This seal represents the four core values of Manhattanville’s rich tradition.

The book symbolizes academic excellence and a respect for intellectual inquiry. The sun signifies enlightenment, development of the whole person – mind, body, and spirit – in an atmosphere of responsible freedom. The star is a sign of Manhattanville’s quest to build a nurturing, caring community, founded on mutual respect and personal accountability. The mountain represents our challenge to our students to make the world a better place through responsible social action. Finally, the crossroad connecting the four values is an emblem of the paths that meet at Manhattanville to bring together students and faculty from all parts of the world.

Important Notice: Catalog Revisions
Manhattanville College reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the College without notice. Tuition and fees set forth in this publication are similarly subject to change by Manhattanville College. The College regrets any inconvenience this may cause.

The responsibility for compliance with the regulations in each Academic Catalog rests entirely with the student. The Catalog is not a contract, and nothing in this Catalog can be construed as the basis for a contractual claim. The curricular requirements in this Catalog apply to those students matriculated in the 2015-2016 academic year. This Catalog reflects policies, fees, curricula, and other information as of June 2015.
Manhattanville College Mission

The mission of Manhattanville College is to educate students to be ethical and socially-responsible leaders in a global community.

We are committed to:

• Ensuring the intellectual, ethical and social development of each student within a community of engaged scholars and teachers.
• Encouraging each student to develop as an independent and creative thinker in pursuing career and personal goals.
• Providing a diverse, inclusive and nurturing environment which develops in each student a commitment to service and leadership within a global community.

Equal Employment Opportunity and Affirmative Action Policy

Manhattanville College does not discriminate on the basis of race, color, national origin, age, gender, and disability in its programs or activities. This policy applies to access to all activities and programs under the College sponsorship, as well as to application and selection for admission, employment, and all other personal procedures within the College.

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., Manhattanville College does not discriminate on the basis of gender in the conduct of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the Director, Office of Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.
Brief History of Manhattanville: History and Educational Commitment

Manhattanville’s tradition is based on an educational heritage that fosters the free exchange of ideas between students and teachers within the context of challenging academic programs. Through this exchange, the College encourages the development of human values and a view of society as a community requiring each person’s support. A liberal arts education at Manhattanville seeks to cultivate the growth of conscience as well as intellect – the ability both to reach personal moral decisions by the use of reason and understanding and the courage to defend these convictions. The many alumni who have become successful teachers and leaders testify to the usefulness of the College’s definition of a liberal arts education.

The College began as the Academy of the Sacred Heart, a school for girls founded on Houston Street in New York City in 1841. It was one of a worldwide network of schools maintained by the religious congregation founded in France in 1800 with the name of Society of the Sacred Heart. Like its sister schools, the Academy accepted pupils ranging in age from the elementary grades through high school. After the 12th grade, two more years were added (the so-called superior classes), which prepared students for independent work and allowed a wider choice of subjects. The last two years of undergraduate work were added in 1917 and the institution was chartered by the State of New York as a college for women – with the new name, Manhattanville College of the Sacred Heart. Still committed to the values that shaped its founders’ belief in the liberal arts, the College became coeducational in 1971 and independent of the Society of the Sacred Heart after 1971.

Changes in the nature of the institution did not take place without corresponding changes in locale. The success of the school in the 1840’s was such that a larger area was needed and Houston Street was abandoned for the salubrious air of Astoria. This place, too, quickly proved too small and the Lorillard Estate north of the present 125th Street on the upper West Side was purchased. In 1847 this was a rural area; gentlemen’s estates and small farms were its characteristic features and the district was known as Manhattanville, hence the name of the modern College. As the College and the city grew, better conditions for the largely residential student body became necessary. After one hundred and five years another move in 1952 brought the College to Purchase, New York, just 25 miles north of New York City, to the property formerly owned by the Whitelaw Reid family.

The long tradition of the school, which preceded the College charter, determined the character the College would have: a firm belief in the liberalizing effect of the liberal arts, a lively sense of tradition, a wide-ranging interest in the most humane manifestations of the human spirit, a continuing effort to enhance the local community and to accept responsibility for this segment of human history. These forces are alive today on the College campus. It is the challenge of students and faculty to keep them active, to translate them into terms which can be effective in a world remade and reinterpreted by science and technology, and, perhaps, threatened by the very success of human ingenuity.

Manhattanville College’s mission is to educate students to become ethically and socially responsible leaders for the global community. Manhattanville continues to dedicate itself to the values of the College founders: academic excellence and a deep respect for intellectual values; development of the whole person, mind, body and spirit in an atmosphere of responsible freedom; the building of a caring, compassionate, nurturing community founded on mutual respect and accountability for individual actions; a special commitment to social awareness; and a moral obligation to educate our students about the role they can play in improving their community and world around them.

By its successful pursuit of its mission, the College believes that good human values will be fostered, respect for one’s self and for others will be encouraged and its graduates will be enabled by both their training and vision to assist and to improve their world.
School of Education Mission Statement

The Mission of the Manhattanville College School of Education, inspired by the College Mission statement, is to educate candidates to become ethically and socially responsible teachers and school leaders for participation in the educational community.

We are committed to doing that by:

1. Ensuring the intellectual, ethical and social development of each candidate within a community of engaged scholars, teachers and school leaders. We are committed to developing our candidates’ capacities in the following two domains of competence:
   a. **Learning and teaching** candidates’ teaching is based on knowledge, learning theories and best practices, family and community influences as well as local, state and national standards.
   b. **Liberal arts** candidates understand the importance of demonstrating mastery of literacy on two levels – a broad base of content knowledge necessary to support student learning and solid literacy skills that include reading, writing, speaking and listening.

2. Encouraging each candidate to apply his or her development as an independent leader and creative thinker to career and personal goals. We are committed to promoting in our candidates the following domain of competence:
   a. **Professionalism** candidates are committed to being leaders in the educational community.

3. Providing a diverse campus community whose members know, care about and support each other and actively engage the community beyond. We are committed to developing our candidates’ capacities in the following two domains of competence:
   a. **Diverse learners** candidates understand and meet the varying needs and interests of each student with sensitivity to racial, ethnic, socio-economic, ability and gender differences.
   b. **Family, school and community** candidates value and recognize the importance of being informed by the community to support student learning.

Through professional and collaborative teaching, research and self-governance, in cooperation with Liberal Arts and Sciences faculty, and in partnership with local educational agencies, we will model intellectual and ethical individual and institutional practice for our candidates.
Inventory of Graduate Programs

Following is a list of graduate programs which are registered with the New York State Education Department. Preceding each field is its Higher Education General Information Survey (HEGIS) code number. Students should be aware that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

Master of Arts Degree
4901.00 Liberal Studies

Master of Arts in Teaching Degree

Childhood and Early Childhood
0823.00 Early Childhood, Birth – Gr. 2
0802.00 Childhood, Gr. 1 – 6
0802.00 Early Childhood, Birth – Gr 2 and Childhood, Gr 1 – 6

Special Programs
0831.00 Visual Arts Education
0831.00 Music Education
0835.00 Physical Education and Sports Pedagogy

Adolescence and Middle Childhood (Grades 7 – 12 and 5 – 9: Specialist Option)
0401.01 Biology (Adolesc Ed/Mid Chldhd Ed)
1905.01 Chemistry (Adolesc Ed/Mid Chldhd Ed)
1902.01 Physics (Adolesc Ed) (Gr. 7 – 12)
1501.01 English (Adolesc Ed/Mid Chldhd Ed)
2201.01 Social Studies (Adolesc Ed/Mid Chldhd Ed)
1701.01 Mathematics (Adolesc Ed/Mid Chldhd Ed)
1101.00 Teaching of a Second Language (French, Italian, Latin, Spanish) (Gr. 7 – 12)

Master of Education Degree
0830.00 Educational Studies

Master of Science in Education Degree

Literacy Program
0830.00 Literacy, Language and Diversity (Birth – Gr. 6 OR Gr. 5 – 12)

Master of Fine Arts Degree
1507 Creative Writing

Master of Professional Studies Degree

Special Education Programs
0808.00 Special Ed.: Early Childhood
0808.00 Special Ed.: Childhood
0808.00 Special Ed.: Early Childhood/Childhood
0808.00 Special Ed.: Middle Childhood/Adolescence
0808.00 Special Ed.: Early Childhood & Special Education

Literacy Program
0830.00 Literacy Specialist (Birth – Gr. 6 OR Gr. 5 – 12)

TESOL Program
1508.00 Teaching English to Speakers of Other Languages (TESOL), All Grades

Combined programs
0808.00 Childhood Ed and Special Ed
0401.01 Biology (Adol Ed/Mid Chldhd Ed & Sp Ed)
1905.01 Chemistry (Adolesc Ed/Mid Chldhd Ed & Sp Ed)
1501.01 English (Adolesc Ed/Mid Chldhd Ed & Sp Ed)

Special Programs
0831.00 Visual Arts Education
0832.00 Music Education

Special Education Certificate Programs
0808.00 Special Ed: Early Childhood
0808.00 Special Ed: Childhood
0808.00 Special Ed: Early Childhood/Childhood
0808.00 Special Ed: Middle Childhood/Adolescence
0808.00 Special Ed: Gr. 5 – 9 Generalist Option

Literacy Certificate Programs
0830.01 Literacy Education (Birth – Gr. 6 OR Gr 5 – 12)

Health & Wellness Specialist Certificate
0837.00 Health Education

Education for Sustainability Certificate
0899.00 Education for Sustainability

TESOL Certificate Programs
1508.00 Teaching English to Speakers of Other Lang.
1508.00 Teaching English to Speakers of Other Languages: (TESOL), Adult & International Students

Certificate of Advanced Studies
0899.00 Bilingual Education Extension Annota-
tion(Childhood/Spanish)

Educational Leadership Degree Programs
0828.00 Teacher Leaders (non-certification)
0827.00 Educational leadership (SBL)
0827.00 Educational leadership (Ed.D)

Professional Diploma

Leadership Program
0828.00 Educational Leadership SBL/SDL
0828.00 Educational Leadership SBL
0827.00 Educational Leadership SDL
0827.00 Educational Leadership SDL/Athletic Director

Master of Science Degree
0504 Finance
0599 Sport Business Management
0699 Marketing Communications Management
0513 International Management
0515 Human Resource Management & Organizational Effectiveness
Graduate Programs List
Manhattanville believes that education is a life-long process. Graduate programs are offered in the same mission-oriented Manhattanville tradition as our undergraduate programs. In fact, students who may be returning to the campus environment after many years away respond very enthusiastically to our personalized community of faculty and staff.

School of Business
The School of Graduate and Professional Studies offers the following programs: Master of Science in Finance, Master of Science in Business Leadership, Master of Science in Human Resource Management and Organizational Effectiveness, Master of Science in Marketing Communications Management, Master of Science in International Management, Master of Science in Sport Business Management and Graduate Certificate in Nonprofit Leadership.

School of Education
The School of Education offers the following degree programs: Master of Arts in Teaching, Master of Professional Studies, Master of Science in Education, Master of Education, and Professional Diploma. Advanced certificate programs are available for students who have completed Master’s degrees. The School of Education, in conjunction with some of the College’s academic departments, also offers programs that lead to the Bachelor of Arts, Bachelor of Fine Arts, and the Bachelor of Music.

Graduate Programs in The Liberal Arts
Manhattanville College offers a Master of Fine Arts in Creative Writing.
Graduation Participation Requirements

Students must complete all program requirements in order to be eligible for graduation and participation in the commencement ceremonies. Only students who have received or will be receiving an actual degree are eligible to participate in commencement ceremonies. Individuals who have completed the required curriculum for a certification program or professional diploma will be listed in the commencement program, but are not eligible to participate in commencement.

Official documentation of completion of a certificate program or a professional diploma is recorded on the student's official transcript only. No other documents are provided.

Diplomas will be withheld from any student who has a financial obligation to the college.
Registration Requirements &
Online Student Resources

Manhattanville College provides all students with a full array of online services through the College’s WebAdvisor system. WebAdvisor is available 24 hours a day on and off campus and is accessible on the College website by visiting the “MyMville” link button. Students access WebAdvisor to register and drop classes, view schedules and grades, communicate with advisors, order transcripts, and access financial aid and tuition bill information.

Registration for our main Fall and Spring terms opens online as per the dates published on the Academic Calendar. Online access appointments are assigned to students. Online access appointments are visible on WebAdvisor, emailed to students and are available on a schedule on the Registrar’s Office website.

- **Undergraduates**: Undergraduates may use WebAdvisor to drop most courses from their schedules. However, they cannot remove every section. If an undergraduate will not be attending Manhattanville College after starting registration for an upcoming term, they must contact the Office of Academic Advising. After appropriate forms are submitted, Academic Advising will contact the Registrar’s office to remove all courses from the registration.

- **Graduate & Doctoral Students**: These students may use WebAdvisor to drop ALL courses from their schedule before an upcoming term begins. If a graduate or doctoral student will not be attending Manhattanville College, they must remove all courses from their registration and contact their advisor or appropriate program office to alert them of their intention not to attend.

**NOTE**: Registered courses are NOT REMOVED AUTOMATICALLY from a student’s schedule if they decide not to attend Manhattanville College. You will be held liable for tuition charges and fees for classes that remain on your registration after a term begins.

All students, including those planning to take music lessons, write senior papers or complete comprehensive examinations, independent studies or internships, must register before each fall and spring semester, each summer session and intersession. A pre-registration period for undergraduates is held during each preceding semester for scheduling convenience. Note that space availability is sometimes limited for classes and that pre-registration is strongly advised. Students can register on the web. A mail-in option for registration is available for graduates and part-time undergraduates.

The College has a cooperative arrangement with the State University of New York at Purchase which allows undergraduate students to cross-register for certain courses and to use the specialized library holdings (with the approval of the academic advisor and Academic Advising Office.)

### Registration Conditions

Manhattanville College reserves the right to make changes at any time in admission requirements, fees, charges, tuition, regulations and academic programs, if deemed necessary, prior to the start of any class. The College also reserves the right to divide, cancel, reschedule classes or reassign instructors if enrollment or other factors require. If course cancellations occur, students will be notified in order to adjust their schedules. Places in limited enrollment courses cannot be held after classes begin. An instructor has the right to notify the Registrar’s Office to admit someone else to a limited enrollment course if a student fails to attend the first class meeting.

### Attendance Policy

Attending class is vital to academic success. Accordingly, Manhattanville College expects attendance and punctuality at all classes. Students are expected to accept personal responsibility for any absences, and will be held responsible for all course content, requirements, and assignments, whether or not they are present in class. Individual instructors may establish course attendance policies, including penalties for absences and lateness. The responsibility for explaining and/or documenting individual absences rests with the student, who must understand that instructors are not obligated to grant requests for make-up or supplementary work.

### Student Statuses by Credit

*The following is a list of student statuses by credit:*

**Undergraduate Students** are considered full-time when they are enrolled in 12 credit hours or more. Undergraduates registered for a total of 6 credit hours are considered half-time, below 6 credit hours is considered part-time.

**Graduate students** (MA, MFA, SOED students, MS non-module students) are considered full-time when they are enrolled in 9 credit hours or more. Graduate students registered for 9 credit hours are considered half-time, below 5 credit hours is considered part-time.

**Graduate students in the MS Module programs** are considered full-time when they are enrolled in 6 credit hours or more. Graduate students in the MS Module programs are considered half-time when they are enrolled in 3 credit hours, below 3 credit hours is considered part-time.

**Doctoral students**  As of January 2014, Doctoral students are considered full-time when they are enrolled in 6 credit hours or more or are enrolled in EDAD 8190 for two credit hours. Doctoral students are considered half-time when they are enrolled in 3 credit hours or are enrolled in EDAD 8190 for 1 credit hour, below 3 credit hours is considered part-time.
**Official & Unofficial Transcripts**

Official transcripts bear the seal and an authorized signature of the College Registrar or Associate Registrar. Requests for transcripts may be made in writing using a Transcript Request Form. The appropriate fee for an official transcript must accompany the request. Unofficial transcripts (plain paper only) are issued without charge. All Transcripts request are fulfilled within seven business days, except during periods of registration, examination or commencement when additional time should be allowed.

**Withholding Transcripts**

Transcripts will not be released if there is any outstanding indebtedness to the College or the student has not completed certain procedures to satisfy compliance requirements for the closure of certain financial aid obligations.
Grading and Grading Policies

Grading
The College maintains the following letter grading system:

A. (4.0), for work of exceptional quality that demonstrates deep insight into the material of the course and mastery of the discipline’s method of inquiry. It may also connote outstanding creativity and originality of thought.

B. (3.0), for work of good quality that demonstrates a thorough grasp of the material of the course and the discipline’s method of inquiry.

C. (2.0), for work that is satisfactory in quantity and demonstrates an acceptable acquaintance with the material and the method.

D. (1.0), for work that only minimally meets the standards of the course (NOTE: In the Master of Science Programs the grade of D cannot be awarded).

F. (0.0), for work that is unsatisfactory and/or incomplete, showing little or no mastery of the material or method of inquiry. F is also used when a student withdraws from a course after the withdrawal deadline.

P. (no grade point value), for satisfactory work in a course taken on a Pass/Fail basis. (A maximum of four Pass/Fail credits may be taken in any one semester.)

NP. (no grade point value) Doctoral program only. For work that demonstrates limited mastery of the material or method of inquiry. NP grades are non-punitive and do not calculate in the GPA.

W. For a course from which the student has withdrawn, with the approval of the instructor and advisor, or Provost or relevant Dean, before the withdrawal deadline. W grades are non-punitive and do calculate in the GPA.

WA. Academic or administratively initiated withdrawal. WA grades are non-punitive and do calculate in the GPA.

WF. (0.0) Academic or administratively initiated withdrawal while failing or for sanction. The WF grade is similar to an F and is calculated in the GPA. This grade is a terminal grade and changes are not accepted.

Other Grades
In addition, the instructor has the option of awarding grades of:

A- (3.75), B+ (3.25), and B- (2.75), and C+ (2.25), and C- (1.75).

Z. (no grade point value), used as a temporary placeholder for coursework that extends beyond the end date of the course’s term. Used in rare cases for doctoral dissertations, certain internships and one-year courses. It is still assigned a conversion date, similar to the incomplete (GD) grade as listed below. Cannot be awarded using online grading.

Incomplete (GD) is given only for extraordinary reasons and means that an instructor granted an extension for a period established by the Provost or relevant Dean. Only students may request incompletes. Cannot be awarded using online grading. Incomplete requests must be finalized one week before the last day of classes or the last day of final exams for the semester within which they apply.

Incompletes must be finished by the following dates:
Fall Semester - February 1st
Winter Session - March 1st
Spring Semester - July 1st
Summer Session - October 1st

School of Graduate & Professional Studies Module Terms
Fall 2M Module - January 15th
Winter Module - April 1st
Spring 2M Module - July 1st
Summer Module - October 1st

Until then, a GD grade is entered on the transcript. If the work is not completed by the stipulated deadline, the student receives an F.

Pass/Fail Option
Students (except those on probation) may choose to take up to 4 credits a semester on a Pass/Fail rather than a letter grade basis. However, this grading option must be indicated on the registration form and can only be changed up to the end of the Add/Drop period. Thereafter the decision cannot be changed.

Note: All coursework to be counted toward the major and minor must be taken for a letter grade, and must receive a grade of C- or better, unless an individual department stipulates otherwise. The single exception to this is the internship taken on a pass/fail basis. Students who wish to fulfill a major or minor requirement with an internship on a pass/fail basis, must have approval from the department chair.

Grade Changes & Appeals

Grade Changes
Grades may be changed due to clerical or calculation error on the part of the instructor or the Registrar’s Office ONLY, not for work submitted after the end of the term (unless the previous grade was an incomplete). Requests for change of grade are to be made by the instructor on the student’s behalf to the provost (undergraduate) or dean of the appropriate graduate or doctorate program. Grade change requests must be made within 1 calendar year of the grade due date (as published in the Academic Calendar) of the term in which the coursework was taken. However, grade changes will not be accepted more than 45 days after the conferral of a degree, at which time the Registrar’s Office officially closes the student’s degree record. Exception: transcript remains open if there is pending grade appeal. This applies to graders and undergrads.

Grade Appeals
The instructor of a course is responsible for the evaluation of a student’s work in the classroom. If students believe that they can objectively demonstrate that a course grade is in error, or that some documented extenuating circumstance was not taken into consideration, they may pursue a Grade Appeal. Please note that the only permissible reason for a Grade Appeal is the unfair evaluation of academic work, and that only final course grades are subject to appeal. Course grades assigned as a result of academic dishonesty are overseen by the Board on Academic Standards and should not be appealed using the procedure here; see the section on Academic Dishonesty. NOTE: In accordance with FERPA, only the student may petition for an appeal. Parents, guardians, or other parties cannot initiate an appeal. Such individuals may participate in the process provided the student has identified them with FERPA waivers of confidentiality with the College.

Before submitting an appeal, students should consider the following questions:

- Does the calculation of final numerical grades match the percentages stated in the instructor’s syllabus?
- What was your true attendance record?
• Have all course requirements been met, as stated in the syllabus? Does your submitted work satisfy the requirements for each assignment?

• If, after answering these questions, the student believes that a grade appeal is needed, he/she must first make every effort to contact the course instructor and attempt to resolve the situation. If the instructor is difficult to reach or unresponsive, the student should request that the department contact the instructor.

• If the student is unable to reach a resolution after consulting the instructor, or if the instructor cannot be contacted, the student may then file a Grade Appeal with the chair of the relevant academic department. (If the instructor and the department chair are one and the same, the appeal should be made to the Provost’s Office, for undergraduates, or the relevant Dean, for graduate students.) A student’s appeal should demonstrate an objective discrepancy between the way in which s/he was evaluated and the grading standards outlined in the syllabus.

• Grade appeals must be made in writing and must be filed within 45 days of the grade award date. By submitting a grade appeal, the student acknowledges that the final grade resulting from the process may be the same as the original, higher, or even lower.

• The student’s appeal will be considered by an ad hoc departmental or divisional committee. After considering the student’s appeal and consulting with the instructor, the department will notify the student of its decision in writing. This notification will be no later than the end of the semester following the one in which the grade was given.

• If the student believes that the departmental appeal process failed to consider important evidence, or was procedurally incorrect, s/he may further appeal the grade to the Grade Appeals Committee by filing a second Grade Appeal within 14 days of the department’s decision. Such an appeal will only be considered on the basis of new evidence or a lack of due process. The Grade Appeals Committee is convened by the Provost (for undergraduates) or the relevant Dean (for graduate students) and consists of faculty members with relevant academic expertise. The decision of the Grade Appeals Committee is final.

Undergraduate Grade Replacement Policy
Starting in Fall 2012, undergraduates who re-take a course below the 4000 level will have the lower of the two grades removed from the GPA calculation as long as the initial grade was C- or lower. If a repeat attempt results in the same grade being earned, the previous attempt will be removed from the GPA. There is a limit of 5 grade replacements that may be applied within a degree program career. A course taken prior to the activation of this policy can still have its grade replaced, as long as the course is re-taken in Fall 2012 or later. This policy is not retroactive. Courses already repeated prior to Fall 2012 will stay with the old rules.

Undergraduate Grade Replacement Policy highlights and quick reference:

• The policy applies to repeated course work taken during the Fall 2012 term on forward. This policy is not retroactive. Courses already repeated in previous terms will stay with the old rules.

• Grade Replacement may only be applied to a course if the previous grade earned was a C-, D or F. The replaced grade will appear on grade displays and transcripts with a “#” sign to the left of the grade letter, appearing as a #C-, #D or #F.

• Grade replacements may only be applied for courses retaken in the 1000, 2000 and 3000 levels. The lower of the two grades will be replaced and removed from both the term and cumulative GPA calculations for the term containing the course. If a repeat attempt results in the same grade being earned ("Grade Tie"), the previous attempt will be removed. All 4000-level courses are excluded from this policy.

• Credit is granted only once for any repeated course. The earlier course attempt will be the course that will carry the completed credit value.

• There is a limit of 5 grade replacements that may be applied within a degree program career.

• Degree Audit and grade replacement: Since Degree Audit displays only course work that carries earned credit, the previously taken course with the "#" replaced grade will appear on a student’s audit lists to fulfill requirements. This is not a cause for concern as Degree Audit’s focus is to track and tally courses that carry earned credit and completed status. Degree Audit is not a transcript!

Undergraduate Grade Replacement Policy limitations:

• Only the last grade earned will count in the grade point average (GPA). However, all grades for the course will remain on a student’s transcript.

• Faculty do not assign replacement grades. The posting of #C-, #D or #F replacement grades and administration of the grade replacement policy is managed by the Registrar’s Office. Students must continue to consult with their advisors on whether repeating a course for an improved grade fits with their particular program requirements and academic goals.

• Grade replacements must match course for course. Example: PSY.1004 for PSY 1004. Independent Studies taken as equivalents for standard courses may not be used for grade replacement.

• A student receiving a letter grade can only replace that grade with another letter grade. Students may not elect to retake a course for a Pass/Fail (“P”) or Audit (“AU”) grade and then use it for grade replacement.

• A “W” grade (Withdrawal) cannot replace previous letter grades under this policy. Also, this policy will not remove previous “W” grades from a term record or transcript.

• Only Manhattanville courses are eligible for grade replacement. Transfer course work may not be used to replace an earlier grade on a Manhattanville transcript.

• Grade Replacement is an automatic policy that cannot be applied selectively on an individual course basis.

• Undergraduate term academic standings such as “Deans List”, “Good Standing” and “Probation” are awarded at the completion of each Fall and Spring term. Previously awarded standing distinctions will not be re-evaluated or adjusted when grade replacements occur in past terms.

• When a student submits an official transcript to apply for admission or transfer to another academic institution, that institution may include all grades in the calculation of GPA’s for admission purposes, including replaced grades under this policy. Always review and understand a prospective institution’s admission and transfer policies before applying.

• In accordance with Department of Education regulations, all attempted coursework is included to determine Financial Aid eligibility; no portion of the academic transcript can be excluded. Consult with the Financial Aid Office for more information.
Library Information Services
The Manhattanville College Library creates community at the center of the College. Collections and services evolve according to the diverse information needs of Manhattanville students, faculty and community members. The Library prepares Manhattanville students for a lifetime of learning in a technology-rich and information-intensive environment. At the same time, the Library supports the teaching, scholarship and research activities of faculty members. Manhattanville College supports Information Literacy instruction across the curriculum. Our teaching librarians develop and deliver credit-bearing Information Literacy courses and also assist faculty within their undergraduate and graduate courses. The Library has a strong tradition of offering accurate, thorough, prompt, courteous, and confidential service. Extensive service hours and 24/7 online access make it easy to use the Library.

Facilities
As a gateway to information, the Library is both a repository of accumulated knowledge and an access point to current resources. The Library building houses nearly 250,000 volumes of books and journals. Our web site provides access to thousands of electronic journals and other multimedia resources. Wireless network access extends through all common spaces except the stacks. Computers, with Internet access, Microsoft Office and other educational software, are located in the Reference Commons, the stacks, the News and Events Room, the Cafe, the ePortfolio lab, and the Educational Resource Center (ERC). Laptops and other portable devices are available for loan.

The public spaces of the Library offer comfortable areas for study and research. Large rooms on the main floor provide tables for comfortable, quiet study. A group study area with whiteboards is located on the second floor. There are carrels for private study on each of the stack tiers and there are also private carrels with computers on the third, fourth and fifth tier. The Educational Resource Center provides materials for teacher training and children’s literature. Video viewing areas are available for individuals and groups.

The Library offers modern facilities for printing and scanning. Touch-screen, self-service scanners make document conversion a breeze. High-speed printing is available on the first and second floors.

The ePortfolio lab has both Macs and PCs, and moveable furniture adaptable to group study. The Rare Books Room contains unique manuscripts, incunabula and historic records. Archives of Manhattanville College history are also housed in the Library.

The Library also houses the Library Cafe, one of the most popular spots on campus. Here students can study, use computers, and talk while enjoying coffee, sandwiches and salads.

Collections
In addition to the quarter of a million volumes and 20,000 bound periodicals, the Library holds extensive audiovisual and microform collections. The Library currently subscribes to a core list of essential print journals, and, through various electronic services, has access to more than 46,000 electronic journals. The Library also has thousands of electronic books, an exceptional array of online reference tools and full-text databases. These can all be discovered using the Library's web site, along with the online catalog of materials owned by Manhattanville. The online catalog is accessible to anyone via the Internet. Subscription databases can be remotely accessed off-campus, by members of the Manhattanville community 24/7. Reserve collections consist of special materials requested by professors for class use. These are kept at the Circulation Desk and/or made available electronically.

Expanded Hours
During the academic term, the Library is open around the clock Sundays-Thursdays except for the first two weeks of each semester. Special schedules are in effect during holiday periods and summer sessions. The Library’s web page always displays the most current schedule information.

Rare Book and Archives
The Rare Books collection contains 2,320 volumes consisting of manuscripts, incunabula, 17th Century prints, first editions and other valuable items. The subject areas of special interest are: correspondence of the Civil War Period; early American text books; Catholic Church history in the United States; liturgical music; first editions of English and American literature; and literary and historical autographs. The Archives house documents and materials relating to Manhattanville College history.

Audio/Visual Services
The library has comfortable listening and viewing areas for videos, CDs, streaming video, etc.

Extended Access to Resources
The Library is an electronic doorway to libraries and repositories from all over the world. Books and periodical articles may be borrowed using Interlibrary Loan from other libraries in the region, state, country, and even internationally. In addition, there is reciprocal borrowing with the Purchase College (SUNY) Library that is just a couple of miles away. Students may also borrow materials from any Westchester County Public Library with a Westchester Library System library card provided by the Purchase Free Library. The White Plains Public Library, 10 minutes from campus, holds an extensive Children’s Literature collection of great value to Manhattanville Education students. A METRO card, obtainable at the Library’s reference desk, admits students with special research needs to member libraries throughout the New York metropolitan area.

Reference
The Reference Commons houses a collection of 2,000 volumes; the Library web site provides access to premier scholarly reference databases. Reference sources include both print and electronic encyclopedias, dictionaries, directories, and indexes. Reference librarians are available most days from 10:00 AM until 9:00 PM. Individual consultations are also available by appointment using an online form. The Library offers SMS text reference services during regular business hours and on weekends.

Workshops
A wide variety of workshops are offered on research techniques and tools for specific groups and applications.
Facilities and Resources

Academic Computing Services

Computing services at Manhattanville are state-of-the-art and readily accessible to students in many locations on the campus. There are eight multimedia enabled state-of-the-art Windows XP based computer labs available for student use. These labs are used for computer-oriented and assisted course instruction and they are also available to students for use during non-class hours. Housed in the computer lab facilities are 137 Dual Core Pentium computers, which are all connected to the campus Intranet and the global Internet. All of the computer labs have at least one ADA compatible workstation for use as needed.

Students may also take advantage of more than 150 high-speed computers in the College Library for quick access to the Internet, and to research the on-line catalog, databases, journals and books of the College as well as the holdings of libraries all over the world. All of the computers in the computing labs and in the library are enabled with audio connections for students to connect headphones to listen to audio based media (CD’s, mp3’s etc.) and USB ports to connect flash memory sticks to store and transfer their personal papers and files.

Students have access to the Center for Computing Resources (CCR) that is housed in the basement of the College Library. In the CCR facility, there are twelve additional state-of-the-art Dual Core Pentium computers, two Macintosh G5 computers, and a high-speed laser printer. The CCR is an area where students may go if they require a quiet area to concentrate, write papers and complete research while using computing facilities. The CCR also serves as the eighth multimedia enabled computer lab when needed.

The College also provides students with access to outstanding Macintosh computer facilities in several academic departments and areas of study. For example, the Music Department has twelve i-MAC networked systems for music instruction and composition. In addition, there is a Smart Music computing lab that enables students to enhance their accompaniment skills by playing along with a computer generated orchestra or music group. The Music Department also has a state of the art computer enabled music studio that aids students in learning how to make professional recorded music. The Studio Art Department has fourteen state-of-the-art Intel quad processor G5 MAC systems in the Studio Art MAC Lab with scanners, color lasers, large format printing, and digital video editing capabilities. There are also another 12 state-of-the-art G5 MAC systems located in the new student center available for student and faculty use. Computing facilities are also available for student use in a range of academic departments, such as, for example: Chemistry, Biology, Sociology, Psychology and Art History. The Communications Studies Department has a “Communications Studio” in the Tenney Building with ten computer-based video editing workstations where students learn and hone video editing skills. The studio enables students to produce the “YNOT NEWS” and other videos for use in the College’s Internet-accessible Streaming Media Center, the student run cable TV station, and for other academic purposes. With the opening of the new student center in 2008, 7 additional video editing stations including MAC G5 systems, dual video monitors, digital video recording decks, high quality speaker units and a 65” wall mounted LCD monitor was added for student use.

Manhattanville also provides on-line instruction to enhance learning by making course material available through the College’s Internet based course delivery system, Blackboard: http://blackboard.mville.edu/.

Classroom materials for over 260 College courses can be accessed remotely.

The Manhattanville campus has a network infrastructure that equals that of many major universities and exceeds that of many colleges of comparable size. The campus network is copper and fiber optics based and has a 1-gigabit per second backbone, which allows access to campus information and computing resources at extremely high speeds. Additionally, Manhattanville College’s connections to the global Internet is a 100 megabit per second redundant fiber optics line and is equivalent in capacity to 71 individual T-1 lines, which allows students, faculty and administrators access to the Internet and World Wide Web at very high speeds. Manhattanville’s campus networking facilities are in the top tier of universities and colleges nationwide.

Art Studio

The art facilities include studios for painting, design, sculpture, printmaking, ceramics, photography, and digital media/graphic design. The ceramics studio is equipped with two automatic kilns, eleven electric wheels, and a pug mill. The print shop has two Brand printing presses and a Vandercook letter press. There is a digital media/graphic design facility equipped with Macintosh computers and large format printers. The photo facility includes 35mm and 4 x 5 capacities and a large format color processor.

The Arthur M. Berger Gallery of Art, located in the new Students’ Center, and Brownson Gallery in Brownson Hall, provide exhibition space. Past shows at Brownson Gallery have included Christo, printmakers from Egypt, emerging artists from India, British printmakers, and William Gropper. An integral part of the art student’s experience at Manhattanville revolves around these exhibits. In conjunction with exhibitions at The Arthur M. Berger Gallery of Art, many guest artists give lectures and workshops for the students. Brownson Gallery provides exhibition space for art classes, student shows, and visiting artists throughout the school year.

Benziger Student Center

The Benziger Building adjoins the Chapel and Reid Hall. Here are housed the Sandra P. Rose Pavilion, student and faculty dining facilities, rooms for public functions, the College bookstore and the post office. The College’s cafe and pub, open throughout the week and on weekends, is located on the ground floor. Benziger is the location of diverse activities such as art shows, movies, midnight breakfasts, and dances.

Center for Career Development

The College offers comprehensive career development services to undergraduate and graduate students, beginning in their first year, to foster the integration of academic studies with career aspirations. Students and alumni are provided with advice, on-line resources and experiential opportunities to explore all aspects of their career development. In addition to administering the College’s Internship Program, the Center for Career Development provides a wide range of individual services that include self-assessment, career exploration, resume and cover letter writing, interviewing skills training, and job search strategies. Career related events are offered throughout the year to assist students and alumni explore career options and prepare for the job search process. The Center for Career Development maintains an ongoing relationship with employers from the New York Metropolitan area who recruit students and alumni on campus and by posting opportunities on a database of jobs and internships exclusive to Manhattanville College students and alumni.

Campus Employment Program

Students who do not have Federal WorkStudy may apply for a campus job under the Campus Employment Program at the beginning of each semester. Limited Non-Federal WorkStudy positions are available during the Fall, Spring, and Summer semesters.
Chapel
The O’Byrne College Chapel was completed in 1963 due to the generosity of Manhattanville’s alumnae and friends. The Chapel, which seats a thousand persons, provides a focus for the religious life of the campus as well as a dramatic setting for convocations, concerts, and lectures.

Performing Arts Facilities
The Berman Student Center contains a 200 seat performance space, a dedicated music rehearsal room for large ensembles, with a recording console, and a percussion practice studio. The Center also houses a modern dance studio with mirrored walls and dressing facilities with showers. The performance space has professional lighting and sound facilities and a digital projection system. The space is used for lectures, performances, and concerts by campus performing groups, including the Manhattanville Wind and Jazz Ensembles, Dance & Theatre performers, faculty artists, and Musical Theatre performance groups, as well as visiting artists.

Brownson Hall includes facilities for staging productions of the Music and the Dance & Theatre Departments, as well. The Little Theatre, a 125 – seat performing space is equipped with modern lighting and sound equipment. Costume and scene shops and storage areas are adjacent. The Experimental Theatre, a flexible black box space is located in the basement of Founders Hall.

The Music Building, adjacent to Brownson Hall, includes: two “smart” classrooms; a music theory studio classroom; Pius X Hall, an acoustically superior 160 – seat auditorium; ample music studios and practice rooms; an electronic music laboratory with computer workstations and class piano laboratory; and a sound-proofed audio recording studio for chamber ensembles. Pius X Hall has a high quality projection system and is wired to the studio control room for recording of larger groups. The Hall is the venue for solo and chamber recitals by the Music Department and serves as a rehearsal space. The annual Holiday Concert by the College Chorus is presented in the O’Byrne Chapel, which also houses a high quality pipe organ.

A modern dance studio with mirrored walls is located in the Kennedy Building. Dressing facilities with showers are adjacent to the studios. An annual Shakespeare production takes place in the West Room, the great hall of Reid Castle. Departmental productions, as well as productions by student organizations, such as the Dance Ensemble, Minds in Motion and Player’s Guild, perform in these spaces, as well as in various site-specific areas around the campus. The West Room also is the venue for the Manhattanville College-Community Orchestra, Cabaret shows and the College Chorus Spring Concert. Participation in performing arts events on campus is open to all students.

Residence Facilities
Most students are housed in one of our on-campus housing facilities. In the residence halls, in addition to student rooms, each building has: vending machines; kitchens (with the exception of Dammann Hall) (for light cooking); and for a nominal fee, washers and dryers. Cable TV services are provided in each student room. All student rooms have phone jacks that provide local and long distance service which may be activated through the Department of Information Technology. (Details are available when students check into the residence halls.) Although the majority of rooms on campus are doubles, there are also single, triple, and quad (four-person) room options. Each student is provided with a bed, mattress, desk, desk chair, closet, and dresser and/or closet organizer in their room. All rooms have internet connections. Smoking is not permitted in the residence halls.

Science Laboratories
The departments of Biology, Chemistry, and Physics maintain laboratory facilities adjacent to classrooms in Brownson Hall. The Chemistry Department laboratory equipment includes an Agilent Technologies 7820A Gas Chromatograph, an Agilent Technologies 5975 series Mass Spectrometer, a Perkin Elmer Spectrum 100 FT-IR spectrometer, a Varian 920 Liquid Chromatograph, a Varian Cary 100 Bio UV-VIS spectrophotometer, two Barnstead / Turner SP-830 spectrophotometers, a PicoSpin-45 NMR spectrometer, and an Anasazi 60 MHz NMR spectrometer. The Department has computers available for computational chemistry and molecular modeling.

The Electron Microscopy Center of the Biology Department has scanning and transmission electron microscopes, ultramicrotomes, and a dark room for the development of photomicrographs. Recent renovations have provided several new laboratory spaces for research and teaching, including: a cold storage room and waste management facility, a “smart classroom” which makes possible technology-enhanced instruction of biology classes, seminars and research presentations, and a state-of-the-art research Tissue Culture Facility. This facility supports the long-term maintenance and experimentation of suspension and adherent cell lines and explant cultures for both classroom and research endeavors. For further information, consult the Biology Department description, below.

The Physics Department laboratory has recently been outfitted with modern, computer-based experimental stations which are used for student laboratory courses. Various sensors connected to a computer interface allow real-time digital data acquisition, processing, and graphical analysis, in addition to conventional experimentation. Simulation of advanced experiments and astronomical observation can also be performed on the computers. Advanced students have access to instrumentation for experiments in atomic, nuclear, and particle physics, optics, and nonlinear dynamics.

Safety in the laboratories is a serious concern. The science departments have procedures in place for their respective labs. Students should consult the Director of Laboratory Management and Safety or the appropriate department for these procedures.

Foreign Language Laboratory Resources
Many foreign language courses taught at Manhattanville have out-of-class assignments for aural/oral practice. In most cases this involves accessing the selected language from the desktops of the Colleges computer labs, which are connected to the College’s Language Lab server. The computer labs are in multiple locations across the campus, where students can readily access the language server. All of the computer labs include multiple, state-of-the art computer workstations, equipped with audio and storage USB connections. The main language resource facilities are located in: Brownson 115; Brownson Wing 2; Library G7- electronic classroom, the Library Center for Computing Resources - CCR; and the MECC Facility in the English Language Institute.

Student Media Facilities
The campus newspaper, Touchstone, reports on campus events and offers student views on current issues. Touer, the Manhattanville yearbook, is written, edited and produced by students. A campus radio station, WMVL, offers news, music and occasional talk shows. The College also has a video and digital media production studio with editing and sound equipment; students produce a regular news and entertainment program streamed on the Web.
School of Business, Master of Fine Arts in Writing & Master of Liberal Arts Programs

Master of Arts in Liberal Studies

*** As of March 2013, the admission of new students into the Master of Arts in Liberal Studies program has been suspended until further notice. Current students will be able to continue their progression in this program. ***

This program cuts across many disciplines to take a broad-based approach to the study of contemporary humanity and our changing world. Instead of demanding concentration in one field, it permits students to draw on many areas: art, literature, music, psychology, religion, sociology, philosophy, history and politics.

The Master of Arts in Liberal Studies is designed to fit the needs, schedules, and interests of the part-time adult student. Thirty credits, ten courses or nine courses and a Master's Essay constitute the program. MALS students create an individually structured program based on courses relevant to personal and professional interests.

Special Features

Self-Paced Program: By taking one course each semester, students can complete the degree within three years. Some may complete it in a substantially shorter time by taking more than one course each semester.

Convenient Scheduling: Students may enter the program in any semester. Classes usually meet once a week and convenient scheduling allows a student to take either day or evening courses.

Personal Counseling: Students are assigned an advisor who will work with them to plan their course of study.

Admissions

Persons holding bachelor's degrees from accredited colleges may apply. A two-year interval between full-time undergraduate study and entrance to this program is strongly recommended. A formal interview is required. Along with the MALS application form and fee, students should submit official transcripts of all previous work (undergraduate and graduate) and an autobiographical letter describing the applicant's education and career experiences. The two- to three-page narrative should be reflective and include reasons for choosing this program. Students with appropriate credit in a graduate liberal studies program may transfer a maximum of six graduate credits.

Master of Fine Arts in Writing

This program was designed to meet the needs of students who have completed their undergraduate degree and wish to pursue a terminal degree in creative writing.

Components of the program:

Cores Seminars (Foundations in Graduate Creative Writing, Contemporary Publishing: Theory and Practice, and Advanced Seminar in Creative Writing) (9 credits)
Workshops (12 credits)
Electives (12 credits)
Thesis Project (3 credits)

Students must complete 36 credits with a G.P.A. of 3.0 or better (scale of 4.0). Students begin the program with the introductory course, Foundations in Graduate Creative Writing. They may earn up to six elective credits by taking Summer Writers' Week or Fall Writers' Weekend workshops. Students may enter the program in fall, spring or during Summer Writers’ Week.

- Students are required to maintain a cumulative GPA of B.
- A five-year limit to complete each program is mandatory.

Master of Science in Finance

The newly designed curriculum in Finance offers a way to acquire a valuable credential to enhance your skill set and qualifications while preparing for professional advancement. Courses are available in a convenient evening and accelerated weekend format, meaning that the 36-credit curriculum, which provides the interdisciplinary knowledge and specialized skill set essential to compete effectively in the ever-expanding and increasingly complex global marketplace, can be completed in only 2 years.

With its strong foundation in the principles and practices of finance, the curriculum, developed in consultation with industry leaders, is designed to anchor students with a culminating body of knowledge that prepares graduates to recognize, respond to, and lead change in an era of uncertainty. It focuses on the emerging concepts, modern finance theory, new practices, new applications and technologies needed to be successful in today’s changing market and includes concentrations in Corporate Finance and Investment Management that align with the rapidly changing “globalized” world and its new challenges. Hiring managers are looking for graduate students who can demonstrate this kind of real world financial decision-making.

The seven required core courses (21 credits) represent the core competencies that you must be proficient in to succeed in today’s highly competitive global business environment. You then choose one of the two concentrations (12 credits) offered. Corporate finance focuses on the decision-making process used by organizations with the overriding goal of maximizing shareholder wealth whereas investment management focuses on the analysis of a wide range of investment assets along with hedging and trading strategies. The program culminates in a final project (3 credits) that demonstrates your ability to conduct comprehensive, applied research and articulate original ideas and thought processes.

The program is ideal for individuals who want to acquire or update their core competencies and general financial education, while equipping themselves with the specialized tools to thrive in their career path. Courses are taught with academic rigor by outstanding faculty who are practicing leaders in their fields and exceptional educators who bring real-world experience and networking opportunities into the classroom.

CORE COURSES
(Seven courses required)

- Corporate Finance
- International Finance
- Communicating Effectively
- Financial Institutions, Money and Markets
- Financial Statement Analysis
- Managing Risk
- Investment Theory and Practice

CAPSTONE
(One required course)

- Final Project

CORPORATE FINANCE CONCENTRATION
(One required course and three electives)

This concentration has been designed for the student in search of a skill set that emphasizes the requirements and competencies needed by corporate financial managers. The corporate finance concentration...
focuses on the decision-making process used by organizations with the overriding goal of maximizing shareholder wealth. Corporate finance is a broad field that covers several key areas, including budgeting for investment projects, raising capital through the issuance of debt and equity, dividend policy and risk management. Efficient financial management requires a thorough understanding of each aspect of corporate finance. This concentration provides a thorough grounding in these areas, including managerial accounting, financial statements analysis, investment analysis, financial markets and risk management. As a result, students are able to analyze the financial condition of a corporation, understand alternative investment strategies, properly manage the risk of a corporation, understand the economic environment in which a corporation operates and effectively plan the corporation’s operations.

REQUIRED COURSE
- Managerial Accounting

ELECTIVE COURSES
(Choose three courses)
- Mergers, Acquisitions, Private Equity and Leveraged Buyouts
- Treasury Operations
- Fixed Income Analysis
- Financial Risk Management
- Special Topics in Corporate Finance

INVESTMENT MANAGEMENT CONCENTRATION (One required course and three electives)
This concentration has been designed to equip the students with the skills and techniques necessary for an active role in the managerial and strategic areas of investment management. The investment management concentration focuses on the analysis of a wide range of investment assets along with hedging and trading strategies. Successful investing requires a thorough understanding of the properties of these assets along with knowledge of the economic and regulatory environment in which they trade. This concentration provides an in-depth background in financial markets and various classes of assets, including equities and fixed income products, as well as derivative securities, such as futures and options. In addition, alternative investments, such as private equity and hedge funds, are analyzed in detail. Strategies for international investing are covered in depth, as well as risk management techniques. As a result, students will be able to develop appropriate investment strategies for financial institutions as well as manage the risks of these strategies.

REQUIRED COURSE
- Investing and Security Analysis

ELECTIVE COURSES
(Choose three courses)
- Treasury Operations
- Fixed Income Analysis
- Global Investments
- Options and the Futures Markets
- Special Topics in Investment

Notes:
- Students are required to maintain a cumulative GPA of B.
- There is a five-year limit for completion of the program.


definitions. As a result, students will be able to develop appropriate investment strategies for financial institutions as well as manage the risks of these strategies.

REQUIRED COURSE
- Managerial Accounting

ELECTIVE COURSES
(Choose three courses)
- Mergers, Acquisitions, Private Equity and Leveraged Buyouts
- Treasury Operations
- Fixed Income Analysis
- Financial Risk Management
- Special Topics in Corporate Finance

INVESTMENT MANAGEMENT CONCENTRATION (One required course and three electives)
This concentration has been designed to equip the students with the skills and techniques necessary for an active role in the managerial and strategic areas of investment management. The investment management concentration focuses on the analysis of a wide range of investment assets along with hedging and trading strategies. Successful investing requires a thorough understanding of the properties of these assets along with knowledge of the economic and regulatory environment in which they trade. This concentration provides an in-depth background in financial markets and various classes of assets, including equities and fixed income products, as well as derivative securities, such as futures and options. In addition, alternative investments, such as private equity and hedge funds, are analyzed in detail. Strategies for international investing are covered in depth, as well as risk management techniques. As a result, students will be able to develop appropriate investment strategies for financial institutions as well as manage the risks of these strategies.

REQUIRED COURSE
- Investing and Security Analysis

ELECTIVE COURSES
(Choose three courses)
- Treasury Operations
- Fixed Income Analysis
- Global Investments
- Options and the Futures Markets
- Special Topics in Investment

Notes:
- Students are required to maintain a cumulative GPA of B.
- There is a five-year limit for completion of the program.

