit at Ithaca College requires all teacher education students, regardless of program area, to be reviewed at four programmatic transition points during their course of study. Continuation in a teacher education program is contingent upon the student successfully meeting the requirements of each transition point review; therefore, admission into one of the Ithaca College teacher education programs does not guarantee that a student will be allowed to participate in the semester-long student teaching experience or to be a program completer eligible for teaching certification. Students must successfully complete four unit-wide reviews, which occur at the following transition points: (1) Admission to the Professional Education Graduate Program, (2) Admission to Student Teaching, (3) Completion of Student Teaching, and (4) Completion of Program. As part of this unit-wide assessment system, program-specific reviewers assess student progress in meeting the eight Ithaca College Teacher Education Standards, the New York State Teaching Standards, the IC Teacher Education Professional Qualities and Dispositions, and the standards of the relevant Specialized Professional Association.
8. The graduate chair and the coordinator of teacher education in the area of certification must approve any exceptions to the above requirements.

Summary:

Core education and pedagogy courses	27
<u>Discipline-specific courses</u>	<u>9</u>
<hr/>	
<hr/>	
Total, M.A.T. in Adolescence Education	36

M.A.T. in Agriculture Education

A total of 36 graduate credits, including a full professional semester of student teaching, is required for completion of the M.A.T. program.

Required Core Education Courses (27 credits):

EDUC 50810	Pedagogy and Practice across the Disciplines	3
COMM 56600	Educational Technology for Middle and Secondary Educators	3
EDUC 50100	Literacy Development and Second Language Acquisition	3
EDUC 60500	Foundations of Language, Literacy, and Culture	3
EDUC 50300	The Exceptional Child and the Classroom	3
EDUC 51010	Pedagogy and Practice for the Science Teacher	3
EDUC 51210	Seminar in Reflective Practice	3
EDUC 60000	Professional Semester in Education	6
EDUC 50000	Professional Development Seminar	
EDUC 19210	Child Abuse Identification and Prevention	
EDUC 19220	Drug and Alcohol Abuse: Identification and Prevention	
EDUC 19230	School Violence Prevention	
EDUC 19240	Harassment, Bullying, and Discrimination in Schools: Prevention and Intervention	

Discipline-Specific Courses (9 credits):

EDUC 53200	Educational Programs in Agricultural Science	3
EDUC 53500	Youth Leadership and Organizations	3
EDUC 53800	Advanced Concepts in Agricultural Education	3

Additional Requirements

1. All teacher education candidates at Ithaca College must meet the state requirement for college-level study in a language other than English or demonstrate equivalent proficiency. Candidates admitted to the M.A.T. program who have not yet met this requirement must do so prior to completion of the graduate program.
2. Students admitted to the graduate programs in education with outstanding requirements must complete those requirements by the date stipulated in the letter of admission.
3. M.A.T. students must maintain a minimum GPA of 3.0, with grades of B or better in all education courses. A grade of B- does not qualify.

4. EDUC 60000: Professional Semester in Education (6 credits) and EDUC 51210: Seminar in Reflective Practice (3 credits) constitute a full course load during the spring semester, when M.A.T. students complete two student teaching experiences, one in grades 7-9 and the other in grades 10-12. Student teaching is a full-time commitment requiring full days in public schools and additional hours spent in planning, assessment, after-school activities, and a weekly seminar. No additional courses may be taken during this semester nor can teacher candidates participate in any extra-curricular activities that may have the potential to affect time available for teaching and preparation. During the semester of student teaching, M.A.T. students may not play a varsity sport or participate in theatre productions or musical ensembles at the College. Student teaching placements are made within a forty-five mile radius of Ithaca and in our partner schools in New York City's Harlem community; housing and transportation are the responsibility of the teacher candidate.
5. All candidates for initial certification in New York must successfully complete certification exams and performance assessments required by the state for the applicant's intended teaching certificate. Candidates who intend to apply for certification in other states are encouraged to access the websites in those states to determine any additional exams and/or requirements for certification.
6. In lieu of a thesis requirement and/or a comprehensive exam, the M.A.T. program includes the graduation requirement that all students complete both an electronic professional development portfolio and a teacher inquiry project. The professional portfolio provides evidence that the M.A.T. candidate has met College, state, and national standards for effective teaching, and its preparation begins during the fall semester of the M.A.T. program. The teacher inquiry project is also a yearlong project: the research proposal is developed in the fall, data is collected and analyzed in the spring, and the research paper is written and presented in the final summer semester of the program.
7. The All-College Teacher Education Unit at Ithaca College requires all teacher education students, regardless of program area, to be reviewed at four programmatic transition points during their course of study. Continuation in a teacher education program is contingent upon the student successfully meeting the requirements of each transition point review; therefore, admission into one of the Ithaca College teacher education programs does not guarantee that a student will be allowed to participate in the semester-long student teaching experience or to be a program completer eligible for teaching certification. Students must successfully complete four unit-wide reviews, which occur at the following transition points: (1) Admission to the Professional Education Graduate

Program, (2) Admission to Student Teaching, (3) Completion of Student Teaching, and (4) Completion of Program. As part of this unit-wide assessment system, program-specific reviewers assess student progress in meeting the eight Ithaca College Teacher Education Standards, the New York State Teaching Standards, the IC Teacher Education Professional Qualities and Dispositions, and the standards of the relevant Specialized Professional Association.

8. The graduate chair and the coordinator of teacher education in the area of certification must approve any exceptions to the above requirements.

Summary:

Core education and pedagogy courses	27
<u>Discipline-specific courses</u>	<u>9</u>
Total, M.A.T. in Agriculture Education	36

M.S. in Childhood Education

A total of 38 credits, including a full professional semester of student teaching, is required.

This program is designed for candidates seeking *initial* teaching certification in childhood education, grades 1-6.

Required Courses (38 credits)

EDUC 61000	Teaching and Learning in Diverse Elementary Schools	3
EDUC 60500	Foundations of Language, Literacy, and Culture	3
EDUC 50100	Literacy Development and Second Language Acquisition	3
EDUC 63000	Curriculum and Instruction in Elementary School Science	3
EDUC 50000	Professional Development Seminar	
EDUC 50300	The Exceptional Child and the Classroom	3
EDUC 62000	Curriculum and Instruction in Elementary School Social Studies	3
EDUC 64000	Curriculum and Instruction in Elementary School Mathematics	3
EDUC 65000	Curriculum and Instruction in Elementary School Language Arts and Literacy	3
EDUC 51210	Seminar in Reflective Practice	3
EDUC 60000	Professional Semester in Education	6
ART 52500	Integrating Visual Art in the Elementary School Curriculum	1
COMM 56500	Educational Technology for Childhood Educators	3

MUED 65000	Music for Elementary Classroom Teachers	1
EDUC 19210	Child Abuse Identification and Prevention	
EDUC 19220	Drug and Alcohol Abuse: Identification and Prevention	
EDUC 19230	School Violence Prevention	
EDUC 19240	Harassment, Bullying, and Discrimination in Schools: Prevention and Intervention	

Additional Requirements

In addition to the course and field experiences required for completion of the graduate program in childhood education, the following are also requirements:

1. All teacher education candidates at Ithaca College must meet the state requirement for college-level study in a language other than English or demonstrate equivalent proficiency. Candidates admitted to the childhood education program who have not yet met this requirement must do so prior to graduation from the program.
2. Students admitted to the graduate programs in education with outstanding requirements must complete those requirements by the date stipulated in the letter of admission.
3. Childhood education students must maintain a minimum GPA of 3.0, with grades of B or better in all education courses. A grade of B- does not qualify.
4. EDUC 60000: Professional Semester in Education (6 credits) and EDUC 51210: Seminar in Reflective Practice (3 credits) constitute a full course load during the spring semester, when M.A.T. students complete two student teaching experiences, one in grades 7-9 and the other in grades 10-12. Student teaching is a full-time commitment requiring full days in public schools and additional hours spent in planning, assessment, after-school activities, and a weekly seminar. No additional courses may be taken during this semester nor can teacher candidates participate in any extra-curricular activities that may have the potential to affect time available for teaching and preparation. During the semester of student teaching, M.A.T. students may not play a varsity sport or participate in theatre productions or musical ensembles at the College. Student teaching placements are made within a forty-five mile radius of Ithaca and in our partner schools in New York City's Harlem community; housing and transportation are the responsibility of the teacher candidate.
5. All candidates for initial certification in New York must successfully complete certification exams and performance assessments required by the state for the

applicant's intended teaching certificate. Childhood education students who intend to apply for certification in other states are encouraged to access the websites in those states to determine any additional exams and/or requirements for certification.

6.

In lieu of a thesis requirement and/or a comprehensive exam, the childhood education program includes the graduation requirement that all students complete both an electronic professional development portfolio and a teacher inquiry project. The professional portfolio provides evidence that the childhood education candidate has met College, state, and national standards for effective teaching, and its preparation begins during the fall semester of the childhood education program. The teacher inquiry project is also a yearlong project: the research proposal is developed in the fall, data is collected and analyzed in the spring, and the research paper is written and presented in the final summer semester of the program.

7.

The All-College Teacher Education Unit at Ithaca College requires all teacher education students, regardless of program area, to be reviewed at four programmatic transition points during their course of study. Continuation in a teacher education program is contingent upon the student successfully meeting the requirements of each transition point review; therefore, admission into one of the Ithaca College teacher education programs does not guarantee that a student will be allowed to participate in the semester-long student teaching experience or to be a program completer eligible for teaching certification. Students must successfully complete four unit-wide reviews, which occur at the following transition points: (1) Admission to the Professional Education Graduate Program, (2) Admission to Student Teaching, (3) Completion of Student Teaching, and (4) Completion of Program. As part of this unit-wide assessment system, program-specific reviewers assess student progress in meeting the eight Ithaca College Teacher Education Standards, the New York State Teaching Standards, the IC Teacher Education Professional Qualities and Dispositions, and the standards of the relevant Specialized Professional Association.

8. The graduate chair must approve any exceptions to the above requirements.

EXERCISE AND SPORT SCIENCES

Jeff Ives, Chair of the Graduate Program in Exercise and Sport Sciences, jives@ithaca.edu

The School of Health Sciences and Human Performance offers a master of science degree program in exercise and sport sciences with concentrations in exercise physiology, sport psychology, and human performance. Thesis and non-thesis plans within these areas allow students to match their learning experiences to individual academic strengths and career plans. A small student body and knowledgeable, involved faculty enhance program individualization, as does the opportunity to take courses at nearby Cornell University and to pursue independent study.

Program Time Frame

The time it takes to complete the program is dependent on whether the student chooses the thesis or non-thesis plan, whether they opt for an internship, and the student's individual plans. A full complement of required and elective courses offered during the summer enables many non-thesis students complete the M.S. degree in a 12-month period. Other non-thesis students not on an internship generally finish within 1.5 years. Thesis students should plan on two years to complete their coursework and thesis.

Admission Requirements

Admission to the exercise and sport sciences program is granted on the basis of cumulative undergraduate grade point average (GPA), Graduate Record Examination (GRE) scores, and letters of recommendation. To be considered for admission, applicants must have an undergraduate degree from an accredited institution. Consideration is given to those applicants whose academic preparation most closely aligns with their intended area of concentration (i.e., exercise physiology, sport psychology, or human performance). Applicants for concentrations in exercise physiology usually have undergraduate degrees in areas such as exercise science, health science, athletic training, nursing, or biology. For the sport psychology concentration, students usually have undergraduate degrees in conceptually related content areas that emphasize psychology or physical education and coaching. For the human performance concentration, students usually have undergraduate degrees that relate to the combined content areas for both exercise physiology and sport psychology. Regardless of area of background, prerequisite courses must be taken.

Applications are reviewed on an individual basis, taking into account such factors as previous academic achievements, successful professional experience, and special personal circumstances. Applicants who have

questions regarding their eligibility for admission are encouraged to contact the chair of the program at jives@ithaca.edu or 607-274-1751.

Tuition Expenses

Please visit the graduate admission webpage for information regarding current tuition expenses.

Academic Warning and Dismissal

The graduate program in exercise and sport sciences follows the Ithaca College Graduate policies regarding academic warning and academic dismissal. Students on academic warning are not permitted to enroll in thesis, independent research, or independent reading courses.

Academic Advising

Jeff Ives, chair of the graduate program in exercise and sport sciences, serves as the academic adviser for all students enrolled in the program. Other faculty may serve as advisors for students with special interests. Students writing a thesis select a thesis adviser and a second reader from among the graduate faculty in Exercise and Sport Sciences.

Pass/Fail Option

All graduate courses, other than Thesis II and Seminar, must be taken for a letter grade. There is no pass/fail option for other graduate courses in exercise and sport sciences.

Graduate Assistantships

A limited number of assistantships are available for full- and part-time matriculated graduate students. The assistantships include a scholarship, which is applied to the tuition bill in the form of a tuition waiver, and a taxable salary for carrying out assigned duties. The Graduate Program in Exercise and Sport Sciences requires an application for a graduate assistantship separate from the admissions application. See the ESS Graduate webpages for more details.

Students must have an undergraduate cumulative GPA of 3.00 or higher in order to be considered for assistantships. Assistantships are typically awarded on a two-semester basis and involve 12-15 hours per week of duties and responsibilities arranged and supervised by a faculty member.

Assistantships are offered in the wellness clinic as fitness and research specialists; in the anatomy, physiology, kinesiology, biomechanics, exercise physiology, and neuromuscular control laboratories; for some recreational sports; and for coaching varsity athletic teams. Additional assistantships are offered in athletic training and for

research supervision. In any given year about 75 percent of the full-time matriculated graduate students in exercise and sport sciences hold assistantships.

Exercise and Sport Sciences – Master of Science Degree with Thesis (30 credits)

The master of science program with thesis serves a twofold purpose. First, it can be viewed as the initial step toward advanced study. Second, the program challenges those individuals who desire to advance their knowledge in exercise physiology, sport psychology, or human performance. Both theoretical and applied research are encouraged. The thesis is based on the student's independent research, but the work is guided, from selection of a topic through final revision, by a thesis committee. The completed thesis must receive the approval of the thesis committee, the graduate program chair, and the dean of Health Sciences and Human Performance.

Graduation Requirements

Students need 24 credits of coursework and 6 credits of thesis to complete this program. In addition, the student must complete an oral defense of the thesis. The thesis must be completed within the area of concentration.

Oral Examination

In order to be eligible for the oral defense of the thesis, the student must have completed the required courses and have a cumulative GPA of 3.00 or higher for all graduate courses completed as part of the program. This includes graduate courses taken at Ithaca College, exchange courses at Cornell University, and approved transfer courses taken at other institutions.

Thesis Plan Credits

Required Courses

ESSG 61000	Survey of Statistical Methods	3
ESSG 61100	Research Methods	3
ESSG 61200	Leadership in Exercise and Sport	3
ESSG 62000	Thesis I	3
ESSG 62100	Thesis II	1 to 3
ESSG 64000	Seminar	
	Area of concentration	12-15
	Electives	0-3
		Subtotal: 30

ESSG 64000: Take two semesters

(The total may include up to 6 credits approved for transfer from other schools.)

Subtotal: 30

Exercise and Sport Sciences – Master of Science Degree without Thesis (36 credits)

The non-thesis plan is designed for those whose major objective in graduate study is to enhance their professional background in exercise and sport sciences.

Graduation Requirements

A total of 36 credits (27 credits of required courses and 9 credits of electives) are needed to complete this program. In addition, the student must complete a written comprehensive examination.

Written Comprehensive Examination

A written examination covering general knowledge of the field, research and statistical methods, and specific knowledge in the area of concentration constitutes the comprehensive examination for this degree program. In order to be eligible for the written comprehensive examination, the student must have completed the required courses and have a cumulative GPA of 3.00 or higher for all graduate courses completed as part of the program. This includes graduate courses taken at Ithaca College, exchange courses at Cornell University, and approved transfer courses taken at other institutions. Students must request permission in writing to sit for the comprehensive exams and will only be granted permission following a successful graduation audit by the graduate chair in Exercise and Sport Sciences.

Non-Thesis Plan Credits

Required Courses

ESSG 61000	Survey of Statistical Methods	3
ESSG 61100	Research Methods	3
ESSG 61200	Leadership in Exercise and Sport	3
ESSG 64000	Seminar	
	Area of concentration	18
	Electives	9
		Subtotal: 36

ESSG 64000: Take two semesters

(The total may include up to 6 credits approved for transfer from other schools.)

Subtotal: 36

Exercise and Sports Sciences Areas of Concentration

One of the distinctive characteristics of Ithaca College's plan of study is the opportunity to pursue an area of concentration, an experience usually reserved for doctoral study at many institutions. For the master's degree with thesis, the student must complete 9-15 credits of courses approved by the adviser in one area of concentration --

exercise physiology, sport psychology, or human performance. (For the master's degree without thesis, 18 credits of courses in one area of concentration are necessary.) The concentration approach to graduate study is designed to provide depth to the program and also to provide more focused educational experiences for specific future employment opportunities. Included in each of the concentrations is the possibility of independent study and internship to increase relevant and practical learning opportunities.

Exercise Physiology Concentration

Exercise physiology is the study of physiological responses and adaptations consequent to exercise. Through specific coursework, this concentration focuses on both the theoretical and applied/clinical aspects of exercise physiology. Students who want to emphasize theoretical learning are advised to pursue the thesis option, while those with a clinical orientation should consider the non-thesis option with an internship. If desired, a student can have a more comprehensive experience by completing all prescribed coursework, the thesis, and an internship.

An objective of the exercise physiology concentration is to assist in preparation for registration as a clinical exercise physiologist and for external certification as a health/fitness instructor or exercise specialist through the American College of Sports Medicine (ACSM). Students are actively encouraged to seek additional credentials according to their interests.

Prerequisites for applicants to the exercise physiology concentration include completion of undergraduate coursework in anatomy and physiology, biomechanics or kinesiology, statistics or tests and measurements, and exercise physiology.

Thesis plan students must complete 12 credits and their thesis (6 credits) in this area of concentration. Students in the non-thesis plan must complete 18 credits in this area of concentration. All exercise physiology students are eligible for related internships. An internship is strongly encouraged for those following the non-thesis plan. Exercise physiology students may study special topics through ESSG 62000 Thesis I, ESSG 63000 Independent Research, and ESSG 63100 Independent Reading.

Exercise Physiology Concentration Courses

Required

ESSG 54000	Physiological Mechanisms of Exercise: Cellular Aspects	3
ESSG 54200	Physiological Mechanisms of Exercise: Systemic Aspects	3
ESSG 54400	Multidimensional Assessment of Physical Function	3
ESSG 54600	Cardiopulmonary Assessment for	3

	Exercise	
ESSG 54800	Pathophysiology, Limited Capacity, and Exercise	3
ESSG 64800	Strength and Conditioning: Theories, Mechanisms, and Applications	3
ESSG 54800 and ESSG 64800: Required for non-thesis option; recommended for thesis plan		
Selected Electives		
ESSG 51800	Exercise and Rehabilitation Psychology	3
ESSG 52000	Advanced Biomechanics of Human Movement	3
ESSG 52100	Advanced Study in Exercise Physiology	3
ESSG 64500	Psychophysiology of Exercise and Sport	3
ESSG 66000	Internship	1 to 3
ESSG 74200	Advanced Techniques of Athletic Training	3

Sport Psychology Concentration

The primary focus of this concentration is on the psychological factors that influence sport participation and performance. Topics are derived from clinical, developmental, educational, experimental, cognitive, perceptual, and social psychology, and also from the basic understanding of sport and its varied task demands. Emphasis is on application, description, explanation, and prediction of sport participation and performance. Applicants for the sport psychology concentration must have at least three prerequisite courses in conceptually relevant (e.g., psychology, sport psychology, counseling, sport sociology) content areas. A statistics or tests and measurements class is also a prerequisite. Sport psychology applicants must also demonstrate some familiarity with sport, such as high level playing experience, occupational experiences, or undergraduate coursework.

Thesis plan students must complete 12 credits and their thesis (6 credits) in this area of concentration. Students in the non-thesis plan must complete 18 credits in this area of concentration. Sport psychology students may study special topics through ESSG 62000 Thesis I, ESSG 63000 Independent Research, and ESSG 63100 Independent Reading.

Sport Psychology Concentration Courses

Required

ESSG 51200	Psychological Perspectives of Sport	3
ESSG 51300	Psychological Applications to Sport Performance	3
ESSG 51400	Counseling Student-Athletes	3
ESSG 51500	Effective Team Building	1

ESSG 51600	Motivation for Superior Performance	2
ESSG 51800	Exercise and Rehabilitation Psychology	3
ESSG 61400	Professional Practice Issues in Sport Psychology	3

ESSG 51500, ESSG 51600, ESSG 51800 and ESSG 61400: Required for non-thesis option; recommended for thesis plan

Selected Electives

ESSG 54400	Multidimensional Assessment of Physical Function	3
ESSG 64500	Psychophysiology of Exercise and Sport	3
ESSG 66000	Internship	1 to 3

Human Performance Concentration

The human performance concentration is designed for those students who want to study a custom blend of exercise physiology and sport psychology. Students must complete the human performance core that includes courses in exercise physiology and sport psychology, and then select a number of theory-based and applied courses to focus their studies. Core human performance topics include motivation and exercise adherence, team development and communication, stress and anxiety management, psychophysiology of exercise, psychological skills training, exercise physiology, biomechanics, and strength and conditioning.

This concentration is designed specifically for those wanting to work with clients in a holistic manner or do research in the area of psychophysiology. Prerequisites for applicants to the human performance concentration include completion of coursework in anatomy and physiology, biomechanics or kinesiology, exercise physiology, content relevant areas in psychology, and statistics or tests and measurements.

Thesis plan students must complete 12 credits and their thesis (6 credits) in this area of concentration. Students in the non-thesis plan must complete 18 credits in this area of concentration. All human performance students are eligible for related internships. An internship is strongly encouraged for those following the non-thesis plan. Human performance students may study special topics through ESSG 62000 Thesis I, ESSG 63000 Independent Research, and ESSG 63100 Independent Reading.

Human Performance Concentration Courses

Required

ESSG 51400	Counseling Student-Athletes	3
ESSG 51500	Effective Team Building	1
ESSG 51600	Motivation for Superior Performance	2
ESSG 52000	Advanced Biomechanics of Human	3

	Movement	
ESSG 52100	Advanced Study in Exercise Physiology	3
ESSG 64800	Strength and Conditioning: Theories, Mechanisms, and Applications	3

ESSG 51500, ESSG 51600, ESSG 52000, ESSG 52100, and ESSG 64800: Required for non-thesis option; recommended for thesis plan

Selected Electives

ESSG 51800	Exercise and Rehabilitation Psychology	3
ESSG 54400	Multidimensional Assessment of Physical Function	3
ESSG 54600	Cardiopulmonary Assessment for Exercise	3
ESSG 54800	Pathophysiology, Limited Capacity, and Exercise	3
ESSG 61400	Professional Practice Issues in Sport Psychology	3
ESSG 64500	Psychophysiology of Exercise and Sport	3
ESSG 66000	Internship	1 to 3
ESSG 74200	Advanced Techniques of Athletic Training	3

HEALTH PROMOTION AND PHYSICAL EDUCATION

Raj Subramaniam, Ph. D., Graduate Program Chair
psubramaniam@ithaca.edu

The Department of Health Promotion and Physical Education offers graduate programs leading to the Master of Science degrees in physical education and health education. Both programs offer thesis and non-thesis options that provides students the opportunity to match their program of study to their professional interests and career aspirations.

A unique feature of the health education program is the availability of a teaching track and a non-teaching track. The teaching track is specifically designed for individuals who possess an initial teacher certification in physical education, health education, health and physical education or any other teacher preparation content area. Successful completion of the program in the teaching track enables students to become eligible for New York State professional teaching certification, and a master's degree in health education.

The non-teaching track is designed for students who wish to pursue careers in community or public health, health science, or any other allied health field. The focus of the non-teaching track is to prepare individuals to work in community-based programs. Individuals without an initial teaching certificate who wish to pursue a teaching track must meet all initial teacher certification requirements -- coursework and student teaching. Students without a health background will require prerequisite courses. Successful completion of the program in the non-teaching track enables students to become eligible for a master's degree in health education.

The M.S. in physical education degree program is designed for individuals who possess an initial teaching certificate in physical education. Successful completion of the program enables students to become eligible for New York State professional teaching certification, and a master's degree in physical education.

A requirement for the thesis option is the successful completion of an oral examination in defense of the thesis. To be eligible for the oral exam, students must have completed all required courses and have a cumulative GPA of 3.00 or higher for all graduate courses in the program. The completed thesis must receive the approval of both the graduate chair from the Department of Health Promotion and Physical Education and the dean of the School of Health Sciences and Human Performance.

The non-thesis option is designed for students whose major objective in graduate study is to enhance their professional background in physical education, health education, or any other allied health field. Upon completion of all required

courses, students must pass a written comprehensive examination and create a professional ePortfolio to showcase growth and development of knowledge, and experience in the program. To be eligible for the comprehensive exam, students must have completed all the required courses and have a cumulative GPA of 3.00 or higher.

Both masters' programs require 30 credit hours of graduate coursework usually taken in two semesters and one summer. Please visit the Office of Admission website for current tuition expenses. Graduate assistantships are awarded to most students who apply thus reducing the cost for graduate study. Assistantships are awarded in the areas of teaching, coaching, and research.

Admission Requirements

Admission to the graduate program is granted based on the candidate's cumulative undergraduate coursework, minimum GPA (3.00), and letters of recommendation. GREs are NOT required. Preference for admission and assistantship awards will be given to applicants who submit their applications by March 1 for the following fall semester. Students who choose to begin their program of study in January should apply by December 1.

To expedite the admissions and assistantship award process, it is recommended that applicants request letters of recommendation sent directly to the Office of Admissions at Ithaca College. Applicants may also submit their letters of recommendation as a packet from the career services office of their respective institutions.

Applications are reviewed on an individual basis taking into account such factors as previous academic accomplishments, record of professional experience, and special personal circumstances. Students with questions regarding their eligibility for admission are encouraged to contact the graduate chair, Raj Subramaniam, 607-274-3659, or psubramaniam@ithaca.edu

Health Education M.S.

(30 credits, with or without thesis)

This program is offered as a teaching track and a non-teaching track. The teaching track is designed for individuals with an initial teaching certificate in health education. Successful completion of the program in the teaching track enables students to become eligible for New York State professional teaching certificate, and a master's degree in health education.

The non-teaching track is designed for students who wish to pursue careers in community or public health, health sciences, or any other allied health field. The focus of this track is to prepare individuals to work in community-based

programs. Successful completion of the program in the non-teaching track enables students to become eligible for a master's degree in health education.

Degree Requirements

Professional Core Courses (9 credits)

HPEG 61400	Research Methods in Health and Physical Education	3
ESSG 61000	Survey of Statistical Methods	3
HPEG 52500	Critical Perspectives in Health and Physical Activity	3

Health Education Courses (12 credits)

HPEG 57700	Teaching and Learning for Healthy Growth and Development	3
HPEG 57500	Models and Theories in Health Education	3
HPEG 53500	Methods of Assessment in School and Community Settings	3
HPEG 58500	Epidemiological Approaches to Disease Prevention and Control	3

Selected Seminars (3 credits; change on a yearly basis)

Electives, Thesis Option* (6 credits)

HPEG 71000	Thesis I	3
HPEG 72000	Thesis II	3

Electives, Non-Thesis Option* (6 credits)

HPEG 54200	Supervision in Physical Education	3
HPEG 54600	Analysis of Teaching and Coaching Behavior	3
HPEG 56500	Stress Management	3
HPEG 54000	Strategies for Teaching	3
HPEG 54400	Curriculum Design and Analysis in Physical Education	3
HPEG 55000	Physiological Basis of Fitness in School-Aged Children	3
HPEG 58700	Multicultural Health Issues	3
HPEG 58900	Environmental Dimensions in Health Education	3
HPEG 61500	Technological Applications in Education	3
HPEG 62100	Fieldwork	1 to 6
HPEG 62200	Independent Readings	1 to 3
HPEG 62300	Independent Research	1 to 3

The DASA workshop EDUC 19240 applies to teacher education candidates only.

With the approval of the chair, electives can be taken from graduate courses that are offered in any department or

through the Ithaca College exchange program at Cornell University.

*Thesis students must successfully complete an oral defense of their thesis. All non-thesis students must pass a comprehensive examination prior to graduation. To be eligible for the oral defense or comprehensive exam, the student must have completed the required coursework and have a cumulative GPA of at least 3.00.

Physical Education M.S.

(30 credits, with or without thesis)

This program is designed for individuals with an initial teaching certificate in physical education. Successful completion of this program enables students to become eligible for New York State professional teaching certificate, and a master's degree in physical education.

Degree Requirements

Professional Core Courses (9 credits)

HPEG 61400	Research Methods in Health and Physical Education	3
ESSG 61000	Survey of Statistical Methods	3
HPEG 52500	Critical Perspectives in Health and Physical Activity	3

Physical Education Courses (12 credits)

HPEG 54000	Strategies for Teaching	3
HPEG 54400	Curriculum Design and Analysis in Physical Education	3
HPEG 53500	Methods of Assessment in School and Community Settings	3
HPEG 55000	Physiological Basis of Fitness in School-Aged Children	3

Selected Seminars (3 credits; change on a yearly basis)

Electives, Thesis Option* (6 credits)

HPEG 71000	Thesis I	3
HPEG 72000	Thesis II	3

Electives, Non-Thesis Option* (6 credits)

HPEG 54200	Supervision in Physical Education	3
HPEG 54600	Analysis of Teaching and Coaching Behavior	3
HPEG 56500	Stress Management	3
HPEG 57500	Models and Theories in Health Education	3
HPEG 57700	Teaching and Learning for Healthy Growth and Development	3
HPEG 58500	Epidemiological Approaches to Disease Prevention and Control	3
HPEG 58700	Multicultural Health Issues	3
HPEG 58900	Environmental Dimensions in Health	3

Education		
HPEG 61500	Technological Applications in Education	3
HPEG 62100	Fieldwork	1 to 6
HPEG 62200	Independent Readings	1 to 3
HPEG 62300	Independent Research	1 to 3

With the approval of the chair, electives can be taken from graduate courses that are offered in any department at Ithaca College or through the Ithaca College exchange program at Cornell University.