Master of Science in Marketing Communication Management
The newly designed curriculum in Marketing Communication Management offers a way to acquire a valuable credential to enhance your skill set and qualifications while preparing for professional advancement. Available in an accelerated, convenient weekend format, the 36-credit curriculum can be completed in only 1 1/2 years and provides the broad-based, interdisciplinary knowledge and tools essential for success in higher level marketing and communications roles. With its strong foundation in the principles and practices of marketing and public relations, and its focus on key bodies of knowledge such as social media, reputation management, innovation and growth, it treats the subject matter from both a strategic and a tactical or functional perspective. To accommodate a broader, more complex, and balanced discipline in the marketplace, the curriculum ranges from understanding consumers to providing them with innovative products and services to building brands and leading organizations.

The six required core courses (18 credits) represent the core competencies that you must be proficient in to succeed in today's highly competitive global business environment. The elective courses allow you to choose 5 courses (15 credits) that best match your specialized career goals. The program culminates in a final project (3 credits) that demonstrates your ability to conduct comprehensive, applied research and articulate original ideas and thought processes.

REQUIRED COURSES (students take all 7)
- Business Strategy
- Communicating Effectively
- Public Relations Theory and Practice
- Creating Customer Value Through Marketing
- Communication Ethics and Regulations
- Social Media and the Business Imperative
- Final Project

ELECTIVE COURSES (students choose 5)
- Brand Management
- Consumer Behavior
- Generating Growth and Innovation
- Global Marketing Strategies Project Management
- Leading Effectively and Ethically
- Reputation Management
- Social Media Technologies
- Special Topics in Marketing Communication Management

The program is ideal for individuals who want to upgrade and update their marketing communication knowledge and leadership skills. Courses are taught with academic rigor by an outstanding faculty who are practicing leaders in their fields and exceptional educators who bring real-world experience and networking opportunities into the classroom.

Notes:
- Students are required to maintain a cumulative GPA of B (3.0).
- There is a five-year limit for completion of the program.

Master of Science in International Management
The curriculum in International Management offers a way to acquire a valuable credential to enhance your skill set and qualifications while preparing for professional advancement. Available in an accelerated, convenient weekend format, the 36-credit curriculum can be completed in only 1 1/2 years and provides the broad-based, interdisciplinary
knowledge and skill set essential for success in higher level leadership roles in national as well as global organizations.

The MS in International Management is the only degree of its kind in the Westchester area. It is designed to prepare business leaders for meeting the evolving challenges of international management, and to seize opportunities for business success in both mature and expanding markets. The program is ideal for managers and executives whose jobs involve international responsibilities, or for any working professional who wants to broaden his or her international business perspective. MBA graduates may also find the program attractive, as it adds an intensive international dimension to their previous education.

The six required core courses (18 credits) represent the core competencies that you must be proficient in to succeed in today’s highly competitive global business environment. The elective courses allow you to choose 5 courses (15 credits) that best match your specialized career goals. The program culminates in a final project (3 credits) that demonstrates your ability to conduct comprehensive, applied research and articulate original ideas and thought processes.

**REQUIRED COURSES (students take all 7)**
- Understanding the Global Business Environment
- Cross-Border Competitiveness
- Global Financial Markets and Risks
- International Law & Ethics
- Building a Global Culture
- Managing Processes and Projects across Borders
- Final Project

**ELECTIVE COURSES (students choose 5)**
- Global Accounting
- Foreign Investment and Trade Policy
- Managing Global teams
- Leading Change across Borders
- Entrepreneurship: Entering Markets
- Consumer Behavior
- Outsourcing/Offshoring
- Information Technology Management
- Global Marketing: Brands and Customer Value
- Supply Chain Management
- Regional Business Operations

The program is ideal for individuals who want to upgrade and update their general business knowledge and leadership skills. Courses are taught with academic rigor by an outstanding faculty who are practicing leaders in their fields and exceptional educators who bring real-world experience and networking opportunities into the classroom.

Notes:
- Students are required to maintain a cumulative GPA of B (3.0).
- There is a five-year limit for completion of the program.

**Certificate in Non-Profit Leadership**

The newly designed curriculum in Business Leadership (previously Leadership and Strategic Management) offers a way to acquire a valuable credential to enhance your skill set and qualifications while preparing for professional advancement. Available in an accelerated, convenient weekend format, the 39-credit curriculum can be completed in only 1½ years and provides the broad-based, interdisciplinary knowledge and skill set essential for success in higher level leadership roles in national and international organizations. With its strong foundation in the principles and practices of leadership in business, the curriculum has been designed to fill a void so often articulated by industry, namely the shortage of leaders to take the organization forward. The program anchors students with a body of knowledge that prepares its graduates to recognize, respond to, and lead businesses in an era of uncertainty.

The seven required core courses (21 credits plus 3 credit final project) represent the core competencies that you, as a businessperson, must be proficient in to succeed in today’s highly competitive global business environment. The elective courses allow you to choose 5 courses (15 credits) that best match your specialized career goals. If you opt for the 3-credit unrestricted elective, together with your advisor, you may select a course from any of the graduate program areas offered at The School of Graduate and Professional Studies in order to acquire an even deeper dive into a discipline related to your career path that will make this program immediately relevant to your job today as well as to your future career aspirations. The program culminates in a final project (3 credits) that demonstrates your ability to conduct comprehensive, applied research and articulate original ideas and thought processes. The program is ideal for individuals who want to upgrade and update their general business knowledge and leadership skills. Courses are taught with academic rigor by an outstanding faculty who are practicing leaders in their fields and exceptional educators who bring real-world experience and networking opportunities into the classroom.

**REQUIRED CORE COURSES (Students take all eight courses)**
- Business Strategy
- Analytical and Financial Tools for Decision Making
- Generating Growth and Innovation
- Leading Effectively and Ethically
- Project Management
- Transitioning from Manager to Leader
- Communicating Effectively
- Final Project

**ELECTIVE COURSES (Students choose five courses)**
- Creating Customer Value Through Marketing
- Entrepreneurship
- Global Business
- Health Care Management
- Leveraging Information Technology for a Competitive Advantage
- Managing in a Mission-based Organization
- Managing Risk
- Operations Management
- Special Topics in Business Leadership
- Unrestricted Elective: With approval, students may select 1 course from any of the graduate business programs that is consistent with their professional goals.

Notes:
- Students are required to maintain a cumulative GPA of B.
- A five-year limit to complete each program is mandatory.
Potential students are:
- Managers already employed in the nonprofit sector who wish to fill gaps in their management background and to raise their leadership skills to a superior level
- Accomplished volunteers who serve on community or foundation boards and now wish to increase the effectiveness of governance teams and volunteer resources
- Managers in business, government and other professions who wish to prepare for a career shift into the nonprofit sector, or to leadership roles as community volunteers

The program consists of six courses:
- Organizational Leadership
- Managerial Finance
- Management in Nonprofit Organizations
- Executive Leadership in Nonprofit Organizations
- Fundraising and Development for Nonprofit Organizations
- Advanced Philanthropy/Fundraising

Master of Science in Human Resource Management and Organizational Effectiveness

As companies seek to enhance their competitive position by adopting a more holistic approach to planning and implementation, the HR professional of the future will have considerable input in developing and retaining talent, formulating staffing plans as they relate to the strategic goals of the corporation, and promoting training and learning to stimulate organizational effectiveness. Cost-efficiency, resource conservation and regulatory compliance have become issues for almost every organization. Turnover among top talent is expected to increase; globalization is requiring stronger regional HR capabilities; and demographic shifts across the world are dramatically affecting availability of qualified people.

The newly designed curriculum in Human Resource Management and Organizational Effectiveness offers a way to acquire a valuable credential to enhance your skill set and qualifications while preparing for professional advancement. Whether you wish to work on the transactional side (the stewards) or as a strategist we offer a concentration customized for your career goals. Our industry-driven courses taught by HR practitioners deliver a comprehensive, incisive, and applied approach to the human resources profession, which has now evolved into a broader, more complex, and balanced discipline. Courses are available in an accelerated, convenient weekend format, the 36-credit curriculum can be completed in only 1 1/2 years and provides the broad-based, interdisciplinary knowledge and skill set essential for success in higher level HR roles in national and international organizations.

The seven required core courses (21 credits) proficient in to succeed in today's highly competitive global business environment. You then select one of the two concentrations (12 credits) offered. You then get to choose an unrestricted Elective, which could be any graduate course offered by The School of Graduate and Professional Studies (even from your non-selected concentration) or in certain circumstances an Internship. The program culminates in a final project (3 credits) that demonstrates your ability to conduct comprehensive, applied research and articulate original ideas and thought processes.

REQUIRED COURSES (students take all 7)
- Human Resource Competencies
- Business Strategies for a Globally Diverse Workforce
- Strategic Talent Management
- Communicating Effectively

Human Resources Concentration (Students take all four courses)
- Leading Effectively and Ethically
- Project Management
- Final Project

Organizational Effectiveness Concentration (Students take all four courses)
- Organizational Learning and Executive Coaching
- Organizational Assessment, Analysis, and Change
- Human Capital Analytics
- Analytical and Financial Tools for Decision Making

With pre-approval, students may select one graduate course within The School of Graduate and Professional Studies that is consistent with their professional goals. Courses in their non-selected concentration area in the Human Resource Management or Organizational Effectiveness degree are also eligible.

HUMAN RESOURCE MANAGEMENT CONCENTRATION
This concentration has been designed to equip the students with the skills and techniques necessary for an active role in a Human Resources steward role to create a positive impact on the organization. The HRM concentration provides an in-depth background in Total Rewards, Employee and Labor Relations, Navigating the HR legal and Regulatory Environment and HR Technologies. Successful Human Resource Management requires a thorough understanding of the theory and practices to navigate the new challenges especially in a global environment. As a result, students will be able to synthesize and integrate their understanding of the factors contributing to and detracting from a steward's role and will have mastered the fundamentals of a comprehensive approach to Human Resource Management within an organizational setting.

ORGANIZATIONAL EFFECTIVENESS CONCENTRATION
The Organizational Effectiveness concentration has been designed to prepare the students with the skills and knowledge of organizational human resources and technologies necessary for a Strategic Human Resources role. The OE concentration provides an in-depth background in Organizational Learning and Executive Coaching, Organizational Assessment, Analysis and Change, Human Capital Analytics and Analytical Tools for Decision Making. Organizational Effectiveness requires a thorough understanding of the overarching strategy and leadership within the broader context of the business. These abilities will continue to be important in an emerging information society that is characterized by a combination of rapidly changing technology and the need for skilled leaders who can navigate through volatility and change. As a result, students will be able to recognize, apply and lead future changes to address organizational solutions that address business situations in the global workplace.

The program is ideal for individuals who want to acquire or update their core competencies and general business education, while equip- ping themselves with the specialized tools to thrive in their career path as HR professionals. Courses are taught with academic rigor by an outstanding faculty who are practicing leaders in their fields and exceptional educators who bring real-world experience and networking opportunities into the classroom.

Notes:
Students are required to maintain a cumulative GPA of B (3.0).

There is a five-year limit for completion of the program.

**Master of Science in Sport Business Management**

This 36-credit degree program provides individuals with the necessary knowledge and business skills to assume a leadership role in sports management. The course work provides an interdisciplinary approach to the study of sport management with a thorough foundation in sport business while allowing flexibility for students to explore a wide variety of opportunities within the field. The program includes an internship to assist students in preparing for middle and upper level positions within a variety of markets, including but not limited to professional sport, intercollegiate athletics, amateur and youth athletic organizations.

Potential students are:

- Players and other sport industry professionals in other fields who wish to improve their business management and leadership skills.
- Graduating seniors and working professionals in other fields who wish to enter this exciting emerging business area.
- Aspiring graduating seniors and sport lovers enthusiasts who wish to work in the management section of sports.

The program consists of:

**Required Core Courses (8)**

- Dynamics of the Sport Business World
- Managing Sport Businesses Strategically
- Economic and Financial Aspects of Sport Management
- Sport Marketing
- Legal and Ethical Considerations in Sports
- Leading Sports Organizations
- Facility and Event Management
- Internship or Final Integrative Project

**Elective Courses (4)**

- Entrepreneurship in Sports
- Creativity & Critical Thinking in Organizations
- Leading Change
- Project Management
- Information Technology Management
- Communications & Effective Leadership
- Research Methods
- The Business of Baseball
- Sport Communications
- Sport Psychology
- Sport Media Content
- Sport Journalism
- Fundraising and Non-Profit Aspects of Sport
- Contemporary Leadership Issues in Sports
- Role of an Agent in Sports
- International Sports Management

Students are required to maintain a cumulative GPA of B.

A five-year limit to complete each program is mandatory.
School of Education Graduate Programs

Specific course requirements for each graduate program, as well as New York State certification requirements and overall program requirements are outlined in detail in the School of Education Graduate Catalog. The information in this booklet is part of the official Manhattanville catalog.

Master of Arts in Teaching/Master of Professional Studies Diploma/Certification

Manhattanville offers Master of Arts in Teaching degree programs for strong liberal arts graduates with few or no prior courses in education. Upon completion of the program, the candidate is eligible for New York State certification as a teacher of Childhood and/or Early Childhood Education, English, Social Studies, Mathematics, Science or Foreign Language instruction at the secondary and middle school levels, or teacher of Art, Music, or Physical Education and Sport Pedagogy in all grades. MAT programs range from 36 to 49 credits depending on the program and the areas in which certification is sought. All MAT programs include one semester of full-time supervised or student teaching. One hundred (100) hours of fieldwork must be completed prior to supervised/student teaching.

Also offered are Master of Professional Studies programs in Teaching of English as a Second Language, Special Education, Literacy as well as a variety of programs leading to dual certification. The MPS and the Professional Diploma prepare candidates for certification in School Building Leadership, School District Leadership, School District Leadership/Athletic Director depending on prior experience. MPS programs range from 36 to 47 credits, depending on the program and the areas in which certification is sought. Upon completion of the program, the candidate is eligible for initial, professional, or permanent certification. This classification is determined by credentials presented at the time of matriculation into the selected program. All MPS programs except for that in Literacy require at least one semester of supervised fieldwork.

Advanced Certification Programs

Advanced Certification programs are available for 1) candidates who already hold a Masters degree in a related area but who have no prior preparation in education, or 2) for certified teachers wishing to obtain certification in an additional area. The School of Education offers Certification programs in the following areas: Special Education, Secondary/Middle Childhood and Adolescence (English, Mathematics, Biology, Chemistry, Second Languages, or Social Studies), TESOL, Literacy, Music and Art.

Individual Evaluation Certification and Extension Programs

Individual evaluation certification and extension programs are available for in-service teachers who are already certified, hold a Masters degree and who wish to become certified in another area OR for individuals who are teaching and are not yet certified. The School of Education offers the coursework required for certification through the New York State Individual evaluation application. In these cases, under New York State Regulations, candidates can apply for certification directly to the NYS Education Department, using graduate courses they have taken at Manhattanville. The college does not officially recommend candidates to NYSED under these pathways. Careful advising and specific choices of courses is required in these programs and interested students are advised to consult closely with the Graduate Advising Office and the NYS Education Department at http://www.nysed.gov.

Doctorate in Educational Leadership

The doctoral program (Ed.D.) in educational leadership is to meet the needs of mid-career professionals who already have leadership experience in public or private schools, in community programs, in governmental agencies, or in NGOs with major education initiatives. This program does not lead to any certification, as most accepted students will have both early career leadership experience and the initial licensure/certification/program requirements for their chosen career path as leaders in education. Students complete a three-year program of study that tightly integrates coursework, field experiences, and applied research (59 semester hours of post-master’s credit including dissertation). The focus is on preparing leaders to work in changing suburbs and small cities, and the signature pedagogy is problem-based learning. The doctoral program experiences are organized around five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. The program offers the option to do a three-article dissertation or a traditional five-chapter dissertation. Up to twelve (12) credits of post-master level courses taken at a regionally accredited institution within the last ten (10) years may be transferred. Students need to provide an official transcript (and in some cases a syllabus) for previously taken courses to allow for the course transfer. Students’ request for credit transfer is subject to review and endorsement of the faculty advisor, and approval by the Program Coordinator. The program is offered in collaboration with the Putnam Northern Westchester BOCES.

Student/Supervised Clinical Field Experience Requirements

Student Teaching

Student teaching is the culminating experience of the entire program. It consists of full-time involvement for an entire semester in appropriate classrooms, along with a weekly integrating seminar. It is during student teaching that the teacher candidate is expected to synthesize and put into practice the knowledge, understandings and skills developed during all of the previous courses and fieldwork. In order to qualify for New York State certification, student teachers are required to divide their semester to include two levels of experience as well as experiences in both urban and suburban settings. All clinical field placements will be at the discretion of the Director of Field Placement, Certification, and Community Outreach.

Supervised Teaching

Experienced teacher candidates who are currently employed in appropriate situations or appropriate teaching assistant positions may substitute supervised teaching for the student teaching experience with the approval of the Director of Field Placement.

Students wishing to opt for this plan must speak directly with the Director of Field Placement, who will ascertain whether or not the teaching environment is appropriate. It is important to know in advance whether the course competencies can be demonstrated in the setting. It is imperative that the student discuss his/her plans for a supervised teaching experience with the principal, and that the student receive some latitude in planning for the class during the semester. Supervised teachers attend the weekly integrating seminar along with the student teachers, and the seminar serves the same function in both cases.
Teaching Field Experience
In addition to the student/supervised teaching in the final semester of each program, New York State regulations now require 100 hours of field experience prior to the clinical experience. At Manhattanville, most required education courses assign a specified number of hours of field experience. These field experience hours provide students with opportunities throughout their programs to observe and participate in school-related activities appropriate to the theoretical content of the courses with which they are associated.

Child Abuse and School Violence Prevention Education
The School of Education offers an opportunity for degree or PMC candidates to fulfill these New York State requirements during the student teaching semester.

Education Graduate Programs General Information

Program Sequence and Length
Students plan their programs with an advisor in the School of Education. Because students bring unique knowledge, skills, and experience to their programs, if there is proper planning, they can avoid a rigid sequence within the program of their choice. Students may choose to complete their graduate programs in any combination of semesters up to five years from the date of matriculation. Within this time frame, please note the following:

- Students will normally undertake their clinical experience at the end of the program.
- Students may request an extension of the completion date for their degree program. The Associate Dean of the School of Education will review this request. An extension will not exceed two years, and students may be required to take additional courses to update their program.

Independent Study
Independent study options may be exercised for a limited part of the program. With approval by a faculty member in the appropriate department and by the Graduate Associate Dean of the School of Education, students may design and conduct original study projects or curricula.

New York State Certification
To receive initial teaching certification in New York State, the student must take a test of Liberal Arts and Sciences (LAST), an Assessment of Teaching Skills – Written (ATS-W), and a Content Specialty Test (CST). All students seeking certification must meet state Liberal Arts requirements. To meet those requirements, Manhattanville requires a liberal arts major or the equivalent of at least 30 credits in the liberal arts, and coursework in Literature, History, Math, Science, the Arts, Communication, Written Analysis and Expression, and a Foreign Language. More detailed information is available in the School of Education Graduate Catalog. To be certified in states other than New York, the student is urged to find out about the certification procedures of each state by calling the specific state Education Department, Division of Teacher Certification.

Transfer Credits
Matriculated masters and advanced certification program students may transfer credits. Appropriate graduate-level courses completed at other institutions, up to a maximum of six credits, provided that the coursework was taken within the last ten years, is determined by the faculty to be appropriate for their program, may be accepted towards a degree. Each course must have been completed with at least a grade of B+ at an accredited institution of higher learning within a five-year period of matriculation and must be directly related to the candidate’s proposed program of study. Candidates should file a written request with the School of Education to have course credits considered for transfer. If at all possible, such requests should be made in advance of taking the course.

Additional credits beyond the maximum of six from selected institutions will be considered in very limited instances at the discretion of the college. We apply this largely to students transferring from our immediate regional competitors, notably LIU-Westchester and Fordham-Westchester.

Writing Assessment
All graduate students must complete the Manhattanville Writing Assessment during their first 6 credits. Students who do not achieve a satisfactory rating may be required to complete the graduate education writing tutorial during their next semester of study or may be prohibited from continuing in the graduate education program. Arrangements to complete the assessment are made through the Graduate Advising Office.

Comprehensive Examination/Final Project/Culminating Experience Report
The New York State Department of Education has mandated that all Master degree candidates must complete a final project as part of their requirements for graduation. For most candidates this will be a comprehensive written examination. With the approval of the School of Education faculty, students in Music, Art, TESOL or Foreign Language Instruction may complete an integrative project in lieu of the exam. Students taking the comprehensive examination must successfully complete it in the semester prior to their final semester. Students who are qualified to do a final project should complete that project in the semester before their final semester. A student who does not pass must retake their exam or revise the final project. Fall and Spring exam/project application deadlines will be available in the School of Education office and on the Manhattanville website. Candidates in Childhood Education will complete a Culminating Experience Report instead of a Comprehensive Examination.

Grades
All education courses must be taken for a letter grade. In all graduate programs, the student must maintain a “B” average (cum. index of 3.00) for graduation. Courses graded below “C” will not be counted toward the degree. The School of Education Review Committee may review the student’s records if he/she has received a grade below “B-”. After such a review, the Committee may:

- Require the student to repeat the course; or
- Ask the student to complete an equivalent course; and
- Refuse to count the course toward the program; and/or
- Deny the student permission to register for further study at Manhattanville’s School of Education.

If the student receives a “C” or below in any student teaching course, he/she may repeat the course only once. Any request for a change in grade must be requested within four months of the posting.

Grievance Procedure for Graduate Students
At Manhattanville, grievance procedures exist for students who feel they have received truly biased or unfair treatment by a faculty member.

If the student and faculty member cannot resolve the problem through direct discussion in a mutually satisfactory manner, the student should bring the matter in writing to the attention of the appropriate department chair (or the Associate Dean for Graduate Advising if the faculty member and chair are one and the same.) This must happen within one semester of the claimed instance.
If the matter cannot be resolved at this level, the student has the right to bring the issue in writing to the Associate Dean for Graduate Advising. This must be done within five business days of the latest communication with faculty or chair. The Associate Dean will convene the Graduate Review Committee, who will make a determination. The Associate Dean will communicate the results in writing to the student.

If the issue remains open, the student may appeal in writing within five business days of receipt of communication from the Associate Dean to the Dean of the School of Education, who will form a grievance committee for a formal hearing. The members of the committee will be the Provost, an Associate Dean, and one faculty member, either from the college or the School of Education. The Dean of the School of Education will serve ex-officio. The decision of the grievance committee will be conveyed by letter to the concerned parties.

The decision of the grievance committee may be appealed to the President only on the basis of procedural unfairness or new evidence that might result in a different decision. Such an appeal must be made in writing within 5 business days after receipt of the letter from the grievance committee.
Course Offerings

Note:

Any 8000 level course is doctoral
Any 5000 level course is graduate
Any course number under 5000 is undergraduate

African Studies Courses

AFS 1015: Arabic I (3 cr.)
Arabic language instruction at the introductory level. There are more
Arabic speakers on the Africa continent than anywhere else in
the world. More than half of Africans are Muslims and therefore use Ara-
bic in their daily devotions.

AFS 2019: Intro to African Studies I (3 cr.)
This course is an interdisciplinary, historical survey of African societies.
It introduces major African political, social and cultural institutional
and events from ancient times to the present. It aims to facilitate under-
standing of how African communities have faced the challenges of
societal construction, encountered historical disruptions, recovered
and continued the process of reconstruction to the present.

AFS 2021: Intro to African Studies II (3 cr.)
This course provides an interdisciplinary introduction to the western
hemisphere. Themes include African historical and societal back-
ground in the Americas; the Diaspora in the Americas; slavery in the
western hemisphere; new social forms: family systems, social, cultural
and religious institutions; the political and intellectual struggles for
humanity and freedom; and cultural, economic, and political deve-
lopment. The approach aims to insure an historical understanding of
African American, Afro-Caribbean, and Afro-Latino communities and
Africa’s constant creativity and contributions to the larger mul-
ticultural stream.

AFS 2082: Ancient African History (3 cr.)
This course is a survey of African history from the earliest times to 1800. Themes include the formation of early human communities in selected
parts of Africa, the ancient kingdoms and civilizations of Egypt, Meroe, Axum and others, the Sudanic empires and kingdoms, East and
Southern African kingdoms, the trans-Saharan trade system, the slave trade and its impact, and
political and economic developments to 1800.

AFS 2085: History of Contemporary Africa (3 cr.)
This course surveys aspects of the history of post-independence Africa
since the 1950s. Themes examined include the national independence
movements and liberation struggles, nation-building, political ideolo-
gies, the party systems, the military in politics, internal conflicts, civil
wars, educational, social and cultural developments, neo-colonialism,
economic dependency and development, foreign interference through
structural adjustment programs, the movement for political change and
the future of Africa.

AFS 3014: African American History (3 cr.)
This course surveys aspects of African-American history from earliest
times to the present. The topics include: the African background;
slavery and the trans-Atlantic slave trade; Blacks in the colonial period;
the Civil War and reconstruction; Black migrations, civil and social
rights struggles; and political and cultural nationalism (Harlem Re-
naissance, the Civil Rights and Black Power Movements). Topics are
examined within the context of American history so as to highlight
both intimate links as well as distinctiveness.

AFS 3030: Modern South Africa (3 cr.)
This course surveys the emergence of modern South
Africa from the mid-19th century to the present.
The topics include: early African societies; Dutch
advent; British colonialism and its consequences;
African state formation; the mining and industrial
revolutions; the Union; African, Coloured, Indian
and Afrikaner nationalisms; the emergence of the
apartheid system; post-apartheid political,
economic and social developments; the varieties of
resistance to apartheid up to the release of
Mandela and the future of South Africa.

AFS 3035: Slavery Through History (3 cr.)
Slavery is usually seen only in local historical
contexts because of its many forms, different
histories and consequences, and yet, the
universality of its practice is evident. The
course focuses on slavery in a comparative
perspective, covering it in general and in its
local specificities, with a particular emphasis on
Africa and the Americas, so we can understand the
differences while assessing the similarities. The
themes include topics such as women’s status and
role, the economics of slavery, the religious,
ideological and political justifications, the
ethics and the legal, changes in the systems from
within and from without.

AFS 3098: Africa in World Politics (3 cr.)
This course focuses on themes, issues and theories relevant to the study
of Africa’s place and role in international contemporary politics. Be-
Yond the theoretical debates on methodology and competing de-
definitions of the subject matter; the course covers analyses case studies,
sometimes of selected African countries or regions. It covers also the
history of the perception of Africa’s role in international politics,
including the UN, regional and sub-regional organizations, local and
international conflicts.

AFS 3123: Race, Religion & Revolution (3 cr.)
The ideological journeys and the speaking skills
of three central figures in the Civil Rights/
human rights movements in the 1960s, 70s and 80s
are the focus of this course. In particular, this
course will focus on the socio-cultural context
and the ethical underpinnings of the work of
Angela Davis, Malcolm X and Martin Luther King,
Jr. In doing so, students will have the
opportunity to develop a critical reflective
understanding of the College’s mission to
“educate students to be ethical and socially
responsible leaders in a global community.” In
addition, the course will focus on the
development of students’ oral competency using
Angela Davis, Malcolm X and Martin Luther King,
Jr. as possible role models.

AFS 5014: African American History (3 cr.)
This course surveys aspects of African-American history from earliest
times to the present. The topics include: the African background;
slavery and the trans-Atlantic slave trade; Blacks in the colonial period;
the Civil War and reconstruction; Black migrations, civil and social
rights struggles; and political and cultural nationalism (Harlem Renaissance, the Civil Rights and Black Power Movements).

**AMS 1050: American Voices (3 cr.)**
This seminar-style course will analyze the ideals and myths about culture. Through close reading of selected texts (novels, films, essays), the course will focus on slavery in a comparative perspective, covering it in general and in its local specificities, with a particular emphasis on Africa and the Americas, so we can understand the differences while assessing the similarities. The themes include topics such as women’s status and role, the economics of slavery, the religious, ideological and political justifications, the ethics and the legal, changes in the systems from within and from without.

**AMS 5098: Africa in World Politics (3 cr.)**
This course focuses on themes, issues and theories relevant to the study of Africa’s place and role in international contemporary politics. Beyond the theoretical debates on methodology and competing definitions of the subject matter, the course covers analyses case studies, sometimes of selected African countries or regions. It covers also the history of the perception of Africa’s role in international politics, including the UN, regional and sub-regional organizations, local and international conflicts.

**AFS 5123: Race, Religion & Revolution (3 cr.)**
The ideological journeys and the speaking skills of three central figures in the Civil Rights/human rights movements in the 1960s, 70s and 80s are the foci of this course. In particular, this course will focus on the socio-cultural context and the ethical underpinnings of the work of Angela Davis, Malcolm X and Martin Luther King, Jr. In doing so, students will have the opportunity to develop a critical reflective understanding of the College’s mission to “educate students to be ethical and socially responsible leaders in a global community.” In addition, the course will focus on the development of students’ oral competency using Angela Davis, Malcolm X and Martin Luther King, Jr. as possible role models.

**Anthropology Courses**

**ANTH 1050: Cultural Anthropology (3 cr.)**
Anthropology is a holistic approach to the study of humankind. By examining different cultural systems around the globe, anthropologists endeavor to understand how people make sense of the world in which they live, their beliefs and practices. This class will introduce students to the basic concepts, theories and methodologies of anthropology.

**ANTH 2030: Cultures of East Asia (3 cr.)**
What constitutes East Asia? How shall we understand East Asia as a geographic location, as diverse forms of culture, as an imagined community, and cultural construction that is consistently changing in relation to globalization processes? Through learning about the main cultural traditions and foundations of East Asian societies, together we will investigate how cultural anthropology as a discipline offers concepts and questions to help us better comprehend diverse ways of life in East Asia. This course will introduce important conceptual categories and ethnographic examples about the historical changes and contemporary issues of East Asian societies, such as family, kinship, gender, social relationship, religion, and major philosophical thoughts in East Asian countries. The course will also explain East Asian political economic systems and their dynamics in a globalizing context. We will focus on China, Japan, and South Korea and will explore the connections between other East Asian regions. Ultimately we will utilize insights drawn from the course to shed light on cross-cultural comparison between East Asia and the western
This course provides an overview of China’s contemporary social landscape in relation to the impact of globalization and modernization. It draws upon critical and historical anthropological frameworks to explore emerging trends in contemporary Chinese culture and society. The course will focus on post-Mao reform era (1978-present), but will ground an examination of contemporary developments in the pre-socialist past and be particularly concerned with the persistent shaping force of the Maoist era (1949-1978). Topics we will examine include China's economic development, environment, family, kinship, marriage, sex, religion, ethnicity, gender politics, labor migration, popular culture, youth identity, international Chinese students, and collective actions. We will also examine the transnational and globalizing forces that help shape cross-cultural imaginaries of China. The class's aim is to encompass critically within common frames of analysis issues of continuity and change, material practices and mass-mediated cultural forms, the local and the global, and the anthropological approach to cultural diversity.

**ANTH 2062: Physical Anthropology & Archeology**

This course presents an introduction to the study of human adaptation to physical and social environments from early primates to modern humans. The course traces cultural and physical development from the earliest human ancestors through modern civilization, with an emphasis on material culture and the physical body and what we can infer from that evidence about the mind. Topics will include evolution, primate physical and social adaptations and behavior, tool-making, the rise of agriculture and warfare, the first cities, the first kingdoms, and the origins of such human activities as art, religion, music, and others.

**ANTH 2069 Intro to Medical Anthropology (3 cr.)**

This course provides an introduction to the field of medical anthropology, the study of how societies approach health and healing. We will examine variations in concepts of health, illness, and becoming and staying well in several parts of the world. We will also look at contemporary “biomedicine” as a cultural entity. We will look at cultural practices that encourage or inhibit disease, the influence of social institutions of health and illness, health and gender, and cross-cultural responses to diseases such as AIDS, leprosy, and malaria.

**ANTH 3010: Cultures of Science and Technology (3 cr.)**

This course will enhance students’ awareness of the social construction of knowledge and develop their ability to make well-informed and ethical judgments about the social implications of emerging and existing technologies. The course is also designed to give students a chance to engage in wide-ranging, exploratory reading, combined with collegial discussion and analysis of theoretical, methodological, and policy-related issues that impact their everyday life.

**ANTH 3020: Representation and Power of Contemporary China (3 cr.)**

This course looks into contemporary Chinese society and culture, along with recent debates in social theory and theories of representation. It critically examines the construction processes of categories and assumptions we bring to the study of contemporary China, how they affect and reshape Chinese society, and how we might rethink them. In this class, student will explore a wide range of topics, including the conceptualization of "class" in Chinese modern history, the creation of the social concept of “fu nu” (woman), the “birth” of middle-class subjectivity, the varied modes of nostalgia about the socialist past, the discourse of “quality” (suzhi) as a marker of modernity, the constitution of gendered identities, the commodification of the body, and so on. Overall, students in this class will study the complicated politics of representation in relation to China's consistent pursuit of modernity and drastic social transformation in the past few decades.

**ANTH 3030: Men and Masculinities (3 cr.)**

This course will introduce students to the field of men and masculinity. It will examine cultural construction of masculinity through the life course of men and in institutions such as family, schools, college, workplace, military, marriage, politics, and with a focus on contemporary American, Chinese, Mexican, and Japanese societies. This course will highlight the multiple masculinities that exist, showing which are privileged and what effects this hierarchy of masculinities has. Topics include men’s socialization, male sexuality and fertility, men’s health and body, male aggression and violence, the idea of machismo, intimacy and friendship among males, fatherhood, men’s experiences with sports and work, media representations of boys and men, and the social construction of masculinities in different historical and cultural contexts. This course will help students understand how masculinity as a social concept affects their relations with the people in their lives, approaching gender problems in a rational way, and developing cultural sensitivity toward masculinity and gender issues.

**ANTH 3025: Global Health (3 cr.)**

This course studies health and illness beliefs and practices in different societies around the world. Students not only examine what individuals do, whom they consult and where they go when they get sick, but how people make sense of illness and misfortune in their world. Class readings and discussions focus on: concepts of health and illness, healer-patient interactions, ritual healing, pain, cross cultural psychiatry, medical pluralism and global health issues such as AIDS.
ANTH 5010: Cultures of Science and Technology (3 cr.)
This course will enhance students' awareness of the social construction of knowledge and develop their ability to make well-informed and ethical judgments about the social implications of emerging and existing technologies. The course is also designed to give students a chance to engage in wide-ranging, exploratory reading, combined with collegial discussion and analysis of theoretical, methodological, and policy-related issues that impact their everyday life.

ANTH 5025: Global Health (3 cr.)
This course studies health and illness beliefs and practices in different societies around the world. Students not only examine what individuals do, whom they consult and where they go when they get sick, but how people make sense of illness and misfortune in their world. Class readings and discussions focus on: concepts of health and illness, healer-patient interactions, ritual healing, pain, cross cultural psychiatry, medical pluralism and global health issues such as AIDS.

ANTH 5030: Men and Masculinities (3 cr.)
This course will introduce students to the field of men and masculinity. It will examine cultural construction of masculinity through the life course of men and in institutions such as family, schools, college, workplace, military, marriage, politics, and with a focus on contemporary American, Chinese, Mexican, and Japanese societies. This course will highlight the multiple masculinities that exist, showing which are privileged and what effects this hierarchy of masculinities has. Topics include men's socialization, male sexuality and fertility, men's health and body, male aggression and violence, the idea of machismo, intimacy and friendship among males, fatherhood, men's experiences with sports and work, media representations of boys and men, and the social construction of masculinities in different historical and cultural contexts. This course will help students understand how masculinity as a social concept affects their relations with the people in their lives, approaching gender problems in a rational way, and developing cultural sensitivity toward masculinity and gender issues.

Art History Courses

ARH 1011: History of Art I (4 cr.)
The fall semester provides a chronological survey of Western art, primarily of Europe, from prehistoric times to the Renaissance. Students may take one or both semesters, in either order. When possible, however, students should take ARH 1011 before ARH 1012. (Fall)

ARH 1012: History of Art II (4 cr.)
The spring semester surveys both an area of non-Western art and Western art from the Baroque to the present. Museum visits or papers may be required. (Spring)

ARH 1016: Great Renaissance Masters: Leonardo, Raphael & Michelangelo (3 cr.)
This lecture course will explore the lives and works of three of the best-known artists and architects of the Italian Renaissance: Leonardo da Vinci, Raffaello Sanzio, and Michelangelo Buonarroti. The name recognition of these artists belies their importance for the art and development of the High Renaissance style in Italy, and the history of Western art and art appreciation in general. The lives and careers of these men span from roughly 1450 to 1565, a period of time encompassing what is commonly referred to as the Early and High Renaissance in Italy. This class will provide the vehicle for in-depth analysis of each artist's oeuvre, training, and stylistic development. Together, we will examine the relationship of each artist's work to the culture (religious, political, socio-economic) and artistic developments of the Renaissance. We will focus on understanding the role of patronage in their lives and works. We will also explore the myths and legends about each of these artists - from divine inspiration to the burdens of terrible genius. Ultimately, it is hoped that students will come away with a better understanding of what makes the work of Leonardo, Raphael and Michelangelo significant. But it is also hoped that students will develop a more critical awareness of the changing role of the artist - and of art - in society.

ARH 1018: Age of Cathedral & Castle (3 cr.)
This course is meant to be an introduction to medieval art from the 4th to the 14th centuries. Topics include Early Christian, Byzantine and early Medieval art, as well as the birth of Gothic architecture. Lectures will also explore the evolution of cathedral sculpture, stained glass and manuscript illumination. Eight lectures will be dedicated to the study of the Gothic period in Italy.

ARH 1021: Colonial American Art & Life (3 cr.)
This course will investigate painting, architecture, sculpture and the decorative arts in America from the time of the earliest European settlers through the Revolutionary War. Native American influences will also be examined. Works of art will be placed within the context of historical events and social development.

ARH 1030: History of Photography (3 cr.)
A survey of the history of photography from its earliest years to the present. We will examine the impact of various inventions upon the practice of this art form and also look at the work of some past and present masters. Commercial, documentary and art photography will be discussed. The course is non-technical in nature. (Spring)

ARH 1042: Arts of Africa, Oceania & Native Americas (3 cr.)
This course will provide a comprehensive study of the native arts of Africa, Oceania, and the Americas from pre-history to the present. The student will be introduced to the stylistic diversity of these three regions through lectures which will be based on the required course texts. The course will cover the history of the visual
This class is offered in conjunction with the Art History Department's Study Trip to Venice during Spring vacation. Students are introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by daily guided visits to monuments such as the church of San Marco, the Doge's Palace, the Accademia museum, and the Scuola di San Rocco. Included is a day trip to the mainland to visit Giotto's famous frescoes in the Scrovegni Chapel in Padua and Palladian architecture in Vicenza. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Course requirements include attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students signing up for ARH.1066C will focus on 18th through 20th c. Venetian art or Venice as a center for promoting modern and contemporary art for their research projects.

**ARH 1070: Survey of East Asian Arts (3 cr.)**

This course is a general introduction to the major artistic traditions of East Asia, focused on the three countries of China, Korea, and Japan, from the Neolithic period to the present. Although Korea and Japan share similar artistic and cultural values to China, each country has also had its own distinctive development and unique style in art and architecture. Lectures will cover the social and historical contexts, the major religions, and philosophies through the timeline. This course will explore the major styles of painting, sculpture, architecture, and decorative arts from East Asia. It highlights important works to discuss the artistic achievements and the aesthetics of these regions. Lectures and reading materials provide a contextual framework for understanding in each class. In addition, students will have an opportunity to observe original works in the Asian art collection at the Metropolitan Museum of Art. (Fall)

**ARH 1066B: Venetian Art: Renaissance and Baroque (3 cr.)**

This class is offered in conjunction with the Art History Department's Study Trip to Venice during Spring vacation. Students are introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by daily guided visits to monuments such as the church of San Marco, the Doge's Palace, the Accademia museum, and the Scuola di San Rocco. Included is a day trip to the mainland to visit Giotto's famous frescoes in the Scrovegni Chapel in Padua and Palladian architecture in Vicenza. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Course requirements include attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students signing up for ARH.1066B will focus on Renaissance or Baroque monuments for their research projects.

**ARH 1066C: Venetian Art: Modern and Contemporary (3 cr.)**

This class is offered in conjunction with the Art History Department's Study Trip to Venice during Spring vacation. Students are introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by daily guided visits to monuments such as the church of San Marco, the Doge's Palace, the Accademia museum, and the Scuola di San Rocco. Included is a day trip to the mainland to visit Giotto's famous frescoes in the Scrovegni Chapel in Padua and Palladian architecture in Vicenza. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Course requirements include attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students signing up for ARH.1066C will focus on 18th through 20th century Venetian art or Venice as a center for promoting modern and contemporary art for their research projects.

**ARH 1066A: Venetian Art: Ancient to Medieval (3 cr.)**

This class is offered in conjunction with the Art History Department's Study Trip to Venice during Spring vacation. Students are introduced to Venetian art, architecture and culture from the 11th to the 16th centuries by daily guided visits to monuments such as the church of San Marco, the Doge's Palace, the Accademia museum, and the Scuola di San Rocco. Included is a day trip to the mainland to visit noteworthy Roman and Byzantine monuments within a short drive of Venice. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Course requirements include attendance at all required on-site visits, an on-site oral presentation, submissions of a travel journal, and completion of a written exam after the return to school. Students signing up for ARH.1066A will focus on Roman, Early Christian, Byzantine or Medieval monuments for their research projects.

**ARH 2005: Art In Italy 1200-1475 (3 cr.)**

This lecture course introduces students to painting, sculpture and architecture in Italy from 1200-1475, a time span that encompasses the “Italian Gothic” as well as the Early Renaissance. Lectures examine the development of style, focusing on the revival of antiquity in the visual and textual cultures. Special attention is given
to patronage and to urbanism and the creation of civic spaces. Florence, Siena, Venice and Rome are our primary focus, as are artists such as Giotto, Ghiberti, Brunelleschi, Donatello and Botticelli. (Spring)

**ARH 2006: High Renaissance in Italy (3 cr.)**
An introduction to the history of painting, sculpture and architecture in Italy from 1475-1600, a period known as the Italian High Renaissance. Lectures will examine questions of style, material, function and patronage in the work of Leonardo da Vinci, Raphael, Michelangelo, Titian, and their most prominent contemporaries. Special attention will be given to ecclesiastical and political history, urbanism and, where appropriate, issues of gender. Students will become familiar with writers of the period, and it is hoped, adept at critically reading these primary texts.

**ARH 2011: Greek Art (3 cr.)**
The course examines the art of Greece and its Minoan and Mycenaean predecessors, including painting, sculpture and architecture. It also considers Greek art as the foundation of the classical tradition in Western art. Field trips to New York museums. (Fall)

**ARH 2018: Twentieth Century Painting (3 cr.)**
Study of modern movements in European and American painting from Post-Impressionism through Abstract Expressionism.

**ARH 2020: Northern Renaissance Art (3 cr.)**
This course will explore the artistic production of Flanders, the Netherlands, France and Germany from approximately 1350 to 1600, beginning with an examination of the International Style and ending with the school of Fontainebleau. The lives and works of many artists will be examined, including Jan Van Eyck, Hieronymous Bosch, and Albrecht Dürer. Lectures explore the religious, political, social and economic circumstances of artistic production in Northern Europe. Special attention will also be paid to cross-cultural exchange with Italy. There will be a midterm, final, and two essays (details TBA).

**ARH 2022: Art of Ancient Egypt (3 cr.)**
The emphasis in this course is on Egyptian culture from the perspective of the visual arts and architecture, and it will provide a survey of the art of ancient Egypt from the Predynastic Period through the end of the New Kingdom. The objectives of this course include mastery of major monuments of ancient Egypt, including painting, sculpture and the decorative arts, as well as of the contexts for which they were created, including funerary complexes (mastabas, pyramids, rock cut tombs and funerary temples), temples dedicated to the gods and royal palaces.

**ARH 2023: 20th Century Latin American Art (3 cr.)**
This course will survey the history of Latin American art in the 20th century. It will examine the artistic movements of this region with a focus on the art of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Mexico, and Uruguay. The artistic movements of each country will be discussed in their cultural and historic contexts. The course will examine the ways in which national identity and political struggle have influenced the production of Latin American art.

**ARH 2024: Survey of Irish Art (3 cr.)**
This course will provide an overview of Irish art from the Neolithic era to the present day. Particular emphasis will be placed on the golden age of Irish art in the early middle ages and on developments during the Georgian era in the 18th century. Architecture, sculpture, metalwork, manuscripts and paintings will be examined within the context of the various influences on the Irish culture and the development of a national identity. Two slide exams and a short research paper will constitute the means of evaluation. (Spring)

**ARH 2025: Survey of African Art (4 cr.)**
This course will survey the history of art in Africa from ancient times to the present. The student will be introduced to the stylistic diversity of African art through lectures which will be based on the required reading (Visona, et al. A History of Art in Africa). Lectures will stress the aesthetic qualities, religious, social, and ethnographic functions and meanings of African art forms. Each week the student will be introduced to a geographic region of Africa and the art producing ethnic groups of each region will be studied. Particular attention will be given to figural and masking traditions; other topics will include textile design, architecture, and royal arts. Topics include, Ancient Egyptian art, the Islamic art of North and East Africa, the traditional arts of West, Central and Southern Africa and contemporary African art. (Spring)

**ARH 2038: Baroque Art & Architecture in Italy (3 cr.)**
This lecture course introduces students to the painting, sculpture, and architecture produced in Italy from the late sixteenth to early eighteenth centuries. (Students will also be introduced to important trends in Baroque art outside of Italy.) Lectures will examine cultural, political, religious, and intellectual changes in Europe that make the art of this period distinctive. Topics to be explored include the Counter-Reformation and Council of Trent on the arts; changing patterns of patronage; antiquarianism and art collecting; urban planning; advances in scientific reasoning and the clash with the church; as well as the emerging prominence of female artists. There will be a midterm, final, and two essays (details TBA).

**ARH 2039: Rome: Ancient to Baroque (3 cr.)**
This course is offered in conjunction with the Art
History Department's Study Trip to Rome during the March spring vacation. Students are introduced to the vast architectural and artistic riches of the city of Rome from antiquity through the Renaissance and Baroque by daily guided visits to monuments such as the Imperial Forum, Colosseum, the Basilica of Saint Peter's, the Vatican Museums, and the Capitoline Museums. A day trip to Tivoli is planned, where students will explore the ancient Villa of Hadrian, and the Renaissance gardens of the Villa d'Este. There are trip charges in addition to tuition. Sign up with the Art History Department occurs in the fall term to allow travel arrangements to be made. Students must have permission of the instructors to register. Students enrolled in Section 1 with Prof. Cifarelli will write a research paper on an aspect of ancient Roman culture or art; students enrolled in Section 2 with Prof. Rafanelli will write a research paper on an aspect of Renaissance or Baroque culture or art. (Spring)

**ARH 2041: Native American Art (3 cr.)**
This course will survey the history of the native arts of North, Central, and South America from prehistoric times to the present. Students will be presented with a stylistic and historical overview of the native cultures of these three areas through slide lectures and assigned reading. A midterm and final examination will be given and students are required to complete a short research paper. There will be several field trips.

**ARH 2042: Art of Civilization's Cradle: Ancient Iran and Iraq (3 cr.)**
This course explores the artistic production of the region known as “The Cradle of Civilization,” corresponding roughly to modern Iraq and Iran, from the Neolithic period, through the ebb and flow of major empires such as the Akkadian, Babylonian, Assyrian, and Achaemenid Persian; and the fusion with Greco-Roman traditions in the Parthian and Sassanian Empires. This course will draw upon, and will feature visits to, the collections of the Departments of Ancient Near Eastern and Islamic art and architecture of the Mediterranean region from Spain to the Middle East and including North Africa. The artistic traditions of Islam from the 7th century to the present will be examined with particular attention given to architecture, textiles, ceramics, metalwork, and manuscript illumination. There will be two required field trips, to the Metropolitan Museum of Art's new galleries for the Art of the Arab Lands, and to the Islamic Cultural Center of New York, New York City's largest mosque.

**ARH 2030: Ancient Painting (4 cr.)**
This course begins with a brief survey of painting in the Ancient Near East, Egypt, and Greece, and will focus on Roman painting in particular. The paintings and mosaics preserved by the eruption of Mount Vesuvius in 79 C.E. provide a unique opportunity to examine these ancient media within their cultural, architectural and archeological context. We will explore the Roman practice of copying paintings by renowned Greek painters, and of translating these paintings into mosaic, as well the use of styles and subjects that are uniquely Roman. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor.

**ARH 2070: Islamic Art (3 cr.)**
This lecture course will examine the history of Islamic art and architecture of the Mediterranean region from Spain to the Middle East and including North Africa. The artistic traditions of Islam from the 7th century to the present will be examined with particular attention given to architecture, textiles, ceramics, metalwork, and manuscript illumination. There will be two required field trips, to the Metropolitan Museum of Art's new galleries for the Art of the Arab Lands, and to the Islamic Cultural Center of New York, New York City's largest mosque.