*Thesis students must successfully complete an oral defense of their thesis. All non-thesis students must pass a comprehensive examination prior to graduation. To be eligible for the oral defense or comprehensive exam, the student must have completed the required coursework and have a cumulative GPA of 3.00.

MUSIC

Graduate Study in Music

Curricular Adviser: Les Black, Chair of Graduate Studies, lblack@ithaca.edu

Admission and Audition Adviser: Townsend Plant, Director of Music Admission, tplant@ithaca.edu

The School of Music educates prospective teachers, performers, and composers in programs designed to develop persons of professional competence.

Six graduate programs leading to the master's degree are offered: the master of music or master of science in music education; and the master of music in performance, conducting, composition, and Suzuki pedagogy. Programs range from 30 to 36 credits of graduate study. A minimum combination of two consecutive terms of full-time study in residence is required for the master of music degrees in performance and composition. The master of science and master of music in music education degrees may be pursued on a part-time basis and are the only master's degrees that are offered during the summer. The master of music degrees in conducting and Suzuki pedagogy require two years in residence.

Admission and Audition Requirements

The Graduate Admission Requirements for the School of Music can be found on the following website:

<http://www.ithaca.edu/music/admission/graduate/>

Good Academic Standing, Academic Warning, Dismissal

Graduate students in the School of Music must maintain a GPA above 3.0. A cumulative GPA below 3.0 will result in a student being placed on Academic Warning. Two consecutive semester below a cumulative 3.0 GPA will result in dismissal from the program. In addition, any student receiving more than 3 credits of F, or more than 6 credits of F and C will be dismissed from the program. A final cumulative GPA of 3.0 or higher is required to graduate.

Comprehensive Examinations

All students must pass a final oral examination in their major field, as well as comprehensive exams in music theory, music history, and sight-singing. All written exams are given four times per year; the oral exam is taken at the end of the course of study, and the sight-singing exam is taken by arrangement. Sample exams and exam outlines are available online.

Tuition Expenses

Tuition for all music degrees has been set at \$801 per credit for the 2015-16 academic year.

Curricular Information for All Degrees

Course Prefixes and Numbering System

Course numbers consist of a prefix designating the school and department or area in which the course is offered, and a five-digit number that identifies the specific course. The first of the five-digit group is the level of a course.

- Level-five courses are graduate courses in which qualified seniors may enroll under certain circumstances. For more information, see the following: Ithaca College Undergraduate Catalog
- Level-six courses are for graduate students only.
- Level-seven courses are graduate-level workshops.

Graduate students may take courses at level five, level six, and level seven. At least 50 percent of the degree coursework must be at level six or above. A maximum of 5 workshop credits (level-seven courses) may be used toward graduation.

Pass/Fail Option

Only graduate workshops may be taken for credit on a pass/fail basis.

Level-5 Courses

Courses at level 5 are graduate courses that may also be taken by qualified seniors. Graduate students will fulfill additional expectations as set forth by individual professors in these courses.

Performance Study

Each credit of private instruction involves one-half hour of instruction per week. Students may enroll for only 1 or 2 credits of performance study per semester, unless special approval is given by both the major instructor and the graduate chair. There is an additional 1-credit performance study fee for each credit of performance study taken during the summer session.

The performance or graduate chair assigns instructors to music students. Students contact their performance teachers during the first week of classes to arrange their private lesson schedules.

Ensembles

Full-time graduate students whose degree programs stipulate an ensemble requirement are expected to participate in at least one major ensemble during the fall and spring semesters. Assignment is normally made by

audition. Exceptions will be decided by the graduate chair in music, in consultation with the student, the performance studies teacher, and the conductor. (Some graduate students are required to participate in a large or small ensemble as part of their graduate assistantship.)

Recitals

Elective recitals and lecture-recitals are taken for 1 credit; recitals in conducting are taken for 3 credits; all other required recitals are taken for 2 credits.

MUMC 61100	Recital	1 to 3
MUMC 61200	Lecture-Recital	1

MUMC 61100 and MUMC 61200: Must get permission of major professor

Composition M.M.

Graduate student composers have weekly composition lessons; their works are performed each semester in public concerts. They also participate in composition lessons and master classes with our Karel Husa Visiting Professors of Composition, who have included Christopher Rouse, George Crumb, John Corigliano, John Harbison, and Chen Yi.

Toward the end of their residency, student composers present a full recital of their works. They are also required to submit a formal thesis, which must be a composition of large proportion for chamber ensemble, orchestra, wind ensemble, or chorus with instrumental ensemble. A performance of the thesis is recommended.

Applicants must submit representative samples of their original work: at least three scores and, whenever possible, recordings. After an initial screening, selected candidates will be invited to campus for an interview with composition faculty.

Degree Requirements

Required Courses

MUMC 61100	Recital	1 to 3
MUTH 65200	Bibliography and Research in Music	3
MUTH 65600	Independent Research in Analysis of Music Since 1945	2
MUTH 66000	Thesis	3
MUTH 66100	Composition and	3
MUTH 66200	Composition and	3
MUTH 66300	Composition	3
MUTH 66400	Analytical Techniques	3

MUxx xxxxx Electives 8

MUxx xxxxx Electives: In order to graduate, students must either pass a piano proficiency examination or enroll for 2 credits of piano performance study and receive a grade of B or higher. Must include one course in theory

Total Credit Hours: 30

Conducting M.M

This degree program offers professional training in the four major conducting areas -- choral, opera and musical theater, orchestral, and wind. Not more than one student will be admitted each year in each area, and each student will be awarded a conducting assistantship.

Major-field coursework includes both applied conducting (score reading, score analysis, and conducting with major ensembles) and two literature courses in the major and minor conducting areas.

In addition to studying primarily with a major area professor, the student studies privately with professors in one or two minor conducting areas. There is a two-year residency requirement. Each student must conduct a complete recital in the major area. It is recommended that the student study with the major professor during semesters 1, 3, and 4, and with a minor professor in semester 2. With permission of the primary professor and the graduate chair, the student may elect to study in two different minor areas during semesters 2 and 3 (one each semester) but will not study in the major area during those semesters.

Applicants are required to submit a list of compositions studied for conducting during the past three years, indicating those works conducted in public performances. The list may also include works studied beyond the three-year minimum.

Applicants are also required to submit an initial screening video recording of a performance or rehearsal they conducted recently. This video recording must be submitted by January 15. The recording will be evaluated, and selected candidates will be invited to an in-person audition, which includes an interview and conducting in the major area. Opera and musical theater candidates must audition on piano.

Degree Requirements

Required Courses

PFMJ 64500	Conducting	1 to 2
MUMC 61100	Recital	1 to 3
MUTH 65200	Bibliography and Research in Music	3
MUTH 66400	Analytical Techniques	3

MUTH 52900	Advanced Aural Skills	1
MUTH xxxxx	Two of the following major-field literature courses*: Symphony, History and Literature of Opera, Choral Literature and Performance Practice, or Wind Literature and Performance Practice	4-6
MUTH xxxxx	Electives in music, including at least one 2-credit course in theory/composition (excluding Intensive Part Writing and Analysis)	14-16

PFMJ 64500: major area – 4-5; minor area – 1-2

*Students in the opera and musical theater area may substitute 2-3 credits of Independent Research in history and literature of the musical theater for one of the major-field literature courses, with permission of the graduate chair.

Total Credit Hours: 36

Music Education (M.M. or M.S.)

This program offers candidates an opportunity to refine their teaching skills through a program involving teaching, performance, research, contemporary trends, and interaction with leaders in the field of music education. The degree fulfills academic requirements for permanent certification in New York and reciprocity requirements for other states.

Applicants must have completed the requirements for New York State initial or provisional certification, including successful practice teaching in music, or the equivalent requirements for another state. Generally, students entering this degree program have professional music teaching experience. The final oral examination for music education students includes a teaching presentation and submission of a process-product portfolio created during the student's coursework.

Degree Requirements

Required Courses

MUED 65400	Portfolio and Presentation I	1
MUED 65500	Portfolio and Presentation II	1
MUED 68000	Psychology of Music Teaching	3
MUED 68200	Seminar in Music Education	3
MUED 54000	Materials and Rehearsal Techniques for the Public School Wind Band	2
	or	
MUED 54100	Choral Rehearsal and Vocal Techniques	2
	or	
MUED 54200	Materials and Rehearsal Techniques for the School Orchestra	2
MUED 59xxx	Electives in music education (MUED	3

	59000-59999)	
	or	
MUED 69xxx	Electives in music education (MUED 69000-69999)	
MUTH 65200	Bibliography and Research in Music	3
PFMJ 6xxx0	Performance (major instrument) Mus Ed	3
PFMJ 6xxxx	Performance (minor instrument)	2
	or	
	MUEN 6xxxx Ensemble	
MUxxx xxxxx	Electives in music theory, music history and literature, music education, performance and ensemble, or general studies selected in conference with major adviser	9

MUED 54000: to be taken by wind and percussion majors

MUED 54100: to be taken by vocal and piano majors

MUED 54200: to be taken by string majors

MUxxx xxxxx: For master of music candidates, all credits must be in the area of music.

MUxxx xxxxx: For master of science candidates, 6 credits must be in the area of general studies.

Total Credit Hours: 30

Performance M.M

Each applicant must demonstrate a level of proficiency equivalent to that required for completion of the bachelor of music degree in performance at Ithaca College.

Degree Requirements

Required Courses

MUMC 61100	Recital	1 to 3
MUMC 61200	Lecture-Recital	1
MUTH 65200	Bibliography and Research in Music	3
PFMJ 6xxx0	Performance (major instrument)	6
PFMJ 6xxxx	Performance (minor instrument)	2
	or	
	MUEN 6xxxx Ensemble	
MUxx xxxxx	Electives in music theory, music history and literature, music education, applied music, or ensemble, including at least 7 credits of coursework outside performance study or ensembles	16

MUMC 61200: One recital (2 credits) and one lecture-recital (1 credit) are required. The option to substitute a second performance recital in place of a lecture-recital will be decided by the performance studies major teacher in

consultation with the student and the graduate chair in music.

PFMJ 6xxxx or MUEN 6xxxx: minor instrument or ensemble - relative to candidate's major and professional needs

MUxx xxxxx: For piano majors only: electives must total 14 credits (credits for MUMC 59500 and MUMC 59600 are deducted from total elective requirement)

Collaborative Piano majors will take 6 credits of Collaborative Piano (PFMJ 64700) and two credits of Collaborative Piano/Recital (PFMJ 64701). The latter will substitute for MUMC 61100. The secondary instrument credits must be covered by Solo Piano lessons (PFMJ 60300). Additionally, Collaborative Piano majors must take 4 credits of Collaborative Piano Seminar (MUMC 65000) and one credit of instrumental chamber music (MUEN 62205). Thus, total required credits for Collaborative Piano majors will be 19, leaving 11 elective credits, 7 of which must come from outside PFMJ or MUEN courses.

Total Credit Hours: 30

Suzuki Pedagogy M.M.

This degree program is open to candidates whose major performance areas are violin or viola. There is a two-year residence requirement. Candidates are required to attend the Suzuki Teacher Institute during the summer between the two years of residency.

Although specific audition requirements vary, all candidates must demonstrate the ability to perform a recital successfully during the period of degree study and must meet the audition requirements expected of all performance degree applicants.

Degree Requirements

Required Courses

MUED 57100	Suzuki Seminar I	3
MUED 57200	Suzuki Seminar II	3
MUED 75000	Summer Suzuki Practicum	
MUED 67300	Suzuki Practicum I	3
MUED 67400	Suzuki Practicum II	3
MUTH 65200	Bibliography and Research in Music	3
PFMJ 6xxx0	Performance (major instrument)	6
PFMJ 60901	Violin/Recital	2
	or	
PFMJ 61101	Viola/Recital	2
MUMC 61200	Lecture-Recital	1
PFMJ 6xxxx	Performance (minor instrument)	2
	or	

MUEN 6xxxx Ensemble

MUMC 58700	Survey of Violin and Viola Literature	2
MUxx xxxxx	Electives	4-5

The 2-credit performance recital (PFMJ 60901 or PFMJ 61101) will be prepared with the performance professor. The lecture recital (MUMC 61200) will be prepared with the Suzuki professor.

Total Credit Hours: 32

Summer Suzuki Teacher Institute

The Ithaca College Summer Suzuki Teacher Institute provides an intensive study of the Suzuki method with guest instructors. A broadened view of the method itself is presented together with an opportunity to share in discussion groups with a wide range of teachers and graduate students. The institute also provides opportunities to observe 40 to 50 international faculty members at work with students from the United States and Canada.

Students normally enroll in two SAA unit courses during the summer institute, for a total of 3 credits.

Each Suzuki summer institute course is an in-depth study of the repertoire of one SAA unit, with emphasis on both the pedagogical understanding and the performance skills of the pieces.

Summer Suzuki Teacher Institute Degree Requirements

Required Courses

MUED 74000	Suzuki Foundation Unit	0 to 1.5
MUED 74100	Suzuki Unit I	0 to 3
MUED 74200	Suzuki Unit II	0 to 1.5
MUED 74300	Suzuki Unit III	0 to 1.5
MUED 74400	Suzuki Unit IV	0 to 1.5
MUED 74500	Suzuki Unit V	0 to 1.5
MUED 74600	Suzuki Unit VI	0 to 1.5
MUED 74700	Suzuki Unit VII	1.5
MUED 74800	Suzuki Unit VIII	0 to 1.5

OCCUPATIONAL THERAPY

Melinda A. Cozzolino, Chair of Graduate Studies
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The mission of the Occupational Therapy Program is to prepare reflective, creative, skilled, and ethical occupational therapists. We meet this mission by:

- Emphasizing experiential learning, evidence based practice and professional reasoning
- Creating diverse and integrative learning experiences to develop breadth and depth of student perspectives
- Fostering collaborative engagement in scholarship and service that extends beyond campus to include local and global communities
- Promoting the centrality of occupational participation to support health and resilience for individuals, communities, and populations

The mission of the occupational therapy program is to prepare competent, skilled, and ethical professional occupational therapists who will enable their clients to achieve productive and satisfying lives. The Department of Occupational Therapy offers two programs to meet this mission: (1) a five-year combined bachelor's and master's program and (2) a professional entry-level master's program.

The curriculum of the five-year *combined B.S./M.S. program* in occupational therapy is designed to provide a strong foundation in the liberal arts, sciences, and humanities; to offer a comprehensive and rigorous professional education; and to develop attitudes and skills for lifelong learning and leadership. Included in the academic instruction are 32 weeks of full-time clinical affiliations.

Students enrolled in the B.S./M.S. combined program must complete the fifth (graduate) year to be eligible for the national certification examination and state licensure as occupational therapists. This program is designed as a freshman-entry program, and graduate students are admitted only from the Ithaca College undergraduate occupational science program. The undergraduate component of this program is described in the Ithaca College undergraduate catalog.

The fifth year of the occupational therapy program takes place on the Ithaca College campus and at clinical fieldwork sites located throughout the country. The graduate year of study consists of 44 credits of graduate work, including 16 credits of clinical fieldwork education. The graduate year includes one full academic year of study

and two summers of fieldwork. Students may elect a thesis or non-thesis option, but all engage in research-related activities during this year, which is designed to provide depth and breadth of education. Please refer to the Combined B.S./M.S. Program (p. 43) section for more detailed information.

The *professional entry-level master's of science* in occupational therapy program is designed to accept students who have an earned bachelor's degree from any accredited institution. This program takes place on the Ithaca College campus and at clinical fieldwork sites located throughout the country. The program consists of 92 credits of study including one summer of coursework, one winter intersession course, and 16 credits of clinical fieldwork education taking place during the summers. Please refer to the Professional Entry-Level Program (p. 44) section for more detailed information.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, C/O AOTA, is (301) 652-AOTA and its web address is www.acoteonline.org

Graduates of either master's degree program will be eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an occupational therapist, registered (OTR). In New York State and most other jurisdictions, a professional license is also required for practice. Although the NBCOT examination generally serves as the licensing examination, graduates are required to apply separately for certification and state licensure before entering clinical practice.

See National Board for Certification in Occupational Therapy

Admission Requirements

To be eligible for admission into the fifth year of the *Combined B.S./M.S. Program*, students must have completed the B.S. degree program in occupational science at Ithaca College with a cumulative GPA of 3.00 or higher.

Please refer to the *Professional Entry-Level Program* section for more detailed information regarding admission to this program.

Academic Standards

Students who are enrolled in the *Combined B.S./M.S. Program* are expected to maintain a GPA of 3.00 or higher during their graduate studies. Students may not receive a C (C-, C, or C+) for more than 6 credits, or an F for more than 3 credits during their graduate academic study. Students who fail to meet these standards in any semester will be placed on academic warning. Academic performance resulting in larger deficiencies will result in program dismissal.

Students who are enrolled in the *Professional Entry-Level Master's Program* are expected to maintain a GPA of 3.00 or higher during their graduate studies. Students may not receive a C (C-, C, or C+) for more than 12 credits, or an F for more than 3 credits during their graduate academic study. Students who fail to meet these standards in any semester will be placed on academic warning. Academic performance resulting in larger deficiencies will result in program dismissal.

If a graduate student in either program receives a grade of U for a level II fieldwork class, he or she will be placed on academic warning by the Graduate Program Chair. The student must register for and successfully complete an alternate fieldwork assignment as scheduled by the academic fieldwork coordinator. The faculty may require remedial work or apply special conditions that the student must meet before he or she is allowed to repeat this class. If the student successfully completes this course, he or she may continue in the program; however, no one will be allowed to repeat a level II fieldwork class more than once.

These policies, as well as academic, clinical, and professional behavior standards, are published on the Department of Occupational Therapy website.

Occupational Therapy BS/MS Program

The five-year combined B.S./M.S. degree curriculum is designed to provide depth and breadth for students' professional development, liberal arts education, and analytical skills. Full-time clinical fieldwork placements totaling 32 weeks, are located throughout the country. The clinical fieldwork courses are usually scheduled for the summer preceding the graduate year (12 weeks) and in the late spring (12 weeks) and summer (8 weeks) following the graduate year. Coursework at the graduate level is organized into five time blocks: two for academic coursework and three for clinical experiences. Graduates of the M.S. program in occupational therapy are eligible to apply to take the National Board for Certification in Occupational Therapy (NBCOT) examination as required by the profession.

Graduation Requirements

To be considered for graduation in the combined BS/MS program in occupational therapy, students must complete the following:

1. Completion of the B.S. degree program in occupational science at Ithaca College;
2. Completion of the major department requirements (listed below);
3. 6 credits of clinical electives (3 credits of Clinical Elective I OTMS 64xxx in the fall semester and 3 credits of Clinical Elective II OTMS 68xxx in the spring semester); specific courses offered will be determined by student consensus.
4. A research thesis (6 credits: OTMS 67200 and OTMS 67300, Thesis I and II) or a group research project (6 credits: OTMS 67100 and OTMS 67120, Group Research I and II). A thesis proposal approved by the faculty is required for students who enroll in the thesis option.

The research thesis is conducted under the supervision of faculty members and must meet professional publication standards. Students' proposals must be accepted for thesis research by the faculty. These students will register for OTMS 67200/ OTMS 67300 Individual Thesis Research.

Students who do not undertake a thesis must take OTMS 67100 Group Research I and OTMS 67120 Group Research II. The group research sequence is a faculty supervised research study in which a student must collect data and analyze, interpret, and present findings in both oral and written format.

Students enrolled in the thesis option who have completed all coursework except the thesis will be required to maintain active student status through the School of Health Sciences and Human Performance until completion. Students should work with their program advisers to plan an appropriate course and credit schedule. For international students this schedule will be reflected in the immigration paperwork.

Major Department Requirements

Required Courses

OTMS 62000	Advanced OT Theory and Practice	3
OTMS 62600	Professional Practice in the Community	3
OTMS 65000	Applied Pediatric Neuroscience	3
	or	
OTMS 65100	Applied Adult Neuroscience	3
OTMS 65500	Technological Interventions in Occupational Therapy	3
OTMS 66500	Gerontic Occupational Therapy	3

Subtotal: 15

Subtotal: 15

Graduate Electives

Clinical Elective I Courses

Select one of the following courses:

OTMS 64100	Adaptation and Environmental Modification	2
OTMS 64300	Cognitive Rehabilitation	2
OTMS 64500	Vocational Readiness	2
OTMS 64600	Play and Leisure	2
Clinical Elective II Courses		
Select one of the following courses:		
OTMS 68200	Advanced Concepts in Psychosocial Occupational Therapy	3
OTMS 68300	Advanced Concepts in Geriatric Rehabilitation	3
OTMS 68400	School-Based Occupational Therapy	2
OTMS 68500	Hand Therapy	2
OTMS 68800	Occupational Therapy in Early Intervention	2
Clinical Fieldwork Courses		
OTMS 60000	Clinical Fieldwork II - Children and Adolescents	6
OTMS 69000	Clinical Fieldwork II - Adult/Geriatric	6
OTMS 69500	Clinical Fieldwork II - Elective Specialty	4
	or	
OTMS 69600	Elective Internship	4
		Subtotal: 16
Research		
OTMS 67200	Individual Thesis Research I and	3
OTMS 67300	Individual Thesis Research II	3
	or	
OTMS 67100	Group Research I and	3
OTMS 67120	Group Research II	3

Subtotal: 6

Subtotal: 22

Clinical Fieldwork

Clinical fieldwork is an essential part of professional training, and students must complete three level II fieldwork experiences in preparation for their degree and certification. Fieldwork centers maintain contractual relationships with Ithaca College, and students are placed in fieldwork centers by the fieldwork coordinator well in advance of the beginning of these placements. Once placements are confirmed, students cannot alter them. Clinical Fieldwork is graded on a satisfactory (S) or unsatisfactory (U) scale.

Students will be assigned to fieldwork based on a lottery system and the availability of placements. Students should expect to do their fieldwork at a distance from their homes and Ithaca. They are responsible for making their own

housing and travel arrangements, although the department and the fieldwork center are usually able to provide some help. Students and their families need to plan ahead for this process.

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that all level II fieldwork experiences be completed within 24 months of the completion of the academic portion of the curriculum. Students who fail to complete graduate fieldwork within this period are subject to dismissal from the program.

Total Credit Hours: 43

Occupational Therapy Professional Entry-Level MS Program

The professional entry-level master's program is designed for individuals who have received a bachelor's degree in another area of study and are interested in pursuing a career in occupational therapy. The program duration is just over two years and will prepare students to sit for the national certification examination. This program is designed for full-time study beginning during the summer session.

Admission

Completed applications are due by February 1st. Applications are available online through the Office of Admission.

- A completed bachelor's degree with a minimum GPA of 3.00
- Graduate Record Examination (GRE) scores
- Completion of the following prerequisite coursework with a grade of C or higher:
 - 3 credits of biology
 - 8 credits of anatomy and physiology
 - 3 credits of general psychology
 - 3 credits of developmental psychology or human development across the life span
 - 3 credits of abnormal psychology
 - 3 credits of sociology or anthropology
 - 3 credits of statistics
 - 3 credits of research methods
- An on-campus or phone interview (to be scheduled by the graduate chair)

Additional Application Materials Needed

- Completion of online application
- Official transcripts from all colleges attended

- Two letters of recommendation, one preferably from a health care practitioner
- Two additional letters of recommendation if applying for an assistantship

Assistantships

Each year the department awards graduate assistantships to the Professional Entry-Level students on a competitive basis that comprise both scholarship and taxable salary. Students awarded graduate assistantships fulfill duties in the department as assigned. All students applying for assistantships must submit two additional letters of recommendation.

Major Department Requirements

Major Department Requirements

OTMS 50000	Functional Human Anatomy	5
OTMS 50500	Occupational Therapy Theory	4
OTMS 51000	Neuroscience	3
OTMS 52000	Kinesiology	4
OTMS 52200	Psychiatry in Occupational Therapy	3
OTMS 53000	Applied Interventions in Occupational Therapy	3
OTMS 53500	Group Process in Occupational Therapy	4
OTMS 54000	Concepts in Adult Occupational Therapy	4
OTMS 54500	Concepts in Pediatric Occupational Therapy	4
OTMS 55000	Adult Evaluation and Intervention Processes in Occupational Therapy	3
OTMS 55500	Pediatric Evaluation and Intervention Processes in Occupational Therapy	3
OTMS 56500	Research Seminar	1
OTMS 57100	Adult Clinical Conditions	3
OTMS 57500	Pediatric Clinical Conditions	2
OTMS 65500	Technological Interventions in Occupational Therapy	3
OTMS 66500	Gerontic Occupational Therapy	3
OTMS 65000	Applied Pediatric Neuroscience	3
	or	
OTMS 65100	Applied Adult Neuroscience	3
OTMS 62600	Professional Practice in the Community	3
OTMS 62500	Clinical Management in Occupational Therapy	3
OTMS 62000	Advanced OT Theory and Practice	3

Total major degree requirements: 64 credits

Graduate Electives

Students must take 3 credits from the OTMS 64xxx list of clinical elective courses and 3 credits from the OTMS

68xxx list of courses. Specific courses offered will be determined by student consensus.

OTMS 64101	Adaptation and Environmental Modifications	3
OTMS 64301	Cognitive Rehabilitation	3
OTMS 68801	Occupational Therapy in Early Intervention	3
OTMS 68501	Hand Therapy	3
OTMS 64601	Play and Leisure	3
OTMS 68401	School Based Occupational Therapy	3
OTMS 64501	Vocational Rehabilitation	3

Total graduate electives: 6 credits

Clinical Fieldwork Courses

OTMS 60000	Clinical Fieldwork II - Children and Adolescents	6
OTMS 69000	Clinical Fieldwork II - Adult/Geriatric	6
OTMS 69500	Clinical Fieldwork II - Elective Specialty	4
	or	
OTMS 69600	Elective Internship	4

Total fieldwork courses: 16 credits

Research

OTMS 67200	Individual Thesis Research I and	3
OTMS 67300	Individual Thesis Research II	3
	or	
OTMS 67100	Group Research I and	3
OTMS 67120	Group Research II	3

Total research: 6 credits

Subtotal: 92

Clinical Fieldwork

Clinical fieldwork is an essential part of professional training, and students must complete three level II fieldwork experiences in preparation for their degree and certification. Fieldwork centers maintain contractual relationships with Ithaca College, and students are placed in fieldwork centers by the fieldwork coordinator well in advance of the beginning of these placements. Once placements are confirmed, students cannot alter them. Clinical Fieldwork is graded on a satisfactory (S) or unsatisfactory (U) scale. Students will be assigned to fieldwork based on a lottery system and the availability of placements. Students should expect to do their fieldwork at a distance from their homes and Ithaca. They are responsible for making their own housing and travel arrangements, although the department and the fieldwork center are usually able to provide some help. Students and their families need to plan ahead for this process.

The Accreditation Council for Occupational Therapy Education (ACOTE) requires that all level II fieldwork experiences be completed within 24 months of the completion of the academic portion of the curriculum. Students who fail to complete graduate fieldwork within this period are subject to dismissal from the program.

Total Credit Hours: 92

PHYSICAL THERAPY

Andrew Robinson, Chair of Graduate Studies
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The Department of Physical Therapy offers a six-year, dual-degree program in clinical health studies and physical therapy. Students receive a bachelor of science (B.S.) degree in clinical health studies after four years of study and a doctor of physical therapy degree after two years of graduate study. The undergraduate component of the six-year program is described in the Ithaca College undergraduate catalog.

The graduate program builds on the undergraduate program's depth and breadth in liberal arts and basic sciences, the students' independent study skills, and their understanding of theory, communication, and critical thinking. The graduate program is approximately 24 months in duration. Students participate in classroom and clinical experiential learning opportunities on campus and in diverse clinical and research facilities to integrate learning and apply knowledge in health care settings. Graduate students participate in 36 weeks of full-time clinical education coursework at health care facilities throughout the United States.

(Students must complete all requirements to be eligible for licensure)

Admission Requirements

To be eligible for admission to the physical therapy doctoral program, undergraduate students must have completed the B.S. Degree in Clinical Health Studies (described in the Ithaca College Undergraduate Catalog) and have achieved a cumulative GPA of 3.00 or higher.

Departmental Regulations: Criteria for College or School academic status (warning, suspension, or dismissal) are specified in the graduate catalog. To review the criteria for academic status, view the following link from the department's web

page: <http://www.ithaca.edu/hshp/depts/pt/docs/studentpol/acadpolproc/>

Housing and Transportation Arrangements for Clinical Education Courses

During the full-time clinical education placements, students are responsible for making housing arrangements and for transportation to and from clinical facilities.

Doctorate in Physical Therapy

Graduation Requirements

All required graduate coursework is listed below and must be taken in the sequence established by the department unless permission to deviate from the sequence or time

frame has been approved by the graduate faculty.

Candidates for a doctor of physical therapy degree are required to meet all requirements for graduation within four years of their matriculation into the graduate program.

All physical therapy majors must take graduate-level courses offered by the Department of Physical Therapy for a letter grade unless otherwise specified in the course descriptions. All graduate students must maintain a cumulative GPA of 3.00 or higher to successfully complete the program.

Curriculum

Required Courses

PDPT 51004	Pharmacology	2
PDPT 52506	Spine Examination and Rehabilitation	3
PDPT 54300	Preclinical Conference II	
PDPT 55900	Psychosocial Aspects of Patient Care	2
PDPT 56000	Clinical Administration in Physical Therapy	4
PDPT 56800	Research II: Evidence-Based Practice in Physical Therapy	2
PDPT 57000	Clinical Neuroanatomy	3
PDPT 57100	Clinical Neurophysiology	3
PDPT 57200	Motor Development Across the Lifespan	3
PDPT 57300	Fundamentals of Neurological Examination	3
PDPT 59000	Clinical Education I	4
PDPT 59102	Clinical Education II	4
PDPT 62607	Clinical Orthopedics	2
PDPT 63800	Pathokinesiology	3
PDPT 63900	Orthotics/Prosthetics	2
PDPT 64500	Pre-Clinical Conference III	
PDPT 64600	Professional Development III	1.5
PDPT 66900	Research III: Research Seminar	3
PDPT 67400	Neurological Rehabilitation I	3
PDPT 67500	Neurological Rehabilitation II	3
PDPT 67600	Pediatric Rehabilitation	2.5
PDPT 68100	Cardiac Testing and Management	2
PDPT 68260	Medical Screening and Disease	4
PDPT 68300	Pulmonary Testing and Management	2
PDPT 68450	Advanced Clinical Reasoning	2
PDPT 68500	Wellness and Prevention	1
PDPT 68700	Pre-Clinical Conference IV	
PDPT 69200	Clinical Education III	4
PDPT 69300	Clinical Education IV	3

	and	
PDPT 69400	Clinical Education V	3
	or	
PDPT 69500	Clinical Education IV/V	6
<hr/>		
		Subtotal: 74

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Luanne Andersson, Associate Professor and Graduate Chair

Mary Pitti, Assistant Clinical Professor, Clinical Program Director, and Assistant Chair

Jana Waller, Clinical Instructor and Assistant Chair
slpgrad@ithaca.edu

The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits the graduate programs in the Department of Speech-Language Pathology and Audiology.

The department offers two major areas of study. Students are expected to enter the program having taken prerequisite courses in basic communication processes as well as communication disorders. Both programs require full-time study; degree requirements must be completed within two years of matriculation. Completion of a thesis may require at least one semester of additional study and at least five additional credits to complete the degree.

In order to meet ASHA certificate of clinical competence requirements, all observation and clinical clock hours must be completed under the supervision of an individual who holds the ASHA certificate of clinical competency at the time the supervision is provided. All 400 clock hours must be supervised by individuals who are ASHA certified at the time the supervision is provided.

Speech-Language Pathology

This program prepares students to meet:

- Academic and clinical requirements for the ASHA certificate of clinical competence in speech-language pathology (CCC-SLP)
- Eligibility requirements for the clinical fellowship and Praxis examination (successful completion of these is required for the ASHA CCC-SLP)
- New York State licensure requirements

Speech-Language Pathology with Teacher Certification

Students who complete this program meet all of the requirements listed above for the speech-language pathology program and also meet the New York State Education Department (NYSED) requirements for the initial certificate in *Teaching Students with Speech and Language Disabilities* which permits working with the school-aged population.

This program prepares students to meet:

- Academic and clinical requirements for the New York State initial teaching certificate in speech-language pathology

- Academic and clinical requirements for the ASHA certificate of clinical competence in speech-language pathology (CCC-SLP)
- Eligibility requirements for the clinical fellowship and Praxis examination (successful completion of these is required for the ASHA CCC-SLP)
- New York State licensure requirements

See American Speech-Language-Hearing Association

See New York State Licensure Requirements

Admission

For both programs, consideration for admission requires the following:

- An undergraduate degree from a regionally accredited institution
- A minimum undergraduate grade point average of 3.00 (on a 4.00 grading system)

Applicants from undergraduate programs in communication disorders as well as those whose baccalaureate degree is not in speech-language pathology are encouraged to review information about prerequisite requirements prior to applying. During the admission process, the undergraduate work of all applicants will be evaluated to determine what undergraduate courses, if any, need to be completed before accepted applicants are able to enroll in graduate level courses. A list of prerequisite courses is located on the department's website.

Application for Admission

All application materials must be submitted by **February 1** for fall admission. Please visit the department website for instructions on the application process.

Graduate Assistantships

Each year the department awards approximately 10 graduate assistantships. Please visit the department website for further information.

Tuition Expenses

For information regarding graduate tuition for the speech-language pathology programs please see the Office of Admission.

Speech-Language Pathology and Audiology Graduation Requirements

Speech-Language Pathology with Teacher Certification, M.S. Requirements

Students must complete a minimum of 55 graduate credits in our program. Students are expected to enter the program having taken prerequisite courses in basic communication processes as well as communication disorders. This program requires full-time study; degree requirements must be completed within two years of matriculation. Completion of a thesis may require at least one semester of additional study and at least five additional credits to complete the degree (60 total).

Additional Requirements:

1. Matriculated status
2. Completion, with a grade of B- or better, of a minimum of 55 credits in speech-language pathology graduate courses and clinical experiences. All courses must be taken for a letter grade unless otherwise noted in the catalog.
3. A minimum semester GPA of 3.00
4. Completion of a minimum of 400 supervised clinical clock hours (all clinical clock hours, including clinical observation hours, must be obtained under the supervision of an individual holding certification from the American Speech-Language Hearing Association at the time the supervision is provided)
5. Passing the comprehensive examination or successful completion of a graduate thesis.

The New York State Education Department *Teaching Students with Speech-Language Disabilities* (TSSLD) initial certification may include additional undergraduate coursework not included within the graduate program curriculum. Undergraduate courses required for the TSSLD initial certification must be taken before matriculating into the graduate program. Certification is awarded by New York State and is not automatic; certification is awarded only to those individuals who have met the requirements of the *Speech-Language Pathology with Teacher Certification* (SLPTC) major as well as those outlined by NYSED, including fingerprint clearance and passing scores on teacher education examinations.

Applications for and additional information about New York State teacher certification may be found at the Ithaca College Department of Education website.

Academic Warning: A student who receives a grade below B- in any graduate level course or clinical experience or whose semester GPA falls below a 3.00 will be placed on academic warning.

Dismissal: A student who has been placed on academic warning for two consecutive semesters will be dismissed from the program.

Required Courses

SLPG 54700	Fluency Development and Disorders	3
SLPG 55300	Voice and Related Disorders	3
SLPG 55400	Neurological Bases of Communication and Motor Speech Disorders	3
SLPG 55900	Clinical Phonology	3
SLPG 60500	Communication Disorders Assessment Lab	1
SLPG 61000	Early Intervention for Children with Communication Disorders	2
SLPG 62000	Speech-Language Pathology in Educational Settings	2
SLPG 62100	Autism Spectrum Disorders	1
SLPG 64000	Audiology and Assistive Technology/Listening Devices	2
SLPG 64100	Facilitating Spoken-Language Learning in Deaf and Hard-of-Hearing Children	1
SLPG 64900	Augmentative and Alternative Communication	3
SLPG 65100	Adult Aphasia and Related Disorders	3
SLPG 65200	Language Disorders in Children Ages 3 to 21	3
SLPG 65600	Dysphagia	3
SLPG 65700	Research Methods and Analysis	3
SLPG 66100	Clinical Practicum I	1
SLPG 66101	Seminar in Professional Practice I	1
SLPG 66200	Clinical Practicum II	2
SLPG 66300	Clinical Practicum III	1
SLPG 66400	Clinical Practicum IV	2
SLPG 66401	Seminar in Professional Practice II Block 1	1
SLPG 66500	Professional Externship in Speech-Language Pathology Block I or	4
SLPG 69800	Professional Experience in Education I - Block I and Block 2	4
SLPG 66501	Professional Externship in Speech-Language Pathology Block II or	4
SLPG 69801	Professional Experience in Education II -	4

Block II

Restricted Electives

SLPG 59300	Speech Science	3
SLPG 62500	Medical Topics in Speech-Language Pathology	2
SLPG 63000	Rehabilitation of Acquired Cognitive Disorders	1
SLPG 63100	Pediatric Motor Speech Disorders	1
SLPG 63300	Clinical Management of the CLD Client	2
SLPG 64800	Advanced Fluency	2
SLPG 65500	Seminar in Speech Pathology: Selected Topics	1 to 6
SLPG 66600	Supplementary Clinical Affiliation	1
SLPG 67000	Individual Studies	1 to 3
SLPG 67100	Individual Studies	1 to 3
SLPG 67200	Independent Reading	1 to 3
SLPG 67300	Independent Reading	1 to 3
SLPG 67400	Independent Research	1 to 3
SLPG 67500	Independent Research	1 to 3
SLPG 68000	Thesis or Research Paper	2 to 8
EDUC 19210	Child Abuse Identification and Prevention	
EDUC 19220	Drug and Alcohol Abuse: Identification and Prevention	
EDUC 19230	School Violence Prevention	
EDUC 19240	Harassment, Bullying, and Discrimination in Schools: Prevention and Intervention	

Total major degree requirements: 55

COURSE DESCRIPTIONS

ART - Art

ART 52500 - Integrating Visual Art in the Elementary School Curriculum (1)

This course is designed to introduce childhood educators to the educational theories, practices, methods, and materials in the visual arts within the elementary school curriculum. Emphasis on recognition of age-appropriate artistic development; authentic art production; self expression and divergent thinking; use of varied media; techniques and concepts relevant to the elementary curriculum; and the broad-based learning through art. Required. Prerequisite: Graduate student in good standing in the Childhood Education Program, or permission of instructor. 1 credit. Spring.

Distribution: TE.

BGRD - Business-Grad

BGRD 50400 - Advanced Financial Reporting (3)

Detailed study of special topics in financial reporting, including business combinations, partnerships, branches, foreign currency transactions, and government and not-for-profit accounting. Other topics will vary to reflect recent professional pronouncements and emerging financial reporting issues. Prerequisites: ACCT 34600; graduate standing; (open to seniors by permission of the MBA Program Director). Required for M.B.A. in professional accountancy. 3 credits.

BGRD 50500 - Accounting Practicum (3)

Supervised work experience in audit, tax, and accounting in a C.P.A. firm, at various tax preparation sites, or in an organization where responsibilities include nonroutine projects requiring analysis and decision making. Professional skills are emphasized. Open to seniors by permission of the MBA Program Director. 3 credits.

BGRD 50900 - Pre-MBA Module: Marketing (2)

An introduction to how products pass through the latter parts of the value chain. The course covers basic concepts related to the creation and delivery of products, both tangible and intangible. Topics include environmental analysis; customer behavior; market segmentation; targeting; positioning; and the marketing mix (product, price, distribution, and integrated marketing communications). Prerequisite: Undergraduate degree. 2 credits.

BGRD 51000 - Pre-MBA Module: Operations Mgmt (2)

An introduction to how products pass through the first part of the value chain, from sourcing to goods production or

service execution. The course covers basic concepts related to the creation and delivery of products, both tangible and intangible. Topics include strategy; supply chain management; goods production and service delivery; quality control; inventory, forecasting, and planning; and information technology applications. Prerequisite: Undergraduate degree. 2 credits.

BGRD 51100 - Pre-MBA Management Module (2)

Introduction to the characteristics and processes of individuals, groups, and organizations that affect behavior within an organization. Attention is also given to the roles, functions, and principles of management and leadership relevant to the needs of managers. Prerequisite: Graduate standing. 2 credits. (Y)

BGRD 51200 - Pre-MBA Accounting Module (4)

An introduction to the measurement and reporting concepts underlying the accounting system for communicating information to an organization's internal and external decision makers. The course examines the use of accounting information in both investment and management decision making. Topics include preparation of financial statements; the role of ethics in accounting decision; valuation and reporting issues; cost volume profit analysis; planning, product costing, and special reports for managerial use.

BGRD 51400 - Pre-MBA Finance Module (4)

An introduction to the financial theories, principles, and analytical approaches used by managers in corporate financial decision making. Topics include the use of financial statements for analysis of liquidity, asset, debt, and profitability management; financial forecasting; concepts of risk, return, and valuation of stocks and bonds of publicly traded companies; appropriate mix of debt and equity in a firm's capital structure; capital budgeting criteria and evaluation of investment projects; dividend policies; international corporate finance; and mergers and acquisitions issues.

BGRD 51500 - Marketing Research (3)

Introduction to the design and application of research methodology and the most common and practical problems associated with marketing research. Emphasis is on survey methods focusing on questionnaire construction, data collection, and analysis. Graduate students are required to complete an extra course requirement. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 51600 - Pre-MBA Law Module (2)

An introduction to the American legal system and the legal environment as it pertains to managers. Topics include the judicial process, constitutional law, issues of

discrimination and diversity, criminal law, intentional torts, negligence, product liability, contract law, and selected current topics in law. Prerequisite: graduate standing. 2 credits.

BGRD 54400 - Employment Law (3)

A survey of employment law, including employment discrimination, equal pay, workers' compensation, occupational safety and health, and relevant judicial decisions. Graduate students are required to complete an extra course requirement. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 58000 - Export/Import Operations (3)

Overview of the major considerations involved in the export-import process. Exploration of documentation, transportation, marketing, and finance of export-import operations. Discussion of legal aspects and legislative constraints confronting exporters and importers, along with governmental support programs, where available. Concentrations on the relevant issues in exporting from and importing into the United States; parallel examples from other countries are given where information is available. Graduate students must complete additional course requirement(s). 3 credits. (IRR)

Distribution: NLA.

BGRD 59000 - Seminar in International Business (3)

A capstone course in international business that analyzes a number of cases using knowledge and skills from previous courses in international business or those with global/comparative content. The main objective is to develop a clear understanding of problems and practices of decision making in international business operations. Graduate students are required to complete an extra course requirement. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 59700-59705 - Selected Topics in Business (1 to 3)

Topics of current interest to faculty and students. Experimental courses are offered under this number and title. May be repeated for credit for different selected topics. Graduate students are required to complete an extra course requirement. Offered on demand only. Prerequisite: Graduate standing. 3 credits.

BGRD 59900 - Independent Study in Graduate Business (1 to 3)

Intensive study under the supervision of a faculty adviser. Designed to allow graduate students to study wholly new subject matter or to greatly expand the subject matter of a regularly scheduled course. Requires a written proposal and approval of the M.B.A. program director. Independent studies are not allowed during summer session I except under special circumstances as determined by the M.B.A. program director or dean. Prerequisite: Graduate standing. 3 credits.

BGRD 60200 - Advanced Auditing & Research (3)

Case and research-oriented study of topics in auditing. Through a series of cases and related research, students will engage in the practice of auditing using real-world situations as the foundation for technical and theoretical discussions of issues facing the modern auditor. Cases will be chosen to reflect current and emerging topics in the practice of public accounting, financial auditing, fraud investigation, and forensic accounting. Auditing communications tools will also be emphasized. Prerequisite: ACCT 40600. Required for M.B.A. in professional accountancy. 3 credits.

BGRD 60300 - Taxation for Managers (3)

Study of income tax provisions relating to individuals, corporations, partnerships, exempt entities, gifts, and estates, including sophisticated tax provisions such as corporate liquidations, international transactions, and tax planning for managers. Students will solve complex tax problems through the use of a tax service and obtain practical experience in locating applicable code sections, regulations, IRS rulings, and court decisions. Prerequisite: ACCT 49300. Required for M.B.A. in professional accountancy.

BGRD 60500 - Accounting Practicum (3)

Supervised work experience in audit, tax, and accounting in a C.P.A. firm, at various tax preparation sites, or in an organization where responsibilities include nonroutine projects requiring analysis and decision making. Professional skills are emphasized. Prerequisite: Graduate standing. 3 credits.

BGRD 60600 - Accounting for Executive Decisions (3)

This course focuses on the use of accounting information for executive planning and control decisions in a global, competitive environment, and emphasizes the application of management accounting concepts and analytical skills to solve technical and behavioral problems. Topics include budgeting, long-term planning, relevant costs for decision making, opportunity cost concepts, divisional control, performance evaluation, and social and ethical impacts of decisions. Prerequisites: Graduate standing. 3 credits.

BGRD 60800 - Contemporary Issues in Accounting (3)

The capstone course for the M.B.A. in professional accountancy program. Integrates previous accounting coursework while examining advanced topics of current relevance in the profession to enhance students' preparedness for certification and career success. Teamwork is an important component of the course. Prerequisites: Graduate standing, BGRD 50400 and Co-requisite BGRD 60200. 3 credits (S)

BGRD 61000 - Managing in a Global Economy (3)

Examination from a global strategic perspective of the management of companies with operations in multiple

countries. Lectures, discussions, and analyses of cases are used to study the external environmental influences (economic, political, cultural, etc.) on company strategies; internationalization processes of firms; sources of competitive advantage for companies and countries; advantages and disadvantages of "multi-domestic" versus global strategies; links between strategy and structure in international operations; mode of entry decisions; and management of business functions such as marketing, financing, and human resources from an international perspective. Prerequisite: graduate standing. Required. 3 credits. (Y)

BGRD 61500 - Business Analytics (3)

An application-based course that emphasizes linear programming, model development, and the proper use of analytical decision-making methods in the business environment. Topics include transportation and transshipment models, nonlinear and linear optimization, project scheduling, simulation, and forecasting. Required. 3 credits (Y)

BGRD 63200 - Corporate Financial Management (3)

Valuation techniques and capital budgeting; risk analysis and capital market theories; capital structure policies; advantages and limits of leverage; nature and scope of long-term financing; financial planning and short-term financing techniques; mergers and acquisitions; financial distress; and international corporate finance. Lectures and analyses of cases are employed to discuss theories and test their applications. Required. 3 credits.

BGRD 64000 - Marketing Management (3)

Fundamental marketing topics, including marketing research, product design, distribution, pricing, and promotion of goods and services. Ethical considerations and issues in multinational marketing are emphasized. The marketing environment is also covered as it affects decision making. The course combines theory with applications through required readings, analyses of cases, and research projects. Required. 3 credits.

BGRD 64100 - Marketing: Electronic Commerce (3)

Addresses the growth of the Internet, its emerging role as a marketing medium, and, in light of marketing-mix variables, its advantages and disadvantages relative to traditional marketing practices. Several industries where the web shows the greatest potential for growth are studied in detail: news, entertainment, travel, tourism, and financial services. Students learn how to create web pages, how to design online survey forms, and how to analyze survey responses using statistical software. Most of the information needed for this course is available directly from the Internet. Prerequisite: graduate standing. Elective. 3 credits.

BGRD 65000 - Organizational Structure and Processes (3)

An examination of the organizational structure, processes, leadership, and behaviors involved in the operation of the business enterprise and the management of change. Examines the human factors impacting leadership and teamwork, including interpersonal effectiveness, group processes, conflict, personal values, diversity, and ethical issues. Prerequisite: Graduate standing. Required. 3 credits.

BGRD 65100 - Professional and Organizational Development (3)

This course familiarizes M.B.A. students with critical aspects of professional and organizational development through pertinent literature and application of best practices. The first half of the course focuses on career and personal development. Students will explore professional development strategies and how career success is perceived and obtained. The second half of the course focuses on developing the key skills needed to be organizational problem solvers and agents of change. Students will analyze organizational problems and responses. Topics include identifying, diagnosing, and analyzing problems; planning responses; mobilizing resources; decision making; facilitating change; and evaluating potential risks, consequences, and outcomes. Prerequisite: Graduate standing. 3 credits (IRR).

Distribution: NLA.

BGRD 66000 - Sustainable Practices in Operations and Technology (3)

An integrated view of the operations management in organizations from a senior management application perspective. Covers topics such as sustainable development, lean operations, business modeling, theory of constraints, life cycle design, six sigma, and advanced technologies. Focuses on the application of these concepts to problem-solving and case analyses. Prerequisites: Graduate standing; BGRD 61500. Required. 3 credits. (Y)

BGRD 67000 - Commercial Law (3)

Introduction to the concepts, rules, and principles that form the foundation of Uniform Commercial Code law. Students become aware of potentially serious legal situations; learn legal language to discuss such situations; learn how and when to contact an attorney; and learn specific rules and regulations of laws governing negotiable instruments, secured transactions, bulk transfers, bankruptcy, principle agency (employment law), warranties, product liability, contracts, and business formation. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 67100 - Law for Managers (3)

Preparation for managers to recognize and understand major legal issues they will confront in business. Aspects of law are introduced through comprehensive reading and discussion. Applied aspects include learning negotiation, mediation, and arbitration techniques; learning how to hire

and work with legal counsel; and preventive law approaches to discrimination, criminal, and corporate issues. Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 68000 - Strategic Planning and Business Policy (3)

An examination of how organizations gain and sustain competitive advantage in a global environment, and how business policies and corporate strategies are successfully planned, implemented, and executed. The course emphasizes integration of functional areas of business through case analysis and the development of skills for thinking strategically about organizations from a general management perspective. Prerequisites: BGRD 60600; BGRD 63200; BGRD 64000; BGRD 65000; and BGRD 66000. Required. 3 credits. (U,IRR)

Distribution: NLA.

BGRD 69700-69704 - Selected Topics in Graduate Business (3)

Special courses may be offered that include topics of interest to faculty and students. This arrangement permits offerings to be responsive to evolving faculty and student interests. This course may be repeated for different selected topics (for a total of no more than 6 credits of selected topics courses). Prerequisite: Graduate standing. Elective. 3 credits.

BGRD 69800 - Internship in Graduate Business (1 to 3)

Supervised, off-campus work experience in a sponsoring organization. Provides advanced, hands-on managerial experience through direct and meaningful participation in management-level projects and/or consultative assignments that are significant in scope and at a level of responsibility appropriate for graduate degree credit. Prerequisites: Successful completion of 15 credits in graduate business and permission of the M.B.A. program director. 1-3 credits. (F,S)

BIOC - Biochemistry

BIOC 58100 - Current Topics in Biochemistry (3)

Advanced study of major research areas of current interest. Topics change from year to year but may include genetic engineering and cloning techniques, mechanisms of carcinogenesis, toxicology, immunology, and gerontology. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (S,Y)

Distribution: LA.

BIOL - Biology

BIOL 50500 - Parasitology (3)

Advanced study of parasitism throughout the animal kingdom, with special attention to parasites important to human and veterinary medicine. Topics include

systematics, morphology, and life cycles of parasites; coevolution of hosts and their parasites; the use of parasites and parasitoids as biological control agents of pest species; and the influence of parasites on population biology and community structure of host species. Prerequisites: Graduate student in good standing or permission of instructor. 3 credits. (F, E)

Distribution: LA.

BIOL 54000 - Inquiry and the Nature of Science for the Science Teacher (3)

Considers issues pertaining to the nature and practice of science, especially as they relate to science education. Explores aspects that distinguish scientific inquiry from other forms of inquiry. Examines safety issues of teaching science in a classroom, and teaching science in the context of the community. Cross-listed with CHEM 54000, ENVS 54000, and PHYS 54000. Students can receive credit for only one of: BIOL 54000, CHEM 54000, ENVS 54000, and PHYS 54000. Prerequisites: Graduate student in good standing. 3 credits. (IRR)

Offered: IRR.

BIOL 54100 - Science Topics Every Science Teacher Should Know (3)

Review of the major science topics all science teachers should know as recommended by the National Science Teachers Association. Cross-listed with CHEM 54100, ENVS 54100, and PHYS 54100. Students can receive credit for only one of: BIOL 54100, CHEM 54100, ENVS 54100, PHYS 54100. Prerequisite: Graduate student in good standing. 3 credits. (F, Y)

Distribution: LA. Offered: F, Y.

BIOL 56100 - Ecophysiology (3)

Advanced study of the function and performance of animals and plants in their environment. This course integrates information from molecular biology through organismal physiology to understand the mechanisms that allow organisms to survive in their physical, chemical, and biological environments. This information is analyzed to understand how these small-scale processes affect higher levels of organization, from biotic communities up to global-level issues. Topics include adaptations to extremes in temperature, energy availability, moisture, and nutrients. Examples will be taken from organisms living in a wide variety of environments including deserts, the Arctic, temperate forests, marine environments, and rain forests. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (S, E)

Distribution: LA.

BIOL 57600 - Endocrinology (3)

Advanced study of the mechanisms by which hormones control their targets and provide background on the major

vertebrate hormones. The course then covers current research in endocrinology, analyzing topics such as weight control, growth, gender differentiation, reproduction, the stress response, and environmental endocrine disrupters. Lecture and discussion with an emphasis placed on reading and analyzing the scientific literature. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (S, O)

Distribution: LA.

BIOL 57800 - Evolution (3)

Advanced study of the field of evolutionary biology that includes the study of both microevolutionary and macroevolutionary change and the mechanisms of change. Specific topics of focus will include the nature of natural selection, population genetics, molecular evolution, adaptation, mechanisms of speciation, phylogenetic analysis, sexual selection, and the evolution of social behavior. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, O)

Distribution: LA.

BIOL 57900 - Aquatic Ecology (3)

Advanced study of the biological, chemical, and physical features of lakes and streams, features that are related to general ecological concepts and environmental concerns. Focuses on the invertebrate and fish communities, and the physiological adaptations of species to the aquatic environment. Theoretical approaches and practical techniques will be addressed. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (S, O)

Distribution: LA.

BIOL 60000 - Independent Study in Biology (3)

One-semester course in which a student may pursue a topic of interest in biology, supervised by a member of the department. Course may be repeated for credit, up to a maximum of 6 credits. Offered on demand only. Prerequisite: Permission of instructor. 3 credits. (IRR)

BIOL 60200 - Independent Research in Biology (3 to 6)

Original research participation with a faculty member in a specialized field. Designed to strengthen the student's understanding of the nature of science, science research methodology, and the scientific literature. Course may be repeated for credit, up to a maximum of 6 credits. Offered on demand only. Prerequisite: Permission of instructor. 3-6 credits. (IRR)

BIOL 69800 - Education Research for the Science Teacher (3)

Original research participation with a science education faculty member. Designed to strengthen student understanding of science education research methodology and the science education research literature. Cross-listed

with CHEM 69800, ENVS 69800, and PHYS 69800. Students can receive credit for only one of: BIOL 69800, CHEM 69800, ENVS 69800, PHYS 69800. Offered on demand only. Prerequisite: Graduate student in good standing. 3 credits. (IRR)

Distribution: LA. Offered: IRR.

CHEM - Chemistry

CHEM 52100 - Advanced Organic Chemistry (3)

Advanced Organic Chemistry

Distribution: LA.

CHEM 53200 - Bio-Organic Chemistry (3)

Advanced study of the modern interface of chemistry and biology, as well as an examination of current developments in biotechnology. Topics include combinatorial chemistry and modern synthetic methods, protein engineering, innovative approaches to drug design, enzyme mimics, and in vitro evolution of functional biopolymers. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

CHEM 54000 - Inquiry and the Nature of Science for the Science Teacher (3)

Considers issues pertaining to the nature and practice of science, especially as they relate to science education. Explores aspects that distinguish scientific inquiry from other forms of inquiry. Examines safety issues of teaching science in a classroom, and teaching science in the context of the community. Cross-listed with BIO 54000, ENVS 54000, and PHYS 54000. Students can receive credit for only one of: BIOL 54000, CHEM 54000, ENVS 54000, and PHYS 54000. Prerequisites: Graduate student in good standing. 3 credits. (IRR)

Offered: IRR.

CHEM 54100 - Science Topics Every Science Teacher Should Know (3)

Review of the major science topics all science teachers should know as recommended by the National Science Teachers Association. Cross-listed with BIOL 54100, ENVS 54100, and PHYS 54100. Students can receive credit for only one of: BIOL 54100, CHEM 54100, ENVS 54100, PHYS 54100. Prerequisite: Graduate student in good standing. 3 credits. (F, Y)

Distribution: LA.

CHEM 54200 - Computational Chemistry (3)

Advanced study of the theoretical aspects of computational modeling, its utility and limitations in predicting electronic structures, molecular geometries, chemical dynamics, and chemical reactivity. In addition, the student will gain a

hands-on, working knowledge of modern computational methods. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

CHEM 55200 - Instrumental Analysis (3)

Advanced study of the principles and applications of modern analytical instrumentation through hands-on experience with a wide variety of instrumental techniques. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

CHEM 69100 - Independent Research in Chemistry (3 to 6)

Original research participation with a faculty member in a specialized field. Designed to strengthen the student's understanding of the nature of science, science research methodology, and the scientific literature. Course may be repeated for credit, up to a maximum of 6 credits. Offered on demand only. Prerequisite: Permission of instructor. 3-6 credits. (IRR)

CHEM 69800 - Education Research for the Science Teacher (3)

Original research participation with a science education faculty member. Designed to strengthen student understanding of science education research methodology and the science education research literature. Cross-listed with BIOL 69800, ENVS 69800, and PHYS 69800. Students can receive credit for only one of: BIOL 69800, CHEM 69800, ENVS 69800, PHYS 69800. Offered on demand only. Prerequisite: Graduate student in good standing. 3 credits. (SU, IRR)

Distribution: LA. Offered: Su, IRR.

COMM - Communications

COMM 50100 - Designing Communication Strategies (3)

An overview of the theory and practice of analyzing organizational strategies and applying communication and learning theory, as well as models of practice, to designing appropriate methods of enhancing those strategies. Readings and projects focus on branding and image, change management, persuasion, and instructional design using a variety of contemporary strategies and media. The course includes a group project during which students work with a client to design systems, strategies, and messages to accomplish a specific organizational goal. Required. 3 credits.

COMM 50300 - Theoretical Foundations (3)

Comprehensive overview of communication theories, learning theories, and theories of organizing as they apply to contemporary organizational practice. Emphasis is on analytical understanding of underlying assumptions and

major theoretical paradigms from the humanities, social sciences, education, and management. Required. 3 credits.

COMM 50500 - Visual Design and Organizational Media (3)

An examination of the design and production of visual media to be used in organizational presentations. Study of visual literacy theory and research, principles of visual design, and the structuring and delivery of presentations. Students apply visual theories and principles to create still and motion images for messages in stand-up and stand-alone presentations. Required. 3 credits.

COMM 51000 - Contemporary Topics (1 to 3)

In-depth investigation of particular current topics and issues in the field. Students examine current theory and practice in a given area. A different topic is selected each term. Examples of topics include knowledge management, crisis communication, development, fund-raising, ethics, new media systems, and globalization. Elective. 1-3 credits each (up to 6 credits total). May be repeated.

COMM 51100 - Contemporary Topics (1 to 3)

In-depth investigation of a particular topic in the field. Students examine current theory and practice in a given area. A different topic is selected each term. Examples of topics include knowledge management, development and fund-raising, and communication in managed care organizations. Elective. 1-3 credits each (up to 6 credits total).

COMM 53000 - Communication Campaigns (3)

Theoretical foundations of the art of persuasion and the strategic application of such theories in communication campaigns. Students critically analyze a variety of internal and external communication campaigns, including social marketing, attempts to improve an organization's image, to sell products and services, to affect attitudes on an issue, and to motivate employees. Additionally, students will design organizational communication campaigns. Required. 3 credits.

COMM 53500 - Workplace Learning and Performance (3)

An exploration of theories, models, principles, and practices of instructional design, learning, knowledge management, and performance improvement and their applications in a variety of organizational contexts such as business, healthcare, and education. Required. 3 credits.