**ARH 3030: Abstract Expressionism (4 cr.)**
A seminar-style investigation of the roots and developments of this Post-World War II, American art movement. Modern masters such as Jackson Pollock, Lee Krasner, Franz Kline, Willem de Kooning and Mark Rothko will be discussed. Students will write a research paper and give an oral presentation. Required field trips. Prerequisite: One art history course or permission of the instructor.
feminist methodology in considering the development of the portrayal of the female body throughout this time period. Topics to be investigated include the male gaze, the possibility of a female gaze, and the way in which art creates social constructions of gender. Students will be required to complete a research paper of at least fifteen pages and present their research in a twenty minute oral presentation. Required field trips.

ARH 3057: Glory of Renaissance Venice (4 cr.)
This seminar explores Renaissance art in Venice during the 15th and 16th centuries. We will examine the religious paintings of Bellini, Carpaccio’s narrative paintings, the painted poetry of Giorgione and Titian, the drama of Tintoretto and the grandeur of Veronese, and investigate the importance of the nearby mainland — from Giotto Arena Chapel and Donatello bronze sculptures in Padua, to Palladian villas in the Veneto. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

ARH 3063: Sexuality & Gender in Ancient Art (4 cr.)
A seminar focusing on the ways in which the ancient civilizations of Mesopotamia, Egypt, Greece and Rome used art as a means of presenting and representing the relationship between biological sex (male, female) and the social invention of gender (husband, warrior, king, wife, mother, whore, etc.). Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

ARH 3070: Death and The After Life in Ancient Art (4 cr.)
This course examines images of dying, death and the afterlife, as well as art and objects created to accompany the dead into the next world, in the ancient, pre-Christian world, particularly in Mesopotamia, Egypt, Greece and Rome. Within the context of each of these four major civilizations, the course will examine the beliefs and rituals that attend death and the afterlife, as evidenced through archeology, art, mythology and literature. We will look closely at the interplay between images and beliefs. At least three field trips will be held at The Metropolitan Museum of Art for lectures in the galleries. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history class or permission of the instructor.

ARH 3073: Issues in Contemporary Art (4 cr.)
This seminar will examine the history of contemporary art from the 1970s to the present. The course will focus on developments in painting, sculpture, installation, photography, and digital art, with an emphasis on art producing in Europe, The United States, and Asia. Through course readings, students will examine the different theoretical and critical models through which contemporary art has been interpreted. Topics to be explored include: conceptual art, feminist art, post-modernism, post-medium art, globalism and current tendencies in the 21st century. Prerequisite: One Art History course or permission of instructor.

ARH 3077: Mexican Muralists: Picturing Revolution (4 cr.)
This seminar will offer a comprehensive investigation of the Mexican Mural Movement (1923-1974). A major artistic movement in Latin American culture born in 1920s revolutionary Mexico and culminating in the socially conscious art of the 1960s. The course will primarily focus on the work of the three most prominent Latin American muralists, the so-called Los Tres Grandes: José Clemente Orozco (1883-1949), Diego Rivera (1886-1957), and David Alfaro Siqueiros (1896-1974). We will examine their work in both Mexico and the United States. Particular consideration will be given to their important role in the development of 20th century politically conscious art; and to the politics of the 1910 Mexican Revolution. In addition, we will study the work of several other Mexican artists, including Frida Kahlo and Rufino Tamayo. A 15 page research paper and 15 minute oral presentation is required for this course. Prerequisite: One Art History course or permission of instructor.

ARH 3079: Michelangelo (4 cr.)
This 4-credit seminar explores the life and work of "the Divine" Michelangelo Buonarroti, perhaps the best known artist and architect of the Italian Renaissance. The name recognition of this artist belies his importance for the art and development of the High Renaissance style in Italy, and the history of Western art and art appreciation in general. This class will provide the vehicle for in-depth analysis of the artist's oeuvre, training, and stylistic development. Together, we will examine the relationship of the artist's work to the culture and artistic developments of the Renaissance. We will focus on understanding the role of patronage in the life of the artist - from Lorenzo de' Medici to the papacy. We will also explore myths and legends about Michelangelo – from divine inspiration to the burdens of terrible genius. Ultimately, it is hoped that students will come away with a better understanding of what makes the work of this Renaissance master significant. But it is also hoped that students will develop a more critical awareness of the changing role of the artist – and of art – in society. Field trips. Prerequisite: one art history course or permission of instructor.

ARH 3080: Seminar for Majors (4 cr.)
The seminar introduces the professional world of art history, including new methodologies, museum education, museology, gallery and auction house work, graduate study, art patronage, conservation and restoration. Students will have regular writing assignments. Frequent field trips. Open only to Junior and Senior art history majors. Students are urged to consult with the instructor or department chair before registering for this course. (Spring)
**ARH 3081: Art of 15th Century Florence (4 cr.)**

An exploration of 15th-century painting, sculpture and architecture in Florence, the city that is considered the birthplace of the Renaissance. The artists to be studied include Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Piero della Francesca, Filippo Lippi and Botticelli. Renaissance patronage patterns will also be considered. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

**ARH 3082: Women Artists of the Italian Renaissance & Baroque (4 cr.)**

This 4-credit seminar aims to explore the careers of women artists in Renaissance and Baroque Italy. The course will begin with a discussion about the validity of studying artists by gender, and an in-depth examination of modern feminist art-historical literature both encouraging and discouraging the practice. We will move on to consider the biographies and works of female artists in the 16-17th centuries in Italy, situating them within the larger context of artistic achievement in the period. We will then focus on their career strategies, training, and the different ways in which they managed to overcome the social, moral, religious and professional restrictions particular to their gender. There will be a research paper, oral presentation, and required field trips. Prerequisites: One art history course or permission of the instructor.

**ARH 4495: Independent Study (3 cr.)**

Students may undertake a research project with the approval and supervision of a member of the art history faculty.

**ARH 4497: Internship (1-3 cr.)**

Museums, galleries, historical societies, auction houses and other cultural institutions in Westchester and New York City offer many opportunities for internships. One day per week of work (or the equivalent), a written journal and overview paper, and the written evaluation of an on-site supervisor are required. (Fall) (Spring)

**ARH 5030: Ancient Painting (4 cr.)**

This course begins with a brief survey of painting in the Ancient Near East, Egypt, and Greece, and will focus on Roman painting in particular. The paintings and mosaics preserved by the eruption of Mount Vesuvius in 79 C.E. provide a unique opportunity to examine these ancient media within their cultural, architectural and archeological context. We will explore the Roman practice of copying paintings by renowned Greek painters, and of translating these paintings into mosaic, as well as the uses of styles and subjects that are uniquely Roman. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history course or permission of the instructor.

**ARH 5033: Abstract Expressionism (4 cr.)**

A seminar-style investigation of the roots and developments of this Post-World War II, American art movement. Modern masters such as Jackson Pollock, Lee Krasner, Franz Kline, Willem de Kooning and Mark Rothko will be discussed. Students will write a research paper and give an oral presentation. Required field trips. Prerequisite: One art history course or permission of the instructor.

**ARH 5037: Pre-Raphaelite Art (4 cr.)**

A seminar investigating the members of the Pre-Raphaelite Brotherhood, a group of mid-19th century English painters and decorators including D.G. Rossetti, J.E. Millais, W.H. Hunt, E. Burne-Jones and W. Morris. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

**ARH 5042: The Nude: Female Body in Art (4 cr.)**

This seminar will examine the changing image of the female nude in the history of art from the Renaissance to the present. We will employ a feminist methodology in considering the development of the portrayal of the female body throughout this time period. Topics to be investigated include the male gaze, the possibility of a female gaze, and the way in which art creates social constructions of gender. Students will be required to complete a research paper of at least fifteen pages and present their research in a twenty minute oral presentation. Required field trips

**ARH 5057: The Glory of Renaissance Venice (4 cr.)**

This seminar explores Renaissance art in Venice during the 15th and 16th centuries. We will examine the religious paintings of Bellini, Carpaccio’s narrative paintings, the painted poetry of Giorgione and Titian, the drama of Tintoretto and the grandeur of Veronese, and investigate the importance of the nearby mainland – from Giotto Arena Chapel and Donatello bronze sculptures in Padua, to Palladian villas in the Veneto. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

**ARH 5063: Sexuality & Gender Ancient Art (4 cr.)**

A seminar focusing on the ways in which the ancient civilizations of Mesopotamia, Egypt, Greece and Rome used art as a means of presenting and representing the relationship between biological sex (male, female) and the social invention of gender (husband, warrior, king, wife, mother, whore, etc.). Students complete a research paper and present an oral report. Prerequisite: One Art History course or permission of instructor.

**ARH 5070: Death and After Life in Ancient Art (4 cr.)**

This course offers a study of images of dying, death and the afterlife, as well as art and objects created to accompany the dead into the
next world, in the ancient, pre-Christian world, particularly in Mesopotamia, Egypt, Greece and Rome. Within the context of each of these four major civilizations, the course will examine the beliefs and rituals that attend death and the afterlife, as evidenced through archeology, art, mythology and literature. We will be looking most closely at the interplay between images and beliefs. At least three field trips will be held at The Metropolitan Museum of Art for lectures in the galleries. Mandatory attendance at all required field trips and writing workshops. Prerequisite: One art history class or permission of the instructor.

**ARH 5073: Issues in Contemporary Art (4 cr.)**
This seminar will examine the history of contemporary art from the 1970s to the present. The course will focus on developments in painting, sculpture, installation, photography, and digital art, with an emphasis on art producing in Europe, The United States, and Asia. Through course readings, students will examine the different theoretical and critical models through which contemporary art has been interpreted. Topics to be explored include: conceptual art, feminist art, post-modernism, post-medium art, globalization and current trends in the 21st century. Prerequisite: One Art History course or permission of instructor.

**ARH 5077: Mexican Muralists: Picturing Revolution (4 cr.)**
This seminar will offer a comprehensive investigation of the Mexican Mural Movement (1923-1949). A major artistic movement in Latin American culture born in 1920s revolutionary Mexico and culminating in the socially conscious art of the 1960s. The course will primarily focus on the work of the three most prominent Latin American muralists, the so-called Los Tres Grandes: José Clemente Orozco (1883-1949), Diego Rivera (1886-1957), and David Alfaro Siqueiros (1896-1974). We will examine their work in both Mexico and the United States. Particular consideration will be given to their important role in the development of 20th century politically conscious art; and to the politics of the 1910 Mexican Revolution. In addition, we will study the work of several other Mexican artists, including Frida Kahlo and Rufino Tamayo. A 15 page research paper and 15 minute oral presentation is required for this course. Prerequisite: One Art History course or permission of instructor.

**ARH 5079: Michelangelo (4 cr.)**
This 4-credit seminar explores the life and work of "the Divine" Michelangelo Buonarroti, perhaps the best known artist and architect of the Italian Renaissance. The name recognition of this artist belies his importance for the art and development of the High Renaissance style in Italy, and the history of Western art and art appreciation in general. This class will provide the vehicle for in-depth analysis of the artist's oeuvre, training, and stylistic development. Together, we will examine the relationship of the artist's work to the culture and artistic developments of the Renaissance. We will focus on understanding the role of patronage in the life of the artist - from Lorenzo de' Medici to the papacy. We will also explore the myths and legends about Michelangelo - from divine inspiration to the burdens of terrible genius. Ultimately, it is hoped that students will come away with a better understanding of what makes the work of this Renaissance master significant. But it is also hoped that students will develop a more critical awareness of the changing role of the artist - and of art - in society. Field trips. Prerequisite: one art history course or permission of instructor.

**ARH 5081: Art of 15th Century Florence (4 cr.)**
An exploration of 15th century painting, sculpture and architecture in Florence, the city that is considered the birthplace of the Renaissance. The artists to be studied include Masaccio, Ghiberti, Brunelleschi, Alberti, Donatello, Piero della Francesca, Filippo Lippi and Botticelli. Renaissance patronage patterns will also be considered. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

**ARH 5082: Women Artists of the Italian Renaissance & Baroque (4 cr.)**
This 4-credit seminar aims to explore the careers of women artists in Renaissance and Baroque Italy.
The course will begin with a discussion about the validity of studying artists by gender, and an in-depth examination of modern feminist art-historical literature both encouraging and discouraging the practice. We will move on to consider the biographies and works of female artists in the 16-17th centuries in Italy, situating them within the larger context of artistic achievement in the period. We will then focus on their career strategies, training, and the different ways in which they managed to overcome the social, moral, religious and professional restrictions particular to their gender. There will be a research paper, oral presentation, and required field trips. Prerequisites: One art history course or permission of the instructor.

**Art (studio) Courses**

**ART 1001: Fundamentals of Drawing (3 cr.)**
This course is structured to provide an understanding of the basic elements of drawing - to encourage technical fluency, and foster confidence in the depiction of objects in the physical world. The course as a whole progresses in a way that parallels the creative process - tracing a series of evolutionary steps that begin with sketchy notations followed by analysis, clarification, embellishment, and refinement. (Fall). Drawing I and II may be taken in any order.
ART 1002: Fundamentals of Drawing II (3 cr.)**
This second semester course continues to examine the fundamental structures of drawing techniques. But now that focus is on content and form as they relate to the aesthetic process. Use of personal experience as models for individual expression will be encouraged. Students will be expected to complete drawings that are portfolio quality. (Spring)
Drawing I and II may be taken in any order.

ART 1003: Two Dimensional Design (3 cr.)**
The human ability to plan, to conceive ideas, to describe the appearances and qualities of things experienced in day to day activities relates to design. Elements of Design (rhythm, space, perspective, line, mass, texture, etc.) provide the language and the structure for our physical and psychological need to understand and organize the natural world. Study of the elements and principles of design will provide the foundation for the course of activities. Three required hours of lab time per week.

ART 1007: Ceramics For Non-Majors (3 cr.)**
This course offers a survey of ceramic process for non-art majors to have an opportunity to work with clay. This course will cover the very basics in hand-building, wheel-throwing on the potter's wheel, and simple glazing techniques. (Note: this course is NOT a prerequisite for Advanced Ceramics: Processes or Surfaces.)

ART 1023: Three Dimensional Design (3 cr.)**
This course investigates three-dimensional form and space. Studio projects will emphasize planar volumes, shape-ground relationships, space, light, color and construction, using units treated in various media—wood, metal, clay, plaster, wire and mat board.

ART 1024: Three Dimensional Design (3 cr.)**
This course investigates three-dimensional form and space. Studio projects will emphasize planar volumes, shape-ground relationships, space, light, color and construction, using units treated in various media—wood, metal, clay, plaster, wire and mat board.

ART 2003: Creative Process (3 cr.)**
In this class students will learn several approaches to the creative process and that these processes can be applied to their own work habits. Idea generation, development, and approach will be explored using a variety of media including: drawing, painting, digital photography, sculpture, writing and printmaking. A visual notebook will be an integral part of the class. Projects will be augmented with one field trip and visiting artist workshop. This course is for intended freshmen and sophomore art majors. (Fall) (Spring)

ART 2030: Color/Two Dimensional Design (3 cr.)**
This course the skills needed to function as a visual artist. How to apply elements of design (line, rhythm, and texture) combined with theories of color provide the basis for this class. The course is designed to give any artist tools to depict color relationships, and to use 2-dimensional design as a personal means of expression. (Spring, Fall)

ART 2047: Ceramic Sculpture (3 cr.)**
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic sculpture. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various hand-building techniques and finishing methods will be explored. Historical and contemporary issues in ceramics will be discussed in class and through slides and personal presentations. Our class is responsible for firing the work it produces; therefore, firing of the electric kilns will be part of the curriculum. In addition, safety issues of the ceramic studio will be covered.

ART 2050: Ceramics: Wheel Throwing (3 cr.)**
This course is designed to explore the form through use of the pottery wheel. Various techniques including throwing off the hump, throwing on a bat, creating sets, slip decoration, glazing and firing will be explored.

ART 3005: Sculpture: Wire Forms & Chains (3 cr.)**
A hands-on course designed for all levels of students interested in exploring the application of wire in three-dimensional art. Through a series of assignments the student will learn the manipulation and design possibilities of varying gauges of black steel, copper, brass and nickel silver wire. Although the course emphasis will be on aesthetics and abstraction, some wire forms explored and completed by the participant may be functional and/or realistic. Also included will be a variety of simply formed wire elements, which when combined construct chains useful as ornament and/or sculpture.

ART 3007: Printmaking (3 cr.)**
This class presents a range of print processes from monotype to etching. Relief prints in linoleum, cardboard, woodcut and intaglio prints in etchings or collagraphs will be covered. We will also introduce photo etching. Images can be transferred from computer, film, or Xeroxes. Most of the materials can be bought from the department. Printing can be by hand or press. Emphasis is on understanding each medium as a direct means of personal expression.

ART 3025: Exploration of Ceramic Method (3 cr.)**
A comprehensive course for beginners, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casserole dishes, emphasizing design and special techniques.

ART 3035: Film Photography: Beginners (3 cr.)**
This course will focus on how to use a 35mm film-based camera to take a photograph. Photography:Beginners is a traditional 35mm film and darkroom based "wet photography" course. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements(using lighting and filters), and finishing and mounting prints will be taught.

ART 3035: Film Photography: Beginners (3 cr.)**
This course will focus on how to use a 35mm film-based camera to take a photograph. Photography:Beginners is a traditional 35mm film and darkroom based “wet photography” course. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements (using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photography—the visual elements of form, texture, pattern and line—and how to creatively use them photographically. The aim is to develop an individual aesthetic. The work of some important photographers will also be examined.
ART 3057: Experimental Printmaking (3 cr.)**
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can accommodate the individual styles of the students based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

ART 3073: Ceramics I: Tiles (3 cr.)**
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic tiles and mosaics. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various tile and mosaic techniques and finishing methods will be explored. Historical and contemporary tiles and mosaics will be discussed in class and through slides and personal research. (Spring)

ART 3997: Junior Review**
For Junior Art majors only; registration by department assignment.

ART 3998: Senior Project (1.5-3 cr.)**
A yearlong course supporting an art major's independent development of a consistent body of artwork. The work will stem from each student's area of concentration. The culmination will be an exhibition on the Manhattanville campus.

ART 4002: Watercolor (3 cr.)**
This course provides a foundation for techniques involved in watercolor. The class explores the specific methods of watercolor, both traditional and contemporary applications. Students will work in class as well as in the natural landscape.

ART 4003: Painting (3 cr.)**
Offered for all levels, beginners to advanced. The course emphasizes each student's unique potential while exploring a variety of concepts and techniques. Representational and abstract forms are explored utilizing still life, the human figure, and other sources of visual expression. The student may choose to use either acrylic or oil paints. Three required hours of lab time per week.

ART 4006: Assemblage and Collage: The Art of (3 cr.)**
This course will explore the tradition and techniques of assemblage and collage. Students will work on flat two-dimensional surfaces as well as physical elevation of three-dimensional planes. The course will emphasize both recognizable and abstract images. We will focus on artists such as Arp, Bearden, Braque, Cornell, Dove, Ernst, Marisol, Motherwell, Nevelson, Rauschenberg and Schwitters as exemplars and aesthetic inspiration. Students will keep a sketch pad/journal. The students will be expected to complete five portfolio quality artworks.

ART 4008: Photographic Essay (3 cr.)**
This course is designed to give the intermediate and advanced photography student a means to explore and capture real events, nothing posed, nothing made-up, nothing but the truth. There will be an overview in basic black-and-white photographic techniques, including darkroom and lab procedures. Students will also be exposed to the history of photography through a slide presentation. We will focus on content as well as artistic style, capturing images and events rather than making them.

ART 4016: Contemporary Painting Technique (3 cr.)**
This course will stress a comprehensive, in-depth study of principles of current painting methods. Students will investigate the content of aesthetic production as well as various plastic art forms. The development of painting skills will be an essential element for investigating personal iconography.

ART 4027: Life Drawing (3 cr.)**
This course is structured to encourage technical fluency and foster confidence in the depiction of the human figure. The course parallels the creative process. While emphasis is on the structure of the figure, the figure as a means of personal expression is also stressed.

ART 4031: Contemporary Sculpture (3 cr.)**
The beginning or advanced student will learn to interpret and express spatial forms hoping to achieve harmony through the practice of organizing elements in actual space. This will occur through developing a sense of design, both formal and conceptual. This process may take its form through construction, modeling and casting. Students will be encouraged to incorporate metaphor into their work, helping to amplify their creative process. Assigned projects will revolve around materials, central themes and current issues.

ART 4045: Ceramics: Form & Function (3 cr.)**
Ceramics: Form & Function offers hand building and an introduction to wheel throwing, where forms are created on a potter's wheel. The ultimate goal of mastering the process is to be able to use the wheel as a tool to create the forms that you need for your concept. These concepts may begin as functional objects, such as bowls, cups, plates, and vases, but ultimately you may use them as elements in sculptures and conceptual works. Three required hours of lab time per week.

ART 4047: Art, Design and the Computer (3 cr.)**
This course is designed to use the fine and applied arts in combination with computer programs. The student will explore visual techniques in a traditional fashion while learning to use the computers to expand and explore contemporary models of aesthetic productions. Students will spend some time in a traditional studio, although the finished work will be in a digital format. Adobe Illustrator and Adobe Photoshop will be utilized. Three required hours of lab time per week.

ART 4059: The Book As Art (3 cr.)**
A course in the design and creation of a book as serial images around a central theme. The concept of the book will be explored from the traditional and the experimental point of view. Emphasis will be on visual aspects of the book, with attention to illustration, typography, layout, and binding. Type can be designed with Photoshop, or woodtype. Projects can be in any medium that the student has a beginning level of experience in, such as printmaking, digital and photography.

ART 4061: Ceramic Sculpture (3 cr.)**
This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic sculpture. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various hand building techniques and finishing methods will be explored. Historical and contemporary issues in ceramics will be discussed in class and through slides and personal presentations. Our class is responsible for firing the work it produces; therefore, firing of the electric kilns will be part of the curriculum. In addition, safety issues of the ceramic studio will be covered.
ART 4067: Digital Photography & Imaging (3 cr.)**
This class will review the history of capturing and manipulating images, explain and discuss how digital imaging is used today, and provide hands-on experience. Students will both digitally capture and manipulate existing images, as well as learn how to prepare images for use in publications, exhibitions, electronic media, and the Internet. Three required hours of lab time per week.

Prerequisite: ART 3064;

ART 4068: The Installation of Public and Performance Art (3 cr.)**
This course is designed for art majors with an interest in Installation Art, Performance Art, and Public Art. Students will propose four in-depth projects that will be developed and executed over the course of the semester. Each project will be researched with an aesthetic application as well as an academic application. Each proposal will be written and handed in with both written and aesthetic support materials. Students will learn to work on site. They will assemble site-specific installation, construct public works on location and learn to arrange and perform aesthetic recital. We will also view artist films and artist videos. Students will be required to travel to New York City on two weekends during the semester. Three required hours of lab time per week.

ART 4070: Museums As Studios (3 cr.)**
This course will use the museums in New York City as our studios. Artwork both traditional and contemporary will act as our aesthetic inspiration for creativity and personal investigation. Activities will include brief lectures, drawing, painting, assemblage, and collage. Our time in the museums will be spent drawing and sketching; on alternating days we will work in the studios at Manhattanville College developing our sketches and drawings into major portfolio works. The museums will include The Metropolitan Museum of Art, The Brooklyn Museum, The Museum of Natural History, and a trip to galleries.

ART 4074: Lithography (3 cr.)**
The course will cover the process and concept of lithography, one of the most direct mediums of printmaking. Students will learn the method of making black/white and color prints. Students will draw with a variety of materials directly on aluminum litho plates. They will also print from transfer photo images or digital print plates. Demonstrations will be done in every class and students will be expected to experiment with different techniques in and out of the classroom. A visit to a lithography studio and a museum trip will be included.

ART 4076: Artists Video (3 cr.)**
This introductory course is geared toward studying and producing video based in visual arts tradition. The focus in the class will be on developing interesting content while learning Final Cut Pro and proper equipment techniques. Students will examine: the place of video in multimedia and art; current video trends toward issue-oriented work, such as media analysis and criticism, activist video, and personal narratives about identity and individual experience. Prerequisite: Computer Graphics I.

ART 4086: Constructing Images & Studio Practices (3 cr.)**
This is an upper level photography class where students will learn the practices of working in a photo studio to create images, stop motion animations and experiment with lighting and composition. Throughout the history of photography the photo studio has played an important role in image making. Early photographers and contemporaries have used the photo studio as a tool in creating photographs. The class will explore the principles of lighting and the creation of photographs using either digital or film based cameras. Aesthetic and technical elements will be addressed and emphasized along with individual experimentation and exploration. Examples of projects will include studio portraiture, product photography, constructed worlds and stop motion animation. Advanced digital and film printing, image manipulation techniques, as well as professional presentation will be covered. Course objectives will be addressed through class lectures, exercises and projects, as well as class critiques and online student blogs.

ART 4087: Expressive Imagery (3 cr.)**
This class is based on the thought that students are artists. The student/artist will learn new work habits and concepts, such as idea generation and the use of words as a tool for creative development. The expression of an idea can be done using different media in one class. Media can be painting, sculpture, photography, printmaking, jewelry, graphic design etc. Knowledge of the media in some areas is required. Seeing how media affects the expression and the intent of an artwork will be investigated. First assignments will be topic projects other assignments will be based on the students/artists personal expression. A visual notebook will be an integral part of the class. Pre-requisite - two art classes.

ART 4088: Studio Practices in Abstract Art (3 cr.)**
This course is designed to expand the students' knowledge of techniques in creating original works of art. It will address direct observation and the departure from it into non-representational, idea-driven art as a tool for investigating the creative process. The course will emphasize the role of the natural environment and its impact on visual literacy. We will investigate the principles of design and the elements of art as a universal language. We will also include parallels in geometry, music and science as contemporary forms of aesthetic documentation. Individual perceptions based on personal experiences will be meticulously addressed.

ART 4089: Assembling and Collage: The Art of Media Mixing (3 cr.)
This course will explore the tradition and techniques of assemblage and collage. Students will work on flat two-dimensional surfaces as well
as physical elevation of three-dimensional planes. The course will emphasize both recognizable and abstract images. We will focus on artists such as Arp, Bearden, Braque, Cornell, Dove, Ernst, Marisol. Motherwell, Newson, Rauschenberg and Schwiter as exemplars and aesthetic inspiration. Students will keep a sketch pad/journal. The students will be expected to complete five portfolio quality artworks.

ART 5001: Exploration of Ceramic Methods (3 cr.)
A comprehensive course for beginners, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casseroles, emphasizing design and special techniques.

ART 5007: Multimedia (3 cr.)
This course explores highly effective methods of communicating ideas and information through design and implementation of interactive Continuous Media Projects. Text, drawings, audio, video, image (photographs), graphics, animation and sound elements are brought together to create powerful communication products. In addition to a discussion of the history, developmental stages and sweeping paradigm shifts in the communication industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multi-media products. A wide variety of software packages, including Adobe Photoshop and Illustrator, Adobe Image Ready, Final Cut Pro, and Flash. Three hours of required lab time per week. Prerequisite: Computer Graphics I.

Take ART 3064;

ART 5010: Watercolor  (3 cr.)
This course provides a foundation for techniques involved in watercolor. The class explores the specific methods of watercolor, both traditional and contemporary applications. Students will work in class as well as in the natural landscape.

ART 5023: Contemporary Painting Technique (3 cr.)
This course will stress a comprehensive, in-depth study of principles of current painting methods. Students will investigate the content of aesthetic production as well as various plastic art forms. The development of painting skills will be an essential element for investigating personal iconography.

ART 5024: Painting (3 cr.)
Offered for all levels, beginners to advanced. The course emphasizes each student's unique potential while exploring a variety of concepts and techniques. Representational and abstract forms are explored utilizing still life, the human figure, and other sources of visual expression. The student may choose to use either acrylic or oil paints. Three hours of required lab time per week.

ART 5027: Life Drawing (3 cr.)
This course is structured to encourage technical fluency and foster confidence in the depiction of the human figure. The course parallels the creative process. While an emphasis is on the structure of the figure, the figure as a means of personal expression is also stressed. Prerequisite: Drawing.

ART 5029: Sculpture: Wire Forms & Chains (3 cr.)
A hands-on course designed for all levels of students interested in exploring the application of wire in three-dimensional art. Through a series of assignments the student will learn the manipulation and design possibilities of varying gauges of black steel, copper, brass and nickel silver wire. Although the course emphasis will be on aesthetics and abstraction, some wire forms explored and completed by the participant may be functional and/or realistic. Also included will be a variety of simply formed wire elements, which when combined construct chains useful as ornament and/or sculpture.

ART 5031: Contemporary Sculpture (3 cr.)
The beginning or advanced student will learn to interpret and express spatial forms hoping to achieve harmony through the practice of organizing elements in actual space. This will occur through developing a sense of design, both formal and conceptual. This process may take its form through construction, modeling and casting. Students will be encouraged to incorporate metaphor into their work, helping to amplify their creative process. Assigned projects will revolve around materials, central themes and current issues.

ART 5033: Printmaking (3 cr.)
This class presents a range of print processes from monotype to etching. Relief prints in linoleum, cardboard, woodcut and intaglio prints in etchings or collagraphs will be covered. We will also introduce photo etching. Images can be transferred from computer, film, or Xeroxes. Most of the materials can be bought from the department. Printing can be by hand or press. Emphasis is on understanding each medium as a direct means of personal expression.

ART 5035: Film Photography: Beginners  (3 cr.)
This course will focus on how to use a 35mm film based camera to take a photograph. Photography:Beginners is a traditional 35mm film and darkroom based "wet photography" course. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements(using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photograpythe visual elements of form, texture, pattern and line-and how to creatively use them photographically. The aim is to develop an individual aesthetic. The work of some important photographers will also be examined.

ART 5036: Photography: Intermediate/Advanced (3 cr.)
This course merges aesthetic concepts with craftsmanship. The students will explore photography as a means of visual communication. Professional practices for developing a personal style will be strongly encouraged. Prerequisite: Photography: Beginners. Three hours of required lab time per week.

ART 5045: Ceramics: Form & Function (3 cr.)
Ceramics: Form & Function offers hand building and an introduction to wheel throwing, where forms are created on a potter's wheel. The
ultimate goal of mastering the process is to be able to use the wheel as a tool to create the forms that you need for your concept. These concepts may begin as functional objects, such as bowls, cups, plates, and vases, but ultimately you may use them as elements in sculptures and conceptual works. Three required hours of lab time per week.

**ART 5047: Art, Design and The Computer (3 cr.)**

This course is designed to use the fine and applied arts in combination with computer programs. The student will explore visual techniques in a traditional fashion while learning to use the computers to expand and explore contemporary models of aesthetic productions. Students will spend some time in a traditional studio, although the finished work will be in a digital format. Adobe Illustrator and Adobe Photoshop will be utilized. Three required hours of lab time per week.

**ART 5057: Experimental Printmaking (3 cr.)**

Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can accommodate the individual styles of the students based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

**ART 5059: The Book As Art (3 cr.)**

A course in the design and creation of a book as a defined object around a central theme. The concept of the book will be explored from the traditional and the experimental point of view. Emphasis will be on visual aspects of the book, with attention to illustration, typography, layout, and binding. Type can be designed with Photoshop, or woodtype. Projects can be in any medium that the student has a beginning level of experience in, such as printmaking, digital and photography.

**ART 5066: Photographic Essay (3 cr.)**

This course is designed to give the intermediate and advanced photography student a means to explore and capture real events, nothing posed, nothing made-up, nothing but the truth. There will be an overview in basic black-and-white photographic techniques, including darkroom and lab procedures. Students will also be exposed to the history of photography through a slide presentation. We will focus on content as well as artistic style, capturing images and events rather than making them.

**ART 5068: The Installation of Public and Performance Art (3 cr.)**

This course is designed for art majors with an interest in Installation Art, Performance Art, and Public Art. Students will propose four in-depth projects that will be developed and executed over the course of the semester. Each project will be researched with an aesthetic application as well as an academic application. Each proposal will be written and handed in with both written and aesthetic support materials. Students will learn to work on site. They will assemble site-specific installation, construct public works on location and learn to arrange and perform aesthetic recital. We will also view artist films and artist videos. Students will be required to travel to New York City on two weekends during the semester. Additional lab time is required. Three required hours of lab time per week.

**ART 5070: Museums as Studios (3 cr.)**

This course will use the museums in New York City as our studios. Artwork both traditional and contemporary will act as our aesthetic inspiration for creativity and personal investigation. Activities will include brief lectures, drawing, painting, assemblage, and collage. Our time in the museums will be spent drawing and sketching: on alternating days we will work in the studios at Manhattanville College developing our sketches and drawings into major portfolio works. The museums will include The Metropolitan Museum of Art, The Brooklyn Museum, The Museum of Natural History, and a trip to galleries.

**ART 5073: Ceramics I: Tiles (3 cr.)**

This course is designed to introduce the student to the materials, terms, equipment, and techniques involved in creating ceramic tiles and mosaics. All assignments are designed to challenge both the technical skill and creative and conceptual insights of the students. Various tile and mosaic techniques and finishing methods will be explored. Historical and contemporary tiles and mosaics will be discussed in class and through slides and personal research.

**ART 5074: Lithography (3 cr.)**

This course will cover the process and concept of lithography, one of the most direct mediums of printmaking. Students will learn the method of making black/white and color prints.

Students will draw with a variety of materials directly on aluminum litho plates. They will also print from transfer photo images or digital print plates. Demonstrations will be done in every class and students will be expected to experiment with different techniques in and out of the classroom.

A visit to a lithography studio and a museum trip will be included.

**ART 5086: Constructing Images and Studio Practices (3 cr.)**

This is an upper level photography class where students will learn the practices of working in a photo studio to “create” images, stop motion animations and experiment with lighting and composition. Throughout the history of photography the photo studio has played an important role in image making. Early photographers and contemporaries have used the photo studio as a tool in creating photographs. The class will explore the principles of lighting and the creation of photographs using either digital or film based cameras. Aesthetic and
technical elements will be addressed and emphasized along with individual experimentation and exploration. Examples of projects will include studio portraiture, product photography, constructed worlds and stop motion animation. Advanced digital and film printing, image manipulation techniques, as well as professional presentation will be covered. Course objectives will be addressed through class lectures, exercises and projects, as well as class critiques and online student blogs.

ART 5087: Expressive Imagery (3 cr.)
This class is based on the thought that students are artists. The student/artist will learn new work habits and concepts, such as idea generation and the use of words as a tool for creative development. The expression of an idea can be done using different media in one class. Media can be painting, sculpture, photography, printmaking, jewelry, graphic design etc. Knowledge of the media in some areas is required. Seeing how media affects the expression and the intent of an artwork will be investigated. First assignments will be topic projects other assignments will be based on the students/artists personal expression. A visual notebook will be an integral part of the class.

ART 5103: Advanced Ceramics: Surfaces (3 cr.)
This course is designed for students seeking further investigation in ceramic surfaces and glazes. Projects and conversations will focus on techniques and processes for creating a variety of ceramic surfaces. As this course meets only once weekly, students are encouraged and expected to work more independently on individually bodies of work. Students can choose to focus on hand-building and/or wheel-throwing to produce their work.

ART 5088: Practices in Abstract Art (3 cr.)
This course is designed to expand the students' knowledge of techniques in creating original works of art. It will address direct observation and the departure from it into non-representational, idea-driven art as a tool for investigating the creative process. The course will emphasize the role of the natural environment and its impact on visual literacy. We will investigate the principles of design and the elements of art as a universal language. We will also include parallels in geometry, music and science as contemporary forms of aesthetic documentation. Individual perceptions based on personal experiences will be meticulously addressed.

ART 5104: Advanced Ceramics: Processes (3 cr.)
This course is designed for students seeking further investigation in ceramic processes. Projects and conversations will focus on techniques and processes for creating ceramic forms and textures. As this course meets only once weekly, students are encouraged and expected to work more independently on individually bodies of work. Students can choose to focus on hand-building and/or wheel-throwing to produce their work.

Asian Studies Courses (WLL Lang Courses)

ASN 1016: Intro Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters.

ASN 1002: Introduction to Japanese II (4 cr.)
An introduction to the Japanese language with emphasis upon the development of oral competence through practical dialogues, drills, and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters.

ASN 1016: Intro Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation.

ASN 1017: Intro Chinese I (4 cr.)
An introduction to the Chinese language with emphasis upon the development of oral competence through practical dialogues, drills and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters.

ASN 1002: Introduction to Japanese II (4 cr.)
An introduction to the Japanese language with emphasis upon the development of oral competence through practical dialogues, drills and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters.

ASN 1017: Intro Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters.

ASN 1001: Introduction to Japanese I (4 cr.)
An introduction to the Japanese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation.

ASN 1016: Intro Chinese I (4 cr.)
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogues, drills and controlled conversation.

ASN 1002: Introduction to Japanese II (4 cr.)
An introduction to the Japanese language with emphasis upon the development of oral competence through practical dialogues, drills and controlled conversation. The course will cover basic written Japanese, including two kana syllabaries and a small number of Chinese characters.

ASN 2001: Intermediate Japanese I (4 cr.)
Enhancement and development of oral skills, with increased emphasis on written texts.

ASN 2002: Intermediate Japanese II (4 cr.)
Enhancement and development of oral skills, with increased emphasis on written texts.

ASN 2012: Religions of China (3 cr.)
A survey of the two major indigenous religious traditions of China: Confucianism and Taoism, and the missionary religion from India, Buddhism. The course will focus on readings from the religious literature of each tradition as well as study of their particular ritual practices. The important influence of Buddhism on Confucianism and Taoism will be examined, as well as the role of popular religions in China's history.
ASN 2015: History of Traditional Japan (3 cr.)
This course surveys the history of Japan from its earliest period until 1800, highlighting its characteristic institutions and traditions. It includes a study of the major political figures as well as the everyday material culture, particularly of the Tokugawa period. Some treatment of Japan's traditional literature and religions is included.

ASN 2021: History of Modern Japan (3 cr.)
A study of the modernization and westernization of Japan from the early 19th-century to the present, focusing on its emergence as a world power. The "underside" of Japan's rise to power will be examined, as well as the nature of US-Japan relationships during and right after WWII.

ASN 2022: History of Modern China (3 cr.)
A look at China's long struggle to come to terms with the modern world, from the early nineteenth century to the present. Course will discuss the last days of the Qing dynasty, the problem of Western and Japanese imperialism, and the various attempts at revolution, culminating in the triumph of the Communists in 1949. The successes and failures of Communist rule will be evaluated. (Spring 2014)

ASN 2027: Issues in Classical Chinese Thought (3 cr.)
Course will probe the debates carried on by the major thinkers of China's "classical age" concerning the role of government, education, culture, and the individual in human society. Students will read the basic writings of these thinkers and analyze their content and argumentative styles. Confucianism, Daoism, Mohism, and Legalism will be the main schools of thought covered.

ASN 2031: Chinese II (4 cr.)
Enhancement and development of skills acquired in Level One, with increased emphasis on written texts.

ASN 2032: Chinese II (4 cr.)
Enhancement and development of skills acquired in Level One, with increased emphasis on written texts.

ASN 2033: History of Traditional China (3 cr.)
Survey of Chinese history from earliest times (ca. 1700 B.C.) to the late eighteenth century, focusing on China's characteristic social and political institutions, as well as its intellectual and cultural traditions. China's relations with other Asian countries and peoples will also be treated. (Fall 2013)

ASN 2034: Religions of India (3 cr.)
Course provides an overview of Indian religions, from earliest times to the present, and includes early Brahmanism, Hinduism, Buddhism and Islam. Special attention is given to the art and story literature of devotional Hinduism as well as the tales and hymns of Sufism. Course ends with discussion of 20th century figures like Tagore and Gandhi. (Fall 2013)

ASN 2039: Contemporary South Asia (3 cr.)
This is a survey course on South Asia from the late modern period to the early 21st Century, focused on Bangladesh, India, Nepal, Pakistan, and Sri Lanka. Its aim is to explore the multiple and overlapping understandings of nationalism and citizenship as they manifest in the region's history, culture, and politics. The course will cover the anti-colonial movement, partition of India and Pakistan, and Bangladesh's 1971 war of secession. The region's rich cultural heritage will be explored through literature, film, and intellectual discourses surrounding the making of modern South Asia, particularly around the themes of nationalism, caste, religion, and gender. The course will include a component on the Indian film industry, with emphasis on the ways in which the above themes are represented in Bollywood films. On politics, it will address the post-colonial state, regime, and economy and society in Bangladesh, India, and Pakistan, and conflict and peace in Sri Lanka and Nepal.

ASN 2050: Religions of Japan (3 cr.)
Survey of Japanese religious traditions, beginning with Shinto, its indigenous religion, and including Japan's particular adaptation of the Chinese traditions of Confucianism, Taoism, and Buddhism, especially Zen. In addition, the "New Religions" of post-WWII will be considered.

ASN 3001: Japanese III (3 cr.)
Development of reading skills and practical oral communicative competence within a variety of social contexts. Take ASN.2001;

ASN 3002: Japanese III (3 cr.)
Development of reading skills and practical oral communicative competence within a variety of social contexts. Take ASN.2001;

ASN 3010: Women in Chinese & Japanese Religions (3 cr.)
Course examines the position of women in Confucianism, Taoism, Buddhism, and Shinto, both in terms of the ideals set forth for women by these traditions and the particular adaptation women made of those ideals. Readings include didactic works for women, autobiographies, poetry, and novels.

ASN 3011: Seminar on Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the historical Buddha and the early forms of Buddhism in India. The second part traces the spread of Buddhism to Tibet, China and Japan, while the last part focuses on Buddhism in America today. (Fall 2013)

ASN 3031: Chinese III (3 cr.)
Development of skills to read newspaper Chinese and some elementary classical texts. Expansion of the number of characters being able to recognize and write. Continued practice in oral communication skills. Prerequisite: ASN.2032: Chinese II or its equivalent

ASN 3997: Senior Seminar (3 cr.)
The first part of the course will focus on preparatory work for writing a senior thesis by reviewing research and analytical methods. The rest of course will involve weekly presentations of the thesis, as it progresses. Departmental honors will be given to a thesis with a minimum grade of B+.
ASN 3998: Senior Evaluation (1 cr.)
In consultation with Chair, students will review all courses taken for
the major along with the reading lists for these courses. After writing a
four-page essay evaluating their major work, students will, with the help
of the instructor, prepare for a two-hour comprehensive exam to be
given at the end of the semester.

ASN 5010: Women in Chinese & Japanese Religions (3 cr.)
Course examines the position of women in Confucianism, Taoism, Buddhism, and Shinto, both
in terms of the ideals set forth for women by
these traditions and the particular adaptation
women made of those ideals. Readings include
didactic works for women, autobiographies, poetry,
and novels.

ASN 5011: Seminar on Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the
historical Buddha and the early form of Buddhism in India. The sec-
ond part traces the spread to Buddhism in Tibet, China and Japan,
while the last part focuses on Buddhism in America today.

Biology Courses

BIO 1000: Introduction to Biology (3 cr.)
The purpose of this course is to introduce students to the field of
biology. Topics will include a survey of cells, tissues and organ systems,
photosynthesis and basic Mendelian and molecular genetics. Evolution-
ary theory will be discussed as well as basic phylogentic relation-
ships within each Kingdom of Life. This course is intended for
non-biology majors, and will not count as credit toward the major.
Students who are interested in a laboratory course in biology to fulfill
part of the college math/science requirement should take this course,
as well as students who are considering a major in biology but who have
not fulfilled the entry requirements for Principles of Biology I and II
(the introductory course sequence for the biology major).

BIO 1001: Principles of Biology I (4 cr.)
The first part of a two-semester lecture sequence, complemented with
hands-on laboratory experience, stresses the major biological principles
and concepts that serve as the foundation for study in the biological
and health-related fields. Although the first semester includes topics
such as the chemistry of biological systems, cell and historical organi-
ization, membrane transport, metabolism and evolution of organisms,
the major focus is on the principles of Mendelian genetics, molecular
genetics, and population genetics. The second semester stresses animal
and plant organization, development, and physiology. Laboratory
sessions provide opportunities for students to gain technical experience
and to improve laboratory-related writing skills. The
BIO.1001-BIO.1002 sequence is strongly recommended; however,
students may take BIO.1002 before BIO.1001.
Prerequisite: BIO.1000: Introduction to Biology, BIO.1002: Principles of
Biology I, or passing score on placement exam.

BIO 1002: Principles of Biology II (4 cr.)
The second part of a two-semester lecture sequence, complemented
with hands-on laboratory experience, that stresses the major biological
principles and concepts that serve as the foundation for study in the
biological and health-related fields. The second semester stresses ani-
mal and plant organization, development, and physiology. The first
semester includes topics such as the chemistry of biological systems, cell
and historical organization, membrane transport, metabolism and
 evolution of organisms; however, the major focus is on the principles of
Mendelian genetics, molecular genetics, and population genetics.
Laboratory sessions provide opportunities for students to gain tech-
nical experience and to improve laboratory-related writing skills. Pre-
requisite: BIO.1001, with a minimum grade of C.
Prerequisite: BIO.1000: Intro to Biology, BIO.1001: Principles of Biology I, or
placement by the department.

BIO 1003: Introduction to Wellness (3 cr.)
Introduction to Wellness will cover many subjects of health as it pert-
rains to an individual. This course will include sections on exercise,
nutrition, stress, and lifestyle decisions. Throughout the semester we
will include necessary information on disease, risk factors, and pre-
vention. This course will include necessary anatomy, physiology and
body systems as it relates to the staying healthy and disease. This
course is designed for the non-science major.

BIO 1010: Human Biology (3 cr.)
This introductory class will introduce topics and
concepts pertaining to how the human body
functions, and how to detect warning signs and
symptoms of commonly encountered disorders in
daily life. An overview of body systems and how
they will be covered. Every student will have
an opportunity to learn and take control of their
own health. Not for major credit.

BIO 1012: Human Biology (3 cr.)
This course is designed for students with an interest in human disease.
Different groups of diseases will be introduced, for e.g., Inflammatory
diseases or Infectious diseases, Congenital & Hereditary diseases,
Degenerative diseases, Metabolic diseases and Neoplastic Diseases. The
causes and the biology of the diseases will be discussed. There will be an
introduction of microorganisms such as bacteria, fungi and viruses.
Not for major credit.

BIO 1015: Introduction to Human Disease (3 cr.)
This course is designed for students with an interest in human disease.
Sources and mechanisms of pollution will be examined, as well as
adverse effects on human health and ecosystems. Topics of current
interest include acid rain, ozone depletion, global warming, loss of
biodiversity, wetland disappearance, temperate and tropical deforest-
ation and the effects of urbanization on natural areas. Not for major credit.

BIO 1016: Endangered Earth: Understanding
Environmental Pollution (3 cr.)
Technological development in the last century has resulted in persis-
tent changes in Earth’s environment. Industrialization and fossil fuel
dependence have led to significant air, water and land pollution.
Sources and mechanisms of pollution will be examined, as well as
adverse effects on human health and ecosystems. Topics of current
interest include acid rain, ozone depletion, global warming, loss of
biodiversity, wetland disappearance, temperate and tropical deforest-
ation and the effects of urbanization on natural areas. Not for major credit.

BIO 1018: Introduction to Animal Behavior (3 cr.)
The objective of this course is to introduce the
biological basis and diversity of animal behavior,
including physiological, developmental,
ecological, and evolutionary aspects. The
relationship between the behavior of living
organisms, their survival and reproduction in natural environments will be emphasized. Lecture topics will include habitat selection, communication and social behavior, reproduction, and the evolution of parental care. Not for major credit.

BIO 1030: Intro to Exercise Science (3 cr.)
Introduction to Exercise & Sports Science will cover diverse subjects of exercise, athletics and sports. It will cover general human anatomy and physiology as it pertains to exercise and the musculoskeletal system, and will also explore metabolic pathways and fuel use during exercise and the recovery process. Nutrition, body composition, and their influence on exercise performance will also be discussed in depth. In addition, this course will cover special topics of injury prevention, common sports injuries, and the use of preventative equipment in various sports. This is a 3 credit course designed for the non-science major and fulfills the scientific reasoning general education competency requirement.

BIO 2003: Principles of Genetics (4 cr.)
This course is designed to provide the student with a qualitative introduction to the field of genetics. This one semester course will focus on the basic principles of genetics, such as the role of DNA and RNA in gene expression and protein synthesis, Mendelian genetics, the role of genetics in animal development, and population and evolutionary genetics. To engage students, lecture material will be reinforced through practical applications within the laboratory setting. The lectures and laboratory assignments will leave the student with an operational knowledge of modern day genetics and an ability to communicate the material in a scientific manner.

BIO 2007: Current Environmental Problems (3 cr.)
This course addresses the scientific and social bases of the major environmental problems of our times, including nonrenewable energy sources, global climate change and air pollution, stratospheric ozone depletion, ocean pollution and wetlands destruction and loss of biodiversity, landfills and the need to reduce, reuse, recycle. Students will work together in small groups, researching a topic of their choice including an outline, a paper and a presentation of their topic to the class. Included in the content of each report will be the cause and effect and solutions to the environmental problems. This course counts as an introductory Environmental Studies elective as well as a biology major elective course.

BIO 2008: Nutrition (3 cr.)
This one-semester course focuses on the principles and practical aspects of nutrition in a personal way. The physiological importance of macronutrients and micronutrients are discussed to help students understand what good nutrition can accomplish. Emphasis is on evaluation and self-assessment of students’ nutritional status and needs.

BIO 2010: Foundations of Ecology (3 cr.)
Although this is the first course in the Ecology sequence for Environmental Studies majors, it is open to all students. An introduction to basic ecological concepts such as the niche, food chains and food webs, biotic competition, importance of biodiversity, and movement of nutrients and matter through basic terrestrial and aquatic ecosystems will be included. The importance of these concepts to understanding how ecosystems function will be integral to the course. Discussion of how ecosystems are being affected by human activities will also be included.

BIO 2016: Global Environmentalism (3 cr.)
This course introduces students to the global nature of environmental issues. Each major topic will be covered with specific reference to an area of the world. For example, biodiversity and conservation will be discussed in a broad overview but particular emphasis will be placed on examining the problem in wildlife parks in Africa as well as tropical rainforests in South America. Water pollution will be covered with specific reference to the Clean Water Act in North America. Comparison of environmental policy, standards and personal attitudes throughout the world will be possible using this framework. Topics will include nuclear, air, and water pollution; deforestation; ozone destruction and global warming; human ecology; species diversity; sustainable agriculture and world population growth.

BIO 2019: Nutrition in Health & Disease (3 cr.)
This course introduces the basic of nutrition and the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, the relationship between nutrition and physical fitness are introduced. Additionally, the nutritional effect on diseases such as Gastrointestinal Disease, AIDS and Heart/Lung Disease are discussed.

BIO 2020: Special Topics: Biology of Cancer (3 cr.)
Open to all students, this course explores the basic nature of cancer from its ancient historical evolution to its distribution throughout the modern world. By examining current immunocytochemical, molecular genetic and biochemical research on the many diseases of cancer, the student can gain a better understanding of the behavior and activities of both normal and cancerous cells. Recent research on the many causes of cancer gives us new ideas for prevention and treatment methods. In addition, this course leaves the student with the scientific basis for personal life style, nutritional and environmental choices to minimize the risk of cancer during his or her lifetime.

BIO 2021: Intro to Neuroscience (3 cr.)
This course, open to all students, emphasizes the biological structures and functions of the brain and nervous system in health and disease. Topics include neuroanatomy, cellular organization and membrane biology, and neuroimaging such as CAT scan and MRI.

BIO 2047: Vertebrate Biology (3 cr.)
Vertebrates are a group of organisms that share a common structural design - the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. In this course we will examine the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies.
Prerequisites: Principles of Biology I and II with grade of C or better, Principles of Chemistry I and II (with Lab) with grade of C- or better.

BIO 2055: Plant Biology (3 cr.)
We do not always realize that we depend on plants
for the air we breathe and the food we eat. In this class, students will have an opportunity to
examine plants outdoors on campus and in the lab under a microscope as we delve into a study of
plants including such topics as pollination, origins of agriculture, how plants sense their
environment and plants and pollution. BIO 2055 is open to non-majors and major students, and
consists of a 3 credit lecture.

**BIO 2056: Environmental Ecology (3 cr.)**
How is the biosphere affected by human and natural influences? This capstone course will
focus on the ecological effects of pollution, disturbance and other stresses on ecosystems, but
particular emphasis will be on how ecosystems function, advanced concepts in ecology and
thorough investigation of local, regional and global issues in biodiversity and species
conservation.

**BIO 2058: Evolutionary Biology (3 cr.)**
This class provides students with an in-depth understanding of how the scientific method is
used to address questions in the field of evolutionary biology, and how the application of
evolutionary ideas has shaped contemporary thinking about the history of life on earth.
Course material will include discussions of evolutionary theory and Darwinism, speciation and
adaptation, molecular evolution, phylogenetic analysis, analysis of trends in the evolution of
life, and the evolution of disease. Bio 2058 is open to non-majors and major students, and
consists of a 3-credit lecture.

**BIO 2059: Marine Biology (3 cr.)**
This course will provide students with a foundation in several aspects of marine biology.
We will begin with a discussion of physical oceanography and then move quickly to biological
aspects of marine biology. Topics will include plankton communities, benthic ecology, deep sea
biology, marine mammals, and a number of distinct marine communities.

**BIO 3003: Histology (4 cr.)**
This course studies the microscopic anatomy of animal tissues and organs as elucidated by brightfield and electron microscopy and correlates these cellular interactions with function. The laboratory encompasses a broad range of cytological and microtechnique procedures.

Prerequisites: BIO.1001 and BIO.1002: Principles of Biology I and II, with grades of C or better.

**BIO 2061: Biochemistry I (3 cr.)**
The first part of a two-semester lecture sequence, complemented by hands-on laboratory experience, introduces students to solutions, buffers, amino acids, protein structural analysis, hemoglobin oxygen binding, enzymes, and enzyme kinetics.

Students who previously have taken BIO 3035/3037 are not eligible to take BIO 3061.

Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II with labs, Organic Chemistry I and II with labs.

**BIO 3005: Developmental Biology (4 cr.)**
Examination of principles underlying growth and development of organisms, from fertilization to embryonic organization and tissue differentiation. Descriptive morphology of vertebrate and invertebrate developmental sequences will be compared with special emphasis on genetic control and coordination of development, timing of gene expression, and biochemical signals. Laboratory study will emphasize descriptive morphology of vertebrate embryology, but will include classical demonstrations of invertebrate development and an experimental component.

Take BIO.1001, BIO.1002, CHM.1001, CHM.1002, CHM.2001 and CHM.2002 (Organic Chemistry I & II) are recommended.

**BIO 3007: Human Anatomy & Physiology I (4 cr.)**
This first course of a two-course series introduces various processes and activities of the human body. Subject matter includes physical and chemical properties of life, cell membrane theory, organization of tissues, skeletal and muscular systems, nervous system organization and control, and special senses. Laboratory work includes systematic coverage of human anatomy, cat dissections, and relevant physiological experiments. Students may take this class as one of their required laboratory classes, but need to take both BIO.3007 and BIO.3017 to fulfill graduate and medical school prerequisites.

Prerequisites: Principles of Biology I and II with grade of C or better, Principles of Chemistry I and II (with Lab) with grade of C or better

**BIO 3013: Microbiology (4 cr.)**
This is an introduction to the morphology and physiology of bacteria and other microorganisms. Laboratory exercises will afford students the opportunity to develop skill in sterile technique and in various practices designed to study the morphology, physiology and practical value of nonpathogenic microorganisms. Human infectious disease such as AIDS is discussed.

Prerequisites: BIO.1001 and BIO.1002 with a minimum grade of C; CHM.1001, CHM.1002, CHM.1003 and CHM.1004 with minimum grades of C.

**BIO 3017: Human Anatomy & Physiology II (4 cr.)**
This course is a continuation of BIO.3007, and will explore the remaining systems of the body. Subject matter includes blood and the cardiovascular system, endocrine system, lymphatic system and immune defenses, respiration, digestion and metabolism, urinary system and reproduction. As with the first course, laboratory work includes systematic coverage of human anatomy, cat dissections, and relevant physiological experiments.

Prerequisites: Human Anatomy and Physiology I, with a minimum grade of C.

**BIO 3019: Nutrition in Health & Disease (Research Paper) (3 cr.)**
This course covers the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, relationship between nutrition and physical fitness are studied. The nutrition effect on diseases such as Gastrointestinal Disease, AIDS, Renal Disease, Diabetes are discussed.

**BIO 3030: Molecular Cell Biology (3 cr.)**
The emphasis of this lecture course is placed on the detailed study of the major cellular components with particular attention to the relationship between functions and the molecular and supramolecular organization of the cell. Topics will include the fine structure of eukaryotes, prokaryotes and viruses, the chemical composition of cells
and the molecular manipulation of cellular components. The emerging field of molecular cell biology offers a more comprehensive approach to the understanding of the cell and ultimately, the human organism. This approach utilizes the techniques of the molecular biologist and represents a union of several subfields of biology including genetics, cell biology, biochemistry and microscopy.

Prerequisites: Principles of Biology I and II with grade of C or better; Principles of Chemistry I and II (with Lab) with grade of C- or better

**BIO 3032: Parasitology (4 cr.)**

A study of animal parasites with an emphasis on human parasitic disease. Course content includes protozoan, helminth and arthropod parasites. Laboratory exercises are designed to illustrate parasite anatomy and to enable students to diagnose certain parasitic disease.

Prerequisites: BIO.1001 and BIO.1002 with a minimum grade of C; CHM.1001, CHM.1002, CHM.1003 and CHM.1004 with minimum grades of C.

**BIO 3047: Vertebrate Biology (4 cr.)**

Vertebrates are a group of organisms that share a common structural design - the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. In this course we will examine the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies.

Prerequisites: Principles of Biology I and II with grade of C or better, Principles of Chemistry I and II (with Lab) with grade of C- or better.

**BIO 3052: Infectious Diseases (3 cr.)**

The focus of this course is on microorganisms as they affect human health, including methods of physical and chemical control of microbes, drugs, and human-microbe interactions, the nature of human host defenses to microbes, epidemiology and the major microbial groups of medical importance.

Prerequisites: Principles of Biology I and II with grade of C or better; Principles of Chemistry I and II (with Lab) with grade of C- or better.

**BIO 3054: Osteology: Form, Function and Development of Bones (4 cr.)**

For students interested in more advanced anatomy of the skeletal system, this course will focus on bone form, function, movement, and development of the vertebrate skeleton. Detailed anatomy of the axial and appendicular portions of the skeleton will be covered, as well as bone histology, development, and biomechanics. Emphasis on identification of individual bone structures and the importance of these structures to function and movement of the skeletal system will be focal to the laboratory sections.

Prerequisites: Human Anatomy and Physiology I, with a minimum grade of C.

**BIO 3055: Plant Biology (4 cr.)**

We do not always realize that we depend on plants for the air we breathe and the food we eat. In this class, students will have an opportunity to examine plants outdoors on campus and in the lab under a microscope as we delve into a study of plants including such topics as pollination, origins of agriculture, how plants sense their environment and plants and pollution. BIO 3055 is open to majors and minors and includes a lecture and lab section for 4 credits.

Graduate level version of this course is available. Take BIO.1001, BIO.1002.

**BIO 3056: Environmental Ecology (4 cr.)**

This capstone course for the Environmental Studies minor will include both lecture and a laboratory and will focus on the ecological effects of pollution, disturbance and other stresses on ecosystems. Particular attention will be paid to stresses associated with human activity and the ecological damage they are causing. Field work may include off campus trips. In addition to the lab and lecture requirements, students will be expected to initiate and successfully complete a semester-long research project on a topic of their choosing.

Prerequisites: Principles of Biology I and II with grade of C or better; Principles of Chemistry I and II (with Lab) with grade of C- or better.

**BIO 3057: Forensic Biology (3 cr.)**

This lecture course will be an overview of the biological evidence and techniques used in forensic science. Topics will include study of human skeletal and dental remains, trauma to the human body, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, pathology used in identification, and toxicology. The course will also include an examination of the techniques used in recovery, replication and analysis of DNA that contributes to DNA profiling, particularly RFLP, VNTR, and STR-PCR analysis, and an overview of population variability and demographics.

Prerequisites: BIO.1001 and BIO.1002 with a minimum grade of C; CHM.1001, CHM.1002, CHM.1003 and CHM.1004 with minimum grades of C.
BIO 3058: Evolutionary Biology (4 cr.)
This class provides students with an in-depth understanding of how the scientific method is used to address questions in the field of evolutionary biology, and how the application of evolutionary ideas has shaped contemporary thinking about the history of life on earth. Course material will include discussions of evolutionary theory and Darwinism, speciation and adaptation, molecular evolution, phylogenetic analysis, analysis of trends in the evolution of life, and the evolution of disease. Bio 3058 is open to majors and minors in the biological sciences and includes a lecture and laboratory section for 4 credits. Prerequisites: Principles of Biology I and II.
Graduate level version of this course is available.

BIO 3059: Marine Biology (4 cr.)
This course will provide students with a foundation in several aspects of marine biology. We will begin with a discussion of physical oceanography and then move quickly to biological aspects of marine biology. Topics will include plankton communities, benthic ecology, deep sea biology, marine mammals, and a number of distinct marine communities. In lab we will complete laboratory and field studies, taking advantage of our unique location near Long Island Sound. Our field studies will take place at the Marshlands Conservancy in Rye during the month of September.
Prerequisites: Principles of Biology I and II with grade of C or better.

BIO 3060: Bioethics (3 cr.)
Starting with a good foundation in the ethical decision-making process, the students will be able to identify and analyze pertinent ethical questions by understanding the relevant scientific concepts and applying their decision-making skills to dilemmas in the health and medical field, in research and biotechnology, and in the environmental arena. Through lectures, group discussions, role-playing, and case-based studies, issues such as organ transplantation, euthanasia, reproductive technologies, human genome project and genetic engineering, gene therapy, cloning, stem cell research, and bioenvironmental policies will be examined.

BIO 3061: Bioethics I (4 cr.)
The first part of a two-semester lecture sequence, supplemented by hands-on laboratory experience, introduces students to solutions, buffers, amino acids, protein structural analysis, hemoglobin oxygen binding, enzymes, and enzyme kinetics. Students who previously have taken BIO 3035/3037 are not eligible to take BIO 3061. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II with labs, Organic Chemistry I and II with labs.

BIO 3062: Bioethics II (4 cr.)
The second part of a two-semester lecture sequence, supplemented by hands-on laboratory experience, emphasizes biochemical metabolic pathways (glycolysis, Krebs cycle, Electron transport chain, Fermentation, Fatty acid metabolism, Cori Cycle, etc). Students who have previously taken BIO 3036/BIO 3038 are not eligible to take this course. Prerequisites: Biochemistry I.

BIO 3067: Environmental Science (3 cr.)
This course will examine contemporary environmental issues and problems as they relate to human and global ecosystem health in an investigative way. Topics include energy use and conservation, global climate change, industrial pollution, water pollution and quantity, population growth, issues with global agriculture, local, regional and global air pollution problems, and depleting of natural resources. Focus on how biological function is influenced by geological and chemical processes is included, as well as land use and conservation biology. How information is used to make resource conservation decisions is explored, and current events in environmental science and policy and current efforts in resource/biodiversity conservation will be explored. The laboratory session will focus on controlled experiments investigating the course topics rather than fieldwork. Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Foundations of Ecology OR Aquatic Ecology; statistics is strongly recommended.

BIO 3099: Research Seminar (2 cr.)
This seminar course is designed to introduce the student to scientific research problems and to aid critical problem-solving skills through reading and writing in a scientific field of interest. The course focuses on literature searching, elements of experimental design, testing a hypothesis, analysis of data, reading and writing journal articles, and the use of computers for writing, graphics, and presentation. By the end of the semester, the student will have completed an extended protocol and have established a working literature base for their senior project. This course should be taken in the spring semester of the junior year (or in the third from the last semester for accelerated programs).
Prerequisites: Principles of Biology I and II with grade of C or better, Principles of Chemistry I and II (with Lab) with grade of C or better.

BIO 3499: Senior Research (3 cr.)
This independent laboratory course is based on the work completed in the Research Seminar. Students will work closely with a Biology faculty member to establish their experimental design, standardize their protocols, and conduct their research. This course should be taken in the fall semester of the senior year (or in the second from the last semester for accelerated programs).
Prerequisites: Principles of Biology I and II with grade of C or better; Principles of Chemistry I and II with grade of C or better.

BIO 3998: Senior Evaluation (2 cr.)
This is the final semester in the three-semester research program in Biology. In this semester, students will finish their research, analyze their data and organize it into their final thesis. The final written thesis is presented as a journal article for publication, and is due at the end of the semester. In addition, all students must formally present their research to the Biology department. This course is taken in the spring semester of the senior year, or in the final semester in accelerated programs.
Prerequisites BIO.1001 and BIO.1002, with a minimum grade of C;
BIO.3099 and BIO.3499 with a minimum grade of C; CHM.1001, CHM.1002, CHM.1003, and CHM.1004 with a minimum grade of C.

BIO 4495: Independent Study (1-4 cr.)
For majors only with permission of the department. Must be done under close supervision of a Biology faculty member.

BIO 4497: Internship (1-3 cr.)
For majors only with permission of the department. Must be done under close supervision of a Biology faculty member. Note: Other advanced level courses are described under the Graduate Course descriptions, later in this Catalog.

BIO 4498: Teaching Assistantship in Biology (0 cr.)
This is a repeatable course designed for Post-Baccalaureate students, Masters Students, and Undergraduate students in their fourth or final year at the college. Students will serve as teaching assistants in the laboratory sessions offered in the Biology Department. They will help to prepare the lab assignments and exercises, assist the lab instructor during lab sessions, and help to keep the lab running smoothly and safely.

BIO 4499: Biology Research (3 cr.)
This repeatable independent laboratory course is a continuation of the senior research project. It is primarily designed for those students who are off sequence in the research program, for those students who need to repeat one of the courses in the sequence, or those students who begin their project in the Sophomore year and want to continue through their senior year. The content of the course depends on the level of research. Should be taken by students in the fall semester of their senior year (or in the second to last semester for accelerated programs).

BIO 5007: Human Anatomy & Physiology I
This course is a continuation of BIO 3007, and will explore the remaining systems of the body. Subject matter includes the cardiovascular system and blood, endocrine system, lymphatic system and immune defenses, respiration, digestion and metabolism, urinary system and reproduction. As with the first course, laboratory work includes systematic coverage of human anatomy, cat dissections, and relevant physiological experiments. Prerequisite: Human Anatomy and Physiology I. (Spring)

BIO 5013: Microbiology (4 cr.)
This is an introduction to the morphology and physiology of bacteria and other microorganisms. Laboratory exercises will afford students the opportunity to develop skill in sterile technique and in various practices designed to study the morphology, physiology and practical value of nonpathogenic microorganisms. Human infectious disease such as AIDS is discussed.

BIO 5019: Nutri in Health & Disease (3 cr.)
This course covers the methods of nutritional assessment for various pathological conditions. Food habits, nutrition during pregnancy, relationship between nutrition and physical fitness are studied. The nutrition effect on diseases such as Gastrointestinal Disease, AIDS, Renal Disease, Diabetes are discussed.

BIO 5020: Molecular Cell Biology (3 cr.)
The emphasis of this lecture course is placed on the detailed study of the major cellular components with particular attention to the relationship between functions and the molecular and supramolecular organization of the cell. Topics will include the fine structure of eukaryotes, prokaryotes and viruses, the chemical composition of cells and the molecular manipulation of cellular components. The emerging field of molecular cell biology offers a more comprehensive approach to the understanding of the cell and ultimately, the human organism. This approach utilizes the techniques of the molecular biologist and represents a union of several subfields of biology including genetics, cell biology, biochemistry and microscopy.

BIO 5032: Parasitology (4 cr.)
A study of animal parasites with an emphasis on human parasitic diseases. Course content includes protozoan, helminth and arthropod parasites. Laboratory exercises are designed to illustrate parasite anatomy and to enable students to diagnose certain parasitic diseases.

Take BIO.1001.

BIO 5047: Vertebrate Biology (4 cr.)
Vertebrates are a group of organisms that share a common structural design - the vertebral column. Despite that structural commonality, they are a surprisingly diverse group of animals in terms of morphology, metabolism, behavior and geographic distribution. In this course we will examine the physiology, ecology, reproductive strategy and evolution of vertebrates ranging from fish to fowl. Topics will include, but not be limited to, the evolution of early vertebrates, physiological adaptations to life on land, in the water and in the air, phylogenetic relationships between vertebrate classes, and a comparison of reproductive strategies.

BIO 5052: Infectious Diseases (3 cr.)
The focus of this course is on microorganisms as they affect human health, including methods of physical and chemical control of microbes, drugs, and human-microbe interactions, the nature of human host defenses to microbes, epidemiology and the major microbial groups of medical importance.

Take BIO.1001, CHM.1001.

BIO 5054: Osteology: Form, Function & Development of Bones (4 cr.)
For students interested in more advanced anatomy of the skeletal system, this course will focus on bone form, function, movement, and development of the vertebrate skeleton. Detailed anatomy of the axial and appendicular portions of the skeleton will be covered, as well as bone histology, development, and biomechanics. Emphasis on identification of individual bone structures and the importance of these structures to function and movement of the skeletal system will be focal to the laboratory sections.

Prerequisites: Principles of Biology I and II, Principles of Chemistry I and II, Human Anatomy and Physiology I and II

BIO 5056: Environmental Ecology (4 cr.)
This capstone course for the Environmental Studies area of strength will include both lecture and a laboratory and will focus on the ecological effects of pollution, disturbance and other stresses on ecosystems. Particular attention will be paid to stresses associated with human activity and the ecological damage they are causing. Field
work may include off campus trips. In addition to the lab and lecture requirements, students will be expected to initiate and successfully complete a semester-long research project on a topic of their choosing.

Take BIO.1001, BIO.1002.

**BIO 5059: Marine Biology (4 cr.)**
This course will provide students with a foundation in several aspects of marine biology. We will begin with a discussion of physical oceanography and then move quickly to biological aspects of marine biology. Topics will include plankton communities, benthic ecology, deep sea biology, marine mammals, and a number of distinct marine communities. In lab we will complete laboratory and field studies, taking advantage of our unique location near Long Island Sound. Our field studies will take place at the Marshlands Conservancy in Rye during the month of September.

**Prerequisites:** BIO.1001, BIO.1002.

**BIO 5060: Bioethics (3 cr.)**
Starting with a good foundation in the ethical decision-making process, the students will be able to identify and analyze pertinent ethical questions by understanding the relevant scientific concepts and applying their decision-making skills to dilemmas in the health and medical field, in research and biotechnology, and in the environmental arena. Through lectures, group discussions, role-playing, and case-based studies, issues such as organ transplantation, euthanasia, reproductive technologies, human genome project and generic engineering, gene therapy, cloning, stem cell research, and bioenvironmental policies will be examined.

**BIO 5061: Biochemistry I (4 cr.)**
The first part of a two-semester lecture sequence, complemented by hands-on laboratory experience, introduces students to solutions, buffers, amino acids, protein structural analysis, hemoglobin oxygen binding, enzymes, and enzyme kinetics. Students who previously have taken BIO 3035/3037 are not eligible to take BIO 3061.

**Prerequisites:** Principles of Biology I and II, Principles of Chemistry I and II with labs, Organic Chemistry I and II with labs.

**BIO 5062: Biochemistry II (4 cr.)**
The second part of a two-semester lecture sequence, complemented by hands-on laboratory experience, emphasizes biochemical metabolic pathways (glycolysis, Krebs cycle, Electron transport chain, Fermentation, Fatty acid metabolism, Cori Cycle, etc). Students who have previously taken BIO 3036/BIO 3038 are not eligible to take this course.

**Prerequisites:** Biochemistry I.

**BIO 5064: Environmental Physiology (3 cr.)**
This course will involve an examination of how animals adapt to their environments - also known as Ecophysiology. We will discuss mainly vertebrates, but some invertebrates as well. The course will examine form and function, and explore a wide variety of topics such as life in deep seas, in frozen lands, and in arid landscapes. We will study animals that live in extreme environments, and the adaptations that allow them to do so. This course will not be a comprehensive survey of all areas of study within environmental physiology, but instead will cover the major topics in detail, adding primary literature material to supplement textbook readings. Physiological subjects to be covered include energy metabolism, thermal relations, water and ionic regulation, and renal physiology.

**BIO 5065: Advanced Animal Behavior (3 cr.)**
Why are dogs so social? What do chimps think when they see a puzzle? Do elephants really never forget? How and why do birds migrate seasonally, and what about those gaudy tail feathers? Is human behavior comparable in any way to animals? This course will use scientific methods to identify pattern and process in animal behavior, and discuss and evaluate basic ecological and evolutionary principles that shape behavior, to gain a better understanding of the way animals and humans interact with their environments and each other. Prerequisites: Principles of Biology I and II, Introduction to Animal Behavior is strongly recommended.

**BIO 5057: Forensic Biology (3 cr.)**
This lecture course will be an overview of the biological evidence and techniques used in forensic science. Topics will include study of human skeletal and dental remains, trauma to the human body, facial reconstruction, forensic entomology and botany, hair and fiber analysis, fingerprinting, pathology used in identification, forensic genetics, forensic serology, forensic odontology, forensic entomology and botany, hair and fiber analysis, fingerprinting, pathology used in identification, and toxicology. The course will also include an examination of the techniques used in recovery, replication and analysis of DNA that contributes to DNA profiling, particularly RFLP, VNTR, and STR/PCR analysis, and an overview of population variability and demographics.

Take BIO.1001, CHM.1001.

**BIO 5061: Biochemistry I (4 cr.)**
The first part of a two-semester lecture sequence, complemented by hands-on laboratory experience, introduces students to solutions, buffers, amino acids, protein structural analysis, hemoglobin oxygen binding, enzymes, and enzyme kinetics. Students who previously have taken BIO 3035/3037 are not eligible to take BIO 3061.

**Prerequisites:** Principles of Biology I and II, Principles of Chemistry I and II with labs, Organic Chemistry I and II with labs.

**BIO 5064: Environmental Physiology (3 cr.)**
This course will involve an examination of how animals adapt to their environments - also known as Ecophysiology. We will discuss mainly vertebrates, but some invertebrates as well. The course will examine form and function, and explore a wide variety of topics such as life in deep seas, in frozen lands, and in arid landscapes. We will study animals that live in extreme environments, and the adaptations that allow them to do so. This course will not be a comprehensive survey of all areas of study within environmental physiology, but instead will cover the major topics in detail, adding primary
Chemistry Courses

CHM 1000: Introduction to Chemistry (3 cr.)
This course is an introductory study of the fundamental laws and concepts of classical and modern chemistry, including dimensional analysis, nomenclature, stoichiometry, gases, solutions, and atomic and molecular structures. It is designed to prepare students for further study in chemistry. Please note: This course does not count toward the Chemistry major or minor, but earning a C- or better in this course satisfies the prerequisite for CHM 1001. This course fulfills a Scientific Reasoning competency and a Scientific Distribution requirement. (Fall & Spring)

CHM 1001: Principles of Chemistry I (3 cr.)
Topics include Matter and Measurements; Atoms, Molecules, and Ions; Mass Relations in Chemistry; Stoichiometry; Reactions in Aqueous Solution; Gases; Electronic Structure and the Periodic Table; Covalent Bonding; Thermochemistry; Liquids and Solids; and Solutions. Prerequisite: Appropriate score on the Chemistry Placement Exam or a minimum grade of C- in CHM 1000. Corequisite: CHM 1003, unless a grade of C- or better was previously earned. Note: This course is intended for Science majors and Pre-health students. It must be taken with CHM 1004 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement. (Spring & Summer Session II)

CHM 1002: Principles of Chemistry II (3 cr.)
Topics include Rate of Reaction; Gaseous Chemical Equilibrium; Acids and Bases; Equilibrium in Acid-Base Solutions; Complex ion and Precipitation Equilibria; Spontaneity of Reaction; Electrochemistry; Nuclear Reactions; Complex Ions and Coordination compounds; Chemistry of the Metals and Nonmetals; and Intro to Organic Chemistry. Prerequisite: Minimum grade of C- in CHM 1001 and in CHM 1003. Corequisite: CHM 1004, unless a grade of C- or better was previously earned. Note: This course is intended for Science majors and Pre-health students. It must be taken with CHM 1004 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement. (Spring & Summer Session II)

CHM 1003: Principles of Chemistry Lab I (1 cr.)
This course presents laboratory techniques and experimental methods that demonstrate the principles studied in CHM 1001. Corequisite: CHM 1001, unless a grade of C- or better was previously earned. Note: This course must be taken with CHM 1001 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement. (Fall & Summer Session I)

CHM 1004: Principles of Chemistry Lab II (1 cr.)
This course presents laboratory techniques and experimental methods that demonstrate the principles studied in CHM 1002. Prerequisites: Minimum grade of C- in CHM 1001 and in CHM 1003. Corequisite: CHM 1002, unless a grade of C- or better was previously earned. Note: This course must be taken with CHM 1002 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement. (Spring & Summer Session II)

CHM 1018: Chemistry in Everyday Life (3 cr.)
This course assumes no prior knowledge of chemistry and is designed primarily for liberal arts students who are interested in obtaining a deeper understanding of the science of everyday life. Foundational concepts of general chemistry, organic chemistry, environmental chemistry, and biochemistry will be covered. Students will be expected to perform basic mathematical calculations. Note: This course does not fulfill Chemistry major or minor requirements. However, earning a C- or better in this course fulfills both a Scientific Reasoning competency and Science Distribution requirement. (Fall)

CHM 1019: Forensic Chemistry (3 cr.)
This course, suitable for students with no Chemistry background, surveys chemical applications in criminal investigation. Topics include analysis of drugs, fingerprints, blood, DNA, fibers, and documents. Case studies are used to explore the scientific examination of evidence. Students will be expected to perform basic mathematical calculations. Note: This course does not fulfill Chemistry major or minor requirements. However, earning a C- or better in this course fulfills both a Scientific Reasoning competency and Science Distribution requirement. (Spring)

CHM 2001: Organic Chemistry I (3 cr.)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics include structure and bonding; polar covalent bonds; acid and base reactions; alkanes and their stereochemistry; cycloalkanes and their stereochemistry; stereochemistry; overview of chemical reactions; alkenes: structure and reactivity; alkenes: reactions and synthesis; alkynes: introduction to organic synthesis; organohalides; and nucleophilic substitution and elimination reactions. Prerequisite: Minimum grade of C- in CHM 1002 and in CHM 1004. Corequisite: CHM 2005, unless a grade of C- or better was previously earned. (Fall & Summer Session I)
CHM 2002: Organic Chemistry II (3 cr.)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics include structure determination: mass spectrometry, IR spectroscopy, 13C NMR and 1H NMR spectroscopy, and UV-VIS spectroscopy; conjugated compounds; benzene and aromaticity; electrophilic aromatic substitution; alcohols and phenol; ethers, epoxides, thiols and sulfides; carbonyl chemistry; chemistry of aldehydes and ketones; and chemistry of carboxylic acids and nitriles. Prerequisite: Minimum grade of C in CHM 2001 and in CHM 2005. Corequisite: CHM 2006, unless a grade of C- or better was previously earned. (Spring & Summer Session II)

CHM 2005: Organic Chemistry I Lab (1 cr.)
This course applies laboratory techniques and experimental methods to the topics and reactions studied in CHM 2001. Prerequisites: Minimum grade of C- in CHM 1002 and in CHM 1004. Corequisite: CHM 2001, unless a grade of C- or better was previously earned. (Fall & Summer Session I)

CHM 2006: Organic Chemistry II Lab (1 cr.)
This course applies laboratory techniques and experimental methods to the topics and reactions studied in CHM 2002. Prerequisites: Minimum grade of C- in CHM 2001 and in CHM 2005. Corequisite: CHM 2002, unless a grade of C- or better was previously earned. (Spring & Summer Session II)

CHM 2009: Physical Chemistry I (3 cr.)
In this course the principles of chemical thermodynamics with applications to phase and solution equilibria; electrochemistry; and reaction kinetics is taught. Prerequisites: Minimum grade of C- in CHM 2002, PHY 1002 or PHY 1004, and MATH 1032. Recommended: MATH 2021, MATH 2030. (Spring, odd years)

CHM 2010: Physical Chemistry II (3 cr.)
In this course an introduction to quantum mechanics; spectroscopy; and statistical thermodynamics is taught. Prerequisite: Minimum grade of C- in CHM 2009. (Fall, even years)

CHM 2011: Physical Chemistry Lab (2 cr.)
This course provides laboratory experience in chemical thermodynamics, reaction kinetics, spectroscopy, and other physical methods. Prerequisites: Minimum grade of C- in CHM 2002, CHM 2006, PHY 1002 or PHY 1004, and MATH 1032. Note: Only one semester of Physical Chemistry Lab is required for the major. CHM 2009 is typically taken as a prerequisite for CHM 2011. (Spring, odd years)

CHM 2015: Intermediate Inorganic Chemistry (3 cr.)
Topics include atomic structure, ionic and covalent bonding, coordination chemistry, crystal field and molecular orbital theories, acid-base theory, and representative reactions, kinetics, and mechanisms of inorganic compounds. Prerequisite: Minimum grade of C- in CHM 2002. Majors are expected to take CHM 2016 as a corequisite. (Fall, odd years)

CHM 2016: Intermediate Inorganic Chemistry Lab (1 cr.)
A series of experiments involving the synthesis and characterization of inorganic compounds. The relationship between structure and spectra will be demonstrated using IR, UV-Vis, GC and NMR techniques. Prerequisites: CHM 2002 and CHM 2006. (Fall, odd years)

CHM 2018: Environmental Chemistry (3 cr.)
This course examines the fundamental aspects of chemistry in environmentally relevant problems. Natural and polluted atmospheric, continental, and marine environments are considered. Prerequisite: Minimum grade of C- in CHM 1002.

CHM 3003: Chemical & Instrumental Analysis (3 cr.)
This course includes the statistical treatment of data, gravimetric and volumetric analysis, and solution chemistry. It provides an introduction to the theory and use of modern instrumental methods of analysis including spectroscopy and chromatography. Prerequisite: Minimum grade of C- in CHM 2002. Majors are expected to take CHM 3004 as a co-requisite. (Spring, even years)

CHM 3004: Chemistry & Instrumental Analysis Lab (2 cr.)
This course consists of a series of laboratory experiments that illustrate the instrumental analytical techniques presented in CHM 3003. Prerequisites: Minimum grade of C- in CHM 2002 and CHM 2006. Majors are expected to take CHM 3003 as a co-requisite. (Spring, even years)

CHM 3007: Advanced Inorganic Chemistry (3 cr.)
This course includes the study of the magnetic properties and absorption spectra of inorganic compounds. Group theory and molecular symmetry with chemical applications are also considered. Prerequisites: Minimum grade of C- in CHM 2015.

CHM 3014: Advanced Organic Chemistry (3 cr.)**
Topics will include applications of molecular orbital theory, stereochemical principles, conformational effects, and the determination and description of selected organic reaction mechanisms. A brief introduction to synthetic design will also be included. Prerequisites: CHM 2010 or permission from the Chemistry Chairperson.
Prerequisites: CHM 2010 or permission from the Chemistry Chairperson.

CHM 3020: Medicinal Chemistry (3 cr.)
This course examines drug distribution and metabolism and drug-target interactions. Several classes of drugs are considered. Characteristics of a ‘good drug’ are also discussed. Prerequisite: Minimum grade of C- in CHM 2002 and CHM 2006.

CHM 3049: Chemical Biology (4 cr.)
This course presents organic chemistry in the context of molecules important in biochemistry and cell biology. The relevant functional groups, stereochemistry and reaction mechanisms are explained in relation to carbohydrates, lipids, proteins and nucleic acids, with extra attention for structure-activity relationships and kinetics of enzymatic reactions. Prerequisites: Minimum grade of C- in CHM 2002 and CHM 2006. Recommended: BIO 3061/3062. (Spring 2014)
CHM 3071: Honors Research (3 cr.)
Honors Research provides the student with firsthand experience in the scientific research process. Students will choose a research topic with their advisor, learn about available chemistry resources, and be exposed to a variety of advanced laboratory techniques and instrumentation. At least three semesters of Honors Research are required, culminating with an Honors thesis and presentation in the Spring of the Senior year. Note: This course is only available to Chemistry majors in the Chemistry Honors Program. Prerequisite: Minimum grade of C- in CHM 2002 and CHM 2006.

CHM 3998: Senior Evaluation (2 cr.)
In this course, students will finish their research, analyze their data and organize it into their final thesis. The final written thesis is presented as a journal article for publication and is due at the end of the semester. In addition, all students must formally present their research to the department. This course is taken in the spring semester of the senior year or in the final semester in accelerated programs. Prerequisite: CHM 4450 Research (Spring)

CHM 4071: Honors Research (3 cr.)
Honors Research provides the student with firsthand experience in the scientific research process. Students will choose a research topic with their advisor, learn about available chemistry resources, and be exposed to a variety of advanced laboratory techniques and instrumentation. At least three semesters of Honors Research are required, culminating with an Honors thesis and presentation in the Spring of the Senior year. Note: This course is only available to Chemistry majors in the Chemistry Honors Program. Prerequisite: Minimum grade of C- in CHM 2002 and CHM 2006.

CHM 4450: Research (3 cr.)
In the Research course, students work with a Chemistry Faculty member on a topic of interest. The topic is explored in detail as students learn about advanced techniques and instrumentation that are not encountered in earlier laboratory courses. At the end of the semester, students are expected to prepare a Research Report. Note: At least one semester of Research or its equivalent is required of all Chemistry majors. Biochemistry majors may register for this course with special permission from the Chemistry Chairperson. Prerequisite: Minimum grade of C- in CHM 2002 and CHM 2006.

CHM 5007: Advanced Inorganic Chemistry (3 cr.)
This course includes the study of the magnetic properties and absorption spectra of inorganic compounds. Group theory and molecular symmetry with chemical applications are also considered. Prerequisites: Minimum grade of C- in CHM 2015.

CHM 5014: Advanced Organic Chemistry (3 cr.)
Topics will include applications of molecular orbital theory, stereochemical principles, conformational effects, and the determination and description of selected organic reaction mechanisms. A brief introduction to synthetic design will also be included. Prerequisites: CHM 2010 or permission from the Chemistry Chairperson.

CHM 5049: Chemical Biology (4 cr.)
This course presents organic chemistry in the context of molecules important in biochemistry and cell biology. The relevant functional groups, stereochemistry and reaction mechanisms are explained in relation to carbohydrates, lipids, proteins and nucleic acids, with extra attention for structure-activity relationships and kinetics of enzymatic reactions. Prerequisites: Minimum grade of C- in CHM 2002 and CHM 2006. Recommended: BIO 3061/3062. (Spring 2014)

Communication & Media Courses

CAM 1001: Introduction to Communication & Media Sciences (3 cr.)
This course surveys human and media-enabled communication. Starting with concepts in communication theory, we consider interpersonal, public and nonverbal communication. A primary focus is the mass media-the history and means by which they communicate, the effects of this communication, and the professional and ethical issues involved. We cover print media, photography, radio, cinema, television and new media, and such related fields as advertising, public relations and political communication.

CAM 2009: Multimedia Communication (3 cr.)
This course helps students develop reliable vocal and listening techniques that will result in clear, healthy communication. Through oral presentation of formal and informal speeches, discussion and work with notable literary texts and speeches, and introductory studies in nonverbal, interpersonal and intercultural communication, students will practice the expression and exchange of ideas in a logical, well-organized manner.

CAM 2010: Interpersonal & Intercultural Communication (3 cr.)
This course enhances interpersonal and small group communication skills and surveys theoretical foundations, focusing on verbal and nonverbal interaction. Topics include listening, perception, self-concept and self-disclosure, persuasion, leadership, conflict management, cultural difference, relational development and disengagement. Exercises relate to fields from business to education and consider more intimate and familial dynamics as well.

CAM 2021: Public Relations and American Culture (3 cr.)
An introduction to the practices and ethics of public relations and its role in society and the administration of organizations. We examine theory and practice, teaching such skills as writing press releases and assembling press packets. We consider the history, philosophy and processes of PR; public opinion; internal PR; propaganda; crisis management; government, community and celebrity PR. Students work on both team and individual projects.

CAM 2022: Advertising & American Popular Culture (3 cr.)
A survey of the history of advertising through various media (print, broadcast, new media) and its impact upon our culture, from how it affects interpersonal and political communication to issues of gender, race and family. Different types of ads and ad campaigns are studied, as are the ethics, practices and business world of advertising today.

CAM 2030: Communicating in the Business World (3 cr.)
This course prepares students to clearly express themselves in the business world. The focus is on understanding basic principles (listening and persuasive presentation, aspects of written communication), the culture of the workplace environment (diversity, ethics) and how to work in teams (leadership principles, decision making). We also cover negotiation and organizational issues, question and answer sessions, and interviewing skills.

CAM 2035: Persuasion (3 cr.)
This course familiarizes students with the worlds of controversy (formal and informal) and ethical
reasoning. It addresses types of argumentation and such elements as relevance, proof, persuasion, claims and fallacies, evaluation skills, minimizing emotionality, strategically manipulating linguistic tools, and rational, meaningful decision-making. Techniques aid students in expressing themselves in a clear, concise and healthily assertive manner.

**CAM 2046: Computer Graphics (3 cr.)**
An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe Photoshop, Quark Express, Adobe, and InDesign will be used. Three required hours of lab time per week.

**CAM 2047: Introduction to Motion Graphics (4 cr.)**
This course uses various animation apps and Adobe After Effects as an entry into the world of motion graphics. The illusion of motion, life and action will be studied through time-based software. Focusing on artistic excellence, students experiment with moving type and image. Students will also learn basic audio recording and editing techniques.

**CAM 2050: Introduction to Digital Media/TV Production (4 cr.)**
This course introduces basics of TV production: video camera usage, studio and/or on-location setups, sound, lighting and editing. It could focus on electronic field production, studio work, or both. Group work and class projects are emphasized, but students must also learn the terminology and appropriate equipment handling and conduct required of the field.

**CAM 2090: Theories of Communication (3 cr.)**
For Communication Studies Majors only. Required for a communication studies major, this course considers key models of communication (Shannon & Weaver, Gehrke) before surveying theoretical aspects of information, perception persuasion, and also interpersonal, intercultural, nonverbal, small group and political communication. In studying mass media, we contrast the social science-based process school with more language-based systems such as semiotics. We consider how media operate and audiences respond, introducing cultivation analysis, cultural studies, issues in new media communication, and the social construction of class, race, and gender. Various texts provide examples, with in-class exercises in interpersonal dynamics and media analysis, and outside projects applying theories to advertising.

Must take CAM/COMM.1001 with Minimum grade of C in that course.

**CAM 3020: History of Television & Radio (4 cr.)**
Focusing on U.S. TV and radio, but touching on comparative media systems, we consider the technological, industrial, stylistic, historical, cultural and political contexts related to these media. We study audiences and creators, and explore the growth of genres, advertising, newscasting and media regulation. We develop theoretical tools for analyzing Golden Age radio; the 1950s quiz show scandal; the Vast Wasteland of 60s TV; children's programming; PBS and MTV; talk radio; cable, alternative and digital media; coverage of political events; growing media conglomerates. Highly recommended as background: COMM/CAM.1001. Prerequisite: COMM/CAM.1001

**CAM 3032: Understanding the Marketplace (3 cr.)**
Accelerated BS Course Only
Students will learn how to conduct basic market research, maximize the return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate understanding of the customer's needs, make a clear statement of how the product or service meets those needs, distinguish a product or service from competitors' offerings and create a believable message. The course will also explore the basic factors involved in the distribution of products.

**CAM 3046: Convergent Media/Divergent Voices (3 cr.)**
This seminar explores trends toward multimedia presentation and the convergence of print, broadcast and online media, and how these have influenced news and creative discourses from the late 1960's to the present. We discuss changes in social, political, and personal discourse caused by the media's rapid evolution, and consider the New Journalism movement of the late 1960's, the rise of online investigative media and recent blogging culture. The role of convergence in corporate media's shrinking number of players in the mainstream is a concern, as are alternative media as viable divergent voices in the media landscape. Research paper, presentations required. Prerequisite: COMM/CAM.1001

**CAM 3052: 2D Animation (3 cr.)**
This course will discuss animation as an art form. The illusion of motion, life and action will be studied through flip books, cell animation and the latest software. Focusing on artistic excellence, students will use Director, Adobe Photoshop, Adobe Illustrator, Final Cut Pro, Adobe ImageReady to experiment with character and image animation. Audio and video elements will be edited and imported into theme oriented advertisements and effective business presentations. Prerequisite: Take ART.3064 or CAM.2046

**CAM 3065: Theories of Communications (3 cr.)**
Accelerated BS Course Only
An intensive survey of the various fields of communications theory, this course is required before certain upper level courses or major electives may be taken. This capstone course covers in some depth major models and theories of communication, touching on aspects of persuasion, nonverbal communication, interpersonal communication and especially mass media studies. Considerable focus in the course will center on the process/ school of classical mass communications theory and also on the field of semiotics. Case studies for the course will be taken from newspapers, magazine advertising, cinema and television, among other media. The Seminar in Communications and Management Concepts must be taken before registering for this course.

**CAM 3070: Media Ethics (3 cr.)**
This seminar introduces concepts in moral reasoning (Kant, Aristotle, J.S. Mill) and relates them to historical, contemporary and/or imaginary case studies across media. Topics might include the ethics of checkbook journalism and dramatic re-enactments; truth-telling (libel, undercover cameras, altered images); fairness and honesty in advertising and public relations; the right to privacy vs. the right to know; entertainment content, censorship and their social influence; journalistic ethics regarding disclosure, news and political coverage; matters of gender equity, diversity, stereotyping and social responsibility; internet ethics. We aim to develop guidelines for ethical evaluation, communication and conduct. Research paper required.

Take COMM/CAM.1001.
CAM 3071: Minorities and the Media (3 cr.)
This seminar considers minorities along three intersecting axes. One is how a group has been represented within the history of the media; another looks at how minorities have worked within mainstream and alternative media, and how they represent themselves when empowered to do so. The third considers how minority reading communities interpret media to suit their own needs. We present case studies exploring such groups as African-Americans, Asians, the elderly, gays, the homeless, Jews, Latinos, Muslims, Native Americans, the physically challenged or others. Research paper required.

Take COMM/CAM.1001.

CAM 3072: Social Media (3 cr.)
This seminar historicizes information technologies in relation to cultural developments as new media emerged. We begin with the revolution engendered by print media, and move on to the telegraph and telephone, photography and cinema, radio, TV, and communication satellites. One focus is the industries and cultures that developed with each medium, and how technological change interacted with industrial and political change to alter the very nature of communication. We finish with digital media and how internet culture and new media are transforming older paradigms. Research paper required.

Take COMM/CAM.1001.

CAM 3075: Documentary Media (3 cr.)
This course examines documentary film and video history, theory, and practice. Special emphasis is given to influential documentary genres and movements, such as ethnography films, political propaganda, observational cinema, direct cinema, experimental documentary, found footage or compilation films, and mock-documentaries. Readings and assignments explore documentary as art, industry, and especially mode of persuasive social rhetoric. The relationship between documentary and the social construction of reality will be central to our study.

CAM 3080: Gender & Communication (3 cr.)
Gender and communication focuses on interactive relationships between gender and communication in contemporary society. During the course we explore the multiple ways communication in our society creates and perpetuates gender roles; we consider how individuals enact socially created gender differences in public and private settings and how this affects success, satisfaction and self-esteem; and we connect gender theory and research to our professional and personal experience. Throughout the course we discuss not only what is in terms of gender roles, but also what might be, and how we might act to improve our individual collective lives.

Prerequisite: COMM/CAM.1001

CAM 3085: Visual Communication (3 cr.)
This course offers a multi-disciplinary approach that connects the ancient world with contemporary life. The ancient world was conveyed through shamans, storytellers, and cultural leaders primarily though visual arts such as sculpture and painting. With the development of the rhetorical arts in the classical world, the media changed and language was crafted through semiotic and symbolic meaning. The evolution of the printing press provided the ability to share the printed word and enhanced options for literacy. Typography expanded into new textual communication forms. We are now engaged in the digital and global world. At each level the visual messages have had the power to educate, inform, and persuade. This course offers an opportunity to learn about the stages of visual communication and to evaluate and discuss how visual communication has impacted the world. Course content will be derived from lectures, theory, visual analysis, research and presentations.

CAM 3090: Sport Communication & Media (3 cr.)
In this course students examine sport communication and media in multiple contexts, including but not limited to: player-coach communication, sports marketing, sports journalism, fan culture, fantasy sports, and representations of sport in popular media and culture. Students will read and discuss sport and media-related communication theory and research, complete quizzes or exams, and create original content for various sport-related media outlets and platforms. When possible, the course content and assignments will incorporate or coordinate with individuals and activities in Manhattanville's athletic program.

CAM 3095: Digital Portfolio (3 cr.)*
This course serves as the capstone experience for students who major in Digital Media Production. During their four years in the Digital Media program, students will produce a significant amount of original, digital content (videos, photographs, audio content, screenplays, animated videos, graphically designed images, etc.). This course, which is to be taken during their senior year, will guide students through the process of selecting their best work and presenting both it and themselves in a professional manner using Digication's ePortfolio platform. The course instructor will assist in the process of selection, possible revision, and presentation, and will organize a series of guest lectures on topics such as resume preparation, self-marketing, employment seeking, and networking.

CAM 3998: Final Project (2 cr.)
In this continuation of Project Proposal, students will execute their integrative senior thesis projects. While some projects might include the making of a creative product and others will focus upon completing a paper, all projects will include evidence of research, regular meetings with one's advisor, drafts, and a substantial write-up including a final bibliography.