COMM 56500 - Educational Technology for Childhood Educators (3)

Examines the theory and practice of educational computing and technology. Emphasis is on applying and integrating technology to enhance pedagogy and practice. Project oriented, focusing on designing products for instructional activities and environments with various technologies. Elective. 3 credits. (Y)

Distribution: TE.

COMM 56600 - Educational Technology for Middle and Secondary Educators (3)

Examines the theory and practice of educational computing and technology. Emphasis is on applying and integrating technology to enhance pedagogy in classroom and online environments. Project oriented, focusing on designing products for instructional activities and online environments with various technologies. 3 credits. (Y)

Distribution: TE.

COMM 60500 - Organizational Media Production (3)

Introduction to the design and production of media for use in organizations, including digital images, presentation software, desktop publishing, website design, multimedia and video production. Elective. 3 credits.

COMM 61000 - Organizational Culture and Diversity (3)

Organizational culture provides the theoretical orientation for examining diversity issues in the workplace. Emphasis is on understanding organizations as cultures and as existing within cultures. Both domestic and international organizations are examined. Current organizational practice is assessed, with particular attention to issues such as gender, race, age, ethnicity, nationality, class, sexual orientation, and disability. Elective. 3 credits.

COMM 62000 - Communication Technology and Policy (3)

An exploration of how new and emerging communication technologies in organizations impact work design, decision-making, interpersonal interaction, organizational structures, and cultures. A review of major theories of technologically mediated communication and empirical research on computer-supported collaborative work equips students to critically select, implement, use, and evaluate communication technologies and develop related organizational policy. Elective. 3 credits.

COMM 63000 - Corporate Communication Media (3)

Models and principles from persuasion, visual design, and project management provide backdrop for the creation, management, and evaluation of linear, mediated organizational communications activities. Promotional and informational websites and print documents developed for internal and external audiences around a common theme or purpose are the primary focus. Elective. 3 credits. Prerequisite: Either COMM 50500 or COMM 60500.

COMM 63100 - Crisis Communication (3)

Explore how organizations strategically manage various disasters or emergencies. Students will apply communication theories to analyze actual crises (technological, natural or environmental, managerial, consumer, etc.). In-depth discussions of these situations will assist students in understanding critical issues that

emerge and communicative processes, practices, and competencies. Elective. 3 credits. (Y)

COMM 63500 - E-Learning (3)

The theory and practice of technology-enhanced learning environments. Focus is on the creation, management, and evaluation of e-learning systems. Emphasis is on applying instructional design and learning theory to the development of e-learning products. Elective. Prerequisite: COMM 50500 or COMM 60500. 3 credits.

COMM 63600 - Online Learning and Collaboration (3)

This online course gives students hands-on experience in using and choosing tools for virtual team collaboration, education, and training. Focuses on applications such as groupware, portals, blogs, expert systems, and online course management systems. Students learn to design and facilitate online learning and web-based meetings and apply research and theory to typical organizational situations. Elective. 3 credits.

COMM 64100 - Managing Corporate Communication and Training (3)

Develops competencies in the leadership and administration of communication and training departments and projects, preparing students to assume roles as managers and independent consultants. Specific attention is given to the structure and funding of organizational communication and training departments, the development of internal and external communication standards and policies, the management of internal staffing plans and external contracts, and the assessment of learning and communication systems as long-term business assets. Students use case studies and projects to develop their skills in managing client expectations, proposing projects, and managing budgets and staffs. Required. 3 credits.

COMM 64300 - Research Methods in Communication (3)

An examination of various communication research and evaluation methods and their theoretical underpinnings. Includes study of quantitative and qualitative paradigms and methods such as experimentation, statistical analysis, interview and survey techniques, participant observation, and ethnography. Emphasis on critical examination of research reports and on basic techniques of applied research in organizational settings. Required. 3 credits.

COMM 65000 - Independent Study (1 to 3)

Individually designed program of study or project in a specific area of research and/or practice. Prerequisites: Successful completion of at least 9 graduate credits and prior approval of a written proposal by the tutorial mentor and the graduate chair. No more than 6 credits of internship and/or tutorial may be counted toward the 36 required credits. Elective. 1-3 credits each (up to 6 credits total).

COMM 65100 - Independent Study (1 to 3)

Individually designed program of study or project in a specific area of research and/or practice. Prerequisites: Successful completion of at least 9 graduate credits and prior approval of a written proposal by the tutorial mentor and the graduate chair. No more than 6 credits of internship and/or tutorial may be counted toward the 36 required credits. Elective. 1-3 credits each (up to 6 credits total).

COMM 66000 - Internship (1 to 6)

Jointly supervised work experience in the field of communications with a cooperating organization. Intended to provide the intern with an opportunity for professional growth. No more than 6 credits of internship and/or tutorial may be counted toward the 36 required credits.

Prerequisites: Completion of 12 graduate credits with a GPA of 3.00 or better and permission of the graduate chair. Graded pass/fail only. Elective. 1-6 credits each (up to 6 credits total).

COMM 66100 - Internship (1 to 6)

Jointly supervised work experience in the field of communications with a cooperating organization. Intended to provide the intern with an opportunity for professional growth. No more than 6 credits of internship and/or tutorial may be counted toward the 36 required credits.

Prerequisites: Completion of 12 graduate credits with a GPA of 3.00 or better and permission of the graduate chair. Graded pass/fail only. Elective. 1-6 credits each (up to 6 credits total).

COMM 68000 - Seminar: Theory in Practice (3)

Capstone course in which students examine relationships of theory and practice in conducting an applied project for a client organization. Includes study of project management and consulting and a written and oral presentation before a panel of faculty to synthesize and reflect on the project and its relation to key theories and competencies learned in the previous required courses.

Prerequisite: All other required courses must be completed or in progress. Required. 3 credits.

COMM 69000 - Thesis (3)

Significant primary independent inquiry. Permission of graduate chair and graduate faculty required before enrolling. Elective. 3 credits.

COMM 69100 - Thesis (3)

Significant primary independent inquiry. Permission of graduate chair and graduate faculty required before enrolling. Elective. 3 credits.

EDUC - Education

EDUC 50000 - Professional Development Seminar (0)

Seminar in the development of a personal philosophy of education; the preparation of a professional portfolio; and

the design, completion, and presentation of an action research project. Students must pass two summer semesters of this course, one in the first summer of the program, and the other in the final summer of the program. Required. Pass/fail only. 0 credits. (Sum)

Distribution: TE.

EDUC 50100 - Literacy Development and Second Language Acquisition (3)

Studies second language and literacy development in a sociolinguistic framework through readings and research, class discussions, cooperative projects, and 20 hours of community service learning. Through varied pedagogical approaches, students will learn about literacy and second language acquisition as they apply it in actual hands-on experiences with language learning students. Students will then apply the second language concepts to teaching practices. Semester culminates in cooperative group lesson plan projects demonstrating teaching strategies designed to promote listening, speaking, reading, and writing skills for all students. 3 credits. (SU,F,Y)

Distribution: LA,TE,UND.

EDUC 50300 - The Exceptional Child and the Classroom (3)

Analysis of the instructional elements, modifications, and behavioral management techniques for the unique needs of exceptional children in middle and secondary, subject-specific class settings; explores the role of teachers and other school professionals and parents in providing services to these students; development of appropriate I.E.P.s and review of state and federal laws governing students with disabilities. 3 credits. (SU,F,Y)

Distribution: NLA,TE.

EDUC 50510 - Pedagogy and Practice for the Mathematics Teacher (3)

Examination of current research and practice in the effective teaching of mathematics at the middle and high school levels. Focus on national and state standards in mathematics, instructional planning and differentiation, appropriate use of technology, approaches to assessment, and the integration of literacy in the mathematics curriculum. Introduction to professional organizations, journals, and resources. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, Y)

Distribution: NLA,TE.

EDUC 50810 - Pedagogy and Practice across the Disciplines (3)

Research and practice in models of teaching, motivation, and classroom management that span the disciplines and promote effective teaching at the middle and high school levels. Emphasis on instructional planning, assessment of

student learning, differentiation, and the integration of literacy across the disciplines. Introduction to structured observation, reflective practice, and action research. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits.

Distribution: NLA,TE.

EDUC 50910 - Pedagogy and Practice in the Teaching of Social Studies (3)

Examination of current research and practice in the effective teaching of social studies at the middle and high school levels. Focus on national and state standards in social studies, mastery of theoretical concepts and their application in the classroom, instructional planning and differentiation, appropriate use of technology, approaches to assessment, and the integration of literacy in the social studies curriculum. Introduction to professional organizations, journals, and resources. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, Y)

Distribution: NLA,TE.

EDUC 51010 - Pedagogy and Practice for the Science Teacher (3)

Examination of current research and practice in the effective teaching of science at the middle and high school levels. Focus on national and state standards in science, instructional planning and differentiation, appropriate use of technology, approaches to assessment, laboratory organization and safety, and the integration of literacy in the science curriculum. Introduction to professional organizations, journals, and resources. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, Y)

Distribution: NLA,TE.

EDUC 51110 - Pedagogy and Practice for the English Teacher (3)

Examination of current research and practice in the effective teaching of English at the middle and high school levels. Focus on national and state standards in English language arts, instructional planning and differentiation, appropriate use of technology, approaches to assessment, and support for students' literacy development. Introduction to professional organizations, journals, and resources. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, Y)

Distribution: NLA,TE.

EDUC 51210 - Seminar in Reflective Practice (3)

Taken concurrently with EDUC 60000. Critical reflection on teaching and learning, including content knowledge, planning and instruction, positive learning environment, diversity, technology, assessment, collaboration and

outreach, and professional development. Literacy issues and methodologies. Teachers as action researchers. Prerequisite: Graduate student in good standing. 3 credits. (Y)

Distribution: LA,TE.

EDUC 51310 - Pedagogy and Practice of Teaching Languages Other Than English (3)

Examination of current research and practice in the effective teaching of languages other than English at the middle and high school levels. Focus on national and state standards in the teaching of modern languages, instructional planning and differentiation, appropriate use of technology, approaches to assessment, and issues related to second language acquisition and literacy development. Introduction to professional organizations, journals, and resources. Field experience required. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, Y)

Distribution: NLA,TE.

EDUC 53200 - Educational Programs in Agricultural Science (3)

Provides an overview of the organization and structure of programs and curriculum in agricultural science and the professional responsibilities of teachers in agricultural science education. Principles of developing and managing courses, instructional materials, curriculum, and programs in agricultural science education will be discussed. 3 credits. (F, Su, Y)

Distribution: NLA.

EDUC 53500 - Youth Leadership and Organizations (3)

Provides a comprehensive overview of the elements of youth leadership and their relationship to youth organizations. Examines factors affecting membership, purpose, design, operation, and administration of career and technical student organizations, including FFA and 4-H. Field experience required. 3 credits. (F, Su, Y)

Distribution: NLA.

EDUC 53800 - Advanced Concepts in Agricultural Education (3)

This course focuses on advanced concepts in three overarching areas: agriculture laboratory and program establishment, curriculum and program diversity, and professional development and support networks. 3 credits. (F-Sum, Y)

Distribution: NLA.

EDUC 59900 - Independent Study in Education (1 to 3)

Study with a faculty member on specific problems in education. Written proposal to the graduate chair, describing the terms of the particular project, is required. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

Distribution: LA.

EDUC 60000 - Professional Semester in Education (6)

A full semester of observation and supervised teaching at both the middle and high school levels. Additional coursework may not be taken without permission of department chair and coordinator of teacher education.

Prerequisites: EDUC50800, one of the following: EDUC 50510, EDUC 51010, EDUC 51110, EDUC 51210, EDUC 51310; concurrent enrollment in EDUC 60100. 6 credits. (F,S,Y)

Distribution: TE,UND.

EDUC 60500 - Foundations of Language, Literacy, and Culture (3)

Study of research and theory related to literacy development, early childhood through adolescence. Includes attention to language and literacy in inquiry, literacy in diverse families and communities, literate practices inside and outside of classrooms, biliteracy and literacy across cultures, psycholinguistic theories of reading, reader response, and the research on literacy methods, curricula, and texts commonly used in classrooms. 3 credits. (Y, Summer)

EDUC 61000 - Teaching and Learning in Diverse Elementary Schools (3)

This course provides an overview of the elementary school curriculum and environment; the roles and responsibilities of childhood educators; the relationship of school, family, and community; research on effective teaching and schooling; principles and practices of motivation, management, and social interaction; and strategies for planning, teaching, and assessing. Emphasis on culturally responsive teaching in diverse school settings. Prerequisite: Graduate student in good standing, or permission of instructor. 3 credits. Required. (Y)

Distribution: TE.

EDUC 62000 - Curriculum and Instruction in Elementary School Social Studies (3)

This course focuses on the content and design of the social studies curriculum in the elementary school; current research, theory, and standards in social studies; strategies for instruction, differentiation, and assessment; and available resources. Integration of literacy and technology. Emphasis on community and citizenship, critical thinking, multidisciplinary approaches, and the use of primary resources. Field experience required. Prerequisite: Graduate student in good standing, or permission of instructor. 3 credits. Required. (Y)

Distribution: TE.

EDUC 63000 - Curriculum and Instruction in Elementary School Science (3)

This course focuses on the content and design of the science curriculum in the elementary school; current research, theory, and standards in science; strategies for science instruction, differentiation, and assessment; laboratory procedures and safety practices; and available resources. Integration of content-area literacy and technology. Emphasis on the development of an inquiry-oriented approach. Field experience required. Prerequisite: Graduate student in good standing, or permission of instructor. 3 credits. Required. (Y)

Distribution: TE.

EDUC 64000 - Curriculum and Instruction in Elementary School Mathematics (3)

This course focuses on the content and design of the mathematics curriculum in the elementary school; current research, theory, and standards in mathematics; strategies for mathematics instruction, differentiation, and assessment; and available resources. Integration of content-area literacy and technology. Emphasis on children's conceptual understandings of mathematics and the development of pedagogical proficiency for using both "traditional" and "reform" math curricula. Field experience required. Prerequisite: Graduate student in good standing, or permission of instructor. 3 credits. Required. (Y)

Distribution: TE.

EDUC 65000 - Curriculum and Instruction in Elementary School Language Arts and Literacy (3)

This course focuses on the content and design of the language arts and literacy curriculum in the elementary school; current research, theory, and standards in literacy, strategies for literacy instruction, differentiation, and assessment; and available resources. Emphasis on reading processes, writing processes, word study (including phonemic awareness, word analysis, spelling, and vocabulary), listening, speaking, and dramatic expression. Integration of technology. Field experience is required. Prerequisite: Graduate student in good standing, or permission of instructor; EDUC 50100. 3 credits. (F, Y)

Distribution: TE.

ENGL - English

ENGL 52000 - History and Structure of the English Language (3)

This course will help prepare pre-service teachers to teach language and writing in secondary school English courses. It will investigate elements of the English language necessary for understanding and communicating in written and spoken English, and it will study issues in composition as they relate to the teaching of writing. Emphasis on speaking and writing skills; required research project. Prerequisites: For graduate students in the M.A.T. English program; undergraduates may take the course with the

approval of the coordinator of teacher education. 3 credits. (F,SU)

Distribution: LA.

ENGL 53000 - Seminar in World Literature (3)

Courses under this heading explore the literatures of a variety of cultures and periods outside of American literature. These may include Western and non-Western literature, ancient and modern texts, Anglophone literature, and literature in translation. Emphasis on speaking and writing skills; required research project. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, SU, Y)

Distribution: LA.

ENGL 57000 - Seminar in American Lit (3)

Courses under this heading explore a variety of American texts; these may include novels and short stories commonly taught in the middle school and high school classroom; adolescence and young adult literature; African American and Native American literature; and film or dramatic versions of American literary texts. Emphasis on speaking and writing skills; required research project. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (F, SU, Y)

Distribution: LA.

ENGL 59900 - Independent Study in English (1 to 3)

For the specifically qualified student, by agreement with a faculty member. Offered on demand only. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

Distribution: LA.

ENVS - Environmental Science

ENVS 54000 - Inquiry and the Nature of Science for the Science Teacher (3)

Considers issues pertaining to the nature and practice of science, especially as they relate to science education. Explores aspects that distinguish scientific inquiry from other forms of inquiry. Examines safety issues of teaching science in a classroom, and teaching science in the context of the community. Cross-listed with BIO 54000, CHEM 54000, and PHYS 54000. Students can receive credit for only one of: BIOL 54000, CHEM 54000, ENVS 54000, and PHYS 54000. Prerequisites: Graduate student in good standing. 3 credits. (IRR)

Offered: IRR.

ENVS 54100 - Science Topics Every Science Teacher Should Know (3)

Review of the major science topics all science teachers should know as recommended by the National Science Teachers Association. Cross-listed with BIOL 54100,

CHEM 54100, and PHYS 54100. Students can receive credit for only one of: BIOL 54100, CHEM 54100, ENVS 54100, PHYS 54100. Prerequisite: Graduate student in good standing. 3 credits. (F, Y)

Distribution: LA. Offered: F, Y.

ENVS 69800 - Education Research for the Science Teacher (3)

Original research participation with a science education faculty member. Designed to strengthen student understanding of science education research methodology and the science education research literature. Cross-listed with BIOL 69800, CHEM 69800, and PHYS 69800. Students can receive credit for only one of: BIOL 69800, CHEM 69800, ENVS 69800, PHYS 69800. Offered on demand only. Prerequisite: Graduate student in good standing. 3 credits. (IRR)

Distribution: LA. Offered: IRR.

ESSG - Exercise Sport Sciences

ESSG 51200 - Psychological Perspectives of Sport (3)

Focuses on personal factors and theoretical perspectives important to the understanding and subsequent improvement of sport performance. Topics include anxiety, arousal, attention, team building, motivation, leadership, communication, and peak performance training. 3 credits. (F,Y)

ESSG 51300 - Psychological Applications to Sport Performance (3)

Emphasizes a variety of psychological concepts related to the enhancement of sport performance. The course is conducted as a seminar emphasizing participant interaction. Small group and cooperative learning formats are used in developing performance workshops and a mental training program for application when working with and consulting student-athletes. 3 credits. (S, Y)

ESSG 51400 - Counseling Student-Athletes (3)

Introduces the student to the many areas of study within the sport consulting and counseling fields. Concepts of an applied nature focus on skills currently used in counseling student-athletes. The basics for applying appropriate counseling strategies to various student-athlete populations are developed through lecture, role playing, and modeling formats. 3 credits. (F, Y)

ESSG 51500 - Effective Team Building (1)

Focuses on an understanding of people and the interpersonal communication and leadership skills necessary for effective and cohesive team development. Stages of group development, barriers to change, and conflict resolution are discussed. 1 credit. (SU)

ESSG 51600 - Motivation for Superior Performance (2)

Focuses on an understanding of motivation and its importance to performance. Various motivational approaches are discussed, with emphasis on influencing others toward goal adherence and attainment. 2 credits. (SU)

ESSG 51800 - Exercise and Rehabilitation Psychology (3)

Focuses on personal factors and theoretical perspectives important to understanding exercise behavior. Topics include the mental health aspects of exercise, the biopsychology of stress and disease, the factors that influence exercise participation and adherence, theories of behavior change, interventions to change physical activity behavior, and the psychological factors related to perceived exertion. Students may not get credit for both ESSG 51800 and EXSS 46500. Graduate students have additional workload and responsibilities. 3 credits. (F, Y)

Distribution: NLA.

ESSG 52000 - Advanced Biomechanics of Human Movement (3)

An in-depth exploration of the biomechanics of human motion focusing on the concepts and skills needed to perform and interpret biomechanical analyses of a variety of human movements. Topics include anthropometry, kinematics, kinetics, and mechanical work, energy, and power. Selected human movement skills from sport, clinical, and occupational settings will be examined in lecture and during hands on laboratory experiences. Students may not get credit for both ESSG 52000 and EXSS 42000. Graduate students have additional workload and responsibilities. Prerequisites: Undergraduate physics and biomechanics. 3 credits. (S,Y)

ESSG 52100 - Advanced Study in Exercise Physiology (3)

The physiological mechanisms that regulate the body's responses and adaptations to exercise. Special physiological considerations of gender, development and aging, obesity, pregnancy, and environmental stress (e.g., altitude, pollution, extreme temperature) are emphasized. Popular pharmaceutical and dietary manipulations used to enhance exercise performance are discussed. Experimental research in exercise physiology is introduced, and limited laboratory experiences are scheduled during class time. Students may not get credit for both ESSG 52100 and EXSS 42100. Graduate students have additional workload and responsibilities. Prerequisites: One course in exercise physiology. 3 credits. (S,F,Y)

Distribution: NLA.

ESSG 54000 - Physiological Mechanisms of Exercise: Cellular Aspects (3)

Focuses on metabolic and muscular aspects of exercise, primarily addressing cellular mechanisms that explain physiological responses and adaptations occurring with exercise. Discussion of related endocrinological issues and

performance-enhancing agents augments presentation of basic cellular material. Data collection using key pieces of laboratory equipment is selectively integrated. Prerequisites: Undergraduate exercise physiology course.

ESSG 54200 - Physiological Mechanisms of Exercise: Systemic Aspects (3)

Focuses on cardiovascular, pulmonary, thermoregulatory, immunological, and renal aspects of exercise, primarily addressing the physiological responses and adaptations these systems undergo with exercise. Data collection using key pieces of laboratory equipment is integrated into the course. Prerequisites: Undergraduate exercise physiology course. 3 credits. (S, Y)

ESSG 54400 - Multidimensional Assessment of Physical Function (3)

Team-taught survey of the physical functions that affect performance, physical abilities, and activities of daily living (ADL) in various populations. Musculoskeletal function, coordination and motor skills behavior, and body composition are examined as they influence performance decrements, physical dysfunction, pain, and the ability to perform ADLs. Also examined are evaluations of physical function and alternative approaches to movement training so as to enable appropriate recommendation or referral. Prerequisites: Undergraduate exercise physiology and biomechanics or kinesiology. 3 credits. (F, Y)

ESSG 54500 - Instrumentation of Biomechanics (3)

An introduction to the tools and techniques used in biomechanical analyses of human movement. Emphasis is placed on video analysis, including video equipment, videographic principles, qualitative analysis, and 2-D and 3-D quantitative analysis. Hands-on experiences with different types of video equipment and analysis systems are provided. Students complete human movement analysis projects using different video systems. Familiarity with other biomechanics instrumentation such as force plates will be provided based on student interest. Prerequisite: Advanced undergraduate biomechanics, graduate biomechanics, or permission of instructor. 3 credits. (IRR)

Distribution: NLA.

ESSG 54600 - Cardiopulmonary Assessment for Exercise (3)

Techniques for assessment of cardiovascular and pulmonary disease as well as functional capacity in these conditions. Emphasis is placed on electrocardiography and maximal grades exercise testing. Other diagnostic techniques (e.g., echocardiography, nuclear imaging) are also presented. Discussion of the impact of assessment information and medications on appropriate exercise prescriptions. Material will help in meeting requirements for certification by outside agencies (e.g., ACSM). Credit may not be received for both this course and EXSS 46400.

Graduate students have additional workload and responsibilities. 3 credits. (F, Y)

ESSG 54800 - Pathophysiology, Limited Capacity, and Exercise (3)

Study of the pathophysiology of disease and disabling states, the assessment of exercise potential, and the special considerations for the prescription of exercise in these cases. Cardiac and pulmonary rehabilitation and diabetic and special considerations for aging are discussed. Renal disease, osteoporosis, arthritis, brain disorders (e.g., Parkinson's), low back pain, chronic fatigue, multiple sclerosis, and depression are also addressed. Material will help in meeting requirements for certification by outside agencies (e.g., ACSM). Credit may not be received for both this course and EXSS 44800. Graduate students have additional workload and responsibilities. 3 credits. (S, Y)

ESSG 61000 - Survey of Statistical Methods (3)

Survey of modern statistical techniques. Descriptive statistics: use of scales, measures of central tendency and dispersion, organization of data, and correlations. Inferential statistics: parametric and nonparametric methods. May include a laboratory component. Required. 3 credits. (S, Y)

ESSG 61100 - Research Methods (3)

Introduction to the research process. Consideration and analysis of each type of research (e.g., philosophical-historical, descriptive, and experimental). Development of library and writing skills, use of research tools for data collection and analysis, and interpretation of data. Required. 3 credits. (F, Y)

ESSG 61200 - Leadership in Exercise and Sport (3)

Examines the importance of developing effective individual, team, and corporate sport leadership. Emphasis is placed on assessing and enhancing leadership qualities, developing strategies for building influential and effective leadership personnel, mentoring (identifying, nurturing, and equipping) leaders, and understanding situational, transformational, charismatic, and servant leadership. Material is presented via small group, seminar, lecture, and student-taught workshop and student-based (cooperative learning) discussion formats. 3 credits. (SU, Y)

Distribution: NLA.

ESSG 61400 - Professional Practice Issues in Sport Psychology (3)

Examines various issues pertinent to professional practice in sport psychology. Topics include clarification of a sport psychology consultant's role, ethical guidelines, supervision, AAASP certification, working with diverse populations and youth athletes, and the use of psychological tests and interventions. Developing a consulting business and marketing as a sport psychology consultant are also covered. Students have the opportunity

to develop their own consulting philosophy, a professional portfolio, and a resume/vita. 3 credits. (S, Y)

Distribution: NLA.

ESSG 61600 - Applied Counseling in Sport Psychology (3)

Provides students the opportunity to develop their own personal counseling style. Students learn to combine various mental training and counseling techniques. Students are given the opportunity to practice through various role plays and class discussions of case studies. Several methods of counseling and consulting are introduced that can be used with athletes. Prerequisite: ESSG 51300. 3 credits. (S, Y)

ESSG 62000 - Thesis I (3)

Open only to qualified and preapproved students who are preparing a proposal for an original scholarly thesis. Conducted on a conference basis with the thesis adviser, the course culminates in a thesis proposal. The thesis proposal must gain approval of the thesis adviser, thesis committee, and the graduate chair. Guidelines are available from the office of the graduate chair. The completed thesis must gain departmental and graduate office approval. Required for thesis plan. 3 credits.

ESSG 62100 - Thesis II (1 to 3)

Open only to qualified and preapproved students who are continuing to work on a scholarly thesis. Conducted on a conference basis with the thesis adviser. Guidelines are available from the office of the graduate chair. The completed thesis must gain approval of the thesis adviser, graduate chair, and the graduate dean. Pass/fail only. Required for thesis plan. Prerequisites: ESSG 62000 and approval of thesis adviser and graduate chair. This includes 1-3 credits repeated for a required total of 3 credits of ESSG 62100.

ESSG 63000 - Independent Research (1 to 3)

Student works in close cooperation with a graduate faculty member in a self-directed study, problem solving, or research investigation. Topic, proposal, and a design statement must be approved in advance by the sponsoring professor and graduate chair. This includes 1-3 credits per course that may be repeated for a total of no more than 6 credits of independent study courses (ESSG 63000 and ESSG 63100). (W, SU)

ESSG 63100 - Independent Reading (1 to 3)

Reading in the field, arranged between the student and a sponsoring graduate faculty member. Topic, proposal, and a design statement must be approved in advance by the sponsoring professor and graduate chair. This includes 1-3 credits per course that may be repeated for a total of no more than 6 credits of independent study courses (ESSG 63000 and ESSG 63100). (W, SU)

ESSG 63200 - Group Research (1 to 3)

Group participation in a research project. Small groups of students, under the direction of a faculty adviser, engage in the research process, from literature review, proposal development, submission of human subjects' review documents, data collection, data analysis, and presentation of the data. 1-3 credits. (IRR)

Distribution: NLA.

ESSG 63201 - Group Research (1 to 3)

Group participation in a research project. Small groups of students, under the direction of a faculty adviser, engage in the research process, from literature critique, proposal development, submission of human subjects' review documents, data collection, data analysis, and presentation of the data. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

Distribution: NLA.

ESSG 64000 - Seminar (0)

In-depth seminar on particular topics associated with academic concentrations offered in exercise and sport sciences. Students explore and critically examine current readings, philosophies, theories, and/or practices associated with a given topic and discuss potential applications of these concepts to actual or simulated situations. Students may present research findings, thesis proposals, or thesis defenses. Students must pass two semesters of seminar. Pass/fail only. 0 credits. (F, S)

ESSG 64500 - Psychophysiology of Exercise and Sport (3)

Examines the interaction between psychological states and physiological function, particularly within the realm of exercise and sport. Specific topics include neurohormonal and physiological correlates of disordered eating behaviors, body image, perceived exertion, aggression, stress responses, overtraining, and other behaviors. The way exercise works as a mind-body medicine modality, including mental health and maintenance of cognitive function, is examined. Cognitive states, including arousal and intentionality, are examined as they influence physiological adaptations made during training. 3 credits. (W)

Distribution: NLA.

ESSG 64800 - Strength and Conditioning: Theories, Mechanisms, and Applications (3)

Evidence-based presentation and discussion of methods practiced for improvement of strength and conditioning. Enhancement of athletic performance through new or accepted strength and conditioning techniques will be emphasized, though rehabilitative issues may also be addressed. Prerequisite: One course in exercise physiology. 3 credits. (Sum)

Distribution: NLA.

ESSG 66000 - Internship (1 to 3)

Supervised work experience in an agency related to the student's concentration in the master's degree program. Approval and support of a graduate faculty sponsor and the graduate chair are required, and prerequisite coursework may be needed. 1-3 credits, for a total of 3 credits. May be repeated for a total of no more than 6 credits. (F, S, SU)

ESSG 69900 - Selected Seminars (1 to 3)

Advanced courses on particular topics associated with academic concentrations offered in the exercise and sport sciences programs. Courses are offered at irregular intervals on topics chosen by faculty members or resulting from student requests. Course may be repeated for credit for selected topics on different subjects. Prerequisite: Permission of instructor. 1-3 credits. (IRR)

ESSG 74200 - Advanced Techniques of Athletic Training (3)

Consideration of the prevention, management, and rehabilitation of sports injuries. Essential concepts include anatomical basis of common injuries, injury assessment, and principles of therapeutic exercise for areas often injured. Laboratory time is included. Prerequisite: EXSS 24700 or equivalent, or permission of instructor. 3 credits. (SU)

EXCO - Communications Innovation

EXCO 50000 - Innovation and Collaboration (3)

Innovation and collaboration are at the heart of organizations' ability to survive and thrive, and they are central to individuals' participation in the future of communication. Basic concepts, principles, tools, techniques, and processes of design, research, creativity, innovation, and collaboration are introduced through authentic learning activities. Preparation for individual design inquiry (RD) projects is begun. Course meets during initial program residency, then online. Required. 3 credits. (SUM, Y)

EXCO 60000 - Emerging Media: Principles and Theories (1)

An examination of the fundamental psychological and sociological principles and theories that inform the design of emerging media. Students will analyze various emerging media and apply the fundamental principles, theories, and media effects that persuade, teach, entertain, inspire, and inform. Required. Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60100 - Interaction and Interface Design (1)

An examination of the fundamental principles and practices that inform interaction and interface design. Students will analyze various emerging media in order to understand the role and importance of interaction as well as how to design interactions appropriate to the target audience. Further, students will learn the theory and

practice of designing, prototyping, and evaluating interfaces that are the mechanisms for interactions. Required. Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60200 - Transmedia Storytelling (1)

An exploration of story in myriad forms designed to provide students with both an understanding of the importance of story in all aspects of communications and a foundation in the principles of dramatic structure that they may apply to projects in their own field. Required. Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60300 - Ethics of the Media (1)

Ethical and regulatory issues often intersect and occasionally contradict one another making a strong personal ethics code a requirement for anyone using today's user produced media. These conflicts are exacerbated when one conceptualizes ethics in a global sense. The intent of this course is to allow you to explore the cogent ethical issues related to your current and or professional positions and how they are affected by other cultures. Required. Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60400 - Government Regulation of Communications (1)

Examines contemporary and emerging regulatory issues that impact communication and media industries and organizations around the globe. Required. Prerequisites: EXCO 50000. 1 credit. (IRR)

EXCO 60500 - Intellectual Property and Business Contracts (1)

Discussion and readings pertaining to current legal issues in selected fields such as intellectual property; contracts; negotiation; and managing the attorney relations. Preparation for managers to recognize and weight options with regard to legal issues they will encounter in business. Aspects of law are introduced through comprehensive reading and application to hypothetical problems. Required. Prerequisites: EXCO 50000. 1 credit. (IRR)

EXCO 60600 - Audience Research Tools and Sources (1)

In this course, participants will critically examine the theories and methods underlying specific tools for collecting data about communication audiences. Emphasis will be placed on a research approach that begins with delineating the communication challenge, framing the decisions that need to be made, and subsequently identifying the type of information necessary for making those decisions and the research tools that can provide that information credibly and effectively. Required. Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60700 - Quantitative and Qualitative Data Analysis and Decision-Making (1)

An examination of the importance of quantitative and qualitative data analysis in the decision-making process

across communication related industries. This course provides executives with the basis for understanding quantitative and qualitative data collection both in terms of how the data are collected, and also how the data can be analyzed to make well informed managerial decisions. A hands-on data analysis project is required. Required. Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60800 - Consumer Behavior: Theory and Application (1)

An examination of theoretical perspectives, decision making and the internal limitations and external influences on human consumptive activities. This course provides Executives with the basis for a consumer orientation that can be used when creating their final project in their respective fields. (1 cr.; Prerequisite: EXCO 50000. 1 credit. (IRR)

EXCO 60900 - Communication Economics and Entrepreneurship (2)

Exploration of media economics with a focus on developing business plans for entrepreneurs and managers. Introduction to historic and digital communication models; database research emphasizing public records; basic finance and accounting principles; and exploring how new media ventures become realized. Students research a business plan and develop a revenue model for their media venture. Required. Prerequisite: EXCO 50000. 2 credits. (IRR)

EXCO 61000 - Communication Theory for Global Leadership and Product Development (2)

Introduction to and application of theoretical perspectives relating to global communication, leadership, and product development. This course provides a structure for students to use when creating their final project in their respective fields. Required. Prerequisites: EXCO 50000. 2 credits. (IRR)

EXCO 61101-61199 - Selected Topics in Communications Innovation (2 to 3)

Intensive on-site investigation of a particular current topic, case study, or issue in the field. Examples of topics include mobile media technologies, immersive user experiences, emerging regulatory issues, and globalization of media content. Students will spend several days in study and dialogue with scholars and practitioners at a selected location. Elective. 2-3 credits each (up to 10 credits total). (IRR)

EXCO 61200 - Research and Development Project I (3)

Development of an extensive proposal for a new media genre, platform, production or economic model, or program. The proposal must include a literature / business review, rationale, design statement, and business plan and will draw upon previous coursework. Open only to students who have completed at least 12 credits and who have gained approval of the program director. Required.

Prerequisite: EXCO 50000 and completion of 12 credits taken from any combination of EXCO 60000, 60100, 60200, 60300, 60400, 60500, 60600, 60700, 60800, 60900, 61000, and 61101-61199. 3 credits. (IRR)

EXCO 61300 - Research and Development Project II (3)

The degree capstone, involving the development of a prototype for a new media genre, program, platform, production system, or economic model, based on an approved project proposal developed in RD Project I. Students will deliver a persuasive presentation before a panel of faculty and students to outline the key innovative and practical aspects and to synthesize key theories and competencies learned in the previous required courses. Required. Prerequisite: EXCO 61200 and approval of the Program Director. 3 credits (IRR)

FREN - French

FREN 50100 - Seventeenth- and Eighteenth-Century French Literature (3)

Advanced study of representative literature. Seventeenth-century works may include prose (such as moral and epistolary works, fables, and novels) and theater. Eighteenth-century works may include pieces by the philosophes, novels, and theater. Analysis will be placed in historical and cultural context. Readings and discussions will be in French. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

FREN 50400 - The French Medieval Experience (3)

The French Medieval Experience

Distribution: LA.

FREN 51500 - French Literature of the Renaissance (3)

Extensive study of representative works beginning with an historical overview of the Middle Ages. Works will include poetry, theater, and some of the essays of reformers and humanists. Analysis will be placed in historical and cultural context. Readings and discussions will be in French. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

FREN 55100 - Nineteenth- and Twentieth-Century French Literature (3)

In-depth study of representative works including poetry, novels, short stories, and theater. Analysis will be placed in historical and cultural context. Readings and discussions will be in French. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

FREN 57700 - Seminar: Readings in French Literature (1 to 3)

In-depth study of selected themes or topics in French literature. May be repeated for credit when topics vary. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

FREN 59900 - Independent Study: French (1 to 3)

Individual research, study, and/or writing on particular topics, supervised by a member of the department. Offered on demand only. Prerequisites: permission of instructor. 3 credits. (IRR)

Distribution: LA.

HINT - Health Interdiscip Studies

HINT 53000 - Seminar: Capstone in Health Care Teams (1)

Students will observe and evaluate the collaboration of interdisciplinary team-management principles and intervention planning strategies and techniques. Includes travel to national and/or international sites where interdisciplinary collaboration in a multi-cultural setting is practiced. 1 credit. May be repeated up to 3 credits. (F, Su, Y)

HIST - History

HIST 58100 - Seminar in European History (3)

Advanced study of historical content, method, and research on special topics in European history. Intensive discussions of assigned readings, the writing of a research paper, and the development of an instructional unit plan relevant to the social studies curriculum. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (Y)

Distribution: LA.

HIST 58200 - Seminar in Global History (3)

Advanced study of historical content, method, and research on special topics in global history. Intensive discussions of assigned readings, the writing of a research paper, and the development of an instructional unit plan relevant to the social studies curriculum. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (Y)

Distribution: LA.

HIST 58300-58305 - History Seminar, United States (3)

Advanced study of historical content, method, and research on special topics in United States history. Intensive discussions of assigned readings, the writing of a research paper, and the development of an instructional unit plan relevant to the social studies curriculum. Prerequisite:

Graduate student in good standing or permission of instructor. 3 credits. (Y)

Distribution: LA.

HIST 59900 - Independent Study in History (1 to 3)

Special research on an individual project arranged by a student with a particular faculty member. The project may include reading books and writing papers under the guidance of the faculty member, with a performance expectation of graduate-level work. Offered on demand only. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

Distribution: LA.

HPEG - Health Education and Physical Education

HPEG 52500 - Critical Perspectives in Health and Physical Activity (3)

Focuses on critical examination of significant issues within the fields of health, physical education, and sport. Emphasis is on the identification of issues, systematic analysis, and application of theories to problem solving. Students are encouraged to be advocates for change in the arena of public policy and within local settings. 3 credits. (S,Y)

HPEG 53500 - Methods of Assessment in School and Community Settings (3)

Students will learn how to use various assessment techniques to evaluate and improve school and community health education and physical education programs. Traditional and alternative assessment approaches will be described and students provided with opportunities to apply these approaches to practical settings. 3 credits. (SU,Y)

Distribution: TE.

HPEG 54000 - Strategies for Teaching (3)

Examines instructional theories and models of teaching while focusing on practical applications that can lead to the improvement of teaching in physical education. Current research on teacher effectiveness, instructional strategies, and planning for student learning are incorporated. A cross-disciplinary, theory-into-practice approach is emphasized. 3 credits. (F, Y)

HPEG 54200 - Supervision in Physical Education (3)

Supervision is critical to the professional development of teachers and the enhancement of student learning. The principles of supervision and the function of the supervisor as a responsible leader in improving instruction in physical education are the focus of the course. Topics include supervisory models, observation of instruction, teacher

development, and supervisory conferences. 3 credits. (SU, Y)

HPEG 54400 - Curriculum Design and Analysis in Physical Education (3)

Examines curricular theories, models, trends, and issues in physical education curriculum development. Examples of program innovations and the incorporation of national and state standards in school curriculums are addressed. 3 credits. (S, Y)

HPEG 54600 - Analysis of Teaching and Coaching Behavior (3)

Students will learn how to use systematic observation techniques to observe and modify teachers' and coaches' behaviors. An overview of the most widely used observation systems in teaching and coaching is presented and guidelines for their use are discussed. Practical applications of systematic observation in professional preparation, in-service teacher education, and coaching are discussed. Students engage in systematic observation of teachers and coaches, including the use of videotapes. 3 credits. (IRR)

HPEG 55000 - Physiological Basis of Fitness in School-Aged Children (3)

Knowledge about physiological responses in children to exercise. Focuses on physiological changes that occur during childhood and document the differences between children and adults. A major emphasis is placed upon the assessment of health-related fitness and the prescription of various types of activities for children. 3 credits. (S, Y)

HPEG 56500 - Stress Management (3)

This course examines theories, models, trends, and issues in stress management. The anatomical, physiological, and psychological basis of stress serves as the foundation for the exploration and application of various stress-management approaches. Current research in the field, ranging from the relationship of stress to disease to the efficacy of various coping techniques, is critically analyzed. This class may be offered online. 3 credits. (Y)

HPEG 57500 - Models and Theories in Health Education (3)

This class will present populations-based health behavior and health promotion models and theories that are commonly used to influence behavior change. The course focuses on understanding the conceptual framework, relevant research, and guiding principles of behavior change in individuals and populations in order to inform planning the delivery of and guiding the evaluation of the effectiveness of health promotion programs. 3 credits. (S, Y)

Distribution: TE.

HPEG 57700 - Teaching and Learning for Healthy Growth and Development (3)

Provides an overview of health education teaching and learning strategies for use in community and/or school settings. Special attention is given to the skills, instructional strategies, and techniques needed to develop an optimal learning environment to promote success for all learners. Students will be provided with opportunities to review and apply a wide range of strategies through readings, discussions, observations, planning, practice teaching, and critical analysis of quality teaching and learning in the health education field. 3 credits. (F, Y)

Distribution: TE.

HPEG 58500 - Epidemiological Approaches to Disease Prevention and Control (3)

This course is designed to examine the history, principles, and practices in the cause, prevention, and control of diseases. Epidemiologic terminologies and measures such as morbidity, mortality, fertility, descriptive and analytic epidemiology, screening, infectious disease, and occupational epidemiology in public health practice will be covered. 3 credits. (F,Y)

HPEG 58700 - Multicultural Health Issues (3)

Addresses the issues of ethnicity, culture, and race as they relate to health. It examines a variety of intercultural issues, including power and oppression, and how they affect the lives of children, adults, and families living in the United States. 3 credits. (S, Y)

HPEG 58900 - Environmental Dimensions in Health Education (3)

Explores current environmental problems and issues related to public health. Topics include health risk assessment, management, and communication; sources of pollution; environmental and health effects of war; food safety; and other environmental health areas. Emphasis is placed upon individual and community responsibilities for promotion of environmental health. Format for the course will include lectures and small-group seminars. 3 credits. (F, Y)

HPEG 59900 - Selected Seminars (1 to 3)

In-depth study of selected topics within the fields of physical education and health. Critical examination of research, theories, and/or practices associated with the selected topic, with discussion regarding practical applications. Students may repeat this course for a maximum of 6 credits. 1-3 credits per course. (Sum,Y)

Distribution: TE.

HPEG 61400 - Research Methods in Health and Physical Education (3)

An introduction to the research processes found in the health and physical education literature. Various experimental, qualitative, and nonexperimental research designs will be presented. Provides the opportunity for

development of library skills, development of skills for reading and interpreting research literature, and development of scientific writing skills. 3 credits. (F, Y)

HPEG 61500 - Technological Applications in Education (3)

Introduces students to technological applications within education, with an emphasis on the use of technology to enhance the delivery of instruction and improve student learning. The course will also focus on the use of technology as a vehicle for professional development. Students incorporate different theories of learning into the design of media-based experiences for students of all levels. This course integrates theory and practice. 3 credits. (W,Y)

HPEG 62100 - Fieldwork (1 to 6)

Provides an opportunity for qualified students to engage in a practical, meaningful work experience in a physical activity and/or health-related setting, within either a school or community environment. The fieldwork experience provides the opportunity for students to put theory into practice as well as become involved in the day-to-day activities of the organization under the guidance of a qualified worksite supervisor and the Ithaca College faculty sponsor. 1-6 credits.

HPEG 62200 - Independent Readings (1 to 3)

A survey and analysis of current and classical literature pertaining to a selected topic of interest. Readings will include both assigned and student-selected materials for presentation to, and discussion with, the assigned instructor. Students must submit a petition for approval by the sponsoring faculty member and the graduate chair prior to registering for the course. No more than 6 total credits of independent study courses (HPEG 62200 and HPEG 62300) may be applied toward degree requirements. 1-3 credits. (F,S,SU,Y)

Distribution: TE.

HPEG 62300 - Independent Research (1 to 3)

Independent research conducted under the guidance of a graduate faculty member. Students must submit a petition for approval by the sponsoring faculty member and the graduate chair prior to registering for the course. No more than 6 total credits of independent study courses (HPEG 62200 and HPEG 62300) may be applied toward degree requirements. 1-3 credits. (F,S,SU,Y)

HPEG 71000 - Thesis I (3)

Open only to qualified and preapproved students who are preparing a proposal for an original scholarly thesis. Conducted on a conference basis with the thesis adviser, the course culminates in a written and oral thesis proposal. In order for a student to enroll in Thesis II, the thesis proposal must gain approval from the thesis adviser, thesis committee, and the graduate chair. Guidelines are available from the office of the graduate chair. 3 credits. (F,S,SU,Y)

HPEG 72000 - Thesis II (3)

Open only to qualified and preapproved students who are conducting an original research project. Conducted on a conference basis with the thesis adviser, the course culminates in a written thesis and oral thesis defense. In order to enroll in Thesis II, the student must have an approved thesis proposal. Guidelines are available from the office of the graduate chair. This is a pass/fail course.

Prerequisites: HPEG 71000 and approval of thesis adviser and graduate chair. 3 credits. (F,S,SU,Y)

IMTX - Image Text**IMTX 50000 - Image-Text Practicum: Writing (2)**

Focused introduction to foundational approaches to writing. Students will develop technical, stylistic, and aesthetic competence in multiple genres of writing with an emphasis on the essay and hybrid-genre writing. Readings in nonfiction, fiction, poetry, and hybrid-genre work will be accompanied by intensive writing assignments. The course will include seminar-style discussions, in-class exercises, and peer workshops of student writing. 2 credits. (Summer,Y)

IMTX 50100 - Image-Text Practicum: Photography (2)

Focused introduction to formal and technical fundamentals of photography. Students will develop skills in digital and analog image capture and printing while exploring a range of methodological and conceptual strategies in photography. Technical demonstrations and lectures in historical and contemporary photographic practice will supplement intensive creative assignments. The studio-based course will include seminar-style critiques and technical workshops. 2 credits. (Summer,Y)

IMTX 50200 - Image-Text Practicum: Design (2)

Focused introduction to formal and technical fundamentals of graphic design. Students will develop skills in digital design for both print and electronic formats. Technical demonstrations and lectures in historical and contemporary design practice will supplement intensive creative assignments. The studio-based course will include seminar-style critiques and technical workshops. 2 credits. (Summer,Y)

IMTX 50500-50599 - Image-Text Practicum: Selected Topics (2)

Focused exploration of specific techniques, technologies, genres or methodologies in writing, photography, design or relevant hybrid practices. Designed to immerse students in intensive study of specialized skills and approaches within these fields, and to take advantage of faculty's specialized professional and creative experience through lectures, demonstrations, individual and group exercises and creative research. 2 credits. (Summer,Y)

IMTX 50600 - Image-Text Field Practicum (3)

Professional development practicum organized around presentations and individual and small group critiques with writers, artists, curators, collectors, gallerists, editors, publishers and other relevant professionals. Conducted in New York, Los Angeles or London. Course may be repeated once for a total of 6 credits. 3 credits (Winter,Y)

IMTX 51001-51099 - Selected Topics Seminar in Image-Text (2)

Intensive intellectual inquiry of ideas and genres as applied to creative work across a range of relevant disciplines and practices. Exploration of cultural and scholarly histories in keeping with the expertise of faculty. Through focused research, debate and analysis, students investigate significant philosophical, aesthetic, political and social frameworks. 2 credits. (Summer, Y)

IMTX 52000 - Image-Text Visiting Artist Colloquium (1)

Individual studio visits/critiques with visiting artists, writers, editors, curators and publishers. Colloquia will include attendance at visiting artist lectures and readings as well as events associated with the annual Image Text Ithaca Symposium. 1 credit. (Summer,Y)

IMTX 60000 - Independent Mentored Study (6)

Semester-long independent creative work in consultation with faculty mentor. Critique and discussion of ongoing creative work is completed during the fall and spring semesters using video conferencing and electronic document exchange. Course plan will be crafted collaboratively by student and faculty mentor at the beginning of each semester to maximize both continued focus and new development in creative work. May be taken up to four times, for a maximum of 24 credits. 6 credits. (F-S,Y)

IMTX 60100 - Thesis Studio I (3)

Designed for students in the first summer session of their MFA experience. The open discussion and work structure of the class is oriented towards generation of thesis ideas, topic and structure development, and plans for future work on each student's MFA thesis project through individual and group work sessions and critiques. 3 credits. (Summer,Y)

IMTX 60200 - Thesis Studio II (3)

Designed for students in the second summer session of their MFA experience. The open discussion and work structure of the class is oriented towards focusing and refining thesis ideas, structure and content, and planning second-year work on thesis projects through individual and group work sessions and critiques. 3 credits. (Summer,Y)

IMTX 60300 - Thesis Studio III (4)

Designed for students in the third summer session of their MFA experience. The structure of the class is particularly oriented towards final editing, resolution and

publication/presentation of thesis projects through individual and group work sessions and critiques. Students will develop and implement a plan for publicizing, promoting, and publicly disseminating their project. 4 credits. (Summer, Y)

MATH - Mathematics

MATH 50100 - Selected Topics in Theoretical Continuous Mathematics (3)

Advanced study of mathematical topics in which the concept of continuity plays a role. Specific content varies. Topics may include but are not limited to the following: topology such as point-set topology, metric topology, geometric topology, differential topology, and manifold theory; advanced real analysis such as sequences and series of functions, convergence of functions, and integration theory; topology of the real line, function theory; complex analyses such as analytic functions, conformal mappings, elementary functions and power series, complex integration and calculus of residues; advanced differential equations such as ordinary equations of first and higher orders, singular solutions, total differential equations, and solution by series; fractal geometry; and continuous dynamical systems. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits; can be repeated for credit. (S, E)

Distribution: LA, NS.

MATH 50200 - Selected Topics in Theoretical Discrete Mathematics (3)

Advanced study of mathematical topics principally concerned with discrete entities. Specific content varies. Topics may include but are not limited to the following: number theory such as properties of integers, diophantine equations, congruence, and quadratic reciprocity; algebra such as advanced topics in group, ring, and field theory, automorphisms, and Galois theory; graph theory; discrete dynamical systems; and combinatorics. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits; can be repeated for credit. (S, O)

Distribution: LA, NS.

MATH 51000 - Graduate Seminar in Mathematics Education (3)

The seminar will address a selection of topics in mathematics education, devoting several weeks to each topic. Topics will be chosen to examine theoretical aspects of the teaching and learning of mathematics at the secondary (7-12) level and will be connected to related discussions of pedagogical design and implementation. Class discussions, presentations and projects will be central to the course. 3 credits. (F, Y)

Distribution: LA.

MATH 54000 - Selected Topics in Applied Mathematics (3)

Advanced study of mathematics in an applied setting. Topics may include but are not limited to the following: stochastic processes, actuarial mathematics, partial differential equations and applied dynamical systems, numerical analysis, and applied statistics. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits; can be repeated for credit. (F, E)

Distribution: LA.

MATH 56000 - History of Mathematical Ideas (3)

This course will explore the historical development of mathematical ideas that appear in the high school mathematics curriculum. Students will select a topic and research its history, then present their work and lead the class in explorations that use the historical development to better understand the concept. 3 credits.

MATH 57000 - Connections between Secondary and Advanced Algebra (3)

This course will explore the connections between algebra topics from the high school (7-12) mathematics curriculum and the content of the algebra courses that math majors have learned in college. In particular, ideas from advanced algebra will be used to develop a deeper understanding of fundamental algebraic ideas. Class discussions, individual research, presentations and projects will be central to the course. 3 credits.

MATH 58000 - Connections in Advanced Mathematics (3)

Advanced study of connections and relationships among various disciplines within mathematics. Specific content varies. Topics may include but are not limited to the following: historical development of mathematics and various philosophies of mathematics, cultural similarities and differences in viewpoints and developments in mathematics, cross-discipline approaches that combine subdisciplines such as probability techniques in number theory and random graph theory, field theory and geometric constructions, and algebraic topology. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits; can be repeated for credit. (S, E)

Distribution: LA, NS.

MATH 59900 - Independent Study in Mathematics (1 to 3)

Reading on selected advanced subjects, with frequent, informal discussions with the instructor. Fulfills a required mathematics elective. This course may be repeated for credit. Prerequisites: permission of instructor. 1-3 credits. (IRR)

Distribution: LA.

MUED - Music Education

MUED 50100 - Advanced Choral Conducting (2)

Study of conducting choral music with a variety of styles and interpretive techniques. Students have the opportunity to conduct several visiting high school or college choirs during class sessions. 2 credits.

MUED 50200 - Advanced Instrumental Conducting (2)

Studies and practices aimed toward the improved clarity of basic stick technique through the use of unequal motions (rhythmic and melodic). Practical exploration of rehearsal techniques with an emphasis on clarity and efficiency in solving problems of balance, ensemble, intonation, and phrasing. 2 credits.

MUED 54000 - Materials and Rehearsal Techniques for the Public School Wind Band (2)

An in-depth investigation of principles and procedures for developing the public school wind band, including the study and evaluation of materials appropriate for teaching elementary, junior high, and senior high school band. Included is the examination of method books, instructional materials, and music for wind band. 2 credits.

MUED 54100 - Choral Rehearsal and Vocal Techniques (2)

Study, through lectures, class discussions, and student conducting, of basic principles and procedures in developing the choral ensemble and choral literature for various ensemble levels. Considerable attention is devoted to the care and teaching of the adolescent voice, both in the solo and the ensemble situation. 2 credits.

MUED 54200 - Materials and Rehearsal Techniques for the School Orchestra (2)

An investigation of principles and procedures for developing the public school orchestra, including the study and evaluation of materials appropriate for teaching elementary, junior high, and senior high school orchestra, as well as large group lessons. Included is the examination of method books, instructional materials, and music for orchestra. 2 credits. (Sum, IRR)

MUED 54900 - Marching Band Techniques (2)

A study of techniques employed by high school and college marching bands, including arranging fundamentals and charting procedures. Each student is required to chart an entire field band show. Extensive use is made of film and videotape. 2 credits.

MUED 57100 - Suzuki Seminar I (3)

An in-depth study of the philosophy, psychology, and pedagogy of the Suzuki method. An in-depth study of the Suzuki repertoire contained in the Suzuki Association of the Americas (SAA) foundation unit, and units I and II with emphasis on both the pedagogical understanding and the performance skills of the pieces. A special study is made of techniques needed to teach preschool children. 3 credits.

MUED 57200 - Suzuki Seminar II (3)

Continuation of Suzuki Seminar I with emphasis on the repertoire and pedagogy continued in the SAA units III and IV. An analysis of how Shinichi Suzuki's approach to the technique fits into the broader historical development of instrument technique. 3 credits.

MUED 59400 - Multicultural Perspectives in Music Education (2 to 3)

An in-depth investigation of world musics, including inherent cultural values and identities, with a focus on American public school curricula and pedagogies. 2-3 credits.

MUED 62800 - Early Music Performance Practice Ensemble (0 to 1)

Ensemble experience and exposure to early music literature. Several concerts are scheduled each semester. Class meeting: Two hours per week. 0-1 credit. (S)

MUED 63300 - Choral Conducting (1 to 2)

Choral Conducting

MUED 63400 - Choral Conducting (1 to 2)

Choral Conducting

MUED 63500 - Instrumental Conducting (1 to 2)

Instrumental Conducting

MUED 63600 - Instrumental Conducting (1 to 2)

Instrumental Conducting

MUED 65000 - Music for Elementary Classroom Teachers (1)

This course focuses on using music in the elementary school classroom. Topics include cross-curricular use of music, repertoire, and materials for appropriate grade levels. 1 credit. (U)

Distribution: TE.

MUED 65400 - Portfolio and Presentation I (1)

An independent planning, analysis, and reflective project directed by a member of the graduate music education faculty. Study includes the development of a process-product portfolio and a detailed investigation of personal pedagogical beliefs and practices based on the student's graduate music education coursework and teaching experience. Prerequisites: For matriculated music education graduate students, to be taken concurrently with MUED 68000. 1 credit.

Distribution: TE.

MUED 65500 - Portfolio and Presentation II (1)

A continuation of the project started in MUED 65400, leading to a final presentation. Further development of a process-product portfolio and a detailed investigation of personal pedagogical beliefs and practices based on the

student's graduate music education coursework and teaching experience. Prerequisites: For matriculated music education graduate students, to be taken concurrently with MUED 68200. 1 credit.

Distribution: TE.

MUED 67300 - Suzuki Practicum I (3)

A practical application of the techniques learned in Suzuki Seminars I and II in a "live" private school situation. Prerequisite MUED 57100, MUED 57200, MUED 75000. 3 credits (F).

MUED 67400 - Suzuki Practicum II (3)

A practical application of the techniques learned in Suzuki Seminars I and II in a "live" private school situation. Prerequisite MUED 57100, MUED 57200, MUED 75000, MUED 67300. 3 credits (S).

MUED 68000 - Psychology of Music Teaching (3)

An investigation and discussion of current theories of learning as they relate specifically to the teaching of music. This course includes the study of specific teaching strategies, research techniques, tests and measurements, and the nature of musical response. Prerequisites: MUTH 65200. 3 credits.

Distribution: TE.

MUED 68200 - Seminar in Music Education (3)

Research, presentation, and discussion of papers on topics of concern to music education. Topics include special music teaching techniques and philosophy, curricular developments, current research, and educational policy. Prerequisite: MUED 68000 or permission of instructor. 3 credits.

Distribution: TE.

MUED 68300 - Practicum in Teaching (2)

A professional experience relating to the music teaching and learning process. Under the supervision of a music education faculty member, the student chooses one or more specific pedagogical topics. A synthesis of the topics is demonstrated during actual teaching situations, during discussions at personal conferences, and in a final written summary report. 2 credits.

MUED 69000 - Comprehensive Curriculum: General and Choral Music, K-8 (3)

For the instrumental and vocal music educator seeking a comprehensive understanding of pedagogical techniques and materials appropriate for general music and choral programs in a K-8 music curriculum. 3 credits.

MUED 69100 - Music Education for the Special Learner (3)

Materials, techniques, and curriculum for teaching music to the special learner in school music programs. 3 credits.

MUED 69200 - Administration and Supervision of Music Education (3)

Detailed consideration of the functions of supervisors and directors of music education in administering music programs in elementary and secondary schools. 3 credits.

MUED 69300 - Music, Humanities, and Related Arts (3)

An exploration of relationships between music and other arts. Consideration of works of art in terms of social, political, religious, economic, and philosophical implications. Teaching the arts as a humanistic discipline. 3 credits.

MUED 69700-69720 - Topics in Music Education (1 or 2)

This course focuses on the development of techniques or on recent trends in music education. One concept or development is studied to acquaint students with the practical, theoretical, and/or research techniques needed in effectively adapting new concepts of music teaching. 1 OR 2 credits. (U, IRR)

Distribution: NLA, TE.

MUED 69800 - Selected Topics (3)

Intensive course concentrating on recent trends in music education. One concept or development is studied in depth each semester in order to acquaint students fully with the practical, theoretical, and research techniques needed in effectively adapting new concepts of music teaching. 3 credits.

MUED 69900 - Selected Topics (3)

Intensive course concentrating on recent trends in music education. One concept or development is studied in depth each semester in order to acquaint students fully with the practical, theoretical, and research techniques needed in effectively adapting new concepts of music teaching. 3 credits.

MUED 70500 - Successful Leadership in Contemporary Music Education (0 to 2)

This workshop, designed for the contemporary music educator and/or supervisor, examines effective leadership and its relationship to the successful music education program. 0-2 credits. (U)

Distribution: TE.