CAM 4004: Graphic Design (3 cr.)**
The course analyzes the techniques, tools and basic principles of graphic design used in the conception and production of advertising art and related fields. Lettering and type forms, type specification, layout, mechanics, and production will be treated in studio projects. These projects will aim at developing creative graphic ideas in advertising, packaging and editorial fields, using concepts and techniques of visual communications.
CAM 4025: Topics in Advanced TV/Video (4 cr.)**
An advanced production class whose topics could include: Light and the digital camera; editing sound and image; producing the documentary, producing news for TV and streaming video on websites. May be repeated for credit provided the topic changes.

Take CAM 2050.

CAM 4067: Digital Photography & Imaging (3 cr.)**
This class will review the history of capturing and manipulating images, explain and discuss how digital imaging is used today, and provide hands-on experience. Students will both digitally capture and manipulate existing images, as well as learn how to prepare images for use in publications, exhibitions, electronic media, and the Internet. Three required hours of lab time per week.

CAM 4076: Artists Video (3 cr.)**
This introductory course is geared toward studying and producing video based in visual arts tradition. The focus in the class will be on developing interesting content while learning Final Cut Pro and proper equipment techniques. Students will examine: the place of video in multimedia and art; current video trends toward issue-oriented work, such as media analysis and criticism, activist video, and personal narratives about identity and individual experience.

CAM 4086: Constructing Images & Studio Practices (3 cr.)**
This is an upper level photography class where students will learn the practices of working in a photo studio to "create" images, stop motion animations and experiment with lighting and composition. Throughout the history of photography the photo studio has played an important role in image making. Early photographers and contemporaries have used the photo studio as a tool in creating photographs. The class will explore the principles of lighting and the creation of photographs using either digital or film based cameras. Aesthetic and technical elements will be addressed and emphasized along with individual experimentation and exploration. Examples of projects will include studio portraiture, product photography, constructed worlds and stop motion animation. Advanced digital and film printing, image manipulation techniques, as well as professional presentation will be covered.

Castle Scholars Courses

CSCH 1030AF: Power of Prejudice (3 cr.)
Using Gordon Allport's classic book, The Nature of Prejudice, as a focal point, this course explores religious texts and other readings as a way to understand how prejudice influences intrapersonal, interpersonal, group, and intergroup dynamics. In particular, the course will provide opportunities for students to analyze racism and sexism in this regard. Throughout the course, consideration will be given to Manhattanville College's mission to "educate students to become ethically and socially responsible leaders for the global community".

CSCH 1080CM: Digital Identity: I Am (3 cr.)
This seminar examines late 20th and early 21st century digital technologies, cultures, and identities. Students will explore such topics as: digital identity and privacy, digital relationships and online behavior, digital piracy and intellectual property, digital knowledge and online learning, artificial intelligence and augmented realities, and originality and authenticity in the digital arts. Students will examine, discuss and challenge recent academic literature about digital technology and social media. Assignments will include: class discussions, oral presentations, written reflective papers, and regular contributions to a collective blog or ePortfolio, which the class will use as a social media and information exchange site. Students will also create a series of identity-themed digital media projects.

CSCH 1090AH: Saints and Sinners: The Renaissance (3 cr.)
The exploits of the Renaissance Papacy from the late 14th to mid 16th centuries have inspired movies (Irving Stone, The Agony and the Ecstasy), television (Showtime, The Borgias), and video games (Assassin's Creed II). But sometimes, fact is even more unbelievable than fiction. This class will explore the true and often, scandalous history of this period, when Popes ruled like Kings, engaged in warfare and diplomacy and were party to murderous conspiracies.

CSCH 3016: Beatles in Their Context (4 cr.)
The Beatles emerged as an unprecedented popular music phenomenon. They were central players in the sixties cultural rebellion and they represent a significant instance of popular entertainment attaining the status of high art. This course will examine the music and lyrics of the Beatles, focusing on their work as songwriters and record makers.

CSCH 3013: Social Theory Through The Arts (3 cr.)
Social theorists and artists both attempt to understand the social world; they just use different means. In this seminar, we will trace a historical path from the Industrial Revolution to today, using social theory and art to understand the social world. We will conduct a survey of major schools of social thought from classical theorists of the mid-19th century to postmodern theorists of today, viewing the world and major social events through the eyes of social theorists and artists (including musicians, poets, novelists, filmmakers, and painters).

CSCH 3020: Theory & Practice of Leadership (3 cr.)
This course introduces students to the theory and practice of leadership as seen in case studies. First, students analyze historical and contemporary concepts of leadership and explore the traits, strategies and techniques that define
leadership. Next, they concentrate on case histories and apply them to actual situations in the contemporary world. Active participation, oral presentations and term paper determine the final grade.

CSCH 3060: Music & Politics (3 cr.)
Classical music composers have often expressed their political views through their musical outputs. The purpose of this seminar is to identify such music and better understand the historical and socio-political context of each studied musical work.

CSCH 3065: Power, Authority, Leadership and Ethics (3 cr.)
This course offers an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive, stable communities and organizations. This course includes an analytical reflection on the college’s mission to educate "ethically and socially responsible leaders." Using religious, political and social movements as examples, the overall intent is to familiarize students with both the facilitating and hindering forces which impact effective organizational leadership. (Spring 2013)

CSCH 3070: Castle Scholars Senior Capstone (1.5 cr.)
The Castle Scholars Senior Capstone presents students with a unique, collaborative learning opportunity. Designed to allow students from a wide range of disciplines to apply their knowledge to real world situations, the Senior Retreat takes a different theme annually. Examples of recent course themes include Approaches to Conflict Resolution, Women and Leadership, Sustainability, and the United Nations Millennium Development Goals. A team of faculty meet with students on two full Saturdays, one early in the semester and one towards the end, framing independent work undertaken by each student.

CSCH 3081: Castle Scholars Teaching Assistant (1.5 cr.)
Participating students will develop leadership and pedagogical skills by working closely with a mentoring faculty member and his or her First-year Seminar or other approved course. T.A.s will attend class, lead discussions and review sessions, help prepare handouts, and perform other duties as agreed upon with the faculty mentor. A journal and reflective essay will assist students in evaluating their experiences. Open only to seniors in the Castle Scholars Honors Program. (Fall/Spring)

CSCH 4500: Castle Scholars Fall Service (1.5 cr.)
CSCH 4500, the Castle Scholars Service Learning Seminar, is a 1.5-credit seminar offered every fall semester. In this class, students will organize the annual Human Rights Awareness Day. The objective of this seminar is for students to learn about Manhattanville’s history of social action, participate in organizing events to continue this tradition, and tie their experiences to readings on human rights and social justice in a short research and reflection paper. Enrollment in this class is limited to Castle Scholars, and Manhattanville College students whose GPAs are 3.6 or higher.

CSCH 4501: Castle Scholars Spring Service (1.5 cr.)
CSCH 4501, the Castle Scholars Service Learning Seminar, is a 1.5-credit seminar offered every spring semester. The objective of this class is for students to learn and employ principles of leadership, effective public speaking, and community-building through organizing the annual Undergraduate Research and Creative Achievement Fair. Students will tie their experiences to readings on leadership and community organizing in a short research and reflection paper. Students will also present their own research at the Undergraduate Research and Creative Achievement Fair, as well as serve as moderators for the fair. They will practice their presentations in the course and critique one another’s presentations before the fair. Enrollment in this class is limited to Castle Scholars, and Manhattanville College students whose GPAs are 3.6 or higher.

Classic Civilizations Courses (WLL)

CSS 1010: Greek & Latin Root of English (3 cr.)
This course introduces students to the Greek and Latin languages, making clear their importance in the history of English, and will increase the student’s English vocabulary through exposure to its Latin and Greek roots. (Spring)

CSS 1013: Introduction to Latin I (3 cr.)
This course emphasizes learning to read Latin. Vocabulary, grammar, and syntax are studied in the context of readings in Latin about life in classical Rome. (Fall)

CSS 1014: Introduction to Latin II (3 cr.)
This course emphasizes learning to read Latin. Vocabulary, grammar, and syntax are studied in the context of readings in Latin about life in classical Rome. (Spring)

Prequisite: CSS.1013.

CSS 1020: Introduction to Classical Mythology (3 cr.)
This is an introduction to the gods, myths and heroes of the Greeks and Romans. Readings from Greek and Roman literature (Hesiod, Homer, Homeric Hymns, and Ovid) and images from ancient and modern art provide the background for class discussion. (Fall)

CSS 4495: Independent Study: Topics in Latin or Greek (3 cr.)
Studies in specific authors, periods, genres, or stylistics. May be repeated with a change in topic.

Prequisite: Permission of the WLL department Chair.

Dance & Theatre Courses

DTH 1000: Creative Process (3 cr.)
This entry-level course provides students with a foundation in the vocabulary of performance through studio exercises in ensemble techniques, viewpoints, storytelling, choreographic composition, improvisation, investigation of theatrical texts and basic design elements. It will also provide practice in the clarity and authenticity of speech and an
This course will introduce students to costumes including fundamentals of sewing and the principles of design and construction of DTH 1502: Stagecraft II (2 cr.)**
and backstage production. This introductory course will cover all practices of construction techniques, scenery, lighting. This introductory course will include a selected series of theoretical and historical readings with written responses.

DTH 1001: Acting I (3 cr.)**
An introduction to dramatic interpretation, basic theories of acting and fundamental techniques including: voice and breath, expression, movement, theatre games and improvisation, memorization, monologues and beginning scene work. The course aims to build awareness, confidence and skill in self-expression and includes a selected series of theoretical and historical readings with written responses.

Prerequisite: DTH 1000 or permission of department.

DTH 1003 Introduction to Acting (3 cr.)
Theatre is a practice that is both instinctive and learned. Making believe is second nature. This course is designed to introduce students to the basic tools and techniques of the actor's craft, tools that are also very useful in daily life. These include: physical and vocal expression, sensory awareness, improvisation, listening, making artistic choices, ensemble awareness, flexibility, concentration, memorization, monologue, and scene study. Students will explore a wide variety of acting exercises, games and techniques. No prerequisite. (Fall & Spring.)

DTH 1007: Stage Combat Workshop (2 cr.)**
This course will provide basic techniques necessary for staging fighting: development of an intuitive sense for ensuring your own and your partner's safety; understanding of basic movement principles including center of balance, awareness of spatial relationships, falling, partnering etc.; ability to create combat scenarios that are responsive to dramatic situations, organic and specific to natural capabilities. Prerequisite: Creative Process or permission of the instructor.

Take DTH.1000;

DTH 1440: Freshman Project (2 cr.)**
This course is designed for freshmen who have been accepted as majors in the department. The course will entail preparation, rehearsal and presentation of an original dance/theatre project. The aim of the course is to build a dynamic ensemble of artist/scholars through the investigation of an array of dance & theatre techniques. Required for Freshman Majors.

DTH 1500: Stagecraft I (2 cr.)**
Sets and Lights. The study of the theory and application of stage technology as it applies to theatrical construction in areas including scenery, lighting. This introductory course will cover all practices of construction techniques and backstage production support. Students will assist in all the aspects of building and preparation of departmental productions. Two hour class plus additional lab time.

DTH 1502: Stagecraft II (2 cr.)**
Costume Design. The study of the theory and application of stage technology as it applies to the principles of design and construction of costumes including fundamentals of sewing and shop production.

DTH 1555: Stage Make Up (1 cr.)**
This course will introduce students to the fundamentals of make up design and application. Required for Theatre Education Majors.

DTH 2002: Viewpoints (2 cr.)**
This course is a studio exploration of Viewpoints technique, as developed by Mary Overlie and Anne Bogart. Students will investigate primary Viewpoints of Space and Time through exercises and structured compositions. Prerequisite: Creative Process

Prerequisite: DTH.1000: Creative Process
Not counted for Liberal Arts

DTH 2030: Directing I (3 cr.)
A practical introduction to the fundamentals of play direction, including: examination of the work of master directors, play analysis and research methods, preparation of production book, consideration of design elements, casting, rehearsal techniques and work with actors. Take DTH.1000.

DTH 2214: Romantic & Classical Traditions (3 cr.)
This course will explore the development of the romantic Ballet of Western Europe through the ballets of Giselle and La Sylphide and the classical traditions of master choreographer Marius Petipa through his ballets Swan Lake and The Nutcracker. The course will explore how the romantic ballet of Western Europe and the classical ballet of Russia reflect their time and place and how these esthetics have influenced the dance of today. Fall 2014 & Every other Fall.

Prerequisite: DTH 1000: Creative Process.

DTH 2216: History of American Dance (3 cr.)
A survey course of American concert dance focusing on major trends and artists in ballet and modern dance. Beginning with the turn of the 20th century with Isadora Duncan, we will look at dances and dancers who developed a uniquely American vocabulary including: Martha Graham, Doris Humphrey, George Balanchine, Alvin Ailey, Merce Cunningham, Jerome Robbins, Twyla Tharp, Mark Morris, the Judson Dance Theatre and emerging artists of today. Material will be developed through lecture and discussion aided by guest speakers, videos, workshops and attendance at selected dance concerts. Prerequisites: DTH 1000: Creative Process. Offered Fall 2013 and every other Fall.

DTH 2227: Acting for Musical Theatre: Scene to Song (2 cr.)**
Focus of this class, offered by the departments of Dance/Theatre and Music, is the successful communication of song within the context of a musical play. Acting skills particular to the musical theatre stage will be developed and explored. Script and music will be analyzed and performances developed using various techniques, including improvisation. Historical and societal context will be explored. Class structure is similar to a non-musical acting class, with all students observing when not performing. There is an informal Showing of Work at the final class. Prerequisites: DTH 1000, 1001, 2 semesters of applied voice, or (for DTH students) permission of instructor or department chairs. Enrollment is limited.

Prerequisites: : DTH.1000; DTH.1001; 2 semesters of applied voice, or (for DTH students) permission of instructor or department chairs.

DTH 2245: Movement Studies (3 cr.)
This course is an exploration of the language of movement from various perspectives including Bartenieff Fundamentals and Laban’s work in space harmony and effort analysis. Prerequisite: Creative Process and Modern Dance Tech I (or equivalent).
DTH 2318: Junior Seminar I (2 cr.)  
Required for majors in the Junior year.

DTH 2319: Junior Seminar (3 cr.)  
Required for majors in the Junior year.

DTH 2530: Concepts in Scene Design (3 cr.)
This course will provide a historical overview of scenic design, opportunities for research and preparation of a series of scene designs and models, as well as hands-on experience in assisting in the design and construction of sets for departmental productions.
Take DTH.1000.

DTH 2535: Lighting Design I (3 cr.)**
Introduction to the theory, principles and practical techniques of dance and theater lighting. Students will design and assist in lighting performance pieces.
Take DTH.1000;

DTH 2536: Lighting Design II (3 cr.)**

DTH 2540: Costume Design (3 cr.)**
This course will provide a historical overview of costume design, opportunities for research and preparation of a series of costume rendering projects, as well as hands-on experience in assisting in the design and construction of costumes for departmental productions.
Take DTH.1000.

DTH 2555: Sound Design (2 cr.)**
This course is an exploration into the design techniques and technological tools used by professional sound designers. It will examine recording techniques and styles used for both Theatre and Dance. It will look at recording innovations and the pioneering work used in both the film and music industries. Students will get hands on experience as they work to create their own sound effects and aural environments. Prerequisite: Creative Process or permission of the Instructor.
Take DTH.1000;

DTH 2635: Intro to Dance Therapy I (3 cr.)
This course will provide a theoretical and experiential introduction to the theory, techniques and practice of dance therapy. Arts therapies offer a viable career option for students interested in applying performance techniques in education and the healing professions.
Take DTH.1000 or DTH.4101.

DTH 2636: Intro to Dance Therapy II (3 cr.)
This course will provide a theoretical and experiential introduction to the theory, techniques and practice of drama therapy. Arts therapies offer a viable career option for students interested in applying performance techniques in education and the healing professions. Prerequisite: Creative Process, Fundamentals of Psychology or permission of the Instructor. Offered every other Spring.

DTH 2640: Introduction to Drama Therapy I (3 cr.)
This course will provide a theoretical and experiential introduction to the theory, techniques and practice of drama therapy. Arts therapies offer a viable career option for students interested in applying performance techniques in education and the healing professions.
Take DTH.1000 or DTH.1001 or PSY.1004.

DTH 2646: Anatomy & Kinesiology (3 cr.)**
A concentrated study of the role of human anatomy in dance performance and everyday life, and an anatomical exploration of the structure and function of the muscular-skeletal system. The course will include lectures in anatomy by faculty of the Biology Department. Offered every other spring.

DTH 2650: Theater for Young Audiences (3 cr.)
This course examines the theory and practice of all phases of play production for young audiences. Particular emphasis will be placed on the study of the literature of theatre for young audiences, its history, and chief practitioners. The course will explore a range of exercises and strategies for eliciting material from young people. The course will also examine ways in which TYA plays can be used as springboards for educational explorations.
Take DTH.1000;

DTH 2665: Shakespeare with Young People (3 cr.)
The course is predicated on the idea that for children, even as young as 4 or 5, Shakespeare offers unparalleled opportunities for growth in speech and language development, expansion of the creative and thinking processes, appreciation of character, narrative and thematic material, and skills and confidence in performance. Students will study Shakespearean texts for appropriate applications to young people, as well as various theories related to literature and child development, and in the studio, learn a series of exercises and creative strategies designed to support the aims of the course. Prerequisite: Creative Process.

DTH 3013: Act III (3 cr.)
Advanced studies in acting, dealing primarily with scene study in the work of American master playwrights such as O’Neill, Miller, Williams, Albee, Hellman, Wilder, Wilson, Kushner, Mamet, Simon and Parks. The class will involve the study of dramaturgy and text analysis, its capacity for revealing specific behavioral choices to the actor and the relationship of these authors to their work, the evolution of dramatic structure and the American theatre of their times. Prerequisite: DTH.4002 Acting II

DTH 3202: Survey of Dramatic Literature I: The Classics (3 cr.)
Through reading, viewing and discussion of exemplary plays, this course will survey the literary, historical, political and cultural significance of theater and drama from the Greeks to Shakespeare, including Medieval theater, French, Spanish and Italian Renaissance drama, and a brief investigation of Asian theater.
Take DTH.1000;

DTH 3203: Survey of Dramatic Lit II: Modern Drama (3 cr.)
Through reading, viewing and discussion of exemplary plays, this course will survey the literary, historical, political and cultural significance of theater and drama from the realism of Ibsen to the contemporary stage, including the works of Brecht, Williams, Miller, Beckett and beyond.  
Prerequisite: DTH 1000 or faculty consent

DTH 3244: Playwriting (3 cr.)
This course will introduce students to basic
playwriting skills. Students will read and discuss six or more plays and will write and evaluate original material. We'll study works from different periods to see how playwrights practice their art and craft. The plays range from tragedy to comedy; modern works often partake of both. Prerequisite: DTH 1000 or instructor's consent.

DTH 3310: Performance Seminar (3 cr.)
This seminar will focus on experimental dance and theatre performance by examining representative artists and groups in relation to their traditions, historical context and connection with other arts. This course will include guest artists and performers and trips to New York for performances, rehearsals and backstage visits. Offered in rotation with other Performance Seminars.

DTH 3312: Performance Seminar: Non-Western (3 cr.)
This seminar will explore performance styles, techniques and subject matter of non-western cultures. How do traditional and contemporary styles reflect social, political and cultural change? How do performance styles cross and transcend geographical borders? This course will include lectures, discussion, studio workshops, guest artists, and attendance at performances in New York.

DTH 3316: Performance Seminar: Playback Theatre (3 cr.)
Playback Theatre is a form of social action theatre in which actors enact audience members' life stories on the spot. Both art and service are at its core. Born out of the American experimental theatre movement, and influenced by the oral tradition of indigenous cultures and psychodrama, Playback Theatre is currently practiced in 60 countries around the world, in a variety of settings including: schools, colleges, hospitals, prisons, community centers and public theatres. In this course students learn the basic technique and hone skills in improvised acting, ensemble awareness, physical storytelling, and empathic listening. The class will culminate with a Playback Theatre event for the greater community. Students are assigned weekly readings and a term paper. Prerequisite: Creative Process and permission of instructor. (Spring)

DTH 3318: Performance Seminar: Music & Movement (3 cr.)

DTH 3320: Senior Thesis Seminar I (3 cr.)
The Senior Thesis Seminar is a required course over both terms of the senior year. Its purpose is to provide students with theoretical structure and practical, process-oriented tools for the successful completion of their senior thesis project, the culmination of their college career. The seminar also provides a supportive and challenging environment for exploration, open discussion of the students' development through the artistic process from conception through evaluation.

DTH 3321: Senior Thesis Seminar II (3 cr.)
The Senior Thesis Seminar is a required course over both terms of the senior year. Its purpose is to provide students with theoretical structure and practical, process-oriented tools for the successful completion of their senior thesis project, the culmination of their college career. The seminar also provides a supportive and challenging environment for exploration, open discussion of the students' development through the artistic process from conception through evaluation.

DTH 3323: Performance Seminar: New York Now (3 cr.)
This course will survey the current season of dance, theatre and performance in New York. Through attendance at a sampling of the current season's offerings, students will be exposed to a variety of cultural events, classical and experimental, with particular attention to global perspectives. We will examine what it means to be an intelligent audience and write a critical analysis of each performance after studying the historical contexts and perspectives of the representative companies. Classroom lectures, workshops and meetings with artists will alternate with trips to New York for performances. Lab fee: $200

Prerequisite: DTH 1000 Creative Process

DTH 3324: Performance Seminar: Theatre in The Community (3 cr.)
This course will examine how theatre and performance can serve as a forum for community building and dialogue. In the first half of the course, students will study the theory and practice of Playback Theatre, Augusto Boal's Theatre of the Oppressed, and techniques for devising non-scripted theater. In the second half, students will apply what has been learned by working with two underserved populations from the local area. Special emphasis will be placed on studying patterns of oppression and power. Prior knowledge of Playback Theatre and/or Theatre of the Oppressed is recommended. Prerequisite: Creative Process. Enrollment by interview. READINGS: Local Acts: Community-Based Performance, Featuring the United States, Jan Cohen-Cruz Acts of Service: Spontaneity, Commitment, Tradition, in the Nonscripted Theatre, Jonathan Fox Improvising Real Life: Personal Story in Playback Theatre, Jo Salas Theatre of the Oppressed, Augusto Boal Strategies for Playbuilding: Helping Groups Translate Issues Into Theatre, Will Weigler Uprooting Racism: How White People Can Work for Racial Justice, Paul Kivel

Prerequisite: DTH 1000 and permission of instructor.

DTH 3325: Performance Seminar: Politics & Performance (3 cr.)
Can art change lives? This course will explore the work of theatre artists, choreographers, and collectives who believe that the role of the performance is not only to challenge accepted political and social structures but to motivate audiences to public action. We will read theory and study traditionally scripted plays (Brecht, Hansbury, Fo), as well as collectively evolved performance pieces (such as San Francisco Mime Troupe, Augusto Boal's Theater of the Oppressed, Joseph Chaikin and the Open Theater, Teatro Campesino, Tectonic Theater's Laramie Project) and the work of choreographers such as Kurt Jooss and Bill T. Jones. A studio component will allow students to explore whether theory holds up to the test of performance. Prereq: Creative Process. (NOTE: Two Performance Seminars are required of all majors, one for minors. This course is one of a series of specialty enrichment seminars which include: Non-Western Performance, NY Performance Now, Playback Theatre, Voice of Chekhov and others.)

Prerequisite: DTH 1000

DTH 3542: Stage Management (2 cr.)
A practical introduction to the fundamentals of stage management, including company management, scheduling and time management, preparation of the stage manager's production book, calling the show, working with directors and actors, etc. Students receive hands-on training working closely with departmental Dance & Theater productions. Completed in conjunction with Production Practicum - 1 additional credit for stage managing a DTH production. Take DTH.1000 or DTH.4500.

DTH 3646: Anatomy and Kinesiology (3 cr.)
A concentrated study of the role of human anatomy in dance performance and everyday life, and an anatomical exploration of the structure and function of the muscular-skeletal system. The course will include lectures in anatomy by faculty of the Biology Department.
DTH 3652: Drama Therapy With Children & Adolescents (3 cr.)
An introduction to the application of drama therapy in work with young people. Included in this course will be an overview of child and adolescent developmental stages, concepts and theories related to the importance of play and imagination in treatment, and an overview of special populations (including children and adolescents challenged by bullying, abuse, trauma, grief, neurological disorders, autistic spectrum disorders, & Obsessive-Compulsive Disorder) and specialized settings (schools, hospitals, psychiatric units, residential treatment centers, inner-city neighborhoods, and Native American reservations).

DTH 3750: Special Topics: Acting/Adaptation (2 cr.)
This advanced acting course will explore the process of adapting a non-theatrical text for the stage. The text is James Landis’ novel The Last Day, which describes the last day in the life of a 20-year old Iraqi War veteran-accompanied by Jesus. Students will investigate narrative process, scriptwriting, character and ensemble techniques building towards a work-in-progress studio showing at the end of term. By audition. Prerequisite: Acting I.

DTH 4002: Acting II: Scene Study (3 cr.)
This course explores various methods of scene study, traditional and experimental, with emphasis on Stanislavski technique. Students will work on script analysis, physicalization, concentration, personalization, actions and objectives, and use of the senses.
Take DTH.1001.

DTH 4003: Playing Shakespeare (3 cr.)
This advanced level course will provide tools and techniques to approach Shakespeare’s plays and poems, to explore historical and cultural contexts and to appreciate thematic, dramatic and critical concerns. The course will be built around a laboratory in which the ideas discussed in the classroom will guide physical and vocal explorations of Shakespeare texts. Students will practice analysis of text, grammar and meaning, sound and breath, verse and rhythm; exploration of character and relationship. Students will prepare and present a series of sonnets, monologues and scenes for exploration and development. Permission by audition, faculty consent.

DTH 4004: Acting for the Camera (2 cr.)**
This course further explores the craft of acting as it applies to film and television. Students will examine various methods and techniques that screen actors use in developing their roles. Exemplary films and selected scenes will be screened inside and outside of the class for written and oral critique. Students will act in scenes and exercises, which will be videotaped in class for analysis. Differences and similarities between stage and screen acting will be explored. The course does not address the history of film or the craft of filmmaking. Rather, it is designed for those students interested in deepening their acting skills and developing a critical eye.
Take DTH.1001
Not counted for Liberal Arts

DTH 4005: Acting for the Camera II (2 cr.)**
An exploration of the skills, techniques and critical investigation begun of Acting for Camera I. Prerequisite: DTH.4004: Acting for the Camera **
Not counted for Liberal Arts

DTH 4010: Voice & Speech I (2 cr.)
In this course students will investigate and strengthen basic vocal elements: breath, voice production and placement, diction, rhythm and resonance. Emphasis will be on freeing and developing the natural voice. Students will work with a variety of texts including Shakespeare.
Take DTH.1000;

DTH 4012: Voice & Speech II (2 cr.)
Continuation and expansion of DTH 4010 Voice for Theater, with particular emphasis on addressing individual vocal strengths and weaknesses.
Take DTH.4010.

DTH 4015: Acting for the Camera II (3 cr.)
An exploration of the skills, techniques and critical investigation begun of Acting for Camera I. Prerequisite: Acting for Camera I.
Take DTH.4004.

DTH 4025: Improv I (2 cr.)**
Students will learn the fundamentals of creating theater through improvisation, including improvised performance. The course will include study of the history and theory of improvisation and studio work which will explore both short- and long-form styles and closely follow the techniques of Viola Spolin, Keith Johnstone and Del Close. In addition to exploring improvisation as its own art form, students will also learn how to apply improv technique to acting. Texts: Truth in Comedy: The manual of improvisation by Charna Halpern, Keith Johnstone and Del Close. Routledge/Theatre Arts Books Publishing Additional readings

DTH 4101: Modern Dance Technique I (2 cr.)**
This course provides basic training in dance technique, emphasizing body alignment and elementary skills to improve awareness of the body as a performing instrument.

DTH 4102: Modern Dance Technique II (2 cr.)**
This course provides continued training in modern dance technique in a style based upon use of weight and breath, rhythm and space. Permission of Instructor.

DTH 4103: Modern Dance Technique III (2 cr.)**
This course is for intermediate and advanced dancers and stresses technical expertise, extended dance combinations and increased performance skills. Permission of Instructor.

DTH 4104: Ballet I (2 cr.)**
Fundamentals of ballet technique for beginners.

DTH 4105: Ballet II (2 cr.)**
Intermediate ballet technique. Permission of Instructor.

DTH 4106: African-Caribbean Dance (2 cr.)**
An exploration of African and Afro-Caribbean dance styles, techniques and cultural influences.

DTH 4107: Jazz I (2 cr.)**
An introductory level technique class that explores the roots and styles of Jazz Dance.

DTH 4108: Tap I (2 cr.)**
An introduction to the techniques and style of Tap Dance.

DTH 4109: Flamenco I (2 cr.)**
An exploration of Flamenco dance techniques, including historical and cultural influences.
DTH 4112: Yoga (1 cr)**
Systematic integrative study of the philosophy and practice for this ancient technique of body-mind education.

DTH 4113: African-Caribbean Dance II (2 cr)**
An expansion of the exploration of African and Afro-Caribbean dance styles, techniques and cultural influences.
Take DTH.4106

DTH 4114: Contact Improvisation (2 cr)**
In this class the students will learn the fundamental principles of this dance form. They will be taught the art of falling, rolling, tumbling, so that they become acquainted with being able to move off the center of balance without contracting in the body. The students can then begin to work with others to explore a shared center of balance between two or more bodies. Students will be encouraged to explore the connection between expression and movement.
Prerequisite: DTH.1000: Creative Process

DTH 4116: Ballet III (2 cr)**
An advanced level course in classical ballet stressing musicality, artistry and expression with barre, center exercises and work en pointe. Permission of Instructor.

DTH 4117: Jazz II (2 cr)**
An intermediate/advanced level technique class that explores the roots and styles of Jazz Dance. Permission of Instructor.

DTH 4118: Tap II (2 cr)**
An extension of the techniques and styles learned in Tap I. Permission of Instructor.

DTH 4119: Flamenco II (2 cr)**
Focus will be on 12-count rhythm (Bulerias, Soleares por Bulerias), advanced heelwork technique and modern flamenco choreography.
Prerequisite: Flamenco I or permission of the instructor

DTH 4120: Composition (2 cr)**
In this course students will work with both traditional and experimental forms in dance composition. The course will explore spatial design, text, props, music and rhythm, gesture, theme and variations, narrative and more.
Take DTH.1000, DTH.4101; or Permission of Instructor

DTH 4121: Dance for Musical Theatre (2 cr)**
This studio course will introduce students to a variety of choreographic styles and techniques from exemplary works of the American musical stage including: jazz, tap, ballroom, ballet, and others. In addition to learning the choreography, students will be required to sing and act specific roles within the context of the musical numbers to which they are assigned. Students will also be required to produce written research on the plays. The class will culminate in a final in-class showing for faculty and invited guests. Prerequisite: Creative Process and Modern Dance Technique I.
Prerequisites: Creative Process and any 4000-level Dance course

DTH 4122: Hip Hop I (2 cr)**
This course is an introduction to Hip-hop, the dance style and Hip-hop, the cultural phenomenon. Students will be encouraged to use their bodies in ways that involve many different stylistic techniques. Since Hip-hop is such a broad genre, the style is not strictly structured and allows students to interpret the moves in varied ways. Hip-hop is fast-paced, high energy, playful and will allow students to emphasize their creative movement talents.

DTH 4123: Hip Hop II (2 cr)**
Advanced exploration of contemporary Hip-Hop techniques. Prerequisite: By audition or permission of the instructor.
Take DTH.4122;

DTH 4128: Tap III (2 cr)**
Advanced exploration of style and development of routines. Prerequisite: By audition or permission of the instructor. Offered every other spring.
Prerequisite: Tap II or permission of the instructor

DTH 4129: T’ai Chi (1 cr)**
This beginners course teaches the basic sequence of moves of T’ai Chi, sometimes called meditation in motion. T’ai Chi is a Chinese based system for health, stress reduction, and non-aggressive self defense. The practice of T’ai Chi teaches relaxation while in motion, thereby bringing more consciousness, grace and creativity to daily life. Once learned, students can practice and perform the moves on their own. Includes recommended readings and written responses.

DTH 4135: Shakespeare’s London: A Study Tour (3 cr.)
This course is designed to provide students with experiential study of theatre within a global context. Students will examine key elements of British theatre and experience firsthand the cultural landscape that makes both London and the British theatrical scene unique from its New York counterpart.

DTH 4400: Performance Project: Theatre (1 cr.)
Rehearsal and preparation of a play for public performance with a faculty member or guest director. The spring Performance Project is a Shakespeare production.

DTH 4405: Peace & Performance Workshop (1 cr.)
Special Workshop

DTH 4410: Performance Project: Dance (1 cr.)**
Rehearsal and preparation a dance piece for public performance with a guest choreographer.

DTH 4420: Choreographers Workshop (2 cr.)**
Individual choreographic projects will be developed by students who have a special interest in and have had some prior experience in composition. Regular showings and feedback from faculty and classmates will provide process-oriented support for each project. Works that are ready will be presented in Departmental Dance Concerts or be given an in-progress showing.
Take DTH.4120;

DTH 4440: Performance Project: Musical Theatre (2 cr.)**
The Departments of Dance & Theater and Music offer this workshop on the process and craft of theater with music. The workshop will stress training in physical movement and choreography, vocal production and dramatic presentation. Though not focused on the production of full-length musicals and operas, the workshop culminates in a public performance of works developed through the semester

DTH 4497: Internship (1-3 cr.)**
Stage crew offers the student the experience of working backstage on a production. Students are
assigned to various areas including costumes, lights, sound and backstage crew. The student is required to participate in the entire technical/dress rehearsal process, and assist at all performances and strike. No prerequisite, but requires instructor consent for registration. (Fall/Spring)

**DTH 4500B: Production Practicum Stage Management (1 cr.)**
A course in Stage Management is required for our DTH majors. In Production Practicum Stage Management, students apply practical knowledge learned in Stage Management class to an actual production in the DTH season.

**Accounting/Economics/Finance/Management Courses**

**ACC 1002: Fundamentals of Accounting I (3 cr.)**
Introduction to accounting concepts for external financial reporting. Topics include accounting theories and principles relative to asset and liability valuations and income determination.

**ACC 1008: Fundamentals of Accounting II (3 cr.)**
Introduction to accounting concepts for internal reporting and control. Topics include cash budgeting, decision making, capital budgeting, tax aspects of managerial planning and performance evaluation. Prerequisite: MGT 1002 or ACC 1002

**ACC 2035: Intermediate Accounting I (3 cr.)**
Intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. Study of Generally Accepted Accounting Principles underlying the preparation of basic financial statements: Balance sheet, Income statement, and statement of cash flows. Emphasis on standards issued by the FASB and the reporting requirements of the SEC. Prerequisite: MGT 1008.

**ACC 2036: Intermediate Accounting II (3 cr.)**
Intermediate-level treatment of accounting concepts and theories pertaining to external financial reporting. Study of Generally Accepted Accounting Principles applied to accounting for leases, post-employment benefits, deferred taxes, and other specialized topics. Emphasis on FASB statements. Prerequisite: MGT 2035 Intermediate Accounting I.

**ACC 2037: Fundamentals of Taxation (3 cr.)**
Study of accounting and internal revenue code and regulations as applied to individuals and business entities. Concepts of gross income, allowable deductions and credits, determination of tax liabilities. Prerequisite: MGT 1002 or ACC 1002

**ACC 3019: Cost Accounting (3 cr.)**
Fundamentals of cost accounting systems, classification of costs and basic cost reports.

**ACC 3024: Auditing (3 cr.)**
Study of Generally Accepted Auditing Standards (GAAS), practice and procedures in auditing financial statements. The role of management, the independent public accountant and the internal auditor in examining matters of evidence and the internal control system. The ethics and legal responsibilities of the accounting professional. Latest pronouncements of relevant professional and regulatory authorities. Prerequisite: MGT 2036 Intermediate Accounting II.

**ACC 3081: Advanced Accounting (3 cr.)**
Topics in the course focus on issues and procedures in internal auditing and the impact of fraud on organizations and individuals. Study includes procedures of the internal audit unit and the detail duties and responsibilities of the internal auditor in the private and government sectors. The ethical framework and models pertaining to fraud are studied. Students learn how fraud is perpetrated, detected, and made preventable. Prerequisite: ACC 3024 Auditing

**ACC 3083: Advanced Taxation (3 cr.)**
This course focuses primarily on the taxation of corporations, partnerships, estates and trusts. Students will acquire information critical to the tax preparer, and gain the skills necessary to conduct basic tax research and tax planning, as well as, prepare tax forms such as, Form 1120, U.S. Corporation Income Tax Return. Uses of proven learning methods are included to sharpen critical-thinking, oral presentation, and writing. Online resources such as updates highlighting relevant tax law changes as they take effect and use of professional software program will assure the currency of student knowledge. Prerequisites: Fundamentals of Taxation.

**ACC 4497: Internship Accounting (1-3 cr.)**
Internship in Accounting

**ECO 1011: Principles of Macroeconomics (3 cr.)**
This is an introductory treatment of nation-wide economic activity. Topics include the measurement and determination of gross output, inflation and unemployment. Major attention is given to fiscal and monetary policy.

**ECO 1012: Principles of Microeconomics (3 cr.)**
This is an introductory treatment of the behavior of consumers and business firms and how they interact in markets. Demand and supply analysis is used to show how price and output will change when market conditions change in a variety of different competitive settings. Prerequisite: ECO 1011
ECO 2005: Personal Finance (3 cr.)
An analytical framework is developed to make the financial choices required to fulfill personal goals. Topics include goals definition; wealth building and exponential functions (compounded returns); investment basics with a focus on the evaluation of mutual funds; major purchases; debt; expenditure controls; risk management and insurance; and investment and estate planning. Extensive use is made of computer spreadsheets to perform exercises for the course.

Prerequisite: ECO.1012

ECO 2009: Public Finance & Public Policy (3 cr.)
This course analyzes the ways the government taxes, issues debt, redistributes income, and makes expenditures. Alternative tax and transfer structures are examined such as proposals for a flat tax, for privatizing social security and for a negative income tax. The principles of cost-benefit analysis are developed. Tradeoffs between efficient resource allocation and popular notions of justice will be considered in examining most policies.

Prerequisite: ECO.1012

ECO 2015: Money and Banking (3 cr.)
This course examines the nature of money, its history and its role in the economy, the demand and supply of money, the Federal Reserve and its relationship to banking and the economy and the financial structure of the economy including financial markets and institutions.

Prerequisite: ECO 1011  Note: this course is an alternative to ECO 3020; only one of the two courses may be taken.

ECO 2019: Economics of Competitive Strategy (3 cr.)
This course uses microeconomics as a framework through which to explore the ways in which firms (and other organizations) compete. It will address questions such as: What businesses should a firm be in? How large should it be? What is the competitive nature of the markets in which the firm operates? How should a firm position itself to compete? What should be the basis of its competitive advantage? How sustainable is its competitive advantage likely to be? How should the firm organize its internal structure and systems? The course will be grounded in microeconomics but will spend a great deal of time examining case studies of actual firms and the markets within which they function.

Prerequisite: ECO.1012

ECO 2045: Economics of Competitive Strategy (3 cr.)**

ECO 2060: Economics and Business Statistics (3 cr.)
This course covers methods of analyzing and summarizing economic and business data; numerical measures of location and dispersion; probability and probability distributions; estimation and hypothesis testing; the correlation coefficient. Prerequisites: ECO 1011, ECO 1012

ECO 3001: Intermediate Macroeconomic Theory (3 cr.)
An intermediate level treatment of the determination of national output, employment and the price level. Classical, Keynesian, monetarist and related models are considered. Additional topics include inflation, unemployment and monetary and fiscal policy.

Prerequisites: ECO.1011, ECO.1012.

ECO 3002: Intermediate Microeconomic Theory (3 cr.)
An intermediate level treatment of consumer behavior and market demand, the theory of the firm, production, cost and supply. Perfect competition, monopolistic competition, oligopoly and monopoly markets will be considered.

Prerequisite: ECO 1011, ECO.1012.

ECO 3008: Applied Econometrics (3 cr.)
Statistical analysis of econometric phenomena will be conducted using standard regression models. Theoretical foundations will be established in the classroom while emphasis is placed on practical applications to individual projects designed by each student. Prerequisites: Principles of Economics I and II, Economic and Business Statistics and at least one other economics course.

Prerequisites: ECO.1011, ECO.1012, ECO 2060 plus an additional course from subject ECO.

ECO 3016: International Trade: Theory and Policy (3 cr.)
This course will acquaint the student with the phenomenon of globalization and what it means for all participants in the world economy. Different economic systems around the world will be examined. Students will learn about the theoretical bases for trade and discuss commercial policies, including the theory and practice of protection, regional trading blocs and resource mobility. A discussion of global finance and foreign debt will be followed by a look at economic development and growth in the poor nations of the world. Different models and relevant issues of development will be analyzed.

Prerequisites: ECO.1011 ECO.1012 or INS.1010

ECO 3018: Economics of Developing Countries (3 cr.)
The course deals with the specific problems and issues of developing economies such as growth, poverty, demographic transition, development policy and global integration. Topics covered include meaning and measurement of development, growth models, institutions, foreign aid, measurement of development effectiveness and the impact of poverty alleviation programs.

Prerequisites: ECO 1011 and ECO 1012

ECO 3035: Seminar in International Business (3 cr.)
This seminar will investigate the rapidly evolving global environment in which international business operates. The ways large and small firms deal with the forces that make up the international environment will be examined. Videos, readings, student participation and an emphasis on the human ramifications of international business will comprise the seminar period. The seminar will require the completion of a research project each student will present to the class at the conclusion of the seminar.

Take ECO.1011, ECO.1012.

ECO 3075: Seminar in Contemporary Economic Issues (3 cr.)
Public policy in a market economy is analyzed in a seminar or discussion style format. Topics include price controls, energy policy, rent control, product safety standards, environmental policy, minimum wage law, and educational vouchers.

Prerequisites: ECO 1011 and ECO 1012.
FIN 3017: Global Finance (3 cr.)**
This seminar will explore how worldwide capital flows provide the nexus between domestic and foreign economies. Analysis of the balance of payments, international money markets and exchange policies will convey the relevance that global events play in our lives. Videos, readings and student participation will comprise the seminar period. Each student will write a research paper and present the results to the class. (Spring 2015)
Prerequisites ECO.1011, ECO.1012.

FIN 3018: Corporation Finance (3 cr.)**
This course explains the principles of valuing risky assets through time. Capital budgeting, that is, investment and financing, is examined through discounted cash flow models and the capital asset pricing model. Finance theory allows students to understand stock and bond valuation as well as decisions made by financial managers. (Prerequisite FIN.2002)

FIN 3019: Investment Analysis (3 cr.)** Accelerated BS Course Only
This course examines key financial statements and their analysis, starting with an accounting process review. It then introduces the student to the concepts of manufacturing or cost accounting with an examination of cost methods. Special emphasis is placed upon financial planning and budgeting along with performance measurements and responsibility accounting.
Prerequisite: MGT.1002/ACC 1002*

* This designation does not become official until 2014-2015

FIN 4497: Internship Finance (1-3 cr)
Internship in Finance

MGT 1001: Fundamentals of Management (3 cr.)**
This course focuses on the principles and theory of management. Methods of planning, organizing, leading and controlling a firm will be examined.

MGT 1004: Principles of Entrepreneurship (3 cr.)**
This course introduces the student to the principles and structures of self-owned business. Topics include organization and utilization of resources.

MGT 1005: Management of Human Resources (3 cr.)**
This course presents an overall view of the functions of a human resource department. Topics include: international HR management, employee involvement and quality management, the appropriate response of organizations to technological change, the role of the HR professional within the organization, HR planning strategy and the implementation of a human resource information system within the organization. This course is a prerequisite for all other human resources courses.
Prerequisite: MGT.1001  Note: this course is a prerequisite for all other human resources courses

MGT 1006: General HR Employment Practice (3 cr.)**
The course explores the changing legal and regulatory factors affecting employees, employers and employment rights. Topics covered will include the legal rights and responsibilities relative to hiring and firing, wages and benefits, personnel policies and discrimination.
Prerequisite: MGT.1005.
MGT 1007: Computer Concepts Business Applications (3 cr.)**
Students become familiar with a wide range of computer, network and database technologies, and the use of these technologies within business and society. Students will also become proficient in the use of spreadsheet, database and presentation personal productivity software.

MGT 2007: International Management (3 cr.)**
Principles of management applied in different international environments are discussed. Topics include management policies of multinational corporations, long-range planning, strategies, organization and control and management practices in different countries.
Prerequisite: MGT.1001.

MGT 2008: Corporations in Society (3 cr.)
This course explores the interactions of corporations in society, with particular attention given to the corporation-government interface. Students will explore the various stakeholder groups to which corporations are accountable, and the rights of each of these groups. Additional topics include business ethics and effective strategies for managing public policy issues.

MGT 2021: Compensation and Benefits (3 cr.)**
Students examine total compensation systems and employee benefit programs and develop an understanding of the strategic issues in designing pay structures, benefit plans, cost containment and in the importance of communicating the system to the business firm’s employees.
Prerequisite: MGT.1001, MGT.1005.

MGT 2027: Management of Workforce Diversity (3 cr.)**
This course focuses on issues surrounding organizational performance in an increasingly diverse environment. The reality of differences in gender, ethnicity, nationality and religion, sexual preference, age, physical characteristics, social customs and global culture will be discussed and examined against the needs and issues affecting organizations in the news today. The emphasis is on how social identity and cultural diversity in all its forms have implications for the achievement of organizational success.
Prerequisites: MGT.1001

MGT 3090: Capstone Seminar: Management Strategy (3 cr.)**
The Capstone Seminar in Management Strategy is for students in their senior year, and is intended as a culminating educational experience - incorporating students’ years of learning into an action plan. It is an opportunity for students to integrate the concepts they've learned in general management, human resource management, and marketing, and apply these concepts to a real organization. The intent is to apply knowledge to assess the organization’s current situation and recommend future action.
Prerequisites: Senior standing, most of the required management courses.

MKT 2016: Integrated Marketing Communications (3 cr.)**
This course presents a complete perspective of the promotional function, from the establishment of communication objectives to the development of advertising, sales, trade promotions, public relations and selling programs.
Prerequisite: MGT/MKT.1003.

MKT 2024: Consumer Behavior (3 cr.)**
This course examines how consumers find, purchase, use, and evaluate products and services. Topics include market segmentation and the diffusion of innovations, decision-making models, buying habits, motivation and attitude theory, and the buying behavior of organizations.
Prerequisite: MGT.1001, MGT/MKT.1003.

MKT 2025: Market Research (3 cr.)**
This course explores and analyzes various types of research methods with emphasis on information gathering as a means to more effective business decision making. Topics include problem formulation, research design, data collection methods and interpretation of consumer responses, questionnaire design, sampling and field operations, and presentation of results. Design and implementation of a market research study is required.
Prerequisites: MGT.1003 Intro Marketing MGT.2024 ECO.2060; MGT.2024 Consumer Behavior ECO 2060 ECO Statistics

MKT 3092: Capstone: Strategic Marketing (3 cr.)**
This course focuses on strategic decision-making. It emphasizes the integration of all the activities of the marketing function, as well as the integration of marketing with other operations of the business unit. Topics include market analysis, planning and development of policies, organizing, in addition to the formulation, implementation and evaluation of the entire strategic marketing process.

Education Courses

EDU 2000: Fundamentals of Schools and Teaching (3 cr.)**
Develop the knowledge, skills and attitudes necessary to benefit from a full-time, field-centered, competency-based program of teacher education. Explore the history, philosophy and role of education as well as the rights and responsibilities of teachers and other professional staff,
students, parents, community members, school administrators and others. Focus on philosophical, social and psychological issues in contemporary education from theoretical and practical perspectives. Field experience required.

EDU 2010: Educating Children With Diverse Needs (3 cr.)**
This course provides an overview of the field of special education with a focus on educational laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that educate children in the least restrictive environment under the umbrella of IDEA and NCLB. The course provides an overview of teaching strategies that addresses students with a broad spectrum of disabilities in multicultural school environments included under IDEA. Sixteen hours of field experiences in diverse settings provide teacher candidates with opportunities to integrate educational theory with instructional practices.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3003: American Sign Language (3 cr.)**
Discover the unique visual language of sign. Learn the basics of manual communication: signs, finger spelling and the use of body language, mime and gesture. Receive a historical perspective on the use of sign and discuss considerations on the use of sign language in schools. Note: This course may be used to help fulfill the New York certification requirement for a language other than English.