MUED 73500 - Choral Music Experience (0 to 2)

This course involves the teaching of ways to incorporate national standards into the choral setting while enhancing the quality of the performance experience and the quality of sound of the ensemble. The Choral Music Experience course is designed to help participants learn an integrated approach to music education, combining the development of performance skills with the acquisition of musical knowledge. 0-2 credits. (Sum)

Distribution: NLA,TE.

MUED 73700 - Workshop: Wind Conducting (0 to 2)

The course focuses on conducting technique, rehearsal techniques, and repertoire for wind ensembles. An important component of the course is the opportunity to conduct, with critique, a live ensemble on a variety of standard wind works. The course also includes discussion of current trends in music education including national standards as related to wind conducting/teaching. 0 - 2 cr.

Distribution: NLA,TE.

MUED 74000 - Suzuki Foundation Unit (0 to 1.5)

Suzuki Foundation Unit

Distribution: UND.

MUED 74100 - Suzuki Unit I (0 to 3)

Suzuki Unit I

Distribution: UND.

MUED 74200 - Suzuki Unit II (0 to 1.5)

Suzuki Unit II

Distribution: UND.

MUED 74300 - Suzuki Unit III (0 to 1.5)

Suzuki Unit III

Distribution: UND.

MUED 74400 - Suzuki Unit IV (0 to 1.5)

Suzuki Unit IV

Distribution: UND.

MUED 74500 - Suzuki Unit V (0 to 1.5)

Suzuki Unit V

Distribution: UND.

MUED 74600 - Suzuki Unit VI (0 to 1.5)

Suzuki Unit VI

Distribution: UND.

MUED 74700 - Suzuki Unit VII (1.5)

Suzuki Unit VII

Distribution: UND.

MUED 74800 - Suzuki Unit VIII (0 to 1.5)

Suzuki Unit VIII

Distribution: UND.

MUED 75000 - Summer Suzuki Practicum (0)

Study of repertoire and pedagogic techniques within the intermediate levels of the Suzuki program. Prerequisite: MUED 57100 and MUED 57200. 0 Credits. (Su)

Offered: Su.

MUED 78000 - The Healthy Musician (0 to 1)

This comprehensive three-day program of seminars and workshops focuses on health and musical performance. A multidisciplinary faculty examines the physical and mental factors that affect both the musician and performance and discusses the care and prevention of music-related injuries. Participants choose sessions for health care providers or sessions for musicians. Areas of instruction include basic anatomy and physiology, exercise prescription, posture, stress, mental training and practice techniques, common injuries, Feldenkrais exercises, Alexander Technique exercises, learning styles (Neuro-Linguistic Programming), splinting, and biofeedback. Musicians demonstrate five major instrument groups (reeds, strings, keyboards, voice, and brass). Both a musician case study and a faculty recital are given. Musicians are invited to bring their instruments each day. To register for the workshop, you must complete the registration form in the Healthy Musician brochure, which is available on request from the summer sessions office. 0-1 credit.

Distribution: NLA.

MUED 78300 - SAA Practicum Unit Violin (0 to 1.5)

SAA Practicum Unit Violin

Distribution: NLA.

MUEN - Music Ensembles

MUEN 60400 - Piano Ensemble (0 or 1)

Study and performance of music for piano four hands, one and two pianos, and eight hands, two pianos. Class meeting: Two hours per week. 0 or 1 credit. (F-S)

MUEN 60500 - Wind Ensemble (0 or 1)

A select wind and percussion ensemble with an active program of concerts scheduled throughout the school year. Open to any student who can qualify by audition. Class meeting: Five hours per week. 0 or 1 credit. (F-S)

MUEN 60600 - Concert Band (0 or 1)

A wind and percussion ensemble open to any student who can qualify by audition. Several concerts are scheduled each semester. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 60700 - Symphonic Band (0 or 1)

A wind and percussion ensemble open to any student who can qualify by audition. Several concerts are scheduled each semester. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 60800 - Choir (0 or 1)

A select choral ensemble with an active performance schedule. Open to any student who can qualify by audition.

A commitment for both fall and spring semesters is required. Class meeting: Five hours per week. 0 or 1 credit. (F-S)

MUEN 60900 - Chorus (0 or 1)

A large choral ensemble open to any student who can qualify by audition. Several concerts are scheduled each semester. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 61000 - Women's Chorale (0 or 1)

A choral ensemble open to all female students who can qualify by audition. Several concerts are scheduled each semester. A commitment for both fall and spring semesters is required. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 61100 - Symphony Orchestra (0 or 1)

The orchestra is open to any student who can qualify by audition. An active program of concerts is scheduled each semester. Class meeting: Five hours per week. 0 or 1 credit. (F-S)

MUEN 61300 - Madrigal Singers (0 or 1)

A select vocal chamber ensemble with an active performance schedule. Open to any student who can qualify by audition. Class meeting: Two hours per week. 0 or 1 credit. (F-S)

MUEN 61400 - Contemporary Chamber Ensemble (0 or 1)

The rehearsal and performance of chamber music written in the 20th century, with emphasis placed on recently composed works. Open to any student who can qualify by audition. Class meetings by arrangement. 0-1 credit. (F-S)

MUEN 61500 - Guitar Ensemble (0 or 1)

Performance situations for small guitar ensembles of varying combinations. Class meeting: One hour per week. 0 or 1 credit. (F-S)

MUEN 61900 - Jazz Laboratory (0 or 1)

Experience in jazz ensemble playing. Open to any student who can qualify by audition. Several concerts are scheduled each year. Class meeting: Four hours per week. 0 or 1 credit. (F-S)

MUEN 62100 - Chamber Orchestra (0 or 1)

A select chamber orchestra open to any student who can qualify by audition. An active schedule of concert appearances is maintained throughout the year. Class meeting: Three hours per week. 0 or 1 credit. (F-S)

MUEN 62200 - Instrumental Chamber Music (0 or 1)

Study, rehearsal, and performance of a broad spectrum of chamber music by selected ensembles. Class meeting: One hour of coaching and a minimum of two hours of rehearsal per week. 0-1 credit. (F-S)

MUEN 62205 - Instrumental Chamber Music (0 or 1)

Study, rehearsal, and performance of a broad spectrum of chamber music by selected ensembles. Class meeting: One hour of coaching and a minimum of two hours of rehearsal per week. 0-1 credit. (F-S)

MUEN 62300 - Brass Choir (0 or 1)

Study, rehearsal, and performance of standard brass choir literature and orchestral works. Open to any student who can qualify by audition. Class meeting: Two hours per week. 0-1 credit. (F-S)

MUEN 62500 - Vocal Jazz Ensemble (0 or 1)

A select jazz chamber ensemble for singers and instrumentalists. Open to any student who can qualify by audition. An active program of concerts is scheduled each semester. Class meeting: Two hours per week. 0-1 credit. (F-S)

MUEN 62700 - Percussion Ensemble (0 or 1)

Ensemble experience and exposure to contemporary percussion literature. Several concerts are scheduled each semester. Open to any student who can qualify by audition. Class meeting: Four hours per week. 0-1 credit. (F-S)

MUEN 62800 - Early Music Performance Practice Ensemble (0 or 1)

Ensemble experience and exposure to early music literature. Several concerts are scheduled each semester. Open to any student who can qualify by audition. Class meeting: Four hours per week. 0-0.5 credit for music majors; 1 credit for non-music majors. (F-S)

MUEN 64000 - Musical Theater Rehearsal and Performance (0 or 1)

Participation in rehearsal and performance of a major musical theater production sponsored jointly with the Department of Theatre Arts in the School of Humanities and Sciences. Students receive credit for assignments in instrumental or vocal performance. Evaluated for pass/fail grade only by the music faculty member in charge of the designated area of specialization. Evaluation based on degree of professional attitude and quality of performance. Audition required prior to enrolling. 0-1 credit. (F-S)

MUMC - Music-Miscellaneous

MUMC 50300 - Computer Technology in Music Education (2)

Advanced course in computer technology for students majoring in music education. Activities include surveying current CAI materials, creating MIDI and digital audio resources for web delivery, and developing musical resources designed for use in teaching. 2 credits.

MUMC 50400 - Interactive Multimedia Design (2)

Study of musical applications in multimedia design. 2.0 credits (F,S).

MUMC 51000 - Feldenkrais for Musicians (1)

This course is based on the "awareness through movement" lessons developed by Moshe Feldenkrais. Through gentle movement sequences, musicians can learn to improve coordination, posture, and balance, which can lead to more artistic performance. 1 credit.

MUMC 51100 - Creative Arts Methods for Older Adults (3)

Techniques for developing a creative arts program that includes music, drama, and movement for older adults. The process combines an overview of gerontology issues and their relationship to the needs of older adults. Classes meet on campus and at local adult-care facilities. 3 credits.

MUMC 52000-52010 - Selected Topics in Art Song Literature (1)

A block course with changing topics in art song literature and performance practice. 1 credit. (F-S, B)

Distribution: NLA.

MUMC 54500 - Musical Theater Workshop (2)

A team-taught, interdisciplinary, performance-oriented course designed to integrate musical and theater performance skills through the selection, development, and presentation of scenes from musicals. Admission by audition presented to the faculty at the first meeting of each semester or by permission of instructors. May be repeated for credit up to a maximum of 8 credits. 2 credits.

MUMC 54700 - Opera Workshop (2)

A team-taught, interdisciplinary, performance-oriented course designed to integrate musical and theater performance skills through the selection, development, and presentation of scenes from the standard and contemporary operatic repertoire. Admission by audition presented to the faculty at the first meeting of each semester or by permission of instructors. May be repeated for credit up to a maximum of 8 credits. 2 credits.

MUMC 55000 - Reed Making (1)

Laboratory course in the making of single and double reeds. 1 credit.

MUMC 55500 - Vocal Pedagogy (2)

Aspects of teaching voice, private or group, at the secondary and college level. Writings of vocal pedagogues and voice scientists are studied. Students are expected to develop vocal exercise procedures and compile lists of adaptable teaching repertoire. Faculty members assist with lectures and discussions. This course is not limited to voice majors, but vocal ability adequate to demonstrate is required. 2 credits.

Distribution: NLA.

MUMC 56900 - String Instrument Maintenance and Repair (1)

An introductory course dealing with string instrument adjustments, troubleshooting, and emergency repairs typically needed by teachers in public school music programs. 1 credit.

MUMC 57000 - Introduction to Brass Repair (1)

An introduction to the care, maintenance, and repair of the trumpet, horn, trombone, and tuba. 1 credit.

MUMC 57100 - Introduction to Woodwind Repair (1)

An introduction to tools and toolmaking, care of woodwinds, emergency repairs, basic clarinet repair skills, and work with flute and saxophone. This course is less detailed than MUMC 47200. 1 credit.

MUMC 57200 - Woodwind Repair (2)

A skill development course designed to help the musician care for and service woodwind instruments. Primary emphasis is on clarinet, followed by significant coverage of flute and saxophone, with brief units on oboe and bassoon. Individual projects are encouraged as competence progresses. 2 credits.

MUMC 57400 - Vocal Coaching and Recital Preparation Lab (0 or 1)

Vocal coaching for graduate voice students preparing required recitals, and collaborative pianists. Coaching occurs in both group and private settings. Students perform and critique performances in a lab setting as the main component of the course. Coaching covers historical and analytical details of the repertoire. 0 OR 1 credit. (F-S, Y)

Distribution: NLA.

MUMC 58100 - Selected Topics in Music (1 to 3)

Study of topics in music chosen by the instructor and approved by the appropriate department. 1-3 credits.

MUMC 58300 - Performance Studies in Early Music (2)

The study and performance of early music for singers and instrumentalists. Projects will require transcribing music from primary and secondary sources, studying performance techniques on available historical instruments, and rehearsing and performing the transcribed music. Historical authenticity versus modern practicality will be discussed. May be repeated for credit. Class meetings: Two hours per week. 2 credits.

MUMC 58500 - Survey of Piano Literature I (1)

The study of piano literature from the high baroque through the middle romantic periods. The unique facets of each style are explored through analysis, outside readings, score study, guided listening, and individual performances. Periodic examinations and individual projects are required.

One hour of lecture and one half hour of lab meetings weekly. 1 credit.

MUMC 58600 - Survey of Piano Literature II (1)

The study of piano literature from the middle romantic period through the 20th century. The unique facets of each style are explored through analysis, outside readings, score study, guided listening, and individual performances. Periodic examinations and individual projects are required. One hour of lecture and one-half hour of lab meetings weekly. 1 credit.

MUMC 58700 - Survey of Violin and Viola Literature (2)

The study of violin and viola literature from the 17th through the 20th century. The unique facets of each style are explored through analysis, outside readings, score study, guided listening, and individual performances. Weekly aural assignments, individual projects, and periodic examinations are required. 2 credits.

MUMC 58900 - Wind Literature and Performance Practice (2)

The study of wind literature from its beginning in the music of Gabrieli through the classical wind serenades of Mozart to the composers of today. The course will include music written for wind chamber groups, as well as music for wind ensemble and the traditional concert band. 2 credits. (F,IRR)

MUMC 59000 - Choral Literature and Performance Practice (2)

A survey of choral literature and performance practices from the Renaissance to the present. 2 credits. (S)

MUMC 59300 - Piano Pedagogy (0 or 2)

In-depth study by keyboard majors of methods and materials pertaining to the study of piano as both a major and minor instrument. Special consideration is given to the area of beginning piano study. Various aspects of both the group and individual lesson are considered. 2 credits.

MUMC 59400 - Piano Technology (2)

Study of the art and science of piano tuning, repair, and action regulating, including history of the piano and its predecessors, physics of keyboard instruments, and practical work in maintenance and rebuilding of pianos. 2 credits.

MUMC 61100 - Recital (1 to 3)

Recital.

MUMC 61101 - Recital (1 to 3)

Recital.

MUMC 61200 - Lecture-Recital (1)

Lecture-Recital

MUMC 64500 - Seminar in Instrumental Conducting (1)

Puts students in closer contact with the standard repertoire of the orchestral, operatic, and wind band genres, and gives them weekly podium time with the goal of developing advanced conducting skills needed to lead a high-level instrumental ensemble. Repertoire includes major works of the orchestral, operatic, and wind repertoire. Corequisites: PFMJ 64500. 1 credit. (F-S)

MUMC 65000 - Collaborative Piano Seminar (1)

Addresses the various technical issues and stylistic practices specific to each instrument, including voice, as they pertain to the collaborative pianists' ability to intelligently identify and discuss performance issues across the repertoire. Includes other topics relating to the collaborative field such as vocal and instrumental coaching techniques and collaborative piano pedagogy. 1 credit (F,S)

MUTH Music Theory Sight-singing Composing

MUTH 50100 - Intensive Part-Writing and Analysis (2)

A study of tonal harmony and syntax. Students will assimilate the voice-leading and functional conventions of music, from the common-practice period through part-writing, model composition, and analysis. 2 credits.

MUTH 52100 - Topics in Music Theory and Analysis (2)

Changing topics in music theory and analysis. 2 credits.

MUTH 52900 - Advanced Aural Skills (1)

Advanced course in dictation and aural skills with an emphasis placed on music since 1900. Graduate students must meet additional standards as set forth by the professor. 1 credit.

MUTH 53100 - Sixteenth-Century Counterpoint (2)

Study of polyphonic techniques based on the stylistic principles of 16th-century sacred literature. Composition of canons, motets, and movements from the mass. 2 credits.

MUTH 53200 - Eighteenth-Century Counterpoint (2)

Study of polyphonic techniques based on the stylistic principles of 18th-century keyboard literature. Invention (two- and three-voice), choral prelude, canon, and fugue are studied. Analysis and written projects. 2 credits.

MUTH 53500 - Choral Arranging (2)

Functional and theoretical writing for elementary and junior high school choruses, special choirs, and mixed choral groups. Analysis and study of choral part-writing encompassing unison, simple two-, three-, and four-part, and multi-voice units. 2 credits.

MUTH 53700 - Orchestration (2)

Study of orchestral and band instruments in terms of range, transposition, and individual characteristics. Scoring of works for both standardized and less common ensembles of various sizes. Performance of works in class whenever possible. 2 credits.

MUTH 54100 - Music from 1600 to 1800 (3)

Examination of musical styles and repertoire from the beginnings of functional harmony to the end of the classical era. Focus will be on figures such as Monteverdi, Schutz, Lully, Purcell, Bach, Handel, Mozart, and Beethoven. Overviews of musical contexts in which these composers worked will provide opportunities for discussion of culture and associated musical figures. 3 credits.

MUTH 54200 - Music since 1800 (3)

Examination of musical styles and repertoire from early 19th century to the present. Focus will be on figures such as Schubert, Brahms, Verdi, Wagner, Debussy, Schoenberg, Stravinsky, and Messiaen. Overviews of musical contexts in which these composers worked will provide opportunities for discussion of culture and associated musical figures. Study of topics from approximately 1900 on will frequently extend to concert music traditions beyond Western Europe. 3 credits.

MUTH 54301 - Pedagogy of Music Theory (3)

A survey of the pedagogical aspects of teaching music theory and aural skills on the high school and college level. Focus on current approaches, presentation, and implementation of materials suitable for the study of theory, harmony, and aural skills. 3 credits.

MUTH 55100 - Instrumental Chamber Music Literature (3)

A historical survey of instrumental chamber music from the Renaissance to the present day. 3 credits.

MUTH 55200 - History and Literature of the Art Song (3)

A broad historical survey of the secular art song from the Middle Ages to the present with greatest emphasis on the German, French, Italian, and English song repertory of the 18th and 19th centuries. 3 credits.

MUTH 55700 - History and Literature of Opera (3)

Traces the history, development, and repertory of opera from the beginning of the baroque period to the present. The primary focus of the course, however, is on the standard performing repertory from Handel through Britten. Live performance in class and video excerpts of great performances provide stimuli for class discussion. 3 credits. (F, B)

MUTH 55800 - The Symphony (3)

The study of orchestral music, tracing its development from the baroque era to the 20th century. Representative

examples of the concerto and symphonic poem are included. 3 credits.

MUTH 56400 - Introduction to Composition (2)

The study and practice of compositional procedures used in traditional and contemporary concert music, leading to composing brief works for solo instruments and small chamber ensembles. 2 credits. (F)

MUTH 57400 - Stylistic Analysis of Tonal Music (2)

Detailed analysis of stylistic characteristics and compositional techniques found in works by composers from the classical and romantic eras. A variety of analytical approaches is employed, based on their suitability to particular works. 2 credits.

MUTH 57500 - Stylistic Analysis of Post-Tonal Music (2)

Detailed analysis of stylistic characteristics and compositional techniques found in music written from 1900 to present. 2 credits.

MUTH 65200 - Bibliography and Research in Music (3)

Survey of the basic bibliographical materials and references in the various fields of music. Methods of research are considered, as well as the establishment and efficient use of bibliographical data. Attention to special bibliographical problems, practical research, and writing of the research paper. This course should be taken in the first semester of degree study. 3 credits.

MUTH 65400 - Independent Research (1 to 3)

Research projects in the areas of music history, literature, theory, or pedagogy under the advisement of a faculty member from the appropriate field. May be taken for 1 credit by students who are preparing for a lecture-recital to be given during the following semester. The project normally culminates in a paper or formal report. Prerequisites: MUTH 65200 and permission of the graduate adviser and the faculty member involved. 1-3 credits.

MUTH 65500 - Independent Research (1 to 3)

Research projects in the areas of music history, literature, theory, or pedagogy under the advisement of a faculty member from the appropriate field. May be taken for 1 credit by students who are preparing for a lecture-recital to be given during the following semester. The project normally culminates in a paper or formal report. Prerequisites: MUTH 65200 and permission of the graduate adviser and the faculty member involved. 1-3 credits.

MUTH 65501 - Independent Research (1 to 3)

Research projects in the areas of music history, literature, theory, or pedagogy under the advisement of a faculty member from the appropriate field. May be taken for 1 credit by students who are preparing for a lecture-recital to

be given during the following semester. The project normally culminates in a paper or formal report. Prerequisites: MUTH 65200 and permission of the graduate adviser and the faculty member involved. 1-3 credits.

MUTH 65600 - Independent Research in Analysis of Music Since 1945 (2)

An independent research project required of composition majors. The student analyzes selected compositions from the repertoire of music since 1945 and writes a major paper comparing and contrasting the compositional techniques utilized. The project is directed by a faculty member of the Theory, History, and Composition Department, selected in consultation with the graduate chair. Prerequisites: MUTH 65200, MUTH 66400. 2 credits.

MUTH 66000 - Thesis (3)

A formal thesis, which must be a composition of large proportion for chamber ensemble (quartet or larger), orchestra, wind ensemble, or chorus with instrumental ensemble. A performance of the thesis is recommended. 3 credits.

MUTH 66100 - Composition (3)

Stimulation of the inventive capacity and realization of the musical concept in tones (and the symbols representing them). The student practices self-expression in a variety of the smaller and in some of the larger forms, and so becomes familiar with the skills required for composition. Knowledge of theory, harmony, and musical form is a prerequisite. Open only by permission of the instructor. 3 credits each.

MUTH 66200 - Composition (3)

Stimulation of the inventive capacity and realization of the musical concept in tones (and the symbols representing them). The student practices self-expression in a variety of the smaller and in some of the larger forms, and so becomes familiar with the skills required for composition. Knowledge of theory, harmony, and musical form is a prerequisite. Open only by permission of the instructor. 3 credits each.

Distribution: UND.

MUTH 66300 - Composition (3)

Stimulation of the inventive capacity and realization of the musical concept in tones (and the symbols representing them). The student practices self-expression in a variety of the smaller and in some of the larger forms, and so becomes familiar with the skills required for composition. Knowledge of theory, harmony, and musical form is a prerequisite. Open only by permission of the instructor. 3 credits each.

MUTH 66400 - Analytical Techniques (3)

Detailed study of methodologies used when analyzing tonal music, including Schenkerian and motivic approaches and theories of rhythm and meter. 3 credits.

OTMS - Occupational Therapy

OTMS 50000 - Functional Human Anatomy (5)

Study of the gross anatomical components of the human body through the use of lecture and lab activities without dissection. Emphasis is placed on the musculoskeletal and neurovascular systems found in the extremities, and in the head and neck trunk, with less emphasis on the thorax and abdominal walls. 5 credits. (SU,Y)

OTMS 50500 - Occupational Therapy Theory (4)

Occupational therapy process, principles, and theory are introduced and explored with a focus on clinical reasoning and models of practice. Occupation as the core of practice, its elements as they are viewed today, and their historical and philosophical background are discussed. The analysis, synthesis, and implementation of occupations for use in assessment and intervention are practiced through experiential labs and assignments. Methods for the evaluation and critique of existing and emerging theories are applied to selected theoretical models of practice. 4 credits. (SU,Y)

OTMS 51000 - Neuroscience (3)

Introduction to the science of the nervous system. Provides a framework for understanding the nervous system and the area of applied neurosciences. This course provides a scientific basis for improved patient care by clarifying the relationships between the nervous system and behavior. Selected laboratory and experiential activities enhance lecture, discussion, and reading materials. Prerequisites: OTMS 50000. 3 credits. (F,Y)

OTMS 52000 - Kinesiology (4)

The application of gross anatomy to the study of human movement, with emphasis on understanding the interrelated kinetics of normal motion of the musculoskeletal system as they influence functional activities. Evaluation procedures such as manual muscle testing (MMT), joint range of motion (ROM), palpation of surface anatomy, and kinesiological analysis of functional activities are used in laboratory sessions. Evidence-based practice in kinesiological assessment and intervention will be emphasized through advanced research projects. Prerequisites: OTMS 50000. 4 credits. (F,Y)

OTMS 52200 - Psychiatry in Occupational Therapy (3)

This course will explore the psychiatric conditions that are commonly seen in clinical and community settings. The effects of diagnoses and challenges of medication side effects will be reviewed in detail, including how these conditions affect body functions and structures and common functional limitations. Pertinent medical

assessments, medicines, and team involvement will be included. Particular attention will be paid to dual or multi-diagnosis and multi-medication regimens and the challenges these scenarios present. A specific focus will include the role of support networks, including peer and consumer organizations and their role in mental health services and information sharing. An emerging practice-focused literature search will enable the student to search the Internet and other resources for diagnostic information, latest research and practice information, and related material. This paper will provide the foundation for a community-focused project that will connect students with community-based resources and needs. 3 credits (W,Y)

OTMS 53000 - Applied Interventions in Occupational Therapy (3)

Focus on selected preparatory and supporting methods used in OT practice. Emphasis is on selected occupational therapy intervention methods. The use of orthotics as a method in intervention supporting occupational therapy practice, the evaluation and intervention of selected biomechanical components, and prosthetics as an occupation-based activity are explored. Adaptation of methods for performing activities of daily living and design of equipment are also covered. Prerequisites: OTMS 57100; OTMS 52000. 3 credits. (S,Y)

OTMS 53500 - Group Process in Occupational Therapy (4)

This course focuses on therapeutic use of self in group relationships. Emphasis is on an action-based, helping, problem-solving model to guide individual interventions. Provides the cognitive, affective, and occupational basis to helping groups for various client populations and settings across the lifespan. Presents knowledge and experiential opportunity to gain skills to be a competent group leader using proven models of intervention. Emphasis will be placed on best practices across settings with a foundation in current research. Lecture and lab format. 4 credits. (S,Y)

OTMS 54000 - Concepts in Adult Occupational Therapy (4)

Concepts in occupational therapy for the adult population will be explored. Practice models that are suitable for the adult client population will be addressed within the context of the occupational therapy process. Includes a case based seminar to integrate theory with practice. Prerequisites: OTMS 50000; Corequisites: OTMS 55000, OTMS-51000. 4 credits. (F, Y)

OTMS 54500 - Concepts in Pediatric Occupational Therapy (4)

Concepts in occupational therapy for the pediatric population will be explored. Practice models that are suitable for the pediatric client population will be addressed within the context of the occupational therapy process. Includes a case based seminar to integrate theory with practices. Prerequisites: OTMS 50000. Corequisites: OTMS 55500; OTMS 57500. 4 credits. (S, Y)

OTMS 55000 - Adult Evaluation and Intervention Processes in Occupational Therapy (3)

The occupational therapy evaluation and intervention processes for the adult population will be explored. This includes development of an occupational profile of the client and conducting an analysis of occupational performance. The intervention phase involves implementation and re-evaluation of the intervention plan. The course includes a clinical fieldwork experience. Prerequisites: OTMS 50000. Corequisites: OTMS 52000; OTMS 51000; OTMS 57100; OTMS 54000. 3 credits. (F,Y)

OTMS 55500 - Pediatric Evaluation and Intervention Processes in Occupational Therapy (3)

The occupational therapy evaluation and intervention processes for the pediatric population will be explored. This includes development of an occupational profile of the client and conducting an analysis of occupational performance. The intervention phase involves implementation and re-evaluation of the intervention plan. The course includes a clinical fieldwork experience. Prerequisites: OTMS 50000. Corequisites: OTMS 54500 OTMS 57500. 3 credits. (S,Y)

OTMS 56500 - Research Seminar (1)

A graduate seminar to focus student research in an area of faculty interest through a critical review of the literature and construction of structured research paper. Students develop a problem statement and question suitable for thesis research, supported with background, definitions, rationale, and a detailed outline of a research methodology. Oral presentation of a research proposal is required. 1 credit. (S,Y)

OTMS 57100 - Adult Clinical Conditions (3)

A study of selected systemic, medical-surgical, orthopedic, and neurological conditions. Includes concepts in the identification, definition, and medical management of these conditions affecting adults and older persons. Emphasis is placed on integration of etiology, pathology, and medical treatment of selected conditions with emerging evidence research and practice recommendations across disciplines, focusing on implications for future occupational therapy practice. 3 credits. (SU,Y)

OTMS 57500 - Pediatric Clinical Conditions (2)

This course will explore the pediatric conditions that are commonly seen by occupational therapists. Clinical settings where children may be seen will be introduced and discussed. Pediatric diagnoses will be reviewed in detail, including body functions and structures and common functional limitations. Pertinent medical assessments, medicines, and team involvement will be included. A literature-enhanced paper will enable the student to search the Internet and other resources for diagnostic information,

latest research information, and related material.

Prerequisites: OTMS 50000. 2 credits. (S,Y)

OTMS 59800 - Special Topics in Occupational Therapy (1 to 3)

Formal instruction in topics of current interest to graduate students and faculty in occupational therapy. Experimental and topical courses will be offered under this number and title. Course may be repeated for credit for different selected topics. Prerequisites: Permission of instructor. 1-3 credits. (IRR)

OTMS 60000 - Clinical Fieldwork II - Children and Adolescents (6)

Three months of full-time, supervised clinical experience with the opportunity to treat pediatric patients/clients. Assignment in a training center program approved in accordance with the American Occupational Therapy Association's standards of practice for occupational therapy education. Required course.

Satisfactory/unsatisfactory only. 6 credits. (Sum,Y)

OTMS 62000 - Advanced OT Theory and Practice (3)

Examination and critique of definitions, philosophy, generic base, and concepts in occupational therapy. Occupational therapy theory development, structure, and function are analyzed and critiqued as they relate to basic assumptions, frames of reference, and implications for practice and research. Focus is on research and theory development, and the application to theory to occupational therapy practice. (S,Y)

OTMS 62500 - Clinical Management in Occupational Therapy (3)

This course focuses on the practice of efficient and effective administration in a health care setting. Focus includes health systems perspective; service delivery models and mechanisms; service management of various clinical settings; resource management of personnel, finances, materials, and physical plant; and risk management. 3 credits (S,Y)

OTMS 62600 - Professional Practice in the Community (3)

Focuses on practice in educator, consultant, and advocacy roles in emerging areas of OT practice as well as nontraditional alternatives. Also examines transition to professional role in the community, including career development, professional responsibilities, current trends and issues, and engaging in clinical education.

Prerequisites: OTMS 66500. 3 credits. (S,Y)

OTMS 63900 - Occupational Therapy Graduate Clinic Experience (0 to 1)

This graduate elective course will allow students the opportunity for observation, participation, supervision of undergraduate students, and management of clinical cases provided through the Ithaca College affiliated Occupational Therapy Clinic with faculty supervision.