EDU 3004: American Sign Language II (3 cr.)**
Continue to gain mastery of the basics of manual communication. Further explore issues related to the use of Sign Language in schools and society. Note: This course may be used to help fulfill the New York certification requirement for a language other than English, but does not count toward the Manhattanville College foreign language distribution requirement.
Prerequisite: EDU 3003: American Sign Language I

EDU 3012: Observing, Assessing and Understanding Child Development: Birth - Grade 2 (3 cr.)**
Investigate formal and informal methods of assessing students’ learning, including observational techniques; and evaluate one’s own instructional practice. Develop skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.
Prerequisite: EDU.2000 or EDU.3017 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3016: The Integrated Curriculum in ECE I: Math, Science and Technology (3 cr.)**
Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Explore ways of teaching young children about health, physical education, and family and consumer sciences. Examine numerous research-validated instructional strategies for teaching students with the full range of abilities. Fieldwork is required.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3017: Foundations of Early Childhood Education (3 cr.)**
This course is an introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Fieldwork is required.

EDU 3020: Social Studies Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for Social Studies education. Become familiar with the New York State Learning Standards in Social Studies. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure student’s academic success.
Take EDU.2000.

EDU 3021: English Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for English Language Arts. Become familiar with the New York State Learning Standards in Language Arts. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure student’s academic success.
Take EDU.2000.

EDU 3022: Mathematics Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels in Mathematics education. Become familiar with the New York State Learning Standards in Mathematics, Science, and Technology. Prepare lesson plans for Algebra, Geometry and Probability lessons. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for mathematics. Emphasis will be placed on methods of reading enrichment and/or remediation to assure student’s academic success.
Take EDU.2000.

EDU 3023: Science Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for Science education. Become familiar with the New York State Learning Standards in Science, Technology. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure student’s academic success.
Take EDU.2000.

EDU 3023: Science Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood
and adolescent levels for Science education. Become familiar with the New York State Learning Standards in Math, Science, and Technology. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students’ academic success. Not counted as Liberal Arts.

**EDU 3024: Curriculum & Methodology in Middle Childhood and Adolescence Education: General (3 cr.)**
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the adolescent level. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Focus on the critical need to integrate methods of reading enrichment and remediation across the middle childhood curriculum.

Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

**EDU 3027: Student Teaching & Seminar: Early Childhood Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the early childhood level. Fulfill your requirements for New York State initial certification.

Completion of all education courses, PSY.2001, and approval by the Office of Field Placement, Certification and Community Outreach.

**EDU 3028: Second Language Curriculum and Methodology (grades 5-12) (3 cr.)**
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing.

Take EDU.2000.

**EDU 3030: Emergent Literacy: Methods And Materials for Beginning Literacy (3 cr.)**
Examine current approaches to beginning reading instruction, familiarizing the student with specific materials and methodology. Explore the concepts of emergent literacy, reading readiness, sign word recognition, schema building, phonics, phonemic awareness, structural analysis, configuration clues, programmed instruction and language experience approach. (Literacy Course)

Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

**EDU 3032: Student Teaching & Seminar: Childhood Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification.

Completion of all education courses, PSY.2001, and approval by the Office of Field Placement, Certification and Community Outreach.

**EDU 3034: Art Education Workshop: Early Childhood Through Adolescence (3 cr.)**
As an art education student, analyze the creative aesthetic process from early childhood through adolescence and learn from an overview of the objectives of contemporary art education.

Take EDU.2000.

**EDU 3039: Student Teaching & Seminar: Early Childhood/Childhood Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at divided between working with youngsters from birth to grade 2 and from grades 1-6. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all methods courses, PSY.2001 and approval by the Office of Field Placement, Certification and Community Outreach.

Completion of all methods courses, PSY.2001, and approval of the Office of Field Placement, Certification and Community Outreach.

**EDU 3040: Theatre Education: Early Childhood/Elementary (3 cr.)**
This course explores theories and methods of teaching drama in the elementary classroom. The primary focus will be on drama as an experiential link between subject areas. Emphasis will be placed on the design, structure, teaching, and evaluation of drama lessons as well as classroom management.

**EDU 3041: Theatre Education: Grades 7-12 (3 cr.)**
This course explores theories and methods of teaching drama in high school settings, including exploration of a range of possible dramatic experiences. Emphasis is placed on the design, teaching, and evaluation of classroom lessons that use drama effectively as well as classroom management structures that support successful teaching. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching.

**EDU 3045: Student Teaching Seminar: Theater Education (12 cr.)**
Develop your teaching skills in a full-time, twelve week, supervised student teaching experience. Fulfill your requirements for New York State Initial certification. Prerequisites: successful completion of all appropriate methods courses, and approval by the Office of Field Experiences and Student Teaching.

**EDU 3107: Math Methods for Childhood Education Methodology: Grades 5-12 (3 cr.)**
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving.

Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

**EDU 3108: Childhood Science Education Methods Methodology: Grades 5-12 (3 cr.)**
Learn process skills and content for elementary science programs. Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit.

Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
EDU 3112: Childhood Social Studies Methods
Methodology: Grades 5-12 (3 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3113

EDU 3113: Childhood Art Methods Methodology: Grades 5-12**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3112

EDU 3205: Integrating Culture, Literacy and Literature in Second Language Instruction (3 cr.)**
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of second language/culture. Prepare required lesson and unit plans for teaching culture, literacy and literature.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3237: Problem Solving in Mathematics Methodology: Grades 5-12 (3 cr.)**
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3245: Methods of Teaching Foreign Language in The Grades (3 cr.)**
Explore theory and methods of teaching foreign language and culture in childhood education programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion and early middle school programs.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3273: Teaching Literacy Skills in the Middle School Through Collaborative Study Of Social Identity (3 cr.)**
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3278: Literacy in the Content Areas (3 cr.)**
Focus on the strategies needed to improve the listening, speaking, reading and writing skills of students within the full range of abilities, including those who are English language learners, at the middle childhood and adolescence levels in the areas of English, Social Studies, Mathematics and Science. Learn methods of teaching study skills, comprehension, vocabulary development, listening and organizational skills. Learn the skills and strategies required to read, evaluate and write text incorporating laboratory procedures, graphs, charts, tables and equations. Prerequisite: EDU 2000. Field experience required. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3295: Teaching Health Education, Physical Education, and the Family and Consumer Education (1 cr.)**
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3295A

EDU 3295A: Childhood Drug Ed Methods 1-6 (0 cr.)**
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as house hold products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.

EDU 3316: Beyond Teaching: Organizational and Management Strategies for the Beginning Art Teacher (3 cr.)**
Become familiar with resources that will help teach the New York Standards for the Visual Arts, including museums, the internet, and professional organizations. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and promote the arts in the schools. Create lesson plans for teaching art history as well as various art techniques.
Prerequisite: EDU.2000.

EDU 3339: Teaching Geography in the Social Studies Classroom (1.5 cr.)**
Must be taken in conjunction with EDU 3375. Learn methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of cognitive skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including
the distribution of people, places and environments over the Earth's surface.

Prerequisite: EDU 2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

Concurrent: EDU 3375

EDU 3359: Problem-Based Learning Mathematics, Science and Technology (3 cr.)**

In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek through reflection on personal experiences with and analysis of selected readings on PBL to better understand the value of Problem-Based Learning and ways in which it can be implemented in the secondary school context.

Prerequisite: EDU 2000.

EDU 3367: Methods Teaching Literacy and Language Arts I (3 cr.)**

Examine language acquisition and literacy development by native English speakers and students who are English language learners. Study instructional strategies, and the theories upon which they are based, for developing listening, speaking, reading and writing skills among all students. Field experience required. (Literacy Course)

Prerequisite: EDU 2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3369: Methods Teaching Literacy and Language Arts II (3 cr.)**

Review literacy and the reading process with a focus on alignment with New York State standards. Topics include: balanced literacy; strategies for constructing meaning; meeting the literacy needs of diverse populations; assessment, technology and literacy; and classroom organization and management. (Literacy Course)

Prerequisite: EDU 2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3370: Aesthetic Literacy (3 cr.)**

Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation.

Prerequisite: EDU 2000.

EDU 3375: Teaching Economics in the Social Studies Classroom (1.5 cr.)**

Must be taken in conjunction with EDU 3339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

Prerequisite: EDU 2000.

Concurrent: EDU 3339

EDU 3376: Fundamentals of Middle Childhood Education (3 cr.)**

Focus on the sociological and academic factors that have resulted in the creation of a new learning environment. Develop successful strategies for motivation, instruction, assessment and classroom management in a middle school environment. Learn how to create a success guidance structure and explore ways of facilitating collaboration and communication among students, teachers, staff and parents. Study alcohol, tobacco and other drug abuse prevention strategies, as well as fire and arson prevention.

Prerequisite: EDU 2000.

EDU 3380: Curriculum, Management & Assessment In Childhood Education (3 cr.)**

Examine ways for childhood educators to develop curricula, plan and implement instruction for students within the full range of abilities. Learn to use technology (including assistive technology), examine methods of assessing student learning and ways to use assessment data for planning and modifying instruction. Prerequisite: EDU 2000. Field experience required.

EDU 3384: Student Teaching & Seminar: Middle Childhood/Adolescence Education (12 cr.)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2002, and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 3387: Student Teaching & Seminar: Music Education (12 cr.)**

Full semester (15 weeks) of the guided teaching and learning of music in a classroom setting divided between an elementary placement (grades preschool through upper elementary) and a secondary placement (middle school or high school). Designed for both precertified music education majors (student teachers) and newly appointed musicians-educators (supervised teachers). One placement in an urban setting and the other in a suburban setting. Placements in general music, choral music, and instrumental music to fit the direction of the educator-in-training. Seminar discussion of philosophy, praxis (pedagogy and process), performance as process, the music class as performance, repertory, classroom management, ideology of the profession, and the student teaching experience as a passage from the academy to the field. Sharing from the field of the teaching of activities followed by group critique—singing games, dances, instrumental pieces and accompaniment, reading and writing lessons, etc. Curriculum development based on sequenced elements and units of study. Discussion of successes and problems of the field, including student behavior, achieving artistry through the classroom as a reflective practicum, etc. Reflection on national and New York State standards. Preparation and review of Manhattanville College School of Education student/supervised teacher log, lesson plans, rubrics, etc. Prerequisite: MUE 3054/5054 and MUE 3057/5057 and all other undergraduate music education required course work.

Completion of all education courses, PSY 2001, PSY 2002, and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 3390: Student Teaching & Seminar: Art Education (12 cr.)**

Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.
EDU 3452: Strategies for Teaching Young Children And Guiding Their Behavior (3 cr.)**
This course will focus upon the application of developmentally appropriate theories of teaching and behavioral guidance to practice in the infant, toddler and early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional equipment and materials, grouping for instruction, teaching style, child guidance and management techniques.

Prerequisite: EDU.2000 or EDU.3017.

EDU 3460: The Integrated Curriculum in Ece II: Social Studies, Expressive Arts, Health and Safety (3 cr.)**
Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the early childhood classroom. Focus will be on the study, design and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, safety, health and ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Fieldwork and case study methods will be used for practical application of concepts and principles.

Prerequisite: EDU.2000 or EDU.3017.

EDU 3613: Teaching Writing & Thinking (3 cr.)**
This course offers the opportunity to develop an understanding of current research and practice related to the teaching of writing at the middle and secondary levels. Special emphasis will be placed on writing processes as they pertain to personal, analytic, and creative writing. Other topics include constructed responses on various state assessments, writing workshop management, responding to student writing, writing center protocols, and consideration of sociocultural and gender perspectives. Students will engage in the development of writing assessments and participate both as writers and evaluators.

EDU 5000: Foundations of Education (3 cr.)**
This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.

EDU 5013: Mathematics for the Learning Disabled Student Special Education Course (3 cr.)**
This course is for both regular and special educators, and will explore topics in understanding the nature of math disabilities, construction and administering assessment instruments, developing instructional strategies and materials, evaluating the results of instruction, and managing the classroom. (Special Ed Course)

EDU 5016: Foundations of Bilingual- Bicultural Education (3 cr.)**
Develop a basic understanding of language and cultural diversity including aspects of sociolinguistics and multicultural education. Learn specifically about social and pedagogical issues regarding bilingual and total immersion curricula in the United States.

EDU 5017: Foundations of Early Childhood Education (3 cr.)**
An introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Field experience required.

EDU 5026: Literacy in the Content Areas (3 cr.)**
Learn to integrate literacy with English, Social Studies, Science, Mathematics and The Arts so that students can effectively construct meaning from informational texts. Teachers develop strategies based on current theory and practice to teach comprehension, vocabulary and study skills. Students acquire an integrated and balanced approach for improving literacy at the elementary, middle and high school levels. (Literacy Course)

EDU 5027: Advanced Practicum: Teaching Literacy To Students With Learning & Behavior Problems (3 cr.)**
This course focuses on the literacy problems of special education students. Participants will assess, develop instructional goals and objectives, plan and implement lessons with a student with literacy learning problems, and evaluate and reflect upon that instruction. Class discussion content will include informal instruments to assess reading and writing, the instructional methods to address student needs, and the articles and research that relate to that instruction. (Literacy and Special Ed Course)

EDU 5032: Collaboration and Consultation in Inclusive Setting Spec. Ed. Course (3 cr.)**
The course will examine the need for collaboration between teachers of children with both typical and special education needs. Students will become knowledgeable of state and federal laws which establish special education services (NCLB) as well as accommodations for those individuals who require instructional modifications and do not clearly fit into one of the IDEA classifications (section 504). They will become familiar with the characteristics of the major disability areas identified by law and the modifications of instruction and classroom setting necessary to meet the individual’s needs. This will include those practices for planning and designing co-teaching and collaboration which have been shown to be effective in the collaborative setting. Classroom management needs and individualization of instruction of children in the inclusive setting will be addressed with emphasis placed upon the importance of using positive behavioral supports.

EDU 5033: The Arts in Education (3 cr.)**
Select and maximize appropriate arts experiences from the full range of cultural resources available. Explore a variety of art forms to infuse arts activities into the curriculum.

EDU 5077: The Adolescent With Learning and Behavior Problems Special Education Course (3 cr.)**
The course will examine the academic, social and emotional needs of the adolescent with learning and behavioral problems. The focus will be on remediation, program development, compensatory techniques and social adjustment. Field experience required. (Special Ed Course)

EDU 5083: Assessment of Students With Learning And Behavioral Problems Special Education Course (3 cr.)**
This course is designed to provide an intensive study of the assessment process as it relates to the special education teacher. Students will learn the purpose of assessment, measurement concepts and technical adequacy and experience how to administer and interpret test data. Students will explore ways to communicate assessment information and assessment issues related to I.D.E.A. The focus will be on a combination of formal and informal assessment strategies. Teacher candidates will prepare a final report dealing with a comprehensive assessment to
include the creation of an I.E.P. for a student with a disability. As part of a formative process, the required portfolio will be reviewed as part of the course. Field experience required. (Special Ed Course)

EDU 5085: Instructional Strategies for Students With Learning and Behavior Problems - Spec. Ed. (3 cr.)*
Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social interaction, alternative evaluation techniques and criteria. (Special Ed Course)

EDU 5088: Introduction to Students With Learning And Behavior Problems - Special Education Course (3 cr.)*
This course will provide an introduction to the field of learning disabilities and behavior problems for classroom teachers and psychologists in both regular and special education. We will identify the social, emotional and learning characteristics of children diagnosed as having behavior problems, brain-injured, neurologically impaired or learning disabled. We will explore perceptual disabilities, language, motivational and behavioral aspects of children who have learning and behavior problems. In addition, we will consider effective instructional methods for these students and the school settings in which they appear to learn well. The instruction strategies employed in teaching this course will include cooperative learning, lecture, discussion, role-playing, individual project presentations and videotape. The portfolio will be introduced. Field experience required. (Special Ed Course)

EDU 5094: Behavior Analysis of Special Needs Students Special Education Course (3 cr.)*
Utilize information on the basic principles of applied behavior analysis. Contrast behavioral teaching methods with alternative management techniques and learn practical suggestions for implementing behavioral management programs in special education and regular classrooms. (Special Ed Course) Fall 2014

EDU 5098: Literacy Practicum (4 cr.)*
This course is the second part of a two-part practicum sequence. Candidates work with children who have a variety of literacy needs in a supervised, clinical setting. Emphasis is placed on sound understanding of the reading and writing processes; the effect of teacher theoretical orientation to literacy assessment, instruction, choice of materials and students' view of reading and writing. (Literacy Course)

EDU 5107: Childhood Mathematics Methods (3 cr.)*
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematical education research in the classroom.

EDU 5108: Childhood Science Methods (3 cr.)*
Learn process skills and content for elementary science programs. Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit.

EDU 5109: Childhood Drug Methods (0 cr.)*
Learn process skills and content for elementary science programs. Participate in direct hands-on experiences as well as lecture and discussion. Develop a science unit. Examine a drug education segment, which conforms to the New York State Curriculum regulations. Field experience required.

EDU 5112: Childhood Methods for Social Studies (3 cr.)*
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.

Corequisite: EDU.5113

EDU 5113: Childhood Methods for the Arts (0 cr.)*
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.

Corequisite: EDU.5112

EDU 5128: Dynamics of a Middle School (3 cr.)*
This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge's five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants organizational contexts.

EDU 5130: Classroom Management: Special Ed Special Education Course (3 cr.)*
This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required. (Special Ed Course)

EDU 5134: Transition From School to Adult Life Special Education Course (3 cr.)*
Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required. (Special Ed Course)

EDU 5157: Expository Writing Instruction Special Education Course (1 cr.)*
Learn strategies for teaching expository writing skills as presented in the Basic Writing Skills program. Topics include the development of complex sentences, outlines, paragraphs and compositions as well as revising and editing. (Offered at Windward School). (Special Ed Course)

EDU 5170: Changing Ideas in Museum Education Course (1 cr.)*
Explore the field of contemporary museum education and link curriculum development with actual words of art. Investigate the significance of visual literacy and aesthetic education in the field of museum education. Focus on the relationship between schools and museums. Spend a full day on site at the Metropolitan Museum of Art followed by two sessions at Manhattanville.

EDU 5200: Structure of English (3 cr.)*
Review English grammar for the purpose of developing classroom activities and materials for the teaching of semantics, syntax, morphology and phonology of English to students with limited proficiency. Field experience required.
EDU 5201: Principles Lang Learning & Teach (3 cr.)**
Explore recent research on the psychological, cultural, and related factors that influence the acquisition of a second language, including: linguistics and cognition, first- and second-language acquisition and social and affective variables in language learning. A foundation course is taken at or near the beginning of the program. Field experience required.

EDU 5202: Intro to Lang/Linguistics (3 cr.)**
Explore the universal underlying logical structure of human languages. Discuss phonological, morphological, syntactic, and semantic patterns found in language. Consider the evolution and psychology of language. Field experience required.

EDU 5204: Methods of TESOL (3 cr.)**
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5205: Cult & Lit in Comm Curr (3 cr.)**
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of a second language/culture. Prepare required lesson and unit plans for teaching both culture and literature. Field experience required.

Take EDU.5204.

EDU 5206: Methods of Foreign Language Instruction (3 cr.)
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5207: Testing and Evaluation in a Second Language (3 cr.)**
In this course we will explore recent developments in both standardized and classroom testing and evaluation for both foreign languages and English as a Second Language. Topics will include Standards and oral proficiency testing, alternative assessment, including rubrics, informal assessment and classroom test design, among others.

EDU 5211: Intro to Multicultural Classroom (3 cr.)**
Evaluate the influence of race, gender, ethnicity, religion, and economic status on teaching and learning. Design strategies for developing curriculum, instructional materials, teacher behaviors, and school climate more supportive of the objectives of multicultural education and for providing all students with a global perspective. Field experience required.

EDU 5215: Teaching ESL in Content Areas (3 cr.)**
Focus on second language teaching techniques to improve an LEP student's proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

EDU 5216: Cult Perspectives for Educators (3 cr.)**
Utilize basic anthropological, psychological and historical principles for understanding cultural problems faced by non-native learners of English. Investigate the cultural background of various communities represented in New York State including selected Asian, Mediterranean and Spanish-speaking societies. Field experience required.

EDU 5217: Working With Parents in Inclusive Schools Special Education Course (3 cr.)**
This course will develop strategies for more effective parent involvement in school programs. The focus will be on the particular needs and concerns of the parents of students with disabilities and will address broader parent involvement issues such as home/school communication and parent involvement. Field experience required. (Special Ed Course)

EDU 5225: Supervising Teaching: a Collaborative Approach to Student Teaching Prep (3 cr.)
As a teacher seeking professional development, learn from a classroom teacher, a school administrator and a college faculty member. Consider a collaborative model for student teacher supervision and learn from collaborative teaching. With an interest in serving as a supervising teacher and upon completion of this course, you will be included in the student teacher placement directory which is distributed to participating colleges.

EDU 5226: The Teacher As Researcher (2 cr.)**
Focus on the importance of research in the improvement of educational practice. Examine basic and applied research in the context of research methods. As a consumer of research, gain an understanding of the practical application of the scientific method and other forms of disciplined inquiry to the process of dealing with everyday problems in the classroom. The study and application of research to educational problems in a particular classroom setting will be conducted for the purpose of trying to improve local classroom practices.

EDU 5237: Problem Solving in Mathematics (3 cr.)**
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required.

EDU 5238: Internship/Practicum & Sem ESL (3-6 cr.)**
As a matriculated student in the MPS in ESL program, option 2, experience fieldwork in ESL classrooms coupled with a weekly seminar. Explore how to integrate ESL programs into private, adult and non-American settings. Prerequisites: Completion of all required courses in program (one elective may be taken concurrently) and approval of the Director of Field Placement, Certification and Community Outreach. Note: Plans must be made a semester in advance. Individual evaluation determines number of credits.

EDU 5240: Teach Writing: a Process Approach Literacy Course (3 cr.)**
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom. Special emphasis will be placed on personal writing experiences, including: topic selection; drafting; conferencing; revising; editing and publishing. Other topics include: responding to student writing and evaluation; writing in various genres and about various subjects; motivating student to write; and management of writing workshops. Field experience required.
**EDU 5245: Methods of Teaching Foreign Language In the Grades (3 cr.)**
Explore theory and methods of teaching foreign language and culture in elementary school programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses, which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion, and early middle school programs. This 45-hour NYS-approved course is required for extension of second language certificates to K-6. Field experience required.

**EDU 5259: Young Writers Workshop Literacy Course Childhood Through Adulthood Special Education & Literacy Course (2 cr.)**
This Summer Session course is designed to provide hands-on experience in the developmental teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which the developmental needs of the child are always considered. Young people will explore topics of their own choosing and learn exciting techniques for creating, developing, revising and editing their own work. Student work will be published in a course booklet. This course serves as a writing practicum for Manhattanville teachers.

**EDU 5260: Seminar on Child Abuse**
In a two-hour seminar, students will develop skills enabling them to recognize and report child abuse.

**EDU 5272: The Holocaust in the English & Social Studies Classroom (3 cr.)**
Examine pedagogical approaches to the Holocaust for educators at the middle and high school levels. Gain a historical overview and introduction to the vocabulary of the Holocaust, and discuss various uses of survivor testimony, sample assessments, and the literary responses to the Holocaust. Address the relevance of the Holocaust for students in the twenty-first century and evaluate the suitability of various Holocaust texts for classroom use. Examine texts, videos and resources of the United States Holocaust Memorial as you learn how to create and implement a Holocaust instructional unit.

**EDU 5274: Methods Teaching Literacy II (3 cr.)**
The second part of Literacy methods courses that provides an understanding of research-based best practices in literacy instruction. Apply strategies and materials used in a comprehensive, balanced literacy program. Examine models of thematic units that integrate literacy with content areas. Construct a unit of study that demonstrates the ability to evaluate and select strategies that integrate a variety of texts across disciplines to meet the needs of diverse learners. (Literacy Course)

**EDU 5295: Teaching Health/Physical Education And Family/Consumer Education (1 cr.)**
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required. (Special Ed Course)

Conquisite: EDU.5295A

**EDU 5295A: Childhood Drug Ed Methods 1-6 ( 0 cr.)**
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as house hold products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.

**EDU 5297: Information Literacy for Educators (1 cr.)**
Learn ways to effectively access information using computerized indexes, full text databases, books and the Internet. Develop skills to critically evaluate each information source and to implement search strategies to narrow the focus of research. Upon completion of the course, continue to use your knowledge of information literacy for lifelong professional and personal pursuits.

**EDU 5298: Inclusive Practices in Early Childhood Education (3 cr.)**
This course will explore historical antecedents to early childhood education and trace their influences on contemporary inclusive classrooms. This course will examine instructional programs and practices to include classroom management techniques, designed to provide a challenging learning environment to children with diverse learning characteristics. Collaborative models will be discussed. An Individual Family Service Plan will be designed. Field experience required. (Special Ed Course)

**EDU 5307: Observing, Assessing and Understanding Child Development: Birth -Grade 2 (3 cr.)**
Investigate formal and informal methods of assessing student’s learning including observational techniques; and evaluate one’s own instructional practice. Develop Skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.

**EDU 5316: Beyond Teaching: Organizational And Management Strategies for the Beginning Art Teacher (3 cr.)**
Become familiar with resources that will help teach to the New York Standards in the Visual Arts, including museums, the Internet and professional organizations. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and arguments for promoting the arts in the schools. Create lesson plans for teaching art history as well as various art techniques. Field experience required.

**EDU 5323: The Integrated Curriculum in ECE I: Math, Science and Technology (3 cr.)**
Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Examine numerous research validated instructional strategies for teaching students with the full range of abilities. Field experience required.

**EDU 5327: Writing Workshop for Teachers (3 cr.)**
The Writers Workshop for Teachers establishes a community of writers with a common purpose: to create a supportive environment where teachers can work and write in the company of published authors. Based upon the belief that professional writers can make a unique contribution to the teaching of writing, teachers learn to use writer’s tools more effectively and heighten their sensibilities to form and craft by examining the work of contemporary authors. With the instructors and peer writers in this intensive workshop, students will learn how to invent, develop and revise material as well as to write for publication. Students develop a repertoire of techniques to take into real field assignments in EDU 5259 (Young Writer’s Workshop). Teachers develop a portfolio of work-in-progress and publish in the Workshop literary magazine.
EDU 5331: The Middle School: New Insights (3 cr.)**
Examine factors that affect the middle school learner's success and methods that facilitate this success. Topics will include the physical, emotional, moral and cognitive changes that occur in early adolescence, the middle school curriculum, learning styles in early adolescence, the school as a learning community, team teaching, classroom management, and the organizational behavior and structure of the middle school.

EDU 5339: Teaching Geography in the Social Studies Classroom (1.5 cr.)**
Learn about methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live, local, national and global including the distribution of people, places and environments over the Earth's surface.
Corequisite: EDU 5375

EDU 5344: Child Development and Learning (3 cr.)**
Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make. Satisfies prerequisite requirement.

EDU 5350: Human Geography For Educators (3 cr.)**

EDU 5352: Historical Linguistics (3 cr.)**
By learning and applying the fundamental methods of linguistic reconstruction, participants investigate the history of languages and extrapolate into their futures. Concentration will be on the Indo-European language family and within that, the Germanic branch that includes English. Depending on class interest, other families (Romance, Japanese, etc.) can and will be discussed. There will be a survey of languages of unusual histories: mixed languages, pidgins and creoles, lingua francas, signed languages, and others. From Proto-World to Proto-Indo-European to World Englishes. (Review the structure of language and your grammatical terms along the way!)

EDU 5359: Problem-Based Learning (3 cr.)**
In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek through reflection on personal experiences with and analyses of selected readings on PBL to better understand the value of Problem-Based Learning in ways in which it can be implemented in the secondary school context.

EDU 5365: Teaching Reading in ESL Math, Science and Technology (3 cr.)**
Survey and investigate methods for teaching reading to LEP students in the ESL classroom and in the mainstream. Learn how to assess reading attainment, adapt curriculum and techniques and help develop academic language proficiency. Field experience required.
Not counted as Liberal Arts

EDU 5367: Methods Teaching Literacy I (3 cr.)**
The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required. (Literacy Course)

EDU 5371: Technology in Special Education (2 cr.)**
This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required. (Special Ed Course)

EDU 5373: School Violence Prevention**
This course will give an overview of violence in schools in America. Topics will include: early warning signs, protective and risk factors, and how to set up a classroom and school as a safe learning environment.

EDU 5374: Curriculum and Methods in Grades 5-12: General (3 cr.)**
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the middle childhood and adolescence levels. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Field experience required.

EDU 5375: Teaching Economics in the Social Studies Classroom (1.5 cr.)**
Must be taken in conjunction with EDU 5339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.
Corequisite: EDU 5339

EDU 5377: Science Curriculum & Methods Gr 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Science education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Science. Field experience required.

EDU 5379: Art Education Workshop: Early Education Through Adolescence (3 cr.)**
Examine the creative aesthetic process from early childhood through adolescence based upon an overview of the objectives of contemporary art education. Field experience required.

EDU 5380: Curriculum, Management and Assessment In Childhood Education (3 cr.)**
Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.
EDU 5387: Fundamentals of Middle Childhood Education (3 cr.)**
This course will focus on the sociological and academic factors that have resulted in the creation of the modern middle school concept. The course will emphasize how active learning, team structures, and lesson design can support the social, emotional and intellectual development of students in the middle grades. We will develop strategies for motivation, instruction, assessment, and classroom management. We will also explore how to create a collaborative environment among students, colleagues, and parents and examine the effects of state standards and mandated testing. Students are expected to be active participants in the conception and creation of lessons.

EDU 5389: Teaching Literacy Skills in the Middle School Thru Collaborative Study of Social Identity (3 cr.)**
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. Field experience required. (Literacy Course)

EDU 5391: Aesthetic Literacy (3 cr.)**
Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation. Field experience required.

EDU 5393: Foundations of Special Education (3 cr.)**
This course is designed to provide an overview of the field of special education. The objectives are to make the teacher-candidate more aware of federal and state special education laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that provide for educating the child in the least restrictive environment (LRE) under the umbrella of IDEA and NCLB. The importance of inclusive education and the use of Response to Intervention (RtI) are also addressed. The course provides an overview of theories, diagnostic procedures, and remedial teaching strategies which address students with the broad spectrum of disabilities including: learning disabilities, emotional and behavioral disorders, physical disabilities, autism spectrum disorders, intellectual disabilities, other health impaired, and low incidence disabilities (deaf/hearing impaired, blind/visually impaired). Teacher candidates learn about effective practices for planning and designing co-teaching and collaboration with peers, individualizing instruction, and applying interventions to address student and classroom management needs. Fifteen hours of field experience in diverse settings is an integral component of the course in order to assist the course participant in linking the classroom didactic with life experiences in the schools and agencies providing education and intervention.

EDU 5394: Student Teaching & Seminar: Childhood Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification

EDU 5396: Theoretical and Historical Foundations Of Literacy (3 cr.)**
Examine the foundations of literacy instruction from historical, linguistic, social psychological, cognitive and curricular perspectives. This course will provide the theoretical base for literacy methodology courses. Explore the relationships between learning theory and various methods of teaching literacy. Apply theory and research to instructional practices.

EDU 5398: Student Teaching & Sem: Early Childhood And Childhood Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5402: Language, Literacy and Culture (Birth - Grade 6) (3 cr.)**
This course will examine language development and its relationship to the development of reading and writing strategies, skills, and dispositions for students. This course will introduce students to a sociocultural perspective of language acquisition and development, and the ways in which oral language ability supports learning. The influence of culture on language and literacy development will be examined and students will participate in engagements designed to be associational bridging(Gee, 2002) that potentially span Discourses. The class format will include lecture, discussion, and student-led presentations. Students will be evaluated on class participation and several assignments and presentations. (Literacy Course)

EDU 5403: Mathematic Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Mathematics education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Mathematics. Field experience required.

EDU 5404: Student Teaching & Sem: Early Childhood And Adolescence Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescence levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach. Completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5406: Language, Literacy and Culture (Grades 5-12) (3 cr.)**
This course will examine language development and its relationship to the development of proficient reading skill throughout the middle school and the high school years. This course will introduce students to theoretical approaches to language acquisition, the course of language development, and the ways in which oral language ability supports the improvement of literacy skills. The impact of culture on language and literacy development will be examined. Students will be exposed to research-based practices that foster the development of both language and literacy proficiency. The class format will include lecture, discussion, and student-led presentations. Students will be evaluated on class participation and several assignments and presentations. (Literacy Course)

EDU 5407: English Curriculum and Method: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for English education. Learn to use technology (including assistive technology) as well
EDU 5408: Student Teaching & Seminar: Music Education (6 cr.)**
Full semester (15 weeks) of the guided teaching and learning of music in a classroom setting divided between an elementary placement (grades preschool through upper elementary) and a secondary placement (middle school or high school). Designed for both precertified music education majors (student teachers working with an on-site cooperating musician-educator) and newly appointed music-educators (supervised teachers teaching with other on-site music-education faculty and supervised by a music education professor from Manhattanville College). One placement in an urban setting and the other in a suburban setting. Placements in general music, choral music, and instrumental music to fit the direction of the educator-in-training. Seminar discussion of philosophy, praxis (pedagogy and process), performance as process, the music class as performance, repertory, classroom management, ideology of the profession, and the student teaching experience as a passage from the academy to the field. Sharing from the field of the teaching of activities followed by group critique—singing games, dances, instrumental pieces and accompaniment, reading and writing lessons, etc. Curriculum development based on sequenced elements and units of study. Discussion of successes and problems of the field, including student behavior, achieving artistry through the classroom as a reflective practicum, etc. Reflection on national and New York State standards. Preparation and review of Manhattanville College School of Education student-supervised teacher log, lesson plans, rubrics, etc. Prerequisite: MUE.3054/5054 and MUE.3057/5057.

EDU 5411: Social Studies Curriculum & Methodology In Middle Childhood and Adolescence Education (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Social Studies education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Social Studies. Field experience required.

EDU 5412: Student Teaching & Seminar: Art Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.

EDU 5413: Early Literacy (3 cr.)**
Students will acquire the theoretical and practical knowledge needed to guide the literacy development of young children. They will explore the developmental influences on preschool learning and examine the role of language in supporting literacy development and consider research-based early literacy activities such as book reading, writing activities using invented spelling, storytelling, children's literature, as well as other activities that foster phonemic awareness, print concepts, phonics skills, vocabulary development, and comprehension. Students will consider the role of families in supporting the literacy development of young children. They will also examine methods and materials to support literacy development. (Literacy Course)

EDU 5414: Organizing & Leading Literacy Programs (3 cr.)**
This course is designed to assist in the development of the literacy specialist as an instructional leader. This course is for educators involved in planning, implementing, administering/leading and evaluating literacy programs. Historical development, cultural understanding, and standards for curriculum and instruction will be examined. Students will gain skills that support teachers and paraprofessionals in maintaining and increasing the effectiveness of their instruction through cultural understanding and communication. This course will help students better understand the issues, choices, procedures and requirements for effective literacy programs while understanding that effective programs are always situated. Students will develop strategies for organizing and planning for effective instruction, especially with regard to the use of global multicultural literature, occasioning professional learning, leading reading/language arts programs, consulting with school personnel, and assessing programs. Special emphasis will be given to identifying characteristics of practice that maximize student achievement across diverse populations and the use of integrations of technology into the literacy program.

EDU 5420: Site-Based Teaching Internship (1-3 cr.)**
A field-based, supervised teaching experience. Requires approval by Associate Dean one full semester in advance.

EDU 5421: Multisensory Reading Instruction (PAF) Part 1 Literacy and Special Ed Course (2 cr.)**
This course will train participants to use the Orton-Gillingham based reading program, Preventing Academic Failure (PAF). Current research, teaching techniques for the elementary classroom, lesson plans, materials, curricula and English orthography will be addressed. (Literacy and Special Ed Course)
Take EDU.5421.

EDU 5422: Multisensory Reading Instruction (PAF) Part II Literacy and Special Ed Course (2 cr.)**
This course is for participants who have completed Multisensory Reading Instruction: Part I and currently use the program. An in-depth review of prior topics and the introduction of syllabication, spelling rules, grammatical concepts and comprehension are provided. (Literacy and Special Ed Course)

EDU 5425: Student Teaching & Seminar: Early Childhood Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5426: Student Teaching & Seminar: Special Education (Early Childhood) (3-6 cr.)**
This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted.

EDU 5427: Student Teaching & Seminar: Special Education (Childhood) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.
EDU 5428: Student Teaching & Seminar: Special Education (Early Childhood/Childhood) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5429: Student Teaching and Seminar: Special Education (Middle Childhood) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5430: Student Teaching & Sem: TESOL Education (All Grades) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5431: Early Childhood and Early Childhood Special Education (3-6)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescence levels. Fulfill your requirements for New York State initial certification.

Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5432: Student Teaching & Seminar: Childhood And Special Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5433: Student Teaching & Seminar: Middle Childhood/Adolescence Education and Special Education (3-6 cr.)**
This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem-solving. The final portfolio will be submitted.

EDU 5439: Teaching English As a Foreign Lang: An Overview of International & Adult Settings (3 cr.)
The course explores the range of TESOL settings and methods outside school systems, within and beyond the U.S.A. Students will become familiar with program models for ESL instruction for meeting a range of objectives, including Adult Basic Education, English for Specific Purposes, adult literacy, and others. Students will explore motivational and affective differences between adults and children. Students will learn methods for improving adult learning and for assessing needs. Students will investigate the status of English and language education, in selected countries.

EDU 5452: Strategies for Teaching Young Children And Guiding Their Behavior (3 cr.)**
This course will focus upon the application of theories of teaching and behavioral guidance to practice in the inclusive early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the early childhood classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional materials, grouping for instruction, teaching style, child guidance and management techniques. Field experience required.

EDU 5460: The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health And Safety (3 cr.)**
Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the infant, toddler and early childhood classroom. Focus will be on the study, design and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, physical education, safety and health and ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Students will do classroom observations, create and execute lesson plans, develop curriculum units and conduct case studies for practical application of concepts and principles. Field experience required.

EDU 5477: Research Seminar in Early Childhood Education (3 cr.)
This course will focus on reviewing, analyzing, interpreting and evaluating selected research in the field of Early Childhood education through study of its conceptual and methodological bases. Students will review and summarize research, generate research proposals, initiate and conduct pilot research projects and submit written reports at the end of the term.

EDU 5486: Music, Storytelling & Creative Drama (1 cr.)
This course focuses on nurturing children's creativity and fostering literacy through developmentally appropriate practices in the areas of music, storytelling and drama. Creative arts standards, curricular content and methods and materials used to promote young children's creative potential and growth in literacy will be explored. Integrating literacy related subject matter into creative experiences in the early childhood curriculum will be highlighted.

EDU 5490: Literacy Development Gr 5-12 (3 cr.)
The purpose of this course is to prepare reading specialists to work collaboratively with content area and grade level teachers. The content of the course includes the analysis of the language demands of texts, the skills needed to read texts with advanced language and to identify and implement strategies to enable students to meet those demands. Differentiation of instruction is a significant part of the course. The collaborative process will be discussed and skills will be developed. Prerequisites: EDU 5026, EDU 5028 and EDU 5243. Field experience required. (Literacy Course)

EDU 5494: Literacy Development Gr 3-6 (3 cr.)**
Study the relationship among reading, writing, speaking and listening in the context of the elementary classroom. Investigate a variety of methods and strategies that strengthen vocabulary, comprehension, word study and fluency for diverse learners. Readers' and writers' workshop strategies will be emphasized as a means to structure the language arts curriculum and to provide authentic literacy experiences. Strategies to assess classroom work in order to inform differentiated instruction will be applied to an interdisciplinary unit that also includes technology. Students will complete a literacy profile on one student. (Literacy Course)

EDU 5500: Multicultural Classrooms and Communities (1 cr.)**
This course presents the issues of multicultural education and diverse populations in classrooms and communities. Students will explore a variety of media and formats to investigate the problems, assess the impact of the changing demographics in suburban school districts and formulate the solutions to improve the educational opportunities of
the culturally and linguistically diverse populations found in the suburbs. Students will attend the CSI Annual Education Forum and class seminar.

**EDU 5502: Multisensory Reading Practicum (2 cr.)**
The Windward Summer Practicum is a three-week program. Participants will use Preventing Academic Failure, an Orton-Gillingham based reading program. Participants will write lesson plans to incorporate multisensory techniques, administer on-going assessments to measure student progress and reevaluate planning techniques with supervision. Participants will work one-to-one with students and have scheduled time for discussion and feedback with the instructor. (Literacy and Special Ed Course)

**EDU 5503: Literacy Research Seminar (3 cr.)**
This course provides students with an in-depth view of the process and products of research in the field of literacy. Students will become familiar with the range of methodologies employed in literacy education research and learn to critically examine studies related to reading and writing. Students will also design and carry out their own research project and share their findings in both oral and written form. This course is designed to provide future reading specialists with the skills needed to effectively evaluate literacy research, engage in teacher research, share research findings in a professional manner with colleagues and use research to inform one's practice of literacy education. (Literacy Course)

**EDU 5505: Organizing and Supervising a School Literacy Program (3 cr.)**
Study the role of the administrator and literacy specialist in literacy programs. Develop strategies for organizing and planning for effective instruction, implementing professional development programs, supervising reading/language arts programs, consulting with school personnel, program assessment, practice in professional writing and speaking on current issues in the field of literacy. Examine procedures designed to achieve various purposes: creating new developmental programs, academic intervention services; parental and public relations; grant writing and fiscal needs of program planning. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations and the integration of technology into the literacy program. (Literacy Course)

**EDU 5506: Language and Learning: Relation to Academic Success (1 cr.)**
Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom. (Literacy and Special Ed Course)

**EDU 5509: Methods of Printmaking (1 cr.)**
Learn to use printmaking techniques for Kindergarten through grade 12. Learn to create and use monotypes, cardboard reliefs, linocut, rubber plates, silk-screen and other techniques. Learn to select methods appropriate for different age levels. For Art Education, Early Childhood and Childhood candidates only.

**EDU 5512: Reading and Writing Practicum I (3 cr.)**
The first half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the first half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisite: EDU 5421, Multisensory Reading, Part I). The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School. (Literacy and Special Ed Course)

**EDU 5514: Reading & Writing Pract (3 cr.)**
The second half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the second half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisites: EDU 5421, Multisensory Reading Part I, and Reading and Writing Practicum Part I) The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School. (Literacy and Special Ed Course)

**EDU 5527: Teaching With Technology in Math, Science, English Or Social Studies (3 cr.)**
This course will prepare you to use technology to acquire and teach new content knowledge about important topics in your program content area: English, Math, Science, or Social Studies. Learn to use the Internet, research, media and software tools to deepen your knowledge of a significant topic in your content area and plan for classroom instruction building on that knowledge. Learn to use current best practices for teaching with technology in your area. Course requirements include a research project relating to a specific topic of your choice, followed by preparation and presentation of a related unit plan appropriate for middle or secondary students, using current technological teaching tools.

**EDU 5529: Teaching With Technology (2 cr.)**
The vast array of high-speed networks makes it possible to redefine the way one attains information, the format of this material and the pace at which it is received. Technology can offer more individualized content, addressing one’s unique style of learning, and can be provided upon demand virtually at any time and at any place. Such a paradigm shift offers new and exciting possibilities in education. This course will prepare you to understand how technology influences teaching and learning. In addition, technology is a powerful tool in researching educational issues. As you learn about such topics as networks, the Internet, media literacy, and digital technologies, you will become more knowledgeable about teaching with technology to address your particular interests and professional goals.

**EDU 5533: Issues and Strategies in Educational Technology (3 cr.)**
In this course we will focus on current issues and trends that educators need to be aware of in the 21st century. Using technology in your lesson planning will engage the minds of young learners while meeting the New York State Learning Standards. The main focus of this course will be to demonstrate to educators how to integrate technology into the curriculum through hands-on projects and journal articles. Thinkfinity and all of its resources will be utilized to research lessons that will
Behavior Analysis from the perspective of courses addressing the principles of Applied Behavior Analysis.

EDU 5544: Behavior Analysis III: Practicum in Clinical Applied Behavior (3 cr.)**
This course will allow the participant the opportunity to complete functional behavioral assessments, develop interventions, and implement and evaluate the effectiveness of those interventions. A prerequisite for this course is EDU 5544 Behavior Analysis III: Clinical Applied Behavior Analysis. The focus of intervention will be in special education settings.

Prerequisite: EDU.5544

EDU 5546: Teaching ELL's With Special Needs (3 cr.)**
Students will review methods and materials for teaching English as a Second Language to K-12 students with learning disabilities and/or other special needs to meet learning standards in all four areas (listening, speaking, reading, writing) and to assist these students in achieving academic success. Students will develop competencies in appropriate formal and informal assessment techniques for ELL's disabilities. Performance outcomes will include knowledge of instructional planning for IEP objectives and PLE statements.

EDU 5548: Teaching ESL Through an Arts-Integrated Approach (3 cr.)**
This course is an inclusive study of how the arts can be conduits of self-expression and language development while providing opportunities to build knowledge of the content areas for English Language Learners. Students will explore the use of visual art, music, drama, expressive movement, and poetry to help develop language across the content areas. Students will explore art as a source of a safe, risk-free learning environment. Students will learn how to successfully integrate the arts in the content areas while teaching language that has at its core authentic use and meaningful purpose.

EDU 5549: Sustainability Education Institute (3 cr.)**
The Institute for Sustainability Education is an intensive collaborative experience designed to build a community of K-12 educators who are sustainability education leaders and practitioners. The Institute focuses on areas for English Language Learners. Participants will build content knowledge including sustainable development, ecological footprint, Green Chemistry, ecological economics, energy technology, and related topics. Participants will explore and create resources and curricula integrating concepts of sustainability into existing standards-based math, social studies, science and ELA curriculum, applying interdisciplinary problem-based, inquiry-based, constructivist learning and systems thinking. Extensive action-oriented resources will be provided. Program evaluation support for participants will continue throughout the year to assess the Institute's impacts on student achievement.

EDU 5550: Research Seminar in Special Education And Literacy (3 cr.)
This course should be taken near the end of the teacher-candidate's sequence of courses as it draws upon a broad understanding of the disability laws that govern the education of children with special educational needs and instructional strategies. Course participants will be required to expand upon their current level of knowledge by investigating literature reviews of contemporary data to develop either a research project or a grant that would enhance the quality of instruction and life for individuals with disabilities. Ethical considerations with regard to research and education of vulnerable populations will be
emphasized. The purpose of the course is also to make students more aware of their social responsibility and the need to continue as life long learners in working with individuals where current strategies for intervention are constantly emerging. Literacy/Special Education dual candidates will conduct the research project in an area relating to teaching literacy to students with special needs. (Literacy and Special Ed Course)

EDU 5551: Environmental Concepts & Design For Middle School (1 cr.)**
Participants explore a middle school unit that integrates standards in earth science, biology, and physics. Topics and concepts explored include food chains and biomagnification, entropy, energy & recycling, polymers & biodegradation, product life cycles and materials use, price and cost, organic, sustainability & more. Participants learn how to help middle schoolers build literacy and analytical skills leading to informed decision-making and meaningful action.

EDU 5552: Behavior Management That Work (2 cr.)**
Participants in this course will explore Tricks of the Trade for effective classroom management of student behavior. We will investigate behavior management techniques through websites that provide new innovative ideas, free printouts and materials. This will help teachers build solutions for students to become successful in the classroom. We will also look at positive behavior support techniques and give teachers some methods to use in all types of situations. Teachers will create a bag of tricks to use in their classrooms for various situations. All teachers will leave this course with a fresh way to look at Behavior Management and a classroom full of clear expectations.

EDU 5553: Childhood Instructional Strategies For Inclusive Settings (3 cr.)**
This course will focus on specific instructional approaches used in childhood education to meet the academic diversity of a range of students including non-classified at risk students with special needs, English language learners, and gifted and talented students in elementary classrooms. Topics include the teacher as a reflective practitioner, standards-based instruction, curriculum design, backward design, curriculum mapping, differentiating instruction, questioning skills, active learning strategies, and integrating technology and instruction.

EDU 5554: Teaching in a Bilingual Context (3 cr.)**
Students will focus on second language teaching techniques to improve English Language Learners' attainment in understanding content area subjects, including learners with special needs. They will become familiar with NYS Learning Standards in the Content Areas and explore strategies for developing and promoting English and Native Language literacy through content. They will learn how to adapt content area materials and to use appropriate strategies for working with English Language Learners in content classrooms. They will develop lessons and units, using English and the native language, aligned with standards (NYS and national.) They will learn techniques for assessing content knowledge in English and the native language. (Field experience hours required)

EDU 5555: Teaching Content in Bilingual Context (3 cr.)**
Students will explore strategies for teaching English Language Learners through the native language and culturally-appropriate curriculum which promotes transfer of knowledge. They will learn methods for developing and promoting native language literacy and language arts and for advancing content area knowledge through the native language. They will survey and learn to choose appropriate native language curricular materials and appropriate assessments of native language attainment, content knowledge, and literacy, including for those with special needs. (Field experience hours required)

EDU 5556: Teaching With the Smart Board (1 cr.)**
This class provides an introduction to the SMART board interactive whiteboard, an emerging centerpiece in many classrooms. The focus will be on developing the knowledge and skills necessary to use the SMART board to create effective, dynamic lessons. We will also explore the vast SMART board content readily available for use and/or modification. Students should bring a USB flash drive to class.