Treatment of occupational therapy clients, as well as participation in other occupational therapy-related services provided by the clinic will be the focus of this course. The clinic will provide students with an experiential learning opportunity, while serving the needs of clients in the college and community. Prerequisites: Graduate standing, occupational therapy major. 0-1 credits. (Y)

OTMS 64100 - Adaptation and Environmental Modification (2)

Study of theories regarding human behavioral adaptation and development of skills to modify physical, emotional, social, and cultural environments to promote appropriate behavioral adaptations that facilitate engagement with the tasks that comprise life roles. Methods of environmental assessment and techniques for modification of physical spaces and equipment, temporal structures, and patterns of use are examined. 2 credits. (S,IRR)

Distribution: NLA.

OTMS 64101 - Adaptation and Environmental Modifications (3)

Study of theories regarding human behavioral adaptation and development of skills to modify physical, emotional, social, and cultural environments to promote appropriate behavioral adaptations that facilitate engagement with the tasks that comprise life roles. Methods of environmental assessment and techniques for modification of physical spaces and equipment, temporal structures, and patterns of use are examined. 3 credits. (IRR)

Distribution: NLA. Offered: IRR.

OTMS 64300 - Cognitive Rehabilitation (2)

Occupational therapy assessment and intervention for persons with cognitive dysfunction. Evaluation instruments are derived from various theoretical perspectives. The focus is on assessment and intervention with brain-injured adults, but other patient populations are also considered. Intervention strategies and critical analysis of research are emphasized. 2 credits. (S,IRR)

OTMS 64301 - Cognitive Rehabilitation (3)

This course will closely examine occupational therapy assessments and interventions for persons with cognitive dysfunction. Evaluation instruments are derived from various theoretical perspectives. The focus is on assessment and intervention with brain-injured adults, but other patient populations are also considered. Intervention strategies and critical analysis of research are emphasized. Multiple disciplines addressed for a comprehensive approach and understanding of cognitive rehabilitation in the clinical setting. 3 credits (IRR)

Distribution: NLA. Offered: IRR.

OTMS 64500 - Vocational Readiness (2)

The role of occupational therapy in the vocational readiness process. Includes a review of vocational development and values, theoretical models, assessment, planning, treatment, and documentation. Vocational programming for children, adolescents, and adults with a variety of disabilities is discussed. Laboratory activities in vocational assessment and training are included. 2 credits. (S,IRR)

Distribution: NLA.

OTMS 64501 - Vocational Rehabilitation (3)

The role of occupational therapy in the vocational readiness process. Includes a review of vocational development and values, theoretical models, assessment, planning, treatment, and documentation. Vocational programming for children, adolescents, and adults with a variety of disabilities is discussed. Laboratory activities in vocational assessment and training are included. 3 credits. (IRR)

Distribution: NLA. Offered: IRR.

OTMS 64600 - Play and Leisure (2)

Further exploration of the occupational concepts of play and leisure and their application to occupational therapy theory and practice. Developmental, theoretical, cultural, and philosophical aspects of play in normal individuals and individuals with disabling conditions. Use of play/leisure in assessment, play as means, and play as end in occupational therapy practice. Seminar and discussions are supplemented with experiential learning and laboratories. 2 credits. (S, IRR)

Distribution: NLA.

OTMS 64601 - Play and Leisure (3)

Further exploration of the occupational concepts of play and leisure and their application to occupational therapy theory and practice. Developmental, theoretical, cultural, and philosophical aspects of play in normal individuals and individuals with disabling conditions. Use of play/leisure in assessment, play as means and play as end in occupational therapy practice. Seminar and discussion are supplemented with experiential learning and laboratories. 3cr (IRR)

Distribution: NLA. Offered: IRR.

OTMS 65000 - Applied Pediatric Neuroscience (3)

Pediatric neuroscience and neuroscientific theories as they apply to pediatric practice. Theoretical and treatment models investigated include sensory integration (SI) theory, neurodevelopmental theory (NDT), and theories of motor control and motor learning for the treatment of children with a variety of developmental disorders. Clinical laboratories deal with treatment for children having cerebral palsy, learning disabilities, and related

conditions. Prerequisites: OTBS 41000 or OTMS 51000. 3 credits. (F,Y)

OTMS 65100 - Applied Adult Neuroscience (3)

The use of neurologically based approaches to the treatment of adults with stroke, head trauma, and other neurological disorders. Includes review of neuroanatomy and physiology and discussion and critique of neurologically based models, including contemporary task-oriented approach, NDT, PNF, Brunstrom, and Rood techniques. Elective alternative to OTMS 65000. Prerequisites: OTBS 41000 or OTMS 51000. 3 credits. (F,Y)

OTMS 65500 - Technological Interventions in Occupational Therapy (3)

Examines the role of occupational therapists as part of an interdisciplinary team in the assessment, selection, application, and outcome of assistive technology for individuals with disabilities. Considers the use of technology to allow greater accessibility and independence for people of all ages with physical, sensory, and cognitive disabilities in the performance of life skills, including self-care, education, recreation, vocation, mobility, and communication. Prerequisites: OTMS 57100 or OTBS 47100 and OTMS 57500 or OTBS 47500. 3 credits. (F,Y)

Distribution: NLA.

OTMS 66500 - Gerontic Occupational Therapy (3)

Health care and community support of wellness, occupational performance, and quality of life as they relate to the needs of people over 65. Includes skills and knowledge required to work effectively in interdisciplinary teams -- with clients and caregivers, as individuals, and in groups. Disease and disability prevention, environmental adaptation to facilitate continuing engagement in occupations, factors contributing to successful aging, and legislative and reimbursement issues as they apply to service delivery with the elderly. Students participate in discussions, problem-solving seminars, interaction with well and frail elderly, and review of the current literature regarding effective practice with the elderly. Prerequisites: OTMS 54000 or OTBS 44000. 3 credits. (F,Y)

OTMS 67100 - Group Research I (3)

A research course for students who do not elect to conduct individual research for a thesis. It includes the reading and criticism of research related to a faculty-designed research project, collecting and analyzing data, and the writing of results and discussion of findings of the project. Elective alternate to OTMS 67300. 3 credits. (F,Y)

OTMS 67120 - Group Research II (3)

This is a research course for students who did not elect to conduct individual research for a thesis (elective alternative to OTMS 67300). It covers the process of completing and reporting a designed research project. This

course follows OTMS 67110, wherein students have initiated the research process. This course will allow students the opportunity to complete data collection, analyze, discuss, and report findings both orally and in writing. 3 credits. (S)

OTMS 67200 - Individual Thesis Research I (3)

Preparation of a thesis proposal and the first three chapters (introduction, literature review, and methodology) of an independent, scholarly research paper under the supervision of a member of the graduate faculty in occupational therapy. Data collection is initiated. The graduate committee must approve the proposal.

Prerequisites: OTBS 46500 or OTMS 56500. 3 credits. (F,Y)

OTMS 67300 - Individual Thesis Research II (3)

Completion of independent research, including collecting data and analyzing results. Preparation of a scholarly research paper under the supervision of a member of the graduate faculty in occupational therapy. An oral presentation of the thesis is required. Elective. 3 credits. (S,Y)

OTMS 68200 - Advanced Concepts in Psychosocial Occupational Therapy (3)

A seminar on current trends in occupational therapy in mental health care. Focus is on advanced concepts of human adaptation and treatment for psychiatric dysfunction. Implications for the future of occupational therapy in mental health are explored. Elective.

Prerequisites: OTBS 33500 or OTMS 53500. 3 credits. (S, IRR)

OTMS 68300 - Advanced Concepts in Geriatric Rehabilitation (3)

A seminar on health care and community support as they relate to the needs of disabled and nondisabled elderly people. Covers the importance of interdisciplinary practice; the rationale for prevention, environmental adaptation, and activity; factors involved in healthy, successful aging; and major health care legislation and reimbursement mechanisms and their ramifications in gerontological rehabilitation. Elective. 3 credits. (S,IRR)

OTMS 68400 - School-Based Occupational Therapy (2)

A seminar exploring current trends in occupational therapy in schools. Includes the individual educational plan (IEP) process, the education team and system, treatment implementation, and documentation methodologies appropriate to school systems. Programming for children from birth to age 21 is included. 2 credits. (S, IRR)

Distribution: NLA.

OTMS 68401 - School Based Occupational Therapy (3)

Exploration of the current trends in occupational therapy practice in school. Includes the IEP process; the education

team and system; evaluation, treatment implementation and documentation methodologies appropriate to school systems. Programming for children from birth to 21 is included. 3 credits (IRR)

Distribution: NLA. Offered: IRR.

OTMS 68500 - Hand Therapy (2)

Seminar on the knowledge, skills, and practices of hand therapy and rehabilitation. Hand injuries and surgery, use of physical agent modalities in hand therapy, treatment protocols, advanced splinting, and ethical and legal issues are covered. Elective. 2 credits. (S,Y)

OTMS 68501 - Hand Therapy (3)

This is a course on the knowledge, skills, and practices of hand therapy and rehabilitation. Hand injuries and surgery, use of physical agent modalities in hand therapy, treatment protocols, advanced splinting, and ethical and legal issues are covered. 3 credits (IRR)

Distribution: NLA. Offered: IRR.

OTMS 68800 - Occupational Therapy in Early Intervention (2)

Study of the impact of biological, psychological, and sociocultural factors on the occupational development of young children with special needs. Designed to provide skills in assessment and family-centered intervention for infants and toddlers with special needs and their families. 2 credits. (S,IRR)

Distribution: NLA.

OTMS 68801 - Occupational Therapy in Early Intervention (3)

Study of the impact of biological, psychological, and socio-cultural factors on the occupational development of young children with special needs. This course is designed to provide skills in assessment and family-centered intervention to infants and toddlers with special needs, and their families. 3 credits (IRR)

Distribution: NLA. Offered: IRR.

OTMS 69000 - Clinical Fieldwork II - Adult/Geriatric (6)

Three months of full-time, supervised clinical experience with the opportunity to treat adult/geriatric patients. Assignment in training center programs approved in accordance with the American Occupational Therapy Association standards of practice for occupational therapy education. Required course. Satisfactory/unsatisfactory only. 6 credits. (April-June,Y)

OTMS 69001 - Clinical Fieldwork II - Adult/Geriatric (6)

Three months of full-time, supervised clinical experience with the opportunity to treat adult/geriatric patients. Assignment in training center programs approved in accordance with the American Occupational Therapy

Association standards of practice for occupational therapy education. Required course. Satisfactory/unsatisfactory only. 6 credits. (April-June, Y)

OTMS 69500 - Clinical Fieldwork II - Elective Specialty (4)

Two or three months of full-time, supervised clinical experience with opportunity to plan, implement, and evaluate treatment for patients or clients in a specialty area selected by the student in consultation with the fieldwork coordinator. Required course. Satisfactory/unsatisfactory only. Prerequisites: OTMS 60000; OTMS 69000. 4 credits. (SU, Y)

OTMS 69600 - Elective Internship (4)

An eight-week, full-time (or equivalent) internship that provides the opportunity for the student to apply occupational therapy theory and principles in a nontraditional setting under the supervision of a person with demonstrated competence in a specialized area of consultation or service delivery. Alternative to OTMS 69500. Prerequisites: Successful completion of all courses in the graduate program and Clinical Fieldwork II (OTMS 60000 and OTMS 69000). 4 credits. (SU, Y)

OTMS 69900 - Graduate Independent Study (1 to 3)

Individual research and writing in an area of occupational therapy practice, research, or theory under supervision of an occupational therapy faculty member. An approved design statement is required upon registration. Prerequisites: Permission of supervising faculty member, graduate department chair, and dean. 1-3 credits. (F, S, SU)

PDPT Physical Therapy DPT

PDPT 51004 - Pharmacology (2)

The course analyzes the action of basic drugs, including such variables as how the drug is administered, absorbed, distributed, stored, metabolized, and excreted. Evaluation of how drugs are selected for specific pathology is also included. Special emphasis is placed on drugs that are commonly used to treat disorders seen in patients receiving physical therapy. 2 credits. (S, Y)

Distribution: NLA.

PDPT 52506 - Spine Examination and Rehabilitation (3)

Examination of and interventions for patients with neuromusculoskeletal conditions affecting the spine. Students learn objective measurements of spinal posture, mobility, and function to differentiate among various spinal conditions. Selected interventions are presented and practiced. 3 credits. (F, Y)

Distribution: NLA.

PDPT 54300 - Preclinical Conference II (0)

Offers the student the opportunity to prepare for the second clinical internship. This includes site selection,

cardiopulmonary resuscitation procedures, updating immunizations, developing a student profile, and establishing contact with the assigned clinical site. In addition, the student will develop a personal plan and objectives for the affiliation experience. Pass/fail only. 0 credits. (F, Y)

Distribution: NLA.

PDPT 54400 - Professional Development II (0.5)

Principles and practices in career development. Includes professional behavior/generic abilities, resume writing, professional portfolios, effectiveness as an individual and team player, and professional development during clinical affiliation. 0.5 credit. (S, Y)

Distribution: NLA.

PDPT 55700 - Clinical Administration I (0 or 3)

The practice of effective and efficient administration of a rehabilitation setting. Emphasis is on the impact of health care reform on departmental organization and planning, reimbursement, foundations of control, management information systems, fiscal planning, risk management and quality assurance, legal issues and external regulatory mechanisms, marketing and public relations, and assessment of service outcomes. 3 credits. (F, Y)

Distribution: NLA.

PDPT 55800 - Clinical Administration II (0 or 1.5)

Second in a two-part series on clinical administration. Personnel issues in the clinical environment are examined as well as the tools for personal career development. Included are concepts and theories of human behavior in organizations, recruitment, motivation, communication, leadership/supervision/power, performance appraisal, stress and time management, employee development, and ethical dilemmas in the clinic. Previous exercises in professional development are revised and updated. Prerequisites: PDPT 55700. 1.5 credit. (S, Y)

Distribution: NLA.

PDPT 55900 - Psychosocial Aspects of Patient Care (2)

A review of psychological and social issues affecting patients and therapists in the clinic, home, and community environments. Addresses special topics relevant to assessing a patient's and a clinician's response to illness. These topics include terminal illness, sexuality and illness or disability, psychosomatic illness, and selected psychiatric disorders. 2 credits. (S, Y)

Distribution: NLA.

PDPT 56000 - Clinical Administration in Physical Therapy (4)

This course focuses on the organizational structure, management, program development, facilities, staffing, informational systems, reimbursement, marketing, and

fiscal planning related to the practice of physical therapy. Students apply these concepts and knowledge to the development and management of a "niche" physical therapy practice or service. 4 credits. (F, Y)

Distribution: NLA.

PDPT 56800 - Research II: Evidence-Based Practice in Physical Therapy (2)

Focus is on how research is used to guide clinical decision making and form the basis for contemporary physical therapist practice. Specifically, this course will build upon principles introduced in PTBS 56701 and acquaint students with how to access and critically review the literature to answer clinical questions. Students will evaluate and categorize specific articles that illustrate various types and levels of evidence. Students will also explore specific clinical questions, access the scientific literature using computer databases, and plan interventions based on the strength of the available evidence. Finally, this course will prepare the student to enter PDPT 66900 in their final professional year so they will be able to examine the existing literature and identify areas for future research. 2 credits. (S,Y)

Distribution: NLA.

PDPT 57000 - Clinical Neuroanatomy (3)

Comprehensive study of the structural features and connectivity of the human central nervous system. Emphasis will be placed on understanding the clinical relationships of the morphological basis of neurological dysfunction. Exposes students to medical imaging techniques in order to provide a basis to begin neurological differential diagnosis for physical therapy. 3 credits. (F,Y)

Distribution: NLA.

PDPT 57100 - Clinical Neurophysiology (3)

Clinical neurophysiology addresses the structure and function of nerve cells, somatosensory systems, motor control systems, and the autonomic nervous system. The emphasis of the course is on the development of an understanding of the processes associated with normal functioning of the nervous system in the control of posture movement. Selected examples of nervous system disorders are integrated into each major content area in order to illustrate how an understanding of normal function is important to the understanding of pathology in the nervous system. 3 credits. (F,Y)

Distribution: NLA.

PDPT 57200 - Motor Development Across the Lifespan (3)

Normal motor developmental processes from the embryo to old age. Review of research in the theories of motor control, motor learning, and motor development. Emphasis is placed on the relationship of these theories to growth and development through the lifespan. Topics include the

development of musculoskeletal, cardiopulmonary, sensory, and nervous system changes. Other lifespan issues include the development of posture, locomotion, fine motor, speech and language, cognition, fitness, cultural and diversity issues, and functional and developmental examination tools. 3 credits. (F,Y)

Distribution: NLA.

PDPT 57300 - Fundamentals of Neurological Examination (3)

Prepares students to perform a complete physical therapy neurological examination of patients with peripheral and central nervous system disorders. Students will be directed to perform specific tests that examine cognition, sensation, perception, tone, motor function, balance, gait, and function. The measurement properties of these clinical tests will be discussed. Specific emphasis will be directed to the electrophysiologic examination of peripheral disorders. 3 credits. (S,Y)

Distribution: NLA.

PDPT 59000 - Clinical Education I (4)

The initial assignment to one of a variety of health care facilities for eight weeks. The student is assigned to specified clinical tasks under the close supervision of the clinical instructor. Professional conduct and appearance, basic musculoskeletal assessment and treatment, and application of physical agents are emphasized. Synthesis of all previous professional coursework is exhibited by designing a basic examination and intervention plan based on the results of the subjective and objective examination and substantiation of the intervention rationale. Prerequisites: PTBS 54102; PTBS 54203; PTBS 53101; PTBS 52304; PTBS 56701; PTBS 52405; PTBS 51103. Satisfactory/unsatisfactory only. 4 credits. (Sum,Y)

Distribution: NLA.

PDPT 59102 - Clinical Education II (4)

The second placement for the student in a clinical environment where he or she has the close supervision of a clinical instructor. This experience provides an opportunity to practice and develop skills in analyzing motor performance, in examination and intervention of joint and soft tissue pathologies and spinal dysfunction. The student should also exhibit an understanding of the administration of a physical therapy department. The student continues to synthesize all previous professional coursework. Prerequisites: PDPT 59000. Satisfactory/unsatisfactory only. 4 credits. (S,Y)

Distribution: NLA.

PDPT 59500-59599 - Clinical Grand Rounds (1)

Provides students with the opportunity to participate in physical therapy services for a variety of patients/clients with neuromusculoskeletal pathologies seen in the Ithaca

College Occupational and Physical Therapy Clinic. Students participate in the physical therapy patient/client management model under the direct supervision of a licensed physical therapist. 1 credit.

Distribution: NLA.

PDPT 59500-59525 - Clinical Grand Rounds (1)

Provides students with the opportunity to participate in physical therapy services for a variety of patients/clients with neuromusculoskeletal pathologies seen in the Ithaca College Occupational and Physical Therapy Clinic. Students participate in the physical therapy patient/client management model under the direct supervision of a licensed physical therapist. 1 credit.

Distribution: NLA.

PDPT 59900-59925 - Selected Topics in Physical Therapy (1 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 1-3 credits. (IRR)

Distribution: NLA.

PDPT 61200 - Case-Study Seminar (2)

Applies the principles of evidence-based practice to selected patient cases across a variety of physical therapy diagnoses from current practice settings. Emphasis will be placed on the complex patient who demonstrates multisystem involvement. The case studies are an intensive investigation designed to analyze and understand medical and/or surgical factors important to the etiology, care, and outcome of the patient's problems as they relate to the physical therapy plan of care. Included are factors related to cardiovascular, gastrointestinal, endocrine/rheumatological, musculoskeletal, neurologic, genitourinary, pulmonary, psychological, and hematological problems. Pharmacological issues related to management of multisystem involvement and the interaction of drug therapy with rehabilitation will be addressed. Prerequisite: Matriculation into transitional D.P.T. program. 2 credits. (F)

PDPT 62607 - Clinical Orthopedics (2)

Reviews the medical and conservative management of common orthopedic disorders. Initially the course focuses on review of basic principles of orthopedic diagnosis and pathology, followed by medical and conservative management of common orthopedic disorders of the extremities. An expectation is that students will integrate information gained from prior coursework. 2 credits. (F,Y)

PDPT 62900 - Independent Clinical Study (1 to 3)

This course is designed to meet the individual needs of a student, which are identified during a clinical education course. Content of this course will address specific

objectives identified by the student, the clinical instructor(s), and the director of clinical education. Prerequisites: All previous coursework; faculty permission required. 1-3 credits. (F,S,Y)

Distribution: NLA.

PDPT 63800 - Pathokinesiology (3)

Presents specific pathological conditions (primarily organized according to anatomical regions) that result in disorders of posture, movement, and locomotion. The presentations and analyses of these pathokinesiological conditions include neurological, neuromotor, and musculoskeletal aspects with respect to the causes of dysfunction. Laboratory exercises require the student to use movement analysis equipment to demonstrate pathomechanics and abnormal movement patterns. 3 credits. (F,Y)

Distribution: NLA.

PDPT 63900 - Orthotics/Prosthetics (2)

An in-depth review of the principles and practices of orthotics and prosthetics as applied by a physical therapist. This includes a survey of the basic biomechanical principles used in applying orthotic and prosthetic appliances, as well as principles of patient application, training, and management of complications. 2 credits. (S,Y)

Distribution: NLA.

PDPT 64500 - Pre-Clinical Conference III (0)

A series of sessions to explain the policies and procedures for graduate clinical education and choose sites for graduate clinical affiliations. Pass/fail only. 0 credits. (F,Y)

Distribution: NLA.

PDPT 64600 - Professional Development III (1.5)

A continuation of the professional development series, this course advances the students' understanding and application of their role as a professional in their relationship with patients/clients, in the practice setting and in our society. Prepares students for participation in clinical education coursework and clinical practice. Strategies for adaptability and time management in the clinical setting are presented. Analyses of clinical situations facilitate student exploration of ethical decision making, patient advocacy, cultural diversity, leadership, and application of professionalism. 1 credit. (S,Y)

PDPT 66900 - Research III: Research Seminar (3)

Research III is a 3 credit hour course designed to provide a mentored experience in evidence based practice to entry level physical therapy students. Working in small groups with a mentor, students use evidence based practice principles to make clinical decisions associated with diagnosis, therapy and prognosis. At the completion of

each case students are expected to determine optimal diagnostic and intervention procedures for each case based on current evidence. 3 credits. (F,Y)

Distribution: NLA.

PDPT 67400 - Neurological Rehabilitation I (3)

This course focuses on the body structure / function impairments, activity limitations, and participation restrictions experienced by individuals with neurologic health conditions resulting from acquired disorders of the central nervous system. Students will apply a systematic clinical decision-making approach to the physical therapy examination of these individuals, integrating data from the patient's medical history with reports from interdisciplinary team members and findings from standardized examinations and functional tasks analysis to arrive at a movement system diagnosis and establish a realistic prognosis. Design and progression of the physical therapy plan of care will be considered, guided by current concepts of neuroplasticity and neurotherapeutics. 3 credits. (F,Y)

Distribution: NLA.

PDPT 67500 - Neurological Rehabilitation II (3)

This course builds on concepts introduced in PDPT 67400, with a focus on the body structure / function impairments, activity limitations, and participation restrictions experienced by individuals with neurological health conditions resulting from specific acquired disorders of the central and peripheral nervous system. Students will gain continued exposure to the application of a systematic clinical decision-making approach to the physical therapy examination process, integrating data from the patient's medical history with reports from interdisciplinary team members and findings from standardized examinations and functional task analysis to arrive at a movement system diagnosis and establish a realistic prognosis. Design and progression of the physical therapy plan of care will be considered, guided by current concepts of neuroplasticity and neurotherapeutics as it applies to the health conditions that are considered. 3 credits. (F,Y)

Distribution: NLA.

PDPT 67600 - Pediatric Rehabilitation (2.5)

This course focuses on the etiology, pathology, diagnosis, medical, surgical, and physical therapy management of pediatric disorders of the neuromuscular system. Identification of body structure/function impairments, activity limitations, and participation restrictions experienced by children with inherited and acquired disorders of development and movement is emphasized. Students will apply a systematic clinical decision-making model that integrates review of records, data collection, hypothesis formulation and development of an appropriate pediatric plan of care. 2.5 credits. (F,Y)

Distribution: NLA.

PDPT 68100 - Cardiac Testing and Management (2)

A review of normal cardiac physiology and the response of this system to exercise and disease. Cardiac pathologies are discussed, including a review of the medical and surgical management of specific disease groups. Evaluation procedures utilized to determine the status of the cardiac system's performance are studied and performed in the laboratory. Clinical management procedures used by all members of the rehabilitation team are reviewed with emphasis on specific physical therapy procedures. 2 credits. (S,Y)

Distribution: NLA.

PDPT 68260 - Medical Screening and Disease (4)

General overview of common diseases and surgical interventions in the practice of general medicine and surgery that may be seen in physical therapist practice. Presentations by clinical practitioners will emphasize medical and surgical management procedures. With these topics serving as a foundation for medical screening of major organ systems within existing physical therapy examination techniques will enable the student to differentiate between patients and clients who are appropriate for physical therapy intervention, need closer monitoring and those who should be referred to other medical practitioners. Complex cases with multisystem diseases will be discussed. 4 credits (S,Y)

PDPT 68300 - Pulmonary Testing and Management (2)

Review of normal pulmonary physiology and the response of the pulmonary system to exercise and disease. Pulmonary pathologies are discussed, including a review of the medical and surgical management of specific disease groups. Evaluation procedures utilized to determine the status of the pulmonary system's performance are studied and performed in the laboratory. Clinical management procedures used by all members of the rehabilitation team are reviewed, with emphasis on specific physical therapy procedures utilized in treating patients with pulmonary disease. 2 credits. (S,Y)

Distribution: NLA.

PDPT 68450 - Advanced Clinical Reasoning (2)

This course challenges students to explore a novel or controversial physical therapy management issue. The topics are chosen by the faculty and approached from three perspectives including 1) theory development, 2) evidence based medicine, and 3) management issues. Each project must include the following theory, evidence, and application to patients. Students are expected to gain practical experience implementing changes in care delivery. 2 credits. (S,Y)

PDPT 68500 - Wellness and Prevention (1)

The role of physical therapy in wellness and prevention for individuals, groups, and communities. The physiological

rationale behind designing comprehensive wellness programs is presented. Topics include the development and implementation of general fitness and prevention programs for a variety of clients, including those with chronic disabilities. 1 credit. (S,Y)

PDPT 68700 - Pre-Clinical Conference IV (0)

The course provides for a formal series of sessions during which students will be provided pertinent information and instruction regarding Clinical Education IV-V and IV/V experiences. 0 credits. (S/Y)

PDPT 69000-69010 - Selected Topics in Physical Therapy (0 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. Pass/fail only. 0-3 credits. (IRR)

PDPT 69200 - Clinical Education III (4)

A student's third placement in a clinical environment, giving the opportunity to apply more advanced theories and treatment procedures to a selected patient caseload with guidance from a clinical instructor. Eight weeks in length. Prerequisites: Satisfactory completion of all prior required coursework. Satisfactory/unsatisfactory only. 4 credits. (S,Y)

Distribution: NLA.

PDPT 69300 - Clinical Education IV (3)

This is the fourth course in the clinical education series. The student is expected to begin to assume the role of the primary physical therapist under the direct supervision of a licensed physical therapist. The student begins to manage all aspects of patient care. One six-week session. Student must register for this course and PDPT 69400 or register for PDPT 69500. Satisfactory/unsatisfactory only. 3 credits (Sum,Y)

PDPT 69400 - Clinical Education V (3)

This is the fifth and final course in the clinical education series. The student is expected to begin to assume the role of the primary therapist under the direct supervision of a licensed physical therapist. The student achieves competency in managing all aspects of patient care. One six-week session. Student must register for this course and PDPT 69300 or register for PDPT 69500. Satisfactory/unsatisfactory only. 3 credits. (Sum,Y)

PDPT 69500 - Clinical Education IV/V (6)

Clinical Education IV/V is one of the final options for placement of the student in a clinical environment. This course is the capstone course in the clinical education series. At the conclusion of the 12-week placement, the student is expected to demonstrate entry level physical therapy practice. One 12-week session. Students must

register for this course or PDPT 69300 and PDPT 69400. Satisfactory/unsatisfactory only. 6 credits. (Sum, Y)

PDPT 69900 - Independent Study (1 to 3)

This course, which requires a faculty sponsor, allows students to complete an in-depth study or project in an area of their interest related to physical therapy. Includes a final presentation. Prerequisites: Permission of faculty sponsor, academic adviser, graduate chair, and dean. May be repeated for a total of 6 credits. 1-3 credits. (F-S,Y)

PFMJ - Performance-Major

PFMJ 60100 - Voice (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60300 - Piano (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60500 - Organ (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60700 - Harpsichord (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60900 - Violin (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 60901 - Violin/Recital (2)

Performance studies leading to a recital. Taken only in the semester of the recital. Prerequisite: PFMJ 60900. 2 credits (F/S)

Distribution: NLA. Offered: F/S.

PFMJ 61100 - Viola (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61101 - Viola/Recital (2)

Performance studies leading to a recital. Taken only in the semester of the recital. Prerequisite: PFMJ 61100. 2 credits (F/S)

Distribution: NLA. Offered: F/S.

PFMJ 61300 - Cello (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61500 - Double Bass (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 61700 - Guitar (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62100 - Flute (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62300 - Oboe (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62500 - Clarinet (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62700 - Bassoon (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 62900 - Saxophone (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63100 - French Horn (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate

musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63300 - Trumpet (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63500 - Trombone (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63700 - Euphonium (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 63900 - Tuba (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

PFMJ 64300 - Percussion (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music.

Distribution: NLA.

PFMJ 64500 - Conducting (1 to 2)

Intensive study of advanced performance technique, interpretation, and literature representing all appropriate musical style periods. 1 or 2 credits, conducting majors only, except by permission of the graduate chair in music. 1-2 credits.

PFMJ 64700 - Private Collaborative Piano (1 or 2)

Intensive study of advanced performance techniques, interpretations and literature representing all appropriate musical style periods. 1 or 2 credits, through permission of the graduate chair in music. 1-2 credits. (F,S)

PFMJ 64701 - Collaborative Piano/Recital (2)

Performance studies leading to a recital. Taken only in the semester of the recital. Prerequisite: PFMJ 64700. 2 credits (F,S)

PHYS - Physics

PHYS 52100 - Quantum Mechanics (3)

Advanced study of the nature of quantum theory and how it differs from classical ideas. Topics include the uncertainty principle, the Schrödinger equation and solutions to various potentials, perturbation theory, and the one-electron atom. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

PHYS 54000 - Inquiry and the Nature of Science for the Science Teacher (3)

Considers issues pertaining to the nature and practice of science, especially as they relate to science education. Explores aspects that distinguish scientific inquiry from other forms of inquiry. Examines safety issues of teaching science in a classroom, and teaching science in the context of the community. Cross-listed with BIO 54000, CHEM 54000, and ENV 54000. Students can receive credit for only one of: BIOL 54000, CHEM 54000, ENV 54000, and PHYS 54000. Prerequisites: Graduate student in good standing. 3 credits. (IRR)

Offered: IRR.

PHYS 55100 - Advanced Experimental Laboratory (3)

Graduate students are expected to gain a thorough understanding of several experiments carried out during the term rather than to complete a large number of small projects. Emphasis is placed on independent work. Available experiments include nuclear techniques, gamma ray spectroscopy, and the Mossbauer effect. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (S,E)

Distribution: LA.

PHYS 57000 - ST: Advanced Physics (3)

Advanced study of topics chosen based on faculty and student interests; topics may include advanced astronomy, environmental science, geophysics, and physics topics such as atomic, condensed matter, nuclear, and optical physics. This course may be repeated for credit for selected topics on different subjects. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

PHYS 69600 - Independent Study in Physics (3 to 6)

One-semester course in which a student may pursue a topic of interest in physics, supervised by a member of the department. Offered on demand only. May be repeated for credit, up to a maximum of 6 credits. Prerequisite: Permission of instructor. 3-6 credits. (IRR)

PHYS 69800 - Education Research for the Science Teacher (3)

Original research participation with a science education faculty member. Designed to strengthen student

understanding of science education research methodology and the science education research literature. Cross-listed with BIOL 69800, CHEM 69800, and ENV 69800. Students can receive credit for only one of: BIOL 69800, CHEM 69800, ENV 69800, PHYS 69800. Offered on demand only. Prerequisite: Graduate student in good standing. 3 credits. (SU, IRR)

Distribution: LA. Offered: Su, IRR.

PHYS 69900 - Independent Research in Physics (3 to 6)

Original research participation with a faculty member in a specialized field. Designed to strengthen the student's understanding of the nature of science, science research methodology, and the scientific literature. Course may be repeated for credit, up to a maximum of 6 credits. Offered on demand only. Prerequisite: Permission of instructor. 3-6 credits. (IRR)

PTBS - Physical Therapy - Undergraduate

PTBS 51002 - Human Anatomy (0 or 6)

Study of the gross anatomical components of the human body through the use of lecture and cadaver dissection. Emphasis is placed on the musculoskeletal and neurovascular systems found in the extremities, trunk, chest, and abdominal walls, and in the head and neck. Prerequisites: BIOL-20600. 6 credits. (Sum,Y)

PTBS 51103 - Pathology for Physical Therapists (3)

Examination of the components of general disease and injury processes and specific components of selected diseases likely to be encountered in physical therapy practice. General pathology topics described include cell and tissue injury, inflammation, and the healing and repair process. Specific focus on diseases of the musculoskeletal, cardiovascular, pulmonary, integumentary, and nerve systems. Emphasis is placed on understanding the underlying mechanisms of structural and functional disruptions for adults, with secondary comparisons to pathology across the life span. This course provides background information necessary for performing differential diagnosis and patient treatments. Prerequisites: PTBS 51002; PTBS 31300. 3 credits. (S,Y)

Distribution: LA.

PTBS 52001 - Fundamentals of Patient/Client Care (0 or 2)

Provides first formal contact with patients/clients and patient/client care techniques. Exposes students to the initial steps in the patient/client professional relationship, including professional behaviors, communications (verbal and written), assessment of patient/client medical status, patient/client mobility techniques, and medical record documentation. The emphasis throughout the course is to develop the skills necessary to assure patient/client and

student safety in the clinical environment. Corequisites: PTBS 51002. 2 credits (Sum,Y)

Distribution: NLA.

PTBS 52102 - Musculoskeletal Examination and Evaluation (0 or 3)

Introduction to the patient/client management model with emphasis on examination, evaluation, and diagnosis of musculoskeletal problems of the extremities. Emphasis is placed on the following skills: patient history, range of motion, goniometry, muscle performance testing, flexibility testing, ligament testing, special orthopedic tests, and posture as it relates to the extremities. Prerequisites: PHYS 10100; PHYS 10200; PTBS 51002. 3 credits. (F,Y)

Distribution: NLA.

PTBS 52203 - Soft Tissue Palpation and Examination (0 or 2)

This lecture and laboratory course examines various methods of soft tissue examination and intervention. It covers a broad spectrum of techniques while teaching the skills of the most commonly used methods. Some of the techniques are more scientifically evidence-based than others. The course emphasizes critical assessment and the need for research-based analysis. It develops palpation skills, including the examination and evaluation of soft tissue dysfunction. Prerequisite: PTBS 51002. Corequisites: PTBS 52102; PTBS 53702. 2 credits (F,Y).

Distribution: NLA.

PTBS 52304 - Peripheral Joint Mobilization (0 or 1.5)

Lecture and laboratory course preparing students to incorporate passive mobility testing into the patient/client examination. Students also learn to use passive joint mobilization interventions for patient/client with peripheral joint pathologies. Prerequisites: PTBS 52102; PTBS 52203. 1.5 credits (S,Y)

Distribution: NLA.

PTBS 52405 - Therapeutic Exercise (0 or 3)

A comprehensive analysis of the scientific principles of exercise commonly used in physical therapy practice. Specific exercise programs address muscle performance, endurance, mobility, and balance impairments. Adaptations of tissue on activity and immobilization are also discussed. Prerequisites: PTBS 31300; PTBS 52102; PTBS 53702 3 credits. (S,Y)

Distribution: NLA.

PTBS 53101 - Electrotherapeutic Modalities and Physical Agents (0 or 4)

The study of the biophysical, physiological, and clinical principles and procedures associated with the application of electromagnetic and acoustic energy in the prevention

and treatment of pathological conditions. Prerequisites: PHYS 10100; PHYS 10200; PTBS 51002. 4 credits. (S,Y)

Distribution: NLA.

PTBS 53702 - Applied Biomechanics (0 or 3)

Application of mechanical principles to human movement. Particular attention to the effect of forces in producing normal movement. Students are required to apply their knowledge of anatomy to understanding individual joint function, as well as the integrated function of several joints during complex activities such as the normal gait. Prerequisites: PHYS 10100; PHYS 10200; PTBS 51002. 3 credits. (F,Y)

Distribution: LA, NS.

PTBS 54001 - Professional Development I (0 or .5)

Description of physical therapy as a profession in the United States, including history, professional organization, roles of the physical therapist and related personnel, and scope of practice. Prerequisites: Senior standing. 0.5 credit. (F,Y)

Distribution: NLA.

PTBS 54102 - Preclinical Conference I (0)

Series of sessions to explain clinical education policies and procedures and choose sites for clinical affiliations. Prerequisites: Senior standing; clinical health studies major. Pass/fail only. 0 credits. (F,Y)

Distribution: NLA.

PTBS 54203 - Professional Development II (1)

Introduction to the Practice Act, Code of Ethics, roles of paraprofessionals, professional and ethical behavior, and effective communication styles. Instruction in clinical education teams, models of clinical education, and assessment of clinical performance. Prerequisites: PTBS 55501; PTBS 54001. 1 credit. (S,Y)

Distribution: CP, NLA.

PTBS 55501 - Teaching and Learning in the Clinical Setting (0 or 1)

Preparation to teach in a variety of settings and formats for academic, clinical, and professional purposes. Content is applicable to community presentations, group in-services, and presentations, as well as patient/family and other individualized teaching. Includes teaching/learning theories and styles, impact of age, culture, environment, and motivation, domains of learning, instructional objectives, teaching methods, and instructional technology. Evaluation, feedback, and outcome measurements are included. 1 credit. (S,Y)

Distribution: NLA.

PTBS 55602 - Introduction to Health Care Systems (1)

Constructs of the U.S. health care system, with emphasis on how parts of the system influence patient referrals, delivery of care, and reimbursement. The course focuses on the health care system's influence on rehabilitation services with emphasis on allied health. Prerequisites: PTBS 54001. 1 credit. (S,Y)

Distribution: NLA.

PTBS 56701 - Research I: Evidence Based Practice I (3)

An overview of how the research literature can guide clinical decision making and form the basis for contemporary physical therapist practice. Emphasis on how evidence is used to answer clinical questions that affect the examination process, evaluation procedures, and interventions commonly used by physical therapists. The historical background for evidence based practice will be examined at the start of this course, followed by an analysis of the fundamental components of evidence based practice. Contemporary issues in physical therapist practice will be used to illustrate various issues and topics in this course. Prerequisites: MATH 14500, MATH 15500, MATH 21600 or PSYC 20700. 3 credits. (F,Y)

PTBS 56800 - Research II: Evidence-Based Practice II (2)

Focuses on how clinicians can evaluate, integrate, and apply research to guide clinical decision making in contemporary physical therapist practice. This course builds on and applies principles introduced to PTBS 56701 (Research I: Evidence-Based Practice I), and helps students become proficient in accessing and critically reviewing the literature to answer clinical questions. Students will evaluate and categorize specific articles that illustrate various types and levels of evidence. Students explore specific clinical questions, access the scientific literature using computer databases, and plan interventions based on strength of the available evidence. This course will prepare the student to enter the Research Seminar series in their final professional year. Prerequisites: PTBS 56701. 2 credits.

PTBS 59000 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59001 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59002 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59003 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59004 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59005 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59006 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59007 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59008 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59009 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59010 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59011 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59012 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for

credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59013 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59014 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59015 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59016 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59017 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59018 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59019 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59020 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59021 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59022 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59023 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59024 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59025 - Selected Topics in Physical Therapy (.5 to 3)

Clinical and professional topics of current interest to faculty and students. This course may be repeated for credit for different selected topics. Pre-requisites: As appropriate to topics. Pass/fail only .5-3 credits (IRR)

PTBS 59800 - Honors Seminar in Physical Therapy (1)

For students in the honors program. Research proposals completed in PTBS 59900 are presented and critiqued. In addition, examples of good and poor published journal articles are discussed and analyzed. Prerequisites: PTBS 59900. Note: All undergraduates taking this course for graduate credit must satisfy the conditions listed under "Course Levels." 1 credit. (S,Y)

Distribution: NLA.

PTBS 59900 - Honors Project (3)

For the exceptional student who wishes to pursue graduate research. Results will be summarized in a research proposal, which is a preliminary step toward a graduate thesis. Prerequisites: PTBS 41000; permission of department chair. Note: All undergraduates taking this course for graduate credit must satisfy the conditions listed under "Course Levels." 3 credits. (F,Y)

Distribution: NLA.

SLPG Speech Language Pathology

SLPG 54700 - Fluency Development and Disorders (3)

A comprehensive study of the nature and development of fluency and fluency disorders. Topics include but are not limited to (1) models of fluency description and measurement, (2) development of normal speech fluency, (3) onset and development of fluency disorders, and (4) overview of methods of treatment. Particular emphasis is given to development and treatment of childhood and adult stuttering. 3 credits.

Distribution: TE.

SLPG 55300 - Voice and Related Disorders (3)

A study of normal and disordered phonatory processes with attention to the evaluation and remediation of specific voice problems, including laryngectomy. 3 credits.

SLPG 55400 - Neurological Bases of Communication and Motor Speech Disorders (3)

Covers basic structure and function of the nervous systems as it relates to neurogenic disorders of communication and motor speech. 3 credits. (F,Y)

SLPG 55900 - Clinical Phonology (3)

An overview of the fundamental linguistic rules governing the sound system of spoken language, including speech sounds, speech sound production, and the combination of speech sounds in meaningful utterances. Normal and disordered phonological development, cultural-linguistic variations, emerging literacy, and etiological factors will be addressed. Phonological assessment and treatment will be emphasized in contrast to traditional methods for clinically managing disorders of speech production. 3 credits.

Distribution: TE.

SLPG 56000 - Integrated Clinical Practicum (1)

This course provides a clinical practicum experience in speech-language pathology. The experience emphasizes preparation and implementation of a program of therapy, development of lesson plans, and writing of progress reports. Students may also take case histories, administer formal and informal assessment measures, and confer with parents. This course has no lecture or classroom component. Prerequisites: Permission of clinical director; 25 clinical observation hours completed with appropriate supervision. 1 credit. (F-S,Y)

SLPG 59300 - Speech Science (3)

Provides the advanced undergraduate major and the beginning graduate student in speech-language pathology with the fundamental principles of speech science. Readings, lectures, and discussions focus on the acoustics, physiology, and aerodynamics of speech production and perception. Students are introduced to appropriate laboratory equipment for measurement of speech production and perception. Emphasis also is on how the speech pathologist can apply this information to the diagnosis and treatment of communication disorders. Prerequisites: Senior standing. 3 credits.

Distribution: TE.

SLPG 60500 - Communication Disorders Assessment Lab (1)

Introduction to formal and informal evaluation methods for a range of communication disorders. Exposure to assessment materials, scoring, and guidelines for analysis

and writing. Satisfactory/Unsatisfactory only. 1 credit. (F,Y)

SLPG 61000 - Early Intervention for Children with Communication Disorders (2)

Information is provided about development of normal and disordered communication in children from birth to three years of age. Course material includes information about important legislation, service delivery models, risk factors, assessment, intervention, needs of families, and specific populations of special-needs children. Information for providing early intervention services is provided from related disciplines such as occupational therapy and physical therapy. 2 credits.

Distribution: TE.

SLPG 62000 - Speech-Language Pathology in Educational Settings (2)

This course prepares graduate students for the roles and responsibilities of the SLP in educational settings. Topics covered include, but are not limited to: legislative foundations including IDEA (Individuals with Disabilities Education Act), ADA (Americans with Disabilities Act), and Safe Schools Legislation; professional certification and ethics; IEP development; implementation of culturally sensitive therapeutic programs in a diverse classroom setting; RYI (Response to Intervention); and information on specific disability areas such as learning disabilities. 2 credits. (Sum,Y)

Distribution: TE.

SLPG 62100 - Autism Spectrum Disorders (1)

The study of Autism Spectrum Disorders (ASD) including definitions and characteristics, etiology and prevalence, evidence-based teaching methods, and the speech-language pathologist's roles and responsibilities in diagnosing, treating, and teaching students with ASD in public schools. 1 credit. (Summer)

SLPG 62500 - Medical Topics in Speech-Language Pathology (2)

An interdisciplinary focus on the characteristics, assessment, and management of special populations frequently encountered in medical settings; evaluation of evidence-based techniques, materials, and programs; and the development of relationships with professionals in fields related to speech-language pathology. 2 credits.

SLPG 63000 - Rehabilitation of Acquired Cognitive Disorders (1)

Introduction to basic concepts regarding cognition and language in neurogenic populations including traumatic brain injury (TBI), right hemisphere dysfunction (RHD) and dementia of the Alzheimer's type (DAT). Examination of current theory and practice in cognitive rehabilitation. Review of models and tools for assessing and treating

attention, memory, and dysexecutive syndromes. 1 Credit. (Sum, Y)

SLPG 63100 - Pediatric Motor Speech Disorders (1)

Differential diagnosis and treatment of pediatric motor speech disorders including discussion of etiology, characteristics, and evidence-based interventions. 1 credit. (S, Y)

SLPG 63300 - Clinical Management of the CLD Client (2)

This course surveys the linguistic and cultural influences of major racial and/or ethnic groups and their resultant communication patterns. A comparison of first and subsequent language learning, and its socio-cultural nature, is addressed in a working multicultural caseload that crosses the age span. 2 credits. (Sum, Y)

SLPG 64000 - Audiology and Assistive Technology/Listening Devices (2)

Students will develop an understanding of the psychosocial, educational, vocational, and linguistic effect of hearing loss. Lecture topics include the normal and disordered auditory system; interpretation of test results; listening devices and assistive technology for treatment of auditory disorders; and troubleshooting equipment. Emphasis is placed on the role and scope of practice of the speech-language pathologist in screening for and treating hearing disorders through technology. Prerequisites: None (2 credits, summer only).

Distribution: NLA.

SLPG 64100 - Facilitating Spoken-Language Learning in Deaf and Hard-of-Hearing Children (1)

The course provides future speech-language pathologists with the knowledge and skills to facilitate spoken-language learning in deaf and hard-of-hearing children using the auditory-verbal approach. Course content elaborates on the auditory-verbal philosophy, guidelines for maximizing hearing and facilitating listening in the deaf and hard-of-hearing children, facilitating emerging literacy using auditory-verbal techniques, and working with families of deaf and hard-of-hearing children. The course assumes prior understanding of audiograms as well as amplification devices. Pre-requisites: SLPG 64000 (1 credit, summer only)

Distribution: NLA.

SLPG 64800 - Advanced Fluency (2)

This course is designed for the graduate student with previous graduate course in fluency and fluency disorders. It provides in-depth investigation and discussion of selected topics concerning traditional and contemporary models of fluency disorders that can include, but are not limited to etiologies, evaluation, diagnosis, and treatment. Prerequisite: SLPG 64700. 2 credits.

Distribution: NLA.

SLPG 64900 - Augmentative and Alternative Communication (3)

Introduction to augmentative communication with discussion of its impact on individuals who are severely speech and language impaired. Students are familiarized with augmentative communication techniques and strategies. Assessment and intervention options are covered. Students have an opportunity for hands-on experience with a variety of augmentative communication devices and other adaptive equipment. 3 credits.

Distribution: TE.

SLPG 65100 - Adult Aphasia and Related Disorders (3)

Prepares students to identify, differentiate, and contrast the phenomenology, symptomatology, and diagnostic and therapeutic processes of adult aphasia and related disorders. 3 credits.

SLPG 65200 - Language Disorders in Children Ages 3 to 21 (3)

Information is provided about development of normal and disordered communication in children from 3 to 21 years of age. Includes material regarding important theories, legislation, service delivery models, assessment, remediation, literacy, and specific populations of special-needs children. 3 credits.

Distribution: TE.

SLPG 65500 - Seminar in Speech Pathology: Selected Topics (1 to 6)

1-6 credits.

SLPG 65600 - Dysphagia (3)

Explores the nature, etiology, and physiology of normal and abnormal patterns of swallowing across the age span. Instrumental techniques for the study of swallowing and procedures for clinical swallowing evaluations are presented. Dysphagia treatment and clinical decision making is emphasized. 3 credits.

SLPG 65700 - Research Methods and Analysis (3)

Objectives are to help the student understand basic statistical concepts utilized in research design and in speech-language pathology and audiology. Focus will be on the scientific method as a problem-solving process, developing experimental procedures for answering research questions, learning to establish and test hypotheses, and summarizing and interpreting data. 3 credits.

SLPG 66100 - Clinical Practicum I (1)

This is the initial graduate clinical practicum experience. Emphasis is placed on students displaying appropriate professional skills while developing and implementing an intervention plan, creating a dynamic therapeutic environment, collaborating with relevant others, and

completing thorough documentation. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements. Co-requisite: SLPG 66101. 1 credit. (F,Y)

Distribution: TE.

SLPG 66101 - Seminar in Professional Practice I (1)

This course provides an overview of professional practice in speech-language pathology for individuals beginning the graduate program. Topics include but are not limited to: scope of practice, evidence-based practice, standards of ethical conduct, trends in professional practice, accreditation, certification, and licensure. Graduate program standards, requirements, and expectations are also discussed. 1 credit. Co-requisite: SLPG 66100. (F,Y)

SLPG 66200 - Clinical Practicum II (2)

This graduate practicum experience involves multiple clinical experiences in speech-language pathology and/or audiology. Graduate clinicians provide diagnostic evaluations and therapeutic intervention for individuals with speech-language disorders. Emphasis is placed in students displaying appropriate professional skills while developing and implementing an intervention plan, creating a dynamic therapeutic environment, collaborating with relevant others, and completing thorough documentation. Site and client assignments are determined by clock-hour needs, scope of practice, and regulatory requirements. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements. Mandatory seminars on selected topics are held throughout the semester. Satisfactory/Unsatisfactory only. Prerequisites: SLPG 66100. 2 credits. (S,Y)

Distribution: TE.

SLPG 66300 - Clinical Practicum III (1)

This graduate practicum experience involves multiple clinical experiences in speech-language pathology and/or audiology. Graduate clinicians provide diagnostic evaluations and therapeutic intervention for individuals with speech-language disorders. Emphasis is placed on students displaying appropriate professional skills while developing and implementing an intervention plan, creating a dynamic therapeutic environment, collaborating with relevant others, and completing thorough documentation. Site and client assignments are determined by clock-hour needs, scope of practice, and regulatory requirements. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements. Mandatory seminars on selected topics are held throughout the semester. Satisfactory/Unsatisfactory only. Prerequisite: SLPG 66200. 1 credit. (Sum,Y)

Distribution: TE.

SLPG 66400 - Clinical Practicum IV (2)

This graduate practicum experience involves multiple clinical experiences in speech-language pathology and/or audiology. Graduate clinicians provide diagnostic evaluations and therapeutic intervention for individuals with speech-language disorders. Emphasis is placed on students displaying appropriate professional skills while developing and implementing an intervention plan, creating a dynamic therapeutic environment, collaborating with relevant others, and completing thorough documentation. Site and client assignments are determined by clock-hour needs, scope of practice, and regulatory requirements. Practica may take place on or off campus. Supervision is provided in accordance with ASHA requirements. Mandatory seminars on selected topics are held throughout the semester. Satisfactory/Unsatisfactory only. Prerequisite: SLPG 66300. Co-requisite: SLPG 66401. 2 credits. (F,Y)

Distribution: TE.

SLPG 66401 - Seminar in Professional Practice II (1)

This course provides an overview of professional practice in speech-language pathology for individuals in their final semester prior to externship/student teaching. Topics include but are not limited to: ASHA practice policies and guidelines, reimbursement procedures, counseling in SLP, evidence-based practice, trends in professional practice, and advanced topics in certification and licensure. Externship/student teaching standards, requirements, and expectations are also discussed. Co-requisite SLPG 66400. 1 credit. (F,Y)

SLPG 66500 - Professional Externship in Speech-Language Pathology Block I (4)

This is a full-time professional externship experience in speech-language pathology. Externship settings and locations are determined in accordance with regulatory requirements, scope of practice needs, and professional interests. Specific requirements, duties, and responsibilities vary with the placement site. Prerequisite: SLPG 66400 and faculty approval. 4 credits.

Distribution: TE.

SLPG 66501 - Professional Externship in Speech-Language Pathology Block II (4)

This is a full-time professional externship experience in speech-language pathology. Externship settings and locations are determined in accordance with regulatory requirements, scope of practice needs, and professional interests. Specific requirements, duties, and responsibilities vary with the placement site. Prerequisite: SLPG 66400 and faculty approval. 4 credits.

Distribution: NLA.

SLPG 66600 - Supplementary Clinical Affiliation (1)

An elective clinical affiliation designed for students who have not acquired the total number of supervised clinical

clock-hours required by the American Speech-Language-Hearing Association (ASHA). 1 credit. (IRR)

SLPG 67000 - Individual Studies (1 to 3)

Directed individual investigation in special areas not fully covered by regular coursework. Initial application should include outline and bibliography. A copy of the paper is to be filed with the department. Requires approval of the full-time professor in charge and the department chair. 1-3 credits.

SLPG 67100 - Individual Studies (1 to 3)

Directed individual investigation in special areas not fully covered by regular coursework. Initial application should include outline and bibliography. A copy of the paper is to be filed with the department. Requires approval of the full-time professor in charge and the department chair. 1-3 credits.

SLPG 67200 - Independent Reading (1 to 3)

A course of reading arranged between the department chair and student. 1-3 credits.

SLPG 67300 - Independent Reading (1 to 3)

A course of reading arranged between the department chair and student. 1-3 credits.

SLPG 67400 - Independent Research (1 to 3)

Student research under the direction of one or more faculty supervisors. By permission of the department chair. 1-3 credits per semester.

Distribution: TE.

SLPG 67500 - Independent Research (1 to 3)

Student research under the direction of one or more faculty supervisors. By permission of the department chair. 1-3 credits per semester.

SLPG 68000 - Thesis or Research Paper (2 to 8)

The thesis or research paper, optional for the master of science degree, is supervised by a major adviser and a thesis committee. Members of the thesis committee may be professors from other institutions. Following acceptance of the thesis by the committee, an external examiner is appointed by the graduate committee. May be repeated up to a total of 8 credits. 2-8 credits.

SLPG 69800 - Professional Experience in Education I - Block I (4)

This is a full-time professional externship/student teaching experience in speech-language pathology in an educational setting. Student teaching settings and locations are determined in accordance with regulatory requirements, scope of practice needs, and professional interests. Specific requirements, duties, and responsibilities vary with the placement site. For SLPTC majors only.

Prerequisite: SLPG 66400 and faculty approval. 4 credits. (F-S,Y)

Distribution: TE.

SLPG 69801 - Professional Experience in Education II - Block II (4)

This is a full-time professional externship/student teaching experience in speech-language pathology in an educational setting. Student teaching settings and locations are determined in accordance with regulatory requirements, scope of practice needs, and professional interests. Specific requirements, duties, and responsibilities vary with the placement site. For SLPTC majors only. Prerequisite: SLPG 66400 and faculty approval. 4 credits. (F-S, Y)

Distribution: TE.

SPAN - Spanish

SPAN 55000 - The Art of Translation: Spanish to English, English to Spanish (3)

Extensive study of the Spanish language through translation. Students will be exposed to theories of translation and will develop skills in English/Spanish and Spanish/English translation using a variety of texts (letters, literary selections, journalism, advertisements, and "how to" material). Close readings of the material translated help students focus on the nuances of each language and appreciate cultural differences. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 55400 - Cervantes (3)

In-depth study of Don Quixote and a selected group of novelas ejemplares (short stories) and plays, with particular reference to Cervantes's unique contributions to the modern novel and world literature. Offered in a four-year cycle with SPAN 55500, SPAN 55600, and SPAN 55700. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: HU,LA.

SPAN 55500 - Golden Age Drama (3)

Extensive study of Spanish Golden Age drama, including its precepts and literary manifestations. Emphasis will be given to the relationship between the state and the stage. There will be close analysis of Lope de Vega's seminal works as well as those written by Calderón, Tirso de Molina, and Alarcón. Offered in a four-year cycle with SPAN 55400, SPAN 55600, and SPAN 55700. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: HU,LA.

SPAN 55600 - Golden Age Poetry (3)

Thorough study of the poetry of Spain's Golden Age. Examination of the Italianate poetry of Garcilaso de la Vega and his role in the development of Spanish lyrical poetry as manifested in the writings of Fray Luis de León, Lope de Vega, Francisco de Quevedo, and San Juan de la Cruz. Offered in a four-year cycle with SPAN 55400, SPAN 55500, and SPAN 55700. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: HU,LA.

SPAN 55700 - Golden Age Prose (3)

In-depth study of Spain's Golden Age prose through close analysis of novelistic genres that include the picaresque and pastoral novels as well as short stories. Offered in a four-year cycle with SPAN 55400, SPAN 55500, and SPAN 55600. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: HU,LA.

SPAN 56100 - Medieval Spanish Literature (3)

In-depth study and analysis of representative texts from medieval Spain, such as Poema de Mio Cid, Libro de Buen Amor, and La Celestina. Students will also consider the coexistence of Christians, Jews, and Muslims, and their contributions to the development of Western civilization. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: HU,LA.

SPAN 56300 - Nineteenth-Century Spanish Literature (3)

Thorough focus on the significant novels, short stories, poetry, and essays of the literary schools and movements of 19th-century Spain. Readings will include realist and naturalist authors such as Mariano José de Larra, Juan Valera, Vicente Blasco Ibáñez, Rosalía de Castro, Benito Pérez Galdós, and Emilia Pardo Bazán. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 56400 - Contemporary Spanish Literature (3)

Extensive textual analysis of Spanish literature from the turn of the 20th century to the present day. Topics may include the generation of '98; the generation of '27, Tremendismo, and post-Franco prose and poetry. Emphasis will be placed on the relationship between literature and society. Genres studied may include fiction, nonfiction, poetry, drama, and essays. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 57100 - Latin American Fiction (3)

Extensive study of the works of major Latin American fiction writers. Readings include works by Borges, Fuentes, Cortázar, García Márquez, and Allende. Offered in a four-year cycle with SPAN 57200, SPAN 57300, and SPAN 57400. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 57200 - Latin American Poetry and Drama (3)

Thorough analysis of works written by major Latin American contemporary poets and playwrights. Offered in a four-year cycle with SPAN 57100, SPAN 57300, and SPAN 57400. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 57300 - Modernismo (3)

In-depth analysis of modernismo (1888-1910), Latin America's first authentic literary movement. Close readings of poetry, fiction, and essays by the likes of José Martí, Julian del Casal, Rubén Darío, José Asunción Silva, Leopoldo Lugones, and José Enrique Rodó. Offered in a four-year cycle with SPAN 57100, SPAN 57200, and SPAN 57400. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 57400 - Topics in Latin American Literature (3)

In-depth study of literary themes such as the conquest and the colonial experience, Latin America's search for identity, the dictator in Latin American literature, fiction and revolution, nation building, and cultural spaces. Offered in a four-year cycle with SPAN 57100, SPAN 57200, and SPAN 57300. Prerequisite: Graduate student in good standing or permission of instructor. 3 credits. (IRR)

Distribution: LA.

SPAN 59100 - Seminar (3)

Study of selected topics in Spanish and/or Latin American literature and/or culture. Prerequisites: A minimum of two Spanish literature courses numbered SPAN 33700 or above. May be repeated for a total of 6 credits when topics vary. 3 credits. (F-S,Y)

Distribution: LA.

SPAN 59900 - Independent Study: Spanish (1 to 3)

Individual research, study, and/or writing on particular topics, supervised by a member of the department. Offered on demand only. Prerequisites: permission of instructor. 3 credits. (IRR)

Distribution: LA.

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