EDU 5557: Education for Sustainability Institute For K-5 Educators: Connecting Children With Nature and Community (2 cr.)**
This Institute prepares K-5 educators to integrate sustainability content and themes into existing math, social studies, science and ELA curriculum and tie them to New York State standards. It provides and introduction to Education for Sustainability (EFS), a growing, international approach that links teaching of social, environmental, and economic systems to foster the knowledge, inquire, and action needed to build a healthy future for communities, both local and global.

EDU 5561: Classroom Management & Middle Childhood/Adolescence Education (3 cr.)**
This course will focus on merging theory with practice in order to design a thoughtful and practical approach to classroom management and organization in middle childhood and adolescence. We will read and discuss various pedagogical theories related to schooling and attempt to apply them to real classroom situations. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multi-level instruction, managing learning groups, behavioral intervention plans and the role of the teacher in establishing the culture and climate of the classroom. The final project requires a hypothetical plan for the policies and procedures you hope to institute in your own classroom. Eighteen hours of field experience are required for this class.

EDU 5562: Administering Children’s Programs in Early Childhood Education (3 cr.)**
This course is designed to provide early childhood program administrators with the leadership and management skills needed to ensure appropriate human and material resources are in place to provide a high quality program for young children. Candidates will learn methods that provide organizational structure for young children's programs; development of effective personnel policies and procedures. Candidates will also learn to implement policies that promote collaboration among programs, families and communities. Candidates will use a variety of investigative techniques to learn about administering high quality programs in their communities.

EDU 5563: Student Teaching and Seminar: Special Education 7-12 (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5564: Teaching Writing and Thinking B-6 (3 cr.)**
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the elementary classroom, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts with writers craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives. (Literacy Course)
EDU 5565: Special Education Content Strategies For Grades 7-12 (3 cr.)**
This course will provide the candidate with instruction in teaching skills pertinent to each of the secondary content areas; specifically, social studies, English language arts, the sciences, and mathematics. Further, candidates will learn about theory and practice as they relate to teaching students with exceptional learning needs (ELN) and English Language Learners (ELL). In addition to learning pedagogical approaches for teaching students with ELN the fundamental skills of reading, written expression, and mathematics, candidates will gain knowledge of social skills development, behavior management, executive function and the design and implementation of alternative assessment. 12 hours of Field Experience Required. Prerequisite: EDU 5077.

EDU 5567: Education for Sustainability (3 cr.)**
In this course, students work to conceptualize sustainability as a social imperative and critical context for 21st Century learning. Through careful consideration of beliefs about the Earth's preferable versus probable future, students will develop a clear vision for a sustainable future and articulate changes that need to be made by individuals, local communities and countries if that vision is to be achieved. Students will use these needs analyses to assess current education policies, make policy recommendations and develop authentic school or program charters that can be used to guide curriculum development and instructional strategies within formal and informal educational settings.

EDU 5568: Earth Citizenship (3 cr.)**
This course focuses on creating Earth citizens who have the values, skills and knowledge necessary for contributing to a sustainable future. Students will actively engage with driving questions about the foundation they need, the kind of citizen they should be, and the understandings and capabilities they should have for contributing to sustainability. Course readings, activities, discussions and projects facilitate students’ exploration and acquisition of wellness as the foundation and aspiration of sustainability, global citizenship, biosphere custodianship, change agency, world viewing, systems seeking and futures thinking. And finally, students will examine the ways in life is a function of ecosystems, society is a part of the biosphere constrained by limits and humans belong to and have responsibilities within local, national and global communities.

EDU 5569: Critical Pedagogy of Place (3 cr.)**
In this course, sustainability is developed as an urgent and unique context for motivating and designing curriculum and instruction. Armed with their vision for sustainable future and their understanding of the values, skills and knowledge required for making the changes required to achieve this vision, students will learn how to assess existing curriculum for supporting or integrating sustainability. They will also use this framework to guide their development and implementation of curriculum and instruction that facilitate effective civic engagement for sustainable communities. Students in this course will experience and learn how to use classroom community development, critical pedagogy of place and problem-based learning in the development of curriculum and instruction for sustainability.

EDU 5570: Sustainability Action (3 cr.)**
In this course, students will demonstrate their motivation and capacity for being agents of change for sustainability. Using their understanding of ecological and human systems combined with their capacity for world viewing and systems and futures thinking, students will develop sustainability action proposals that demonstrate their conviction that communities, practices and products can be addressed for and changed toward a sustainable future. Students will have the opportunity to further develop their change agency capacities as they present their sustainability action proposals to and receive feedback from a group of highly invested stakeholders. Once revised to incorporate critical feedback, these sustainability action proposals will serve as the basis for the EfS program culminating project.

EDU 5571: Student Teaching & Seminar: Adolescence Education and Special Education (3 - 6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the adolescence level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5571: Student Teaching & Seminar: Adolescence Education and Special Education (3-6)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the adolescence level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5572: Current Trends in Early Childhood Education (3 cr.)**
A study of current topics is the field of early childhood education. This course will give an overview of issues and trends in early childhood education, focusing on one topic in depth during the semester. Sample topics include: children's rights and child advocacy, literacy and the arts and international programs in early education. This summer the course will focus on technology and its use in the early childhood classroom. The course will highlight research in the area and examine ways to use tools such as the Smart Board, iPad, websites and software in developmentally appropriate and effective ways with young children.

EDU 5573: Autism Spectrum Disorder & Other Low Incidence Disabilities (3 cr.)**
The focus of the course is to develop an understanding of autism spectrum disorders as well as other low incidence disabilities and acquiring effective pre-academic, academic and social interventions to help students learn and participate fully in the classroom. The course provides an overview of autism spectrum disorders, from early childhood through the school age years, the identification and etiology, and best practices in programs and services for students identified with ASD’s, as well as other low incidence disabilities.

EDU 5590: Masters Comprehensive Exam**
Capstone examination requiring synthesis of coursework, use of content knowledge, and analysis of teaching situations. To be taken in the next to last semester.

EDU 5591: Childhood Ed Culminating Experience Report**
Capstone compilation of student's original work, synthesizing education theory and practice, relevant to the grades 1-6 curriculum. Prerequisites or corequisites: EDU 5083, EDU 5226, EDU 5274, EDU 5380.
EDU 5592: Masters Final Project**
Capstone presentation of substantial, mentored original research and/or development of curricular materials, relevant to the student's program.

EDU 5593: Special Education Comp Exam**
Midpoint examination demonstrating secure foundational knowledge of theory, practice, history, and legal underpinnings of teaching Students with Disabilities. Prerequisites or corequisites: EDU 5393 or the equivalent, EDU 5088, EDU 5085, EDU 5130.

EDU 5594: Literacy Comprehensive Exam**
Midpoint examination demonstrating secure foundational knowledge of theoretical approaches to Literacy, including writing, and of practice and history of teaching Literacy.

EDU 5596: Site-Based Mentorship (1 cr.) **
Provides mentored support towards performance assessment of teacher candidates, including the areas of lesson planning, lesson delivery, use of academic language, student assessment, and self-reflection.

EDU 5598: Dignity For All Workshop
In a 6-hour workshop, participants will develop the skills enabling them to discourage the development of bullying, discrimination or harassment and to prevent and respond to bullying, discrimination or harassment.

EDU 5599: Science Education Professional Portfolio (0 cr.)
Candidates in Science Education will compile a guided professional portfolio as a Masters degree culminating experience.

EDU 5610: An Arts Approach to Literacy (3 cr.)**
This foundational and introductory course explores interdisciplinary readings on the arts and literacy, especially the proficient reader research and comprehension. Experiential learning is also emphasized. (Literacy Course)

EDU 5611: Literacy Instruction of the English Language Learner in the Classroom (3 cr.)**
This course focuses specifically on the literacy needs of English Language Learners in the regular education classroom, with special attention to comprehension, fluency, vocabulary, phonemic awareness, phonics, and writing. Culturally responsive pedagogy is discussed and demonstrated. (Literacy Course)

EDU 5612: Assessment and Intervention in Literacy Instruction (3 cr.)**
This course is the first part of a two-part practica sequence. Candidates work with students to learn and apply techniques for assessing the literacy abilities and needs of students, and designing effective interventions based on learner needs, including dyslexia, in the areas of word recognition skills, fluency, vocabulary, metacognition, comprehension, and writing. Candidates examine and analyze a broad array of formal and informal assessment techniques and their application to literacy instruction. They apply strategies for effectively communication assessment results to parents, caregivers, and school personnel. (Literacy Course)

EDU 5613: Teaching Writing & Thinking (3 cr.)**
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts for writers' craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives. (Literacy Course)

EDU 5614: Writing Workshop for Teachers and Young People (3 cr.)**
This summer session course takes place in two phases. In the first phase, a Writing Workshop for Teachers establishes a supportive community where teachers work as writers, explore their own writing process, look critically at writing craft, receive response to work in progress through writing conferences, and discuss the implications of this engagement for their teaching. Based upon the belief that engaging in writing can make a unique contribution to the teaching of writing, teachers learn to use a writer's tools more effectively and heighten their sensibilities to form and craft by examining the work of other authors. With the instructor and peer writers in this intensive workshop, students will learn how to invent, develop and revise material, as well as develop a repertoire of techniques to share with young people. The second phase of the course is a field experience in the teaching of writing, which mirrors phase one. It is designed to provide hands-on experience in the teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which young people explore with teachers topics of their own choosing to create, develop, revise, edit, and publish their own work. This field experience will provide students with a model for conducting a writing workshop in their classrooms and for interacting with writers in conferences. The goal of this course is to develop a repertoire of techniques for teaching writing and a personal understanding of the idiosyncratic nature of writing. (Literacy Course)

EDU 5615: Global and Multicultural Readings in Children's Literature (Birth Through 6) (3 cr.)**
The course examines a variety of children's literature, with an emphasis on multicultural and international literature, to cultivate student interest in books and to develop methods for incorporating literature to enhance literacy development. Criteria for selecting children's books are included. (Literacy Course)

EDU 5616: Study of Literature 5-12 (3 cr.)**
This course provides a foundation for global literature; students learn how to interrogate literature with multiple critical perspectives, how to identify and contextualize the historical and cultural environment that surrounds production of literature, and how to respond critically to literature. (Literacy Course)

EDU 5617: New Technologies and Literacy (3 cr.)**
This course serves to introduce students to new technologies and critical literacies. Grounded in the work of critical theorists, this course examines literacy development from a critical perspective: Who is left out? Marginalized? Who benefits? What does it mean to be literate? By whose measure? For what purpose? Students deepen their understanding of how new technologies function and can be used in real and virtual classrooms and how to attend to mediated and non-mediated texts through a critical lens. Students examine ways that critical literacies are privileged in classroom pedagogy, text selection, and curricular development and develop a unit of study employing new technologies and critical literacies. (Literacy Course)

EDU 5618: Literacy, Storytelling, Drama (3 cr.)**
This course explores drama and storytelling as art forms in the classroom, as well as drama and storytelling's contributions to other subject areas, especially literacy and the language arts (reading, writing, listening, speaking, and viewing). The course is designed to give partici-
EDU 5619: Literacy Research Seminar II (3 cr.)**
This course is the second semester of a year long course to provide students with an in-depth view of the process and products of research in the field of literacy as well as the opportunity to design and conduct an action research project. The first semester is designed to provide students with the opportunity to become familiar with the types of research in this field and the range of methodologies employed in literacy education research. Students learn to critically examine studies related to reading and writing. Students begin to explore topics of interest that arise in their practice. During the second semester, students design and carry out their own action research project and share their findings in both oral and written form. The course is designed to provide future literacy specialists with the skills needed to evaluate literacy research, communicate research findings in a professional manner to colleagues, engage in teacher research, and use research to inform their own practice of literacy education over the span of two semesters. Prerequisite: EDU 5503.

EDU 5620: Education and Entrepreneurship in The 21st Century (3 cr.)
Students will explore trends in demography, politics and education policy, work, technology, the lifespan, and culture impacting the education of children, adolescents, and adults. Changes across the full-range of settings and in organization of Education institutions, in curriculum and pedagogy will be investigated through interviews, visits to sites, class invited speakers, lecture, and other activities. Students will become familiar with the basic principles of entrepreneurship and will identify opportunities in Education to enact those principles. They will create collaboratively an initial business plan, and/or curriculum, and/or media plan.

EDU 5699: Capstone Project (3 cr.)**
In this final course, participants select their own projects, their own way of culminating this master's degree program. They initiate plans for their own learning, identify their resources, develop and evaluate their own projects. Projects must demonstrate aspects of organizing and enhancing literacy programs. (Literacy Course)

EDAD 5000: Schools As Learning Organizations (3 cr.)
This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge's five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants' organizational contexts.

EDAD 5002: Teacher Leader Within the Learning Organization (3 cr.)
This course introduces the basic vision of the Educational Leadership program: to develop in participants the ability to view schools and
tion. After laying a foundation of an effective problem solving and decision making process, case application will support issues that teacher leaders are confronting in their school sites. Integral to making effective, ethically sound decisions, is enhancing understanding of the implications of statutory and regulatory requirements and related school policies in the day-to-day operation of schools. Knowledge and application of budget development and resource allocation will support Teacher Leaders as they initiate special curricular or instructional projects at their schools.

EDAD 5012: Critical Issues: Legal/Financial (1 cr.)
Given the current financial constraints that school districts are encountering, the question becomes, How can we maintain quality while making necessary reductions in the budget to satisfy the overburdened taxpayer? This institute will take a problem-based approach that draws upon participants experiences and concerns, focusing on how to make effective decisions that involve key constituents in the process. Attention will placed on the interaction between pressing fiscal and legal challenges that include: special education services, contractual constraints, restructuring and reevaluation, shortfalls in revenue including reductions in state aid and the interpretation of recent cases and regulations.

EDAD 5019: Human Resource Issues (1 cr.)
This institute will take a problem-based approach, drawing upon current issues that school leaders are encountering. Specific focus will be placed on the impact of the current fiscal environment and significant budget cuts on organizational personnel. Legal issues will be integrated in the discussion, especially as relates to recruitment and selection of employees. Case scenarios will provide direction for making effective decisions and related HR communications. The institute will include an interactive labor relations component addressing issues of negotiations and grievances. Participants will be prepared to deal with discipline and employee discharge cases.

EDAD 5030: Integrating Information and Academic Technologies Into Educational Practice And Professional Life (3 cr.)
Students will explore how information technologies can be effectively used in PK-12 education and how leaders can support technology integration in schools. Students will investigate the use of technology to support student-centered teaching and learning and to support school and district level planning and evaluation. Students will begin to master a set of computer-based tools that support the professional work of teachers and education leaders, including Sakai, Moodle, Wordpress, Blackboard, collaborative writing tools, project management and collaboration tools, electronic search tools, social network tools, and information search tools.

EDAD 5035: Change and Innovation in Dynamic Suburbs and Small Cities (3 cr.)
An exploration of the major conceptual and theoretical frameworks for leading efforts to support change and innovation in educational institutions. Students will conduct case studies and create a plan for change in an educational organization.

EDAD 5050: District Leadership:Resource Allocation & Financial Accountability (3 cr.)
This seminar will involve other district leaders in the field who will address current workplace challenges related to resource allocation and fiscal accountability. Emphasis will be placed on developing sound business practices and policies that are consistently applied throughout the district. Emphasis will be placed on involving and empowering all school and district leaders in the creation and monitoring of the district finances and resources to support effective and equitable use of time, money and human resources. Other related areas of concentration will include negotiating and collective bargaining, facilities management, and management of transportation, food services and purchasing. Case study analysis will provide a primary tool to support fiscal accountability and ethical decision making.

EDAD 5051: Enhancing Communications and Public Relations With A Diverse Constituency (1 cr.)
With education receiving increasing public attention and decreasing local fiscal support, public relations becomes a critical area of importance for school district leaders. This course will examine both internal and external communications by utilizing a problem-based approach to analyzing specific current issues and developing a strategic communications plan. Through the use of case studies, mock simulations, and role play, Leadership Candidates will apply exemplary communications models and practices that are drawn from business and education.

EDAD 5052: Applied Research Seminar (1 cr.)
The research seminars will be taken early in the program in conjunction with courses that have field assignments that require application of varied research methodologies that will be useful for school districts.

EDAD 5053: District Leadership Institute (1 cr.)
District Institutes will provide highly interactive, practical forums that bring together practitioners and Leadership Candidates from the SDL program. Each institute will target role- alike professionals to promote dialogue and problem solving around common issues.

EDAD 5055: The Principalship (3 cr.)
This course is designed to provide an in-depth view of the principalship through the application of theoretical frames. The course is designed to assist in the development of a building's vision, culture, instructional programming and management. Development of this process will allow students to achieve a solid understanding of the essential components of a building level administrative position and will allow them to think deeply about the multiple competing responsibilities of the demanding position. Class content will focus on the creation of the culture and as well as the instructional management component required for safe and orderly school operations.

EDAD 5100: Improving Student and Teacher Performance: Assessment in the Learning Organization (3 cr.)
This course provides school leaders with a vision and an understanding of their role in assessing and improving teacher and student performance. Specific attention will be directed to principles behind authentic, performance-based assessment, skills in developing standards-based performance tasks, implications for curriculum planning and school improvement, and formal and informal techniques for collecting and analyzing student work and measuring teacher effectiveness. Students will work individually and in teams to analyze current teacher and student assessment practices, to develop assessment tasks, to develop assessment guided programs, and to demonstrate understanding of differentiated teacher evaluation practices.

EDAD 5200: Issues & Trends in Curriculum, Instruction & Supervision (3 cr.)
This course examines contextual issues, current trends, and promising educational practices that school leaders should consider when embarking on curricular and instructional design changes. Curriculum development will be examined by evaluating the structure and content of the curriculum, the effectiveness of the delivery system, its overall
alignment with the school system's learning priorities, and the corresponding relationship between curricular priorities and teacher professional development and supervisory practices. Effective instructional design that supports differentiation, integrates learning and child development theories, and proven best practices will be emphasized.

**EDAD 5210: Ethically and Socially Responsible Supervision (3 cr.)**
Examine the foundations of essential teaching components to provide the basis of effective teacher supervision. The course presents multiple opportunities to view excellent instructional practices and to identify components of successful classrooms. Students will observe classroom teachers and apply their knowledge of these instructional practices to the process of observation and supervision. Students will be engaged in simulated challenging teacher conversations designed to improve the mediocre teacher. This class recognizes the observation and supervision of English Language Learners, Special Needs and Pre-K programs.

**EDAD 5220: School Law (3 cr.)**
This course is designed to familiarize students with the basic legal principles governing the structure and operation of public and non-public schools and the legal problems encountered in the day-to-day operation of schools. It is designed to give students an understanding of statutory and regulatory requirements of schools as well as the ethical standards required for effective leadership. Students will be exposed to practical implementation of the law through policy development and other strategies to resolve conflict and effect change.

**EDAD 5221: Schools, Finance & Personnel Management (3 cr.)**
This course combines an introduction to sound business practices in schools that includes basic accounting and budget procedures and provides an overview of basic personnel functions such as hiring, supervision, termination, and collective bargaining. The influence of larger contextual issues that include economic, political, and demographic factors in the financing of education will be explored.

**EDAD 5225: National Principals Leadership Institute (3 cr.)**
In this age of accountability, standards, and high-stakes testing, the challenges for school leaders have become even greater. The National Principals Leadership Institute will address these concerns by connecting superintendents, district staff, principals, assistant principals, and aspiring leaders with nationally prominent presenters in a problem-based learning model. The Institute will be held at Fordham University's Lincoln Center Campus. In order to take this course for credit, requirements include completion of prior class work during May/June and commitment to attend and actively participate during the week of the Institute in July.

**EDAD 5501: Community Internship (2 cr.)**
The Community internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will work a minimum of 100 hours in a community setting and attend seminars.

**EDAD 5502: Building Internship (2-4 cr.)**
The School internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, head of school, or superintendent.

**EDAD 5503: District Internship (2-4 cr.)**
The District internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting at the level of the school district. Students in full-time employment should be able to complete this requirement in their own districts by arranging a special schedule with their principal and/or superintendent.

**EDAD 5504: Athletic Director Internship (2 cr.)**
The Athletic Director internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting, in a project involved with physical education and the athletic directorship. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, athletic director and/or superintendent.

**EDAD 5596: Education Leadership Portfolio (0 cr.)**

**EDAD 8051: Developing & Influencing Education Policy (3 cr.)**
Use case studies to explore the education policy landscape of contemporary America on three levels. At the national/international level we will look at the debates, issues, and efforts to change education policy using case studies that reflect proposals from differing political and influence groups. At the state level we will explore the effectiveness of varied approaches to bring about change in public policy within the
EDAD 8052: Professional & Scholarly Communication I Communication I (2 cr.)
Develop strong written, spoken, and presentation skills in both professional and scholarly contexts. This course will support tasks and assignments that are required in other courses. Master the skills needed to write and present professional and scholarly personal narratives; write and present scholarly and professional papers based on qualitative data, quantitative research, scholarly work and communications of professional practice knowledge. Learn to understand and critique both traditional 5-chapter dissertations and innovative dissertation models such as the three-article dissertation (TAD) and determine which format is appropriate for your own dissertation scholarship. (Note: This is a 4 semester hour course taught over the Fall and Spring of the first year.)

EDAD 8053: Quantitative Research (3 cr.)
In this course, students will learn how to synthesize and use many forms of evidence and knowledge when making both policy and professional practice decisions. With accountability, fiscal integrity, and quality as driving concerns, the course focuses on what education leaders need to understand, know, and do, to facilitate informed decision making. A core component of the course involves developing an understanding of the major meta-theoretical positions in education, philosophy, and social science that influence policy and practice in education, positivism/postpositivism, interpretive theory, and critical theory. The three meta-theories lead to different research questions, different research methodologies, different types of data, different ways of analyzing data, and different ways of linking theory to research and practice. Students will develop and defend a position on both the question of meta-theory/ideology and the way theory, research, and practice should be linked. At a real-world, practical level, students will learn to critically interpret simple and complex quantitative research in the experimental, correlational, and survey traditions. Further, they will learn about standard qualitative research methods (e.g., ethnography, interviews, case studies, historiography, participatory action research, instructional design, and emancipatory research).

EDAD 8054: Human Resources and Team (3 cr.)
This is an advanced doctoral course on human resource development (HRD) in education. The primary goal is to extend knowledge and experience in four aspects of HRD: (1) recruiting and selecting quality leaders and teachers, (2) creating/changing the culture/climate of a school, district, or agency to better support the mission of educating a diverse student body to successfully live in and contribute to a diverse, pluralistic, and democratic society, (3) creating and deploying innovative and successful staff support and development activities, and (4) using participatory methods of development in education (e.g., participatory action research). Students will study competing theories of HRD as well as look at theories, models, and case studies of HRD and professional development in education. Students will learn a range of development activities including team development, collaboration, conflict resolution, effective communication, effective feedback systems, and professional development methods. Cases and examples will be drawn from education, business and industry, and agencies/NGOs with a focus on real world issues and problems presented by education organizations in the region.

EDAD 8055: Curricular Practice-Qualitative 2 (3 cr.)
The purpose of this course is to prepare doctoral level education leaders to ask three core questions that relate to the mission of schools. It will accomplish this purpose by acting on an assumption about curriculum and learning: that curriculum situated in the context of the challenges and problems of learning in classrooms will increase the likelihood that course participants will appreciate the relationship between curriculum theory, qualitative research on teaching and learning and classroom practice. By the end of the course, students will be able to analyze qualitative research data, relate it to a problem of classroom practice, transfer this learning to new problems and situations. This course will be organized around three critical questions that effective school and district leaders should be proficient in asking: What should children learn? How should children learn? And, How do we know if children are learning at optimal levels? Course participants will engage these questions by investigating classroom-based challenges raised by members of their cohort. Full day site visits to schools will provide students to apply qualitative research methods learned in EDAD 8057 by collecting data relevant to the challenges identified by other participants. Students will analyze the data collected, discuss their interpretations of the data and present constructive, specific suggestions to improve learning. Students who may be collecting qualitative research for their dissertations may also enroll in this course to obtain support and assistance in the data analysis process.

EDAD 8056: Culture, Politics, Change (3 cr.)
In this course, we will explore both reflective approaches to leadership and the theoretical foundations that support a mission of social justice. This exploration will include the question of what constitutes ethical behavior and policy making in American education. Because all teaching and learning contexts are complex and ill-structured, solutions to problems must be modified and adapted before they can support and serve the local context. One of the projects associated with this course is the development of local knowledge about a school or community.

EDAD 8057: Theory & Qualitative Research (3 cr.)
Learn how to synthesize and use many forms of evidence and knowledge when making both policy and professional practice decisions. With accountability, fiscal integrity, and quality as driving concerns, the course focuses on what education leaders need to understand, know, and do, to facilitate informed decision making. A core component of the course involves developing an understanding of the major meta-theoretical positions in education, philosophy, and social science that influence policy and practice in education, positivism/postpositivism, interpretive theory, and critical theory. At a real-world, practical level, you will learn to critically interpret simple and complex quantitative research in the experimental, correlational, and survey traditions. Further, you will learn about standard qualitative research methods (e.g., ethnography, interviews, case studies, historiography, participatory action research, instructional design, and emancipatory research).

EDAD 8058: Community Relations (3 cr.)
What role should school leaders play in community leadership? In what ways should school leaders endeavor to bring community agencies together to coordinate their work in order to enhance the quality of life for children and all residents? To what extent has there been a “disconnect” between what educators and the general public perceive as the purpose of public education? What strategies can leaders employ to reconnect schools to the communities they serve? How should leaders shape the mission of the school given the public’s “mixed messages” about its purposes and priorities? This course will engage students in readings, discussion, and a field-based community
project to answer these questions.

**EDAD 8059: Social Dynamics - Quantitative 2 Organizations (3 cr.)**
The purpose of this course is to prepare leaders to utilize advanced multivariate statistics to better understand the interrelationships of the correlates of academic achievement. The students will analyze quantitative studies that have used social capital theory, as espoused by James S. Coleman and Robert Putnam, as their theoretical frameworks for explaining academic achievement. The students will learn how to analyze large datasets containing student demographic and achievement data with SPSS statistical software using the following procedures: factor analysis, simple regression, multiple regression path analysis, logistic regression and multilevel modeling. The students will learn the conceptual and statistical tools for operationalizing social constructs, like social capital and socioeconomic status, into relevant indices that can be controlled for in multivariate analyses. The students will learn how to apply each statistical technique learned in the most appropriate and defensible fashion, and by the end of the course will know how to use their new knowledge to best parse out the individual-level, school-level, and district-level effects on individual-level student outcomes. The students will use the information learned in this course to either set up the methodology section of their dissertations, analyze data for their dissertation, or both. Classroom and home exercises will include hands-on analysis of actual student and professor provided datasets. Class readings will include research studies that have employed the statistical procedures learned in class.

**EDAD 8152: Professional & Scholarly Communication II (2 cr.)**
Develop strong written, spoken, and presentation skills in both professional and scholarly contexts. This course will support tasks and assignments that are required in other courses. Master the skills needed to write and present professional and scholarly personal narratives; write and present scholarly and professional papers based on qualitative data, quantitative research, scholarly work and communications of professional practice knowledge. Learn to understand and critique both traditional 5-chapter dissertations and innovative dissertation models such as the three-article dissertation (TAD) and determine which format is appropriate for your own dissertation scholarship. (Note: This is a 4 semester hour course taught over the Fall and Spring of the first year.)

**EDAD 8170: Conference and Research 1 (1 cr.)**
A major focus of the doctoral program in educational leadership involves linking theories, ideologies, and applied research to professional practice in changing suburbs and small cities. This course is one of the experiences that focuses on the linking process and provides students with an opportunity to learn about contemporary problems and solutions. Doctoral students will have three options: 1) to participate in School of Education Research Day to show their own research projects; 2) to organize and manage a one-day summer conference on Changing Suburbs and Small Cities, and to solicit academic and professional presentations on relevant academic and professional topics; 3) to choose to make presentations at the academic conference or to conduct scholarly workshops based on their applied research and field work (need prior approval of the instructor). This course may be repeated as needed.

**EDAD 8180: Dissertation Proseminar (1 cr.)**
Part of this course will be online and part will be face-to-face. The primary purpose of this support course is to help doctoral candidates develop a solid dissertation research agenda and complete the introduction chapter of the dissertation. However, in the educational leadership doctoral program at Manhattanville College, a student's dissertation research should be an example of the type of research and scholarship and education leader might engage in while working in a professional setting. Therefore, virtually all the content and work in this course will be applicable to work well beyond the dissertation. This course is also a continuation of the Scholarly and Professional Communication course doctoral candidates take in the first year of doctoral work. Doctoral candidates are expected to continue to refine and develop research skills as a practitioner-scholar, and become a disseminator of scholarship and applied research. This course may be repeated as needed. Credits may vary.

**EDAD 8190: Dissertation Supervision (1-3 cr.)**
In this course doctoral candidates will explore and then work through the steps in the process of doing dissertation research on a topic relevant to educational leadership and approved by the dissertation supervision committee. The process includes selecting a topic, assuring that the research work meets ethical and professional standards, preparing a proposal, conducting and writing a literature review, collecting and analyzing data, developing conclusions and implications, selecting a format for your dissertation (e.g., traditional 5-chapter empirical, modified 5-chapter qualitative, or an innovative format such as the three-article dissertation). This course may be repeated as needed. Credits may vary.

**EDAD 8195: Emerging Financial Issues (3 cr.)**
This course combines an introduction to sound business practices in schools that includes basic accounting and budget procedures and provides an overview of basic personnel functions such as hiring, supervision, termination, and collective bargaining. This course is designed to provide insights and understanding of the arguments for, relationships across, and costs of current educational reforms, including emerging financial issues such as adequate funding, opportunities for alternatives, and legislated mandates that promised to improve education while achieving greater efficiencies and closing achievement gaps.

**EDAD 8295: Emerging Legal Issues (3 cr.)**
This course combines an introduction to sound business practices in schools that includes basic accounting and budget procedures and provides an overview of basic personnel functions such as hiring, supervision, termination, and collective bargaining. This course is designed to provide insights and understanding of the arguments for, relationships across, and costs of current educational reforms, including emerging financial issues such as adequate funding, opportunities for alternatives, and legislated mandates that promised to improve education while achieving greater efficiencies and closing achievement gaps.

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**English Composition Courses**

**ENC 3006A: Writing Tutor Theory/Practice (2 cr.)**
During the first semester, students will be introduced to the field of composition theory, with particular focus on approaches to working one-to-one with student writers. By sharing and
critiquing their own writing with peers and engaging in role playing/mock tutoring sessions, students will learn the ways in which varied theoretical perspectives can be translated into practice. Students will also be required to research and read a variety of theoretical texts, culminating in a final research project.

ENC 3006B: Writing Center Internship (1 cr.)
During the second semester, students will gain hands-on experience by first shadowing peer tutors and reflecting on these observations, then tutoring one-to-one in the Writing Center. Students will be required to keep a log of their tutoring sessions and attend monthly staff meetings to reflect upon their tutoring experiences and the relationship between theory and practice.

**English Education Courses**

**ENE 3005: Literature for Adolescents (3 cr.)**
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

**ENE 3010: The Linguistics of English: Past, Present and Future (3 cr.)**
In this course students first explore the major structures of English at all levels of language, from sound system through word formation to phrase and sentence—the present. Then they will briefly survey the development of English from a small, circumscribed offshoot of the Indo-European family to its status as world language—the past. Finally they will investigate the current status of English as a world language—the future—and the role of language policy in both core and periphery of the English-speaking world.

**ENE 5005: Literature for Adolescents (3 cr.)**
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

**ENE 5007: Poetry for Young Adults (3 cr.)**
This course focuses on reading, analyzing, selecting, evaluating, and encouraging the informed enjoyment of poetry by young adults. In this course you will look closely at poetic structures and language, engage in close readings of poems by a variety of poets, and expand upon their understanding of the relationship of poetry, illustration, music, and other art forms. Course will cover classic poets such as Emily Dickinson, Robert Frost, Rudyard Kipling, Henry Wadsworth Longfellow, Edgar Allan Poe, Carl Sandburg, Geoffrey Chaucer, William Shakespeare, Robert Louis Stevenson, Walt Whitman, Langston Hughes, and others. Other topics to be studied will include the poetry of under-represented people, and the room for inventiveness and self-expression within a single verse form (such as the haiku). Assignments will consist of compiling a short anthology of poems for a specific grade, and connecting the anthology of poems to music, art, film, drama and other forms of expression including speech and other media. The anthology will be accompanied by original illustration or illustrations (can be computer art, pen and ink, crayon, or other media) for a selected poem. Students will also write several short reaction papers to professional journal articles, participate in in-class and web-based discussion.

**ENE 5010: Law and Justice in Adol Literature (3 cr.)**
An introduction to the concepts and themes related to law, the justice system, violence, conflict and resolution, freedom and censorship, children’s rights, copyright and plagiarism issues, etc. through the use of literature with adolescents as primary characters and depicts conditions and experiences familiar to them. The course highlights and analyzes recent publications as well as significant, earlier texts. Students will gain knowledge of both middle school and high school appropriate literature that reflects these themes and will learn to wield not only literary theory but also knowledge of the law in a concrete, useful fashion for adolescents from middle through high school age. Students will also learn to think about the ways in which adolescent literature may reflect significant aspects of human culture, history, human rights, legal issues and concepts of justice.

**ENE 5012: Short Fiction and Drama for Young Adults (3 cr.)**
This course is designed to introduce students to works of short fiction and drama that depict experiences familiar to adolescents. Many of the works feature young adults as primary characters or explore the dynamics of family, in particular the relationships between children and parents; others examine the broader culture young people inhabit. The selections, both contemporary and classic, are representative of literature frequently read in middle school and secondary classrooms. Most importantly, we will examine strategies for effective instruction and criteria for making age-appropriate choices for reading. Students are expected to be active participants.

**ENE 5516: The Linguistics of English: Past, Present & Future (3 cr.)**
This course explores the past, present, and future of English within the universe of human languages and societies. Students will review the major linguistic structures of English (the present) at all levels of language—phonology, morphology, and syntax—with an eye towards those which are pedagogically useful. After an overview of the ubiquitous processes of language change, students will explore the history of English (the past) from its Indo-European and Germanic roots through the rise of Modern English in the age of science. Students will then consider the ways in which English is used and therefore varies by ethnicity, class, and gender, within contemporary society. Students will finally turn to investigating the current status of English as a world language (the future) and the role of language policy in both core and periphery of the English-spreading world.
Health & Wellness Education Courses

HLT 5050: Sexuality in Modern Society (3 cr.)
This course will provide the student with a variety of experiences geared toward understanding human sexuality, healthy decision-making and creating positive health goals. The course will offer a health education view of the social, genetic, and public influences on human sexual behavior and risk-taking. The course will stress deterrence and early detection of adverse outcomes. Examine a variety of biological and psychological influences on well-being and will offer students the tools and methods to make well-thought-out decisions about their sexual experiences. Furthermore, the course will allow the student to obtain and evaluate information on common STD’s/STI’s present in modern U.S. communities. Upon completion of the course the student will be able to integrate sex education curriculum into the content of each grade level and, in so doing, will meet New York state standards in Health Education.

HLT 5100: Drugs, Alcohol & Tobacco: Use & Abuse And Prevention (3 cr.)
This course will examine the use and abuse of drugs in the adolescent population. The various categories of drugs will be explored both in terms of how they affect the adolescent mind and growth of the body. Individuals will examine: narcotics, depressants, stimulants, over-the-counter drugs, alcohol, sedatives, and hallucinogens. These categories of drugs will be researched, discussed and reviewed throughout the semester. Each individual will use research articles, book chapter reviews, and guest lectures to formulate a holistic perspective on drug use in school-aged children. The guest lectures and group discussion format will help individuals examine: diverse cultural beliefs, legal and governmental standpoints, and religious views of drug use and abuse. Various perspectives on the care of drug dependent adolescents will be interwoven into the exploration of each class of drugs examined. Furthermore, the graduate student will explore common school-based deterrent programs and compare and contrast effective programs to non-effective programs.

HLT 5150: Advanced Personal Health (3 cr.)
This course will explore the theories and concepts of individual health and wellness, including the relationship between the concept of self-responsibility and personal health goals. This concept will be utilized in the areas of psychological and physiological health, which include: nutrition, fitness, stress, substance abuse, and overall lifestyle. The lab, lecture, and group discussion format offers opportunities to share opinions regarding the cohesive concepts of health. Specifically, students will consider the physical, mental, emotional, social, spiritual, and environmental factors that influence an individual’s health status. Furthermore, students will gain practical experience through conducting various labs with friends and family. Upon the completion of this course, the student will be able to integrate various methods for determining individuals’ health status.

HLT 5200: Community Health (3 cr.)
This course is designed to help students become familiar with comprehensive community health program planning and development. Additionally, students explore health promotion programs in a variety of work settings, including: health care service providers, schools, hospitals, and community based care organizations. Students will consider how the structures of these organizations allow them to ensure as organizations promoting healthfulness in disparate communities. During class sessions, students will explore methods for developing and conducting health promotion programs in various educational and community settings. Students will draw upon what they learn in this course to create a sustainable community health project that can be used by a diverse collection of health care groups.

HLT 5250: Analysis of Disease (3 cr.)
The purpose of this course is to allow students to learn a systemic approach to the study of human disease. An assortment of diseases will be examined, with specific focus placed on different areas of the human body affected by infectious and non-infectious diseases. The underlying causes of infectious and non-infectious disease will be explored so students may learn to determine how treatment and prevention of the diseases can be accomplished. Microorganisms such as bacteria, fungi and viruses will be identified and researched so students may gain a clear understanding of their effects on each body system. Students will partake in numerous projects and panel discussions to develop a holistic approach to understanding disease and its effects on the human body.

HLT 5300: Mental/Emotional Health (3 cr.)
This course will explore the emotional dimension of health. Specifically, it will focus on the role of self-esteem and mental health. This course addresses multiple theories of care and treatment of mental health in modern society. The topics will cover various disorders, such as: personality, anxiety, eating, behavioral, sleep, and mood disorders. Special emphasis will be placed on the role of communication and stress as applied to self-esteem and mental wellness. Bullying in school-aged children and the role of bullying on adolescent self-esteem will be addressed during the duration of the course. Throughout the course, students will use frameworks set forth by the National Mental Health Association.

HLT 5350: Consumer Health (3 cr.)
This course is designed to help students become familiar with a variety of health products that play a role throughout the lifespan. As a consumer of myriad of health products; issues of cost, availability, and quality of health care are found at various life stages. The student will examine how variables may change, but the basic strategies for making informed consumer decisions do not. Furthermore, the course will examine national, regional, and local health buying trends, which may influence the socio-economic status of the consumer targeted by the manufacturer. The student will explore consumer strategies for choosing medicine, doctors, as well as non-traditional health products. By the conclusion of the course, the student will determine quackery from research-based decision making.

HLT 5400: Environmental Health (3 cr.)
This course presents concepts, principles and applications designed to help students become familiar with a variety of environmental health topics. Topics include water pollution, air pollution, toxic and hazardous wastes, climate change, food safety, disaster preparedness and laws, policies and agencies affiliated with them. Through discussion, lectures and exercises, health & wellness students are introduced to foundational concepts of environmental health, methods used to understand the impact of humans on the environment, health impacts of various environmental processes and exposures, and a
holistic health approach to minimizing environmental health risks. Furthermore, the course will explore environmental health epidemiology, trends, strategies and interventions that may influence the quality of life of the student allowing them to make changes in the overall quality of the living environment.

### English Literature Courses

**ENG 1012: Intro to Medieval & Renaissance English Lit (4 cr.)**

This course is designed with two goals: to introduce students to the college-level study of literature and to expose students to major works from the medieval and Renaissance periods. The course thus combines instruction in close reading and writing with the careful and sustained study of medieval and Renaissance works. Rather than covering a whole range of authors, we will focus intensely on a small number of writers who composed sonnets and narrative poetry, including Dante, Petrarch, Sir Philip Sidney, Shakespeare, and John Milton. Through the study of these medieval and Renaissance greats, students will acquire the critical analysis and writing skills that are foundational to the study of English. The course culminates in the writing and revision of an argumentative, analytical essay. (Fall) (Spring)

**ENG 1014: Introduction to Victorian and Modern British Lit (4 cr.)**

This course introduces students to major authors and the dominant genres of British literature in the Victorian (1830-1902) and Modern (1902-1945) periods. Students will read literary works that shed light on what literature was understood to be in these two periods, what purposes it was believed to serve, who wrote it, how it was shared and read, and how it was received. Authors will include novelists such as Dickens and Woolf; poets such as Tennyson, Barrett Browning, Browning, Arnold, the Rossettis, Hardy, Eliot, Yeats, and Auden; and playwrights such as Wilde. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature. (Fall) (Spring)

**ENG 1016: Introduction to American Literature (4 cr.)**

This course introduces students to reading carefully and writing persuasively about works of American literature. This is not a survey course but rather an intensive introduction to the art of close reading—primarily short fiction, plays, and poems from the 20th century. The reading and writing exercises for this course are organized around issues of form (point of view, tone, diction, narrative sequence) and theme (memory, youth, beauty, sexuality, racial and ethnic identity) and cover authors such as Poe, Whitman, Dickinson, Fitzgerald, Hemingway, Frost, Hughes, Baldwin, Morrison, Roth, Diaz, and La hirri. Rather than impart knowledge of specific periods of American literary history, this course aims to cultivate in students successful habits and effective practices in literary analysis through weekly writing exercises and several written essays.

**ENG 1017: Introduction to Postcolonial Literature (4 cr.)**

This course introduces students to major authors and the dominant genres of Postcolonial literature (1950-Present). Students will read literary works that shed light on what literature was understood to be in this period, what purposes it was believed to serve, who wrote it, how it was shared and read, and how it was received. Authors include Chinua Achebe, Salman Rushdie, Emmanuel Dongala, Etel Adan, Aimee Cesaire, and Bapsi Sidhwa. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature. (Fall) (Spring)

**ENG 1018: Introduction to Neoclassical and Romantic British Literature (4 cr.)**

This course introduces students to major authors and the dominant genres of British literature in the Neoclassical (ca. 1660-1785) and Romantic (ca. 1785-1835) periods. Authors may include the novelists and prose fiction writers Defoe, Swift, Johnson, and Mary Shelley, the dramatists William Congreve and John Gay, and the poets Pope, Blake, Wordsworth, Coleridge, Shelley, and Keats. Attention will also be given to visual artists Hogarth and Turner. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature.

**ENG 2021: Shakespearean Page and Stage (3 cr.)**

Looking at early-modern play texts and performance techniques, this course examines the literary and theatrical conditions of Shakespeare’s theater. Students will learn about how Shakespeare’s theater was organized; how Shakespeare’s plays were printed; and how the early-modern stage operated. We will begin by examining early-modern editions of Hamlet. In the second half of the course, students will think about how plays were mounted on the early-modern stage and how Shakespeare understood the art of performance. This course is designed to develop students' intermediate-level skills in critically analyzing and writing about literature both comparatively and in context, while also reinforcing students' fundamental skills in analytical reading and writing. (Spring)

**ENG 2035: Victorian Literature (3 cr.)**

This course offers an introduction to key authors, texts, and preoccupations of the Victorian era. Victorian authors sought to explore identity and to represent the human experience under the influence of such powerful social forces and ideas as industrialization, imperialism, the “Woman Question,” and evolutionary theory. Fiction and non-fiction prose writers include C. Bronte, Carlyle, Darwin, Dickens, G. Eliot, Pater, Ruskin, and Trollope; poets include Arnold, Barrett Browning, E. Bronte, Browning, Hopkins, Kipling, C. and D.G. Rossetti, Swinburne, and Tennyson.

**ENG 2052: American Modernism (3 cr.)**

This course explores a diverse range of American literature written between 1900-1950. We will consider what is “modern” or “modernist” about the form and content of these works and situate them in relation to historical developments and events of the period, such as the rise of mass produced consumer goods, new media formats like film and radio, flappers and the “new woman,” the New Negro movement, and the Great Depression. Our syllabus will be selected from diverse authors of the period—e.g., Anderson, Stein, Frost, Cather, Fitzgerald, Hemingway, Hammett, Loos, Parker, Hughes, Faulkner, Hurston, Steinbeck, Ellison. The course re-enforces close reading skills and encourages students to construct narratives about the shared assumptions and conflicts of this vital period in American literary history. (Fall)

**ENG 2057: Reading Shakespeare (3 cr.)**

This course will focus on close reading of five plays by Shakespeare, examining the rich possibilities inherent in the text from various perspectives: the English major’s critical approach, the scholar’s concern with text, the Elizabethan audience’s culture expectations, the actor’s conception of a character, the director’s wider view of the play, and the playwright’s all-encompassing vision of humanity.

**ENG 2065: Women’s Writing (3 cr.)**

This course offers an introduction to women's
writing from ancient times until the present, with a concentration on the 19th-21st centuries. Through reading a variety of genres, principally poetry, the novel, and the short story, we will explore how women authors of different times and nationalities have represented themselves and their gender in literatures. Additional topics will include women's approaches to love, family relationships, artistic achievement, and social differences.

ENG 2071: Laughter: Definitions of Comedy (3 cr.)
This course will examine comedy in its various forms from classical times to the present, including its appearance in drama, fiction, and film. Class meetings will be organized around lectures, reports, and discussion. Short papers written during the semester will culminate in a research paper at the end.

ENG 2075: Modern Asian Literature (3 cr.)
This course is an introduction to some of the critical issues and debates in Asian literary studies. Through a survey of Asian Literature and by this I mean literature from Japan, China, and India since the 1930s, students will explore some of the political, social, literary, and religious developments in these areas. We will look at some of the major developments such as the Japanese invasion of Manchuria in the 1930s, the defeat and reconstruction of Japan, the partitioning of India in 1947, the Cultural Revolution in China, etc. Representative texts will be studied with attention to their historical background and the aesthetic and cultural values that informed them. Throughout the course, students will focus on the convergence of religion and gender with race and ethnicity. Readings will include Xiao Hong’s Field of Life and Death, Yu Hua’s Chronicle of a Blood Merchant, Shauna Singh Baldwin’s What the Body Remembers.

ENG 2086: Children’s Literature (3 cr.)
In “My Heart Leaps Up,” William Wordsworth famously contended that, contrary to what biology may tell us, “the Child is the father of Man,” insofar as it is the formative experiences of our youth that ultimately shape our identities and how we see the world. This course takes Wordsworth’s claim as the starting point for a rigorous investigation of literature written primarily for children and young adults from the late-sixteenth century through the present. Examining a variety of genres, including fairytales, folktales, and fables, nonsense poetry, didactic literature, adventure stories, picture books, historical fiction, and fantasy novels, we will consider the various ways in which these texts represent childhood and how these representations are informed by various historical, cultural, and psychological contexts.

ENG 2087: The English Novel (3 cr.)
This seminar will examine conceptions, conventions, and innovations of the British novel from the late eighteenth- through the twentieth century, tracing its evolution from an upstart form of popular entertainment to an established literary genre. Studying representative novels within their respective cultural contexts and in conjunction with recent scholarship on the history of the novel, students will consider how the British novel provided an outlet for the expression of new voices and new values in literature; how it experimented with different representational mediums such as realism and impressionism; and how its rise to prominence in and diversification within the literary marketplace is reflective of changes in the social and political fabric of Great Britain. Potential novelists include Austen, Dickens, C. Bronte, Trollope, Hardy, Woolf, Greene, and Coe.

ENG 2092: Postmodernism (3 cr.)
For many, the term postmodernism refers to a historical period that stretches from the 1960s to the present, marked by developments such as the Cold War, rise in technology and the growth of the suburbs as a cultural force. The purpose of this study is to look at the impact of this movement as it shaped the literary productions of the twentieth century. Literature does not exist in a vacuum; it exists within its socio-economic, historical, political, and religious times frames. It often draws from the changes that society experiences/from cartographic realignments of societies, from revolutions and most notably, recent wars. We will examine some of the themes and techniques of post-modernism: inter-textuality, hyper-textuality, pastiche, metafiction, fabulation, magical realism, techno-culture, etc. Writers include Rushdie, Murakami, Orhan Pamuk, Gloria Anzaldua – and publications such as McSweeney’s, The Believer, and the fiction pages of The New Yorker.

ENG 2097: Victorian Tourists in Rome (3 cr.)
This course for the Duchesne Alliance summer program addresses this year’s theme: Civilization-by focusing on what in nineteenth-century British and American culture was considered one of the most “civilizing” experiences that an individual could have: an extended trip to Rome. Over the course of the three-week program, this class will introduce students to a variety of nineteenth-century British and American works of literature set in and around Rome as well as travel guides and other types of tourist publications aimed at Victorian travelers exploring the environs of the Eternal City. The course’s focus on scenes of intercultural encounter-of nineteenth-century British and American tourists exploring the sites, citizenry, art and artifacts, and customs of the “Old World” will provide the students with myriad opportunities to interrogate and think critically about their own experiences in Rome, as they visit many of the same sites described in the literature they will be reading in the course. The trip will include texts (fiction, poetry, non-fiction, and film) and walking tours of specific neighborhoods in Rome, visits to museums, churches, and other sites of historical significance, and a day-trip to Pompeii. The course will be taught in English.

ENG 3026: Shakespeare on Film (4 cr.)
Through films or videotapes of Shakespeare’s plays, we will explore how productions illuminate, enhance, or distort the script and how the change of medium makes different effects possible or even necessary. This course will examine interpretations of the text as well as foster awareness of dramatic and film technique. Previous study of
Shakespeare is very helpful. This course may be used as an elective for the Film Studies Concentration. The course will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor. (Fall)

ENG 3083: Literary Theory & Criticism (3 cr.)
This class will introduce the students to a body of ideas and methods that will offer a different understanding of literature. Literary theory allows us to look at the relationship between author and work and question the role of the author; it also allows us to look at the significance of race, class, and gender from the political, social, cultural and socioeconomic framework. Literary theory offers us a multiplicity of approaches to a single text. These competing systems of inquiry often lead disagreements but as Gerald Graff argues in “Beyond Culture Wars,” these disagreements are healthy and they make us better readers. The students will be required to be active participants in the discussions. The course will culminate in a research paper. (Fall) (Spring) Prerequisite: Completion of one 1000 level and one 2000 level English Course

ENG 3093: Renaissance Love and Heroism (3 cr.)
When 21st century Americans imagine Renaissance heroism, we often picture a knight in shining armor and a damsel in distress. What we often overlook, however, is that there was significant tension in the English Renaissance between concepts of love and heroism, which were thought of as separate, overlapping, and often competing value systems. In this course, we will examine how Renaissance writers used literature about love and heroism to think about what it meant to be a “good man,” an important philosophical question as England solidified its transition from Catholicism to Protestantism. Prerequisite: Completion of one 1000 level and one 2000 level English Course or permission of instructor (Fall) (Spring)

ENG 3107: Writing Africa: Colonial/Post-Colonial Discourse & African Literature (3 cr.)
The end of colonialism in the 20th Century has in recent years given rise to studies devoted to reexamining the history, politics, language, and literary representations of the colonial era. This class will examine African writers as they attempt to grapple with the history of European representation of Africa. We will examine some of the most recent debates such as Africa versus European languages, Negritude, Pan-Africanism, gender, identity and the current ethnic problems that have led to genocide in some areas. Readings will include: Emmanuel Dongala’s Fire of Origins, Ferdinand Oyono’s the Old Man and the Medal, Ama Ata Aidoo’s Our Sister Kiljoy, Ousman Sembô’s God’s Bits of Wood, and Philip Gourevitch’s We Wish to Inform You that Tomorrow We Will Be Killed with Our Families: Stories from Rwanda. The course will culminate in a research paper. Prerequisite: Completion of one 1000 level and one 2000 level English Course or permission of instructor.

ENG 3114: Victorian Material Culture (3 cr.)
“Victorians” are often regarded as having been “stuffy,” and Victorian homes are often thought of as overstuffed. What are the connections between these two forms of Victorian stuffiness? What motivations gave rise to collecting art, arranging objects in the home, decorating spaces and bodies, and crafting rules for proper behavior? This course explores these questions, by investigating how Victorian authors across a variety of genres represented the palpable pressures of modernization, materialism, secularization, consumerism, and high and mass culture. Prerequisite: Completion of one 1000 level and one 2000 level English Course or permission of instructor.

ENG 3117: Reading and Writing Literature in the Digital Age (3 cr.)
This course investigates what it means to read and write literature in a moment of history that is dominated by forms of aesthetic experience that mix the verbal, visual, and aural (TV, film, internet, comics, apps). We will study how recent authors have responded to the dynamic social effects of digital media, including new ways of reading, forms of attention, collaborative modes of creativity, styles of social interaction, and methods of gathering information. These themes will be pursued across a range of literary fiction, graphic novels, essays, and works of scholarship in the digital humanities. The course will culminate in a research paper. Prerequisite: completion of one 2000-level course in English or permission of instructor. Prerequisite: Completion of one 1000 level and one 2000 level English Course

ENG 3118: Major Modern Authors (3 cr.)
This course leads advanced students of literature in an intensive analysis of a select number of influential modern writers. It will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor.

ENG 3119: Monstrous Women (3 cr.)
The goal of this course is to introduce students to the study of gender in the English Renaissance, focusing specifically on how imaginative texts contributed to the cultural debate about women. Using the category of the “monstrous” as a lens through which we examine images of sexuality, witchcraft, madness, cross-dressing, and fantastical female creatures, we will think about how gender was a site of Renaissance debates about what constituted the human. The course will culminate in a research paper. Prerequisite: Completion of one 1000 level and one 2000 level English Course (Spring)

ENG 3126: Sylvia Plath in Context (3 cr.)
This course focuses on the life and work of Sylvia Plath. We will seek to understand what social forces and personal preoccupations led Plath to compose such beautiful and haunting poetry, and how she came to occupy such an iconic place in American literary and cultural history. This course will introduce students to different aspects of Plath’s literary output (manuscript vs published poems, letters, diary entries,
sound recordings, a novel) as well as selected works of poetry by her peers (Lowell, Sexton, Bishop), and fellow poet and husband (Ted Hughes). We will also survey some of the most provocative pieces of critical commentary that her work has generated since her death in 1963. The course will culminate in a research paper. Prerequisite: completion of one 1000-level English course and one 2000-level English course or permission of instructor. (Fall)

ENG 3998: Senior Thesis Literature (3 cr.)
A substantial research essay of approximately 25 pages with appropriate documentation. This course is required of all senior English majors. Prerequisite: Completion of ENG 3083 or ENF 3075 and one additional 3000-level ENG course. (Fall) (Spring)

ENG 5107: Writing Africa: Colonial/Post-Colonial Discourse & African Literature (3 cr.)
The end of colonialism in the 20th Century has in recent years given rise to studies devoted to re-examining the history, politics, language, and literary representations of the colonial era. Much of this work is coming from writers in the ex-colonies who are attempting to redefine themselves within the western canon. This class will examine African writers as they attempt to grapple with the history of European representation of Africa. We will examine some of the most recent debates such as African versus European languages, Negritude, Pan-Africanism, gender, identity and the current ethnic problems that have led to genocide in some areas. Readings will include: Emmanuel Dongala’s Fire of Origins, Ferdinand Oyono’s The Old Man and the Medal, Ama Ata Aidoo’s Our Sister Killjoy, Ousman Sembene’s God’s Bits of Wood, Philip Gourevitch’s We wish to Inform you that Tomorrow we will be Killed with our Families: Stories from Rwanda.

ENG 5114: Victorian Material Culture (3 cr.)
“Victorians” are often regarded as having been “stuffy,” and Victorian homes are often thought of as overstuffed. What are the connections between these two forms of Victorian stuffiness? What motivations gave rise to collecting art, arranging objects in the home, decorating spaces and bodies, and crafting rules for proper behavior? This course explores these questions, by investigating how Victorian authors across a variety of genres represented the palpable pressures of modernization, materialism, secularization, consumerism, and high and mass culture.

ENG 5117: Reading and Writing Literature In the Digital Age (3 cr.)
This course investigates what it means to read and write literature in a moment of history that is dominated by forms of aesthetic experience that mix the verbal, visual, and aural (TV, film, internet, comics, apps). We will study how recent authors have responded to the dynamic social effects of digital media, including new ways of reading, modes of attention, collaborative forms of creativity, styles of social interaction, and methods of gathering information. These themes will be pursued across a range of literary fiction, graphic novels, essays, and works of scholarship in the digital humanities. The course will culminate in a research paper. Pre-requisite: one 1000-level course in English literature.

ENG 5118: Major Modern Authors (3 cr.)
This course leads advanced students of literature in an intensive analysis of a select number of influential modern writers. It will culminate in a research paper.

ENG 5119: Monstrous Women (3 cr.)
The goal of this class is to introduce students to the specialized study of gender in the English Renaissance, focusing specifically on how imaginative texts contributed to the cultural dialogue about women. For early-moderns, monstrosity could both point to the wondrous variety of God’s natural world and simultaneously indicate an unnatural superabundance or dearth. According to Galenic biology and Renaissance Christianity, women were physically and morally inferior to men, meaning that on some level women were always monstrous. Using this category as a lens through which we examine images of chastity, licentiousness, witchcraft, madness, cross-dressing, and fantastical female creatures, we will think about how gender was a site of Renaissance debates about what constituted the human. Students will obtain a firm grounding in the historical circumstances of Renaissance life, thought, and literature in addition to learning how to use feminist theory to identify and analyze the strategies used to construct (or deconstruct) narratives about gender. Lastly, in this course, students will learn how to conduct primary research on texts from the Renaissance. The course will culminate in a 15- to 20-page research paper in which students combine their knowledge of theory and literary analysis with historical research.

ENG 5126: Sylvia Plath in Context (3 cr.)
This course focuses on the life and work of Sylvia Plath. We will seek to understand what social forces and personal preoccupations led Plath to compose such beautiful and haunting poetry, and how she came to occupy such an iconic place in American literary and cultural history. This course will introduce students to different aspects of Plath’s literary output (manuscript vs published poems, letters, diary entries, sound recordings, a novel) as well as selected works of poetry by her peers (Lowell, Sexton, Bishop), and fellow poet and husband (Ted Hughes). We will also survey some of the most provocative pieces of critical commentary that her work has generated since her death in 1963. This seminar is intended for advanced English majors or those with strong interests in American literature, poetry, or 20th century culture and history. Prerequisites: 1 1000-level course and 1 2000-level course in English; the instructor may waive these requirements in special cases (please contact me directly).

ENG 5183: Literary Theory and Criticism (3 cr.)
This class will introduce you to a body of ideas
and methods that will offer a different understanding of literature. Literary theory allows us to look at the relationship between author and work and question the role of the author; it also allows us to look at the significance of race, class, and gender from the political, social, cultural and socio-economic framework. Literary theory offers us a multiplicity of approaches to a single text. These competing systems of inquiry often lead disagreements but as Gerald Graff argues in Beyond Culture Wars these disagreements are healthy and they make us better readers. The students will be required to be active participants in the discussions.

English Film Studies Courses

Note: The following Literature and Creative and Professional Writing courses may also be used as electives for the Film Studies Concentration: ENG 3026, ENG 3071, ENW 2040, ENW 4003, ENW 4004.

ENF 1001: Introduction to Film Studies (4 cr.)
(Formerly called ENG.2083-INTRO TO FILM CRITICISM). This course introduces students to descriptive, technical, and critical terms and concepts used by filmmakers and scholars to analyze film. Students view a representative variety of American and foreign films from mainstream, art cinema, documentary, and avant-garde traditions to become better readers of cinema. Students will watch films that shed light on how cinema is produced, what purposes it has served, how filmmakers have created cinema, and how it has been shared, read, and received as art, public discourse, and a vehicle for social analysis. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about cinema. (Fall) (Spring)

ENF 2079: Women's Film (4 cr.)
This course examines films written, directed, and/or produced by women. Although the majority of films treated will be by American women, significant examples will be drawn from other countries as well. Special attention will be given to artists who attempt to develop film images of women that are freed from the stereotypes imposed by the classical Hollywood film. Alternates every other year with ENF 2089. (Fall) (Spring)

ENF 2080: American Film (4 cr.)
This course begins with an examination of representative American film genres, such as the western, the gangster film, and the screwball comedy, tracing their roots back to early American literature and culture, and following their development to the present. The course will also examine major new directors in contemporary American cinema. Taught every other year, this course alternates with ENF 2079: Women's Film. (Spring)

ENF 2088: History of Cinema I: The Beginnings to WWII (4 cr.)
Topics cover the wide variety of films and contexts that developed cinema and continue to inspire imitations, interest and analysis: We cover pre-20th-century proto-history; the "cinema of attractions" and other early cinema; the development of narrative, features, movie stars and the classical Hollywood studios; French impressionism; Weimar expressionism; Scandinavian naturalism; Soviet montage; the changeover to sound; cartoons and other animated films; documentary and the avant-garde; censorship; French poetic realism; developments in Asia, Europe and Latin America; film in Hollywood and elsewhere during WWII. Taking Part 2 is not required. (Fall)

ENF 2089: History of Cinema II: WWII to Present (4 cr.)
The course opens with film noir, Italian neorealism, the decline of the Hollywood studios, and new documentary and avant-garde approaches. Also considered: Art cinemas from Europe and Japan and movements from the French New Wave to Brazilian Cinema Novo and New German Cinema, plus African and Indian postcolonial cinemas. We examine Hollywood's revival and its increasing commercialism, China's Fifth Generation and beyond, various forms of independent practice and transnational film, and work from Australia, Cuba, the Middle East, Hong Kong, etc. Part 1 is helpful but not a prerequisite. This course meets the requirement for all majors to take one course in non-Western/post-colonial literature or film. (Spring)

ENF 3075: Film Theory (4 cr.)
This course will examine the range of theory about film and other media through readings, discussions and viewings of selected films. The writings of earlier film theorists such as Munsterberg, Dulac, Eisenstein, Kracauer, and Bazin provide a base for the examination of more recent theories rooted in genre and authorship studies, semiotics, Marxism, psychoanalysis, feminism, cultural studies, audience and fan reception, and links to other media, including TV and video games. Prerequisite: ENF 1001: Introduction to Film Studies. Research paper. (Spring)

ENF 3173: Queer Film & Media Studies (4 cr.)
This seminar explores “queer theory” as applied to one of its key texts, the mass media and particularly film. We historicize lesbian, gay, bisexual, transgendered and other queer media from Weimar culture to Hollywood’s Production Code era, from underground cinema to later cracks into mainstream, avant-garde and new media. Coverage of AIDS receives attention, as do lesbian-feminist issues, the new-mainstream representations in TV, broadcast news and social media, plus New Queer Cinema, controversial artists in photography, and other U.S. and international expressions of queer politics, activism and culture. Research paper required. Prerequisite: One previous course in film studies, or Comm 1001 and instructor permission. (Every other year)

ENF 3998: Senior Thesis Film Studies (3 cr.)
A substantial research essay of approximately 25 pages with appropriate documentation. This course is required of all senior English majors doing a Concentration in Film Studies. Prerequisite: Completion of ENF 3075. (Fall) (Spring)

ENF 4010: Major Film Directors (4 cr.)
This course examines several filmmakers whose work has been considered to have sufficient consistency and merit as to be made by an “author.” We interrogate the concept of authorship in cinema in terms of its history, politics, explanatory power, use as marketing strategy and other strengths and limitations. Directors will vary, but the course is international in focus, with at least one non-English language filmmaker represented. Prerequisite: One previous film studies course. (Every other year)

ENF 4020: Topics in Film Genre (4 cr.)
The basics of genre are considered through the prism of one genre studied in depth. Iconography, narrative, theme, ideology, audience and fan response, cultural relevance, generic evolution and the industrial marketing of genres are explored. Hollywood films form the backbone for analysis, but alternatives receive attention. Focus varies with each offering and could include horror, the musical, gangster films, science fiction, Westerns, film noir, documentary, comedy,
melodrama. Prerequisite: One previous film studies course. (Every other year)

**ENF 4030: National & Regional Cinemas (4 cr.)**
This course examines one or more cinemas in historical, cultural, aesthetic, political and comparative contexts. Key filmmakers and styles receive attention, and concepts of identity, the nation, the transnational and the global diaspora are considered. Possibilities for any one installment of the course include Indian, Scandinavian/Nordic, German, French, International Jewish, Pan-African, British/Irish, Mexican or other Latin American, Soviet/Russian, Italian film. Research paper required. Prerequisite: One previous film studies course. Depending upon the region(s) studied, this course might meet the department’s requirement for one course on non-Western/post-colonial literature or film. (Every other year)

**ENF 5008: Major Film Directors (4 cr.)**
This course examines several filmmakers whose work has been considered to have sufficient consistency and merit as to be made by an “author.” At the same time, we interrogate the concept of authorship in cinema in terms of its history, politics, explanatory power, use as marketing strategy and other strengths and limitations. Directors will vary, but the course is international in focus, with at least one non-English language filmmaker represented. Research paper required.

**ENF 5075: Film Theory (4 cr.)**
This course will examine the range of theory about film and other media through readings, discussions and viewings of selected films. The writings of earlier film theorists such as Munsterberg, Dulac, Eisenstein, Kracauer, and Bazin provide a base for the examination of more recent theories rooted in genre and authorship studies, semiotics, Marxism, psychoanalysis, feminism, cultural studies, audience and fan reception, and links to other media, including TV and video games. Research paper required. (Spring)

**ENF 5102: Topics in Film Genre (4 cr.)**
The basics of genre are considered through the prism of one genre studied in depth. Iconography, narrative, theme, ideology, audience and fan response, cultural relevance, generic evolution and the industrial marketing of genres are explored. Hollywood films form the backbone for analysis, but alternatives receive attention. Focus varies with each offering and could include horror, the musical, gangster films, science fiction, Westerns, film noir, documentary, comedy, melodrama. Research paper required.

**ENF 5173: Queer Film and Media Studies (4 cr.)**
This seminar explores “queer theory” as applied to one of its key texts, the mass media and particularly film. We historicize lesbian, gay, bisexual, transgendered and other queer media from Weimar culture to Hollywood’s Production Code era, from underground cinema to later cracks into mainstream, avant-garde and new media. Coverage of AIDS receives attention, as do lesbian-feminist issues, the non-mainstream representations in TV, broadcast news and social media, plus New Queer Cinema, controversial artists in photography, and other U.S. and international expressions of queer politics, activism and culture. Research paper required.

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**English Creative & Professional Writing Courses**

**ENW 1013: Approaches to Creative Writing (3 cr.)**
In this introductory class, students study and practice several forms: fiction, poetry, non-fiction and dramatic. The class looks closely at diction, structure, voice, character, narrative tension and point of view.

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**ENW 2016: Narrative Studies (3 cr.)**
Students continue the work begun in Approaches to Creative Writing, a prerequisite (with a grade of C+ or better), looking more closely at voice, diction, point of view, character and character action, and paying particular attention to structure and form in getting at what defines and creates compelling narrative. (Fall) (Spring)

**ENW 2040: Writing for the Media (3 cr.)**
This creative nonfiction course examines issues of style, narrative, history, ethics and practice in writing across media. Types of writing to be covered include new media copy, and may include film, TV, print journalism. (Fall)(Spring)

**ENW 3998: Senior Writing Portfolio (3 cr.)**
The student’s work in the Creative and Professional Writing Concentration culminates in the Senior Writing Portfolio. Each student meets individually and regularly with a mentor. The Portfolio will consist of at least forty pages of creative non-fiction, fiction, journalism, or poetry. Since the finished manuscript will demonstrate the student’s mastery of language and form, students should include work in only one or two genres. Note: a grade of “C” or higher is required for graduation. Students may be asked to repeat ENW 3998 in the Spring of their senior year if this criterion is not met. (Fall)

**ENW 4003: Screenwriting Workshop I (3 cr.)**
Students are introduced to the craft of visual storytelling, exploring character, dialogue, plot setting and tone. Students view movies weekly and read extensively in professional film scripts. Each week student writing is discussed in a workshop format. The semester project is the completion of the “First Act” of a feature screenplay, approximately thirty pages of writing, as well as an accompanying outline of the entire screenplay. May be used as an elective for the Film Concentration. (Fall)

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**ENW 4030: National & Regional Cinemas (3 cr.)**
This course examines one or more cinemas in historical, cultural, aesthetic, political and comparative contexts. Key filmmakers and styles receive attention, and concepts of identity, the nation, the transnational and the global diaspora are considered. Possibilities for any one installment of the course include Indian, Scandinavian/Nordic, German, French, International Jewish, Pan-African, British/Irish, Mexican or other Latin American, Soviet/Russian, Italian film. Research paper required. Prerequisite: One previous film studies course. Depending upon the region(s) studied, this course might meet the department’s requirement for one course on non-Western/post-colonial literature or film. (Every other year)

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**ENW 5075: Film Theory (4 cr.)**
This course will examine the range of theory about film and other media through readings, discussions and viewings of selected films. The writings of earlier film theorists such as Munsterberg, Dulac, Eisenstein, Kracauer, and Bazin provide a base for the examination of more recent theories rooted in genre and authorship studies, semiotics, Marxism, psychoanalysis, feminism, cultural studies, audience and fan reception, and links to other media, including TV and video games. Research paper required. (Spring)

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**ENF 5102: Topics in Film Genre (4 cr.)**
The basics of genre are considered through the prism of one genre studied in depth. Iconography, narrative, theme, ideology, audience and fan response, cultural relevance, generic evolution and the industrial marketing of genres are explored. Hollywood films form the backbone for analysis, but alternatives receive attention. Focus varies with each offering and could include horror, the musical, gangster films, science fiction, Westerns, film noir, documentary, comedy, melodrama. Research paper required.
ENW 4004: Screenwriting Workshop II (3 cr.)
Students continue their work begun in ENW 4003. They work intensely on their own projects, workshop writing scenes and sequences. Class lectures focus on thorough examinations of story structure and address larger questions of authenticity and voice. ENW 4004 requires a major commitment to reading, viewing, and writing. The Semester project is the completion of a full-length screenplay draft of at least 90 pages. Prerequisite: Grade of "B" or better in ENW 4003. This class is repeatable for credit. May be used as an elective for the Film Concentration. (Spring)

ENW 4009: Poetry Workshop (3 cr.)
The poetry workshop presents an opportunity for students to write and revise poems in free or fixed forms. Emphasis is on three elements of poetry: 1) memorable language, 2) remarkable imagery, 3) engaging story lines. This class is repeatable for credit. (Fall) (Spring)

ENW 4011: Journalism I (3 cr.)
Students learn news, feature and article writing as well as plan and carry out reporting assignments on topics of current interest. The course includes discussion of such issues as objectivity, ethics, investigation and interpretation. Repeatable for credit. (Fall) (Spring)

ENW 4012: Journalism II (3 cr.)
Students continue study begun in Journalism I, a prerequisite. This class looks at works of extended journalism. Students are expected to study and write features, profiles, and investigative pieces, as well as submit material to appropriate campus student publications. Prerequisite: Grade of C+ or better in ENW 4011. Repeatable for credit. (Spring)

ENW 4020: Fiction Workshop (3 cr.)
Through readings, discussion and critique, students hone their skills and refine their literary judgment. A minimum of 40 pages of manuscript during the semester is required. Repeatable for credit. (Fall) (Spring)

ENW 5003: Screenwriting Workshop I (3 cr.)
Students are introduced to the craft of visual story-telling, exploring character, dialogue, plot setting and tone. Students view movies weekly and read extensively in professional film scripts. Each week student writing is discussed in a workshop format. The semester project is the completion of the First Act of a feature screenplay, approximately thirty pages of writing, as well as an accompanying outline of the entire screenplay. May be used as an elective for the Film Concentration.

ENW 5005: Creative Non-Fiction (3 cr.)
A commitment to fact in all its inconvenience combined with a commitment to achieving a depth of meaning comparable to that found in fiction is the passion of the nonfiction writer. There is no better way to explore this genre than by working in its four principle forms: Memoir, Opinion, Essay and Literary Reporting. In this workshop students will write a piece in each form and we will also analyze the work of masters in each form. Reading list: Coming into the Country by John McPhee; Up at the Old Hotel by Joseph Mitchell; The Art of the Personal Essay by Philip Lopate, ed.; An American Requiem by James Carroll; My Brother by Jamaica Kincaid; and Let Us Now Praise Famous Men by James Agee.

ENW 5007: Poetry (3 cr.)
This course offers an introduction to writing poetry. In addition, the class will examine the nature of poetry and poetic language, including meter, form, imagery, meaning, symbolism, etc. Each week the student will write an original poem, and will read a chapter from the text and a series of assigned poems. Each class will be divided between a close examination of the reading for that week, and a workshop centered on the students' own poems. The final project consists of a collection of the poetry the student has written for the course. Texts are: Sound and Sense. Perrine & Arp, HBJ; Immortal Poems of the English Language, ed. Williams, Washington Square Press; The Vintage Book of Contemporary American Poetry, ed., McClatchy, Vintage.

ENW 5012: Screenwriting Workshop Two (3 cr.)
Students continue to practice the craft of visual story-telling, exploring character, dialogue, plot, setting and tone. Students view movies weekly and read extensively in professional film scripts. Each week student writing is discussed in a workshop format. The semester project is the completion of the 'second act' of a feature screenplay, approximately thirty pages of writing, as well as an accompanying outline of the entire screenplay.

ENW 5028: Writing Children's & Young Adult Lit (3 cr.)
This course considers how writers recapture the child's world, with its uniquely heightened senses and near-primal beliefs. As students begin writing the first draft of their novels, they explore such elements as wonder, magic, make-believe, longing, justice, personal growth, and hope. Assigned readings lead to discussions that include: the invisible self, reflective voice, evolution of story, transformation of character, and re-imagining the draft. Students should be prepared to read a book and write a chapter each week.

ENW 5030: Elements of Creative Writing (3 cr.)
Students study language, tone, structure, dialogue and point of view in order to get at how to create compelling, empathetic characters on the page. We examine extensively the ways exemplary stories connect with readers. The semester's work consists largely of readings and exercises, with some workshopping of student writing. Students are to be thoroughly familiar with the assigned readings and are expected to have useful and insightful responses to relevant issues of craft. The final requirement for the class is a short story (most likely between 8 and 30 pages in length) or a chapter or two of a novel (same page requirements) that has been workshopped at least once.

ENW 5036: Writing the Contemporary Novel (3 cr.)
The purpose of this course is to help the student begin writing his/her own novel. Each student will write 50 pages of an original work, handing in 4-5 pages each week. In addition, the class will study a series of novels with an eye to such things as structure, plot, style, dialogue, characterization, place and time, imagery, etc. Each class will be divided between a discussion of the novel being read that week, and a workshop centering on the pages of one of the students' work. Assigned texts are: The Awakening by Kate Chopin; Sula by Toni Morrison; The Moviegoer by Walker Percy; The Stranger by Albert Camus; and Play It as It Lays by Joan Didion.
ENW 5045: Editorial & Production Workshop (3 cr.)
Students will apply to their own work the editorial knowledge and skills gained in evaluating (blind) submissions for Inkwell literary journal and other sample work, in terms of revising, editing and ultimately getting pieces published. Several individual conferences will be scheduled throughout the revision process. In addition, students will gain a thorough understanding of producing a literary journal, from editorial through production and marketing phases. Texts: A Piece of Work: Five Writers Discuss Their Revisions, Jay Woodruff, ed., and Deep Revisions by Meredith Sue Willis.

ENW 5048: Short, Short Fiction (3 cr.)
Short short stories (here, under 3,000 words) are a great way to unleash creativity and get more power out of your writing. Unlike mere fragments, they are whole unto themselves and can often contain the seeds of novel. In this course, we will write a new short short story/not a sketch or vignette/each week.

ENW 5049: Teaching Creative Writing (3 cr.)
Many of us who choose the writing life often find ourselves also choosing teaching as a means of supporting our writing habit. The balance between writing and teaching is tricky: How is it possible to teach well without sapping the energy needed for your own work? This course aims to model a number of approaches to teaching writing, beginning with adapting the workshop techniques of a Master of Arts in Creative Writing or Master of Fine Arts program to other settings. We will study and invent strategies for teaching children, teachers, seniors, and even emotionally fragile populations for whom the act of writing can be life-saving. We will explore the teaching of different genres including fiction and personal essay, with a special emphasis on teaching poetry.

ENW 5057: Contemporary Reading and Writing of Poetry (3 cr.)
Although we will explore some traditional poetic forms, the emphasis in this class will be an in-depth look into the more open contemporary forms that published poets are writing today and apply those techniques to our own poems. We will study poets from the mid-1950s to the present and discover how their techniques can be applied to our own writing. In short, our poems will not fit a form or metrical grid, but will find forms to fit our poems. The effect is for each individual poet in class to incorporate rhythms that are personal and not artificial and strive to have their poems capture the realism and spontaneity of everyday speech.

ENW 5072: Writing Longer Non-Fiction (3 cr.)
In this course, students will work on a single long piece of work, whether that be memoir, literary reporting, a work of thought, or a collection of essays organized around a theme. The focus will be on structure, thematic development, and momentum as well as other features of longer works.

ENW 5078: Writing Literature For Tweens & Young Adults (3 cr.)
Writing Literature for Tweens and Young Adults is designed to give writers who are exploring the Young Adult genre a concentrated writing experience in the mid- to older reader segments of the genre. The course will help writers recapture the young person’s world with its uniquely heightened awareness and seminal experiences, and to explore a variety of “places” to look for a story.

ENW 5110: Foundations in Graduate Creative Writing (3 cr.)
This course could be called “Great Attention to detail in Poetry, Fiction and Drama”. In it, students explore the many aspects of writing, focusing attention on particular tasks, and discovering answers to questions such as: How do we build our work from notes to drafts to completed pieces of work? How do we write believable characters? How do we bring the language of color, climate, or the intimacies of mood to our work? What images, objects or symbols help support the ideas of our writing? How do we find the source in ourselves from which to write poetry? How do we know when a piece of work is finished? Copies of the readings will be provided by the instructor.

ENW 5120: Contemporary Publishing (3 cr.)
This course will explore today’s publishing landscape from a variety of angles, charting the advancement of the technology of the printed word from its beginnings, to the possibilities of its future, and examining how this evolution has affected and informed the culture of the contemporary publishing world and literature itself. Students will also step into the role of editor and curator, reading and evaluating work submitted for publication in The Manhattanville Review, and creating literary journals of their own.

ENW 5130: Advanced Seminar in Creative Writing (3 cr.)
This course examines the history and theories of Creative Writing, with particular attention to both community-based Creative Writing and the post-WWII period of graduate creative writing initiated by the advent of the first program in the field, the Iowa Writers’ Workshop. Students will read several historical and theoretical texts that describe and critique this historical development. They will also be introduced to a wide variety of models through which the Creative Writing workshop model has been used in K-12 schools, community centers, workplaces, prisons, and other public and private spaces. Students will also examine the fundamentals of critical pedagogy as it pertains to creative writing.

ENW 5210: Fiction Workshop (3 cr.)
Students study language, tone, structure, dialogue and point of view in order to get at how to create compelling, empathetic characters on the page. We examine extensively the ways exemplary stories connect with readers. The semester's work consists largely of reading and exercises, with some workshopping of student writing. Students are to be thoroughly familiar with the assigned readings and are expected to have useful and insightful responses to relevant issues of craft. The final requirement for the class is a short story (most likely between 8 and 30 pages in length) or a chapter or two of a novel (same page requirements) that has been workshopped at least once.

ENW 5220: Poetry Workshop (3 cr.)
In this workshop, participants will develop their poetic voice and experiment with new methods of approaching the page. Through writing exercises, a range of readings, and study of the diverse offerings of contemporary poetry, students will work to discover ways to imaginatively challenge, re-purpose and bend the poetic genre to fulfill their creative objectives and forge a distinct aesthetic identity.

ENW 5230: Creative Nonfiction Workshop (3 cr.)
A commitment to fact in all its inconvenience combined with a commitment to achieving a depth of meaning comparable to that found in fiction is the passion of the nonfiction writer. There is no better way to explore this genre than by working in its four principle forms: Memoir, Opinion, Essay and Literary Working. In this workshop students will...
write a piece in each form and we will also analyze the work of masters in each form.

**ENW 5240: Children's/Young Adult Workshop Literature (3 cr.)**
This course considers how writers recapture the child's world with its uniquely heightened senses and near-primal beliefs. As students begin writing the first draft of their novels, they explore such elements as wonder, magic, make-believe, longing, justice, personal growth, and hope. Assigned readings lead to discussions that include: the invisible self, reflective voice, evolution of story, transformation of character, and re-imagining the draft. Students should be prepared to read a book and write a chapter each week.

**ENW 5250: Cross-Genre Workshop (3 cr.)**
Cross-Genre Workshop addresses those spaces where the current literary genres meet and overlap. Students both create and workshop new literary works that test the borders of genre.

**ENW 5400: Fall Writers' Weekend (2 cr.)**
Fall Writers' Workshop gives MFA students an opportunity to study intensely with a renowned visiting professor in a weekend writers' retreat-style class.

**ENW 5597: Internship (3 cr.)**
This course is designed to offer graduate credit to students wishing to pursue a significant internship opportunity in creative writing, publishing, teaching, or a related field.

**ENW 5850: Topics in Graduate Creative Writing (3 cr.)**
Please consult graduate program website for information on upcoming ENW 5850 Topics sections.

**ENW 5900: Thesis Project (3 cr.)**
Students who have completed all program requirements register to work with a thesis director of their choice. Thesis Project is offered in both Fall and Spring semesters and is graded on a pass/fail basis.

**ENW 5940: Final Project (2 cr.)**
Students who have completed all program requirements register to work with the Seminar Director/Mentor to plan and execute a final piece of work. The final project consists of an original piece of writing in either poetry or prose with at least a part of the project being new work. The Final Project shall be of a length determined by the Director. The Final Project Seminar is offered in both the Fall and Spring semesters and is graded on a pass/fail basis. No grade will be given until the Final Project is evaluated. Students may be given an additional semester to complete their work if their project cannot be completed in one semester.

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**French Courses (WLL)**

**FRN 1001: Introductory French I (4 cr.)**
An introduction to French language, grammar, and vocabulary, as well as, the reading of short dialogues and cultural texts, with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills. Prerequisite for Introductory French II: Introductory French I, or its equivalent. (Fall) (Spring)

**FRN 1002: Introductory French II (4 cr.)**
An introduction to French language, grammar, and vocabulary, as well as, the reading of short dialogues and cultural texts, with the aim of developing the four skills of reading, writing, listening, and speaking. Language laboratory drills. Prerequisite for Introductory French II: Introductory French I, or its equivalent. (Fall) (Spring)

**FRN 2001: Intermediate French I (3 cr.)**
Intermediate French I and II enhance students' foundation in French helping them improve their ability to listen, to communicate orally, to read literary and cultural texts, and to express themselves in writing. Conducted in French, the course will continue students' exploration of French language culture through readings, songs, films, and the World Wide Web, exploring a variety of topics such the Francophone world, immigration in France, French cinema and television, the French educational system, and French youth. Prerequisite: Two or three years of high school French, or FRN 1001 and FRN 1002, or its equivalent (Fall/Spring).

**FRN 2002: Intermediate French II (3 cr.)**
Intermediate French I and II enhance students' foundation in French helping them improve their ability to listen, to communicate orally, to read literary and cultural texts, and to express themselves in writing. Conducted in French, the course will continue students' exploration of French language culture through readings, songs, films, and the World Wide Web, exploring a variety of topics such the Francophone world, immigration in France, French cinema and television, the French educational system, and French youth. Prerequisite: Two or three years of high school French, or FRN 1001 and FRN 1002, or its equivalent (Fall/Spring).

**FRN 2008: French Conversation (3 cr.)**
The course will concentrate on improving speaking and listening skills in French. Students will learn the vocabulary and language structures as well as idiomatic expressions that will help them converse in a number of specific situations – asking for information, looking for a job, communicating with technology, speaking about French cuisine, making purchases, giving advice, and discussing issues of immigration, identity, religion, and diversity in contemporary France. They will also be introduced to current events in France and the Francophone world through newspaper and magazine articles, the Internet (TV5), video clips, films, and songs. (Fall) (alternate years) Prerequisite: FRN 2002, or its equivalent.

**FRN 2009: Business French (3 cr.)**
This intermediate-level French class will help students improve their command of French in order to conduct business in French or travel through French-speaking countries with greater ease. The course will introduce students to the vocabulary and structures of the French business world. Students will learn how to: engage in conversations
FRN 2055: French Cinema: From the New to Banlieue (3 cr.)

To what extent does cinema reflect society? How does the cinema of the nouvelle vague (New Wave) mirror post-war French society? In what ways does the cinéma de banlieue, which portrays the lives of the marginalized living in the housing projects or cités of French suburbs, depict France's struggles to integrate its multicultural and multiethnic population? In this course, we will conduct a thematic and stylistic analysis of French films from the late 1950s through the new millennium and examine the images of French society that emerge. We will also study films that deal with France's relationship with its colonies. Filmmakers to be studied will include François Truffaut, Jean-Luc Godard, Agnès Varda, Louis Malle, Jean-Jacques Beineix, Mathieu Kassovitz, Josiane Balasko, Sembène Ousmane, and Cédric Klapisch.

The course is taught in English, has no prerequisites, and does not require any knowledge of French.

FRN 2055A: French Cinema: Reading and Discussion (1 cr.)

For French majors and minors - This 1-credit course is offered in conjunction with FRN 2055: French Cinema: From the Nouvelle Vague to the cinéma de banlieue, is a required co-requisite of FRN 2055 for French majors and minors. In addition to attending the regular class meetings for FRN 2055, this course will consist of discussions in French of the films and will include additional readings in French. (In French).

FRN 3003: Advanced French Language and Culture (3 cr.)

FRN 3003 guides students from intermediate to more advanced levels of French. The focus is on content that will encourage students to improve their linguistic skills in French. Reading selections and activities are designed to improve reading comprehension by introducing a variety of text types, and reinforcing the ability to use appropriate French grammar and stylistics while exploring French and Francophone culture. Although the course will emphasize improving students' skills in all areas - reading, writing, speaking and listening - special emphasis will be placed on developing French writing skills through creative and structured writing activities. Prerequisite: FRN 2002, Intermediate French II, or its equivalent. (Fall) (alternate years)

FRN 3012: The Nineteenth Century French Novel (3 cr.)

The course introduces students to key French novels of the 19th-century, paying particular attention to the social, political, and literary contexts of these fictional narratives. From the romantic novel of the early part of the century to the realist novels of Honoré de Balzac and Gustave Flaubert and the later naturalist novels of Emile Zola and Guy de Maupassant, this course will examine how these novels depict 19th-century French society. In addition to the novels, we will read critical and historical material on the 19th-century. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3017: World Literatures in French (3 cr.)

The course examines literature written in French outside of France by writers from the Maghreb (North Africa), the Caribbean and Sub-Saharan Africa. A strong emphasis will be placed on the condition of women, sexuality, religion, and the postcolonial status of Francophone countries including their relationship with France. The class will also define what constitutes Francophone literature, the use of language, and the notions of Négritude and créolité. Course material includes historical and critical texts, novels, short stories, poems, and films by writers and filmmakers such as Jacques Roumain, Cheikh Hamidou Kane, Nathacha Appanah, Maryse Condé, Tahar Ben Jelloun, Azour Begga, and Ousmane Sembène, among others. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.
FRN 3021: 20th and 21st Century French & Francophone Theatre (3 cr.)
In this course students read and analyze French plays by 20th and 21st century French and Francophone dramatists including Jean Anouilh, Samuel Beckett, Aimé Césaire, Marguerite Duras, Jean Giraudoux, Eugène Ionesco, and Wajdi Mouawad, and Jean-Paul Sartre, among others. The approach to the texts will center on the social, political, and cultural contexts of the plays as well as representations of class, gender, and the role of language. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3024: Introduction to Analysis of French Texts (3 cr.)
This course refines the skills acquired in FRN 3003: Advanced French Language, Literature and Culture. The class will continue to review French grammar and read, analyze, and write about French literature from the 18th - through the 21st-century, including literature in French written outside of France. The class will also read one literary work in its entirety, and continue with the study of French and Francophone culture through newspaper articles, web-related activities, songs and films. Prerequisite: FRN 3003, Advanced French Language, Literature, and Culture, or its equivalent. (Fall) (alternate years)

FRN 3032: Advanced French Language and Culture (3 cr.)
This course introduces students to the field of linguistics as applied to the French language. Students will analyze the sound system, word formation, and sentence structure in French. Using French linguistic features, this course will discuss the history of the French language from its Latin roots to the modern-day state of the language. Students will also explore the history and development of regional languages in France as well as changes the French language has undergone in France and in the Francophone world. (Taught in Eng-}

FRN 3029: The Exotic Other in the 18th Century French Novel (3 cr.)
In the 18th-century, certain French novels and short stories showed outsiders, exotic others, from Africa, Persia, Turkey, Siam, China, Peru, and the Americas visiting Europe and commenting on what they observed there. Other works were based on accounts of actual foreigners with whom the writers came into contact through travel narratives. In this course, the class will examine the figure of the exotic other, both real and imaginary, in novels and short stories from Montesquieu’s Lettres persanes (1721) to Voltaire’s L’Ingénu (1767) and analyze their role within the social and political context of 18th-century French society. Prerequisite: FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3031: French and Francophone Culture Through Lit & Film (3 cr.)
This course will examine contemporary French and Francophone culture through literature and film. We will read texts about French family life, the changing role of women, social class, religion, education, housing, gastronomy, political and social life, and its role in Europe, immigration and urban alienation, media and technology. We will also discuss the notion of francophonie and the French presence in the rest of the world. In addition to readings from the textbook, and one or two short novels, we will read articles from French magazines, newspapers, and the internet. We will also watch contemporary French films that depict some of the socio-political issues discussed in the course. Prerequisite: FRN 3003, Advanced French Language and Culture, FRN 3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3033: Introduction to French Linguistics (3 cr.)
This course introduces students to the field of linguistics as applied to the French language. Students will analyze the sound system, word formation, and sentence structure in French. Using French linguistic features, this course will discuss the history of the French language from its Latin roots to the modern-day state of the language. Students will also explore the history and development of regional languages in France as well as changes the French language has undergone in France and in the Francophone world. (Taught in Eng-

FRN 3034: French to English (3 cr.)
The main goal of this translation workshop is to improve the students’ comprehension of French and writing skills in English. It will enhance the students’ vocabularies in French and English as they strive to master clarity, precision and nuance in both languages. It will also foster teamwork. Students will translate a variety of texts taken from different sources: popular media-newspaper and magazine articles, websites and other online media; non-fiction - art criticism, art exhibition catalogues, and instruction manual for digital camera; literary texts. The final segment of the workshop will discuss subtitles, in English and in French, from selected films. In the course of translating these texts, students will discuss various theories and philosophies regarding translation. Prerequisite: FRN 3024

FRN 3998: Senior Evaluation (3 cr.)
The Senior Evaluation will be written during the first semester of the senior year on a topic or theme related to French literature, history or culture. The student may choose to write the senior evaluation in French or English.

FRN 3999: Senior Evaluation II (3 cr.)
Take FRN.3998; min. grade C

FRN 4495: Independent Study (3 cr.)
For majors only, with permission from the Chair of the department.

FRN 5003: Advanced French Language and Culture (3 cr.)
FRN 5003 guides students from intermediate to more advanced levels of French. The focus is on content that will encourage students to improve their linguistic skills in French. Reading selections and activities are designed to improve reading comprehension by introducing a variety of text types, and reinforcing the ability to use appropriate French grammar and stylistics while exploring French and Francophone culture. Although the course will emphasize improving students' skills in all areas - reading, writing, speaking and listening - special emphasis will be placed on developing French writing skills through creative and structured writing activities. Prerequisite: FRN 2002, Intermediate French II, or its equivalent. (Fall)

FRN 5012: The Nineteenth Century French Novel (3 cr.)
The course introduces students to key French novels of the nineteenth-century paying particular attention to the social, political and literary contexts of these fictional narratives. From the romantic novel of the early part of the century to the realist novels of Honoré de Balzac and Gustave Flaubert and the later naturalist novels of Emile Zola and Guy de Maupassant, this course will examine how the novels depict nineteenth-century French society. In addition to the novels, we will read critical and historical material on the nineteenth-century. Prerequisite: FRN 5024.

FRN 5017: World Literatures in French (3 cr.)
The course examines literature written in French by writers from the Maghreb (North Africa), the Caribbean and Subsaharan Africa. A
strong emphasis will be placed on the status of women, sexuality, religion, and the postcolonial status of Francophone countries and their relationship with France. We will also define what constitutes Francophone literature, the use of language and the Négritude movement. The course material includes historical and critical texts, novels, short stories, poems and films by writers and filmmakers such as Cheikh Hamidou Kane, Mariama Bâ, Maryse Condé, Tahar Ben Jelloun, Assia Djebar, and Ousmane Sembène, among others. Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 5021: 20th and 21st Century French and Francophone Theatre (3 cr.)
In this course students read and analyze French plays by 20th century dramatists including Jean Anouilh, Samuel Beckett, Aimé Césaire, Marguerite Duras, Jean Giraudoux, Eugène Ionesco, Wadji Mouawad, and Jean-Paul Sartre. The approach to the texts will center on the social, political, and cultural contexts of the plays as well as representations of class, gender, and the role of language. Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 5024: Introduction to the Analysis of French Texts (3 cr.)
This course refines the skills acquired in FRN 3003: Advanced French Language, Literature and Culture. The class will continue to review French grammar and read, analyze, and write about French literature from the 18th- through the 21st-century, including literature in French written outside of France. The class will also read one literary work in its entirety, and continue with the study of French and Francophone culture through newspaper articles, web-related activities, songs and films. Prerequisite: FRN 5003, Advanced French Language, Literature, and Culture, or its equivalent. (Fall) (alternate years)

FRN 5029: The Exotic Other in the 18th Century French Short Story and Novel (3 cr.)
In the 18th-century, certain French novels and short stories showed outsiders, exotic others, from Africa, Persia, Turkey, Siam, China, Peru, and the Americas visiting Europe and commenting on what they observed there. Other works were based on accounts of actual foreigners with whom the writers came into contact through travel narratives. In this course, the class will examine the figure of the exotic other, both real and imaginary, in novels and short stories from Montesquieu’s Lettres persanes (1721) to Voltaire’s L’Ingénu (1767) and analyze their role within the social and political context of 18th-century French society. Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 5031: French and Francophone Culture Through Literature and Film (3 cr.)
This course will examine contemporary French and Francophone culture through literature and film. We will read texts about French family life, the changing role of women, social class, religion, education, housing, gastronomy, political and social life, France’s role in Europe, immigration and urban alienation, media and technology. We will also discuss the notion of francophonie and the French presence in the rest of the world. In addition to readings from the textbook, we will read articles from French magazines, newspapers, and the internet. We will also watch contemporary French films that depict some of the socio-political issues discussed in the Prerequisite: FRN 5024, Introduction to the Analysis of French Texts, or its equivalent. (Spring)

FRN 5033: Introduction to French Linguistics (3 cr.)
This course introduces students to the field of linguistics as applied to the French language. In the course, students will study the history of the French language from its Latin roots to the modern-day state of the language. We will analyze the sound system, word formation, and sentence structure in French using different resources - books, articles, documentary films, feature films, literary texts and the internet. Finally, we will explore the history and development of regional languages in France as well as changes the French language has undergone in France and in the Francophone world, e.g. colloquialisms, slang, borrowed words. Although the class will be taught in English, examples, data for analysis, application, and some of the reading, will be in French. The course will be accepted for French major and minor credit. Prerequisite: FRN 5003, Advanced French Language and Culture, or its equivalent.

FRN 5034: French to English (3 cr.)
The main goal of this translation workshop is to improve the students’ comprehension of French and writing skills in English. It will enhance the students’ vocabularies in French and English as they strive to master clarity, precision and nuance in both languages. It will also foster teamwork. Students will translate a variety of texts taken from different sources: popular media-newspaper and magazine articles, websites and other online media; non-fiction - art criticism, art exhibition catalogues, and instruction manual for digital camera; literary texts. The final segment of the workshop will discuss subtitles, in English and in French, from selected films. In the course of translating these texts, students will discuss various theories and philosophies regarding translation.

First Year Program Courses

FYP 1000A: Mville 101 (1 cr.)
The process of becoming a college student or transitioning to a new institution is just that: a process. But the process doesn’t end once you’ve been accepted to a college; that’s when it begins. This course is designed to foster a sense of belonging to the Manhattanville community by working in small groups; sharing valuable information about the College’s mission and history; and helping students to clarify the purpose, meaning, and direction of their college careers, while challenging them to develop and practice the leadership, critical thinking, and time management skills necessary for success at Manhattanville and beyond. “Mville 101” will be an introduction to higher education, with an emphasis placed on independence and the successful transition into life after college.

FYP 1000B: Mville 102 (1 cr.)
The purpose of this First Year course is to guide new Manhattanville students in making a successful transition, academically and socially. This second semester course is designed to continue community development through small
FYP 1001*: First Year Seminar I (3 cr.)
First-Year Seminars are topical or thematic, reflecting faculty interest and/or expertise. Seminar topics and themes are diverse and reflect the broad spectrum of the undergraduate liberal arts curriculum. First-Year Seminars are not survey or introductory courses in any particular discipline, but rather are seminar-style and participatory. Some carry departmental elective credit, and all count toward the fulfillment of college-wide requirements. All first-year seminars address the College's General Education Critical and Analytical Reasoning Competency; some, by virtue of their topics, also address a second General Education Competency. Students enrolled in each section of First-Year Seminar are also enrolled in the coordinating section of First-Year Writing I.

Additional letters may follow

FYP 1003: First Year Writing I (3 cr.)
First-Year Writing is a year-long sequence that will provide thorough instruction in composition in order to enable students to develop the writing skills necessary to meet the demands of college-level study. The course will include an intensive review of grammar, style and structure, and it will examine strategies for written analysis, persuasion, and argumentation. Instruction will emphasize revising, editing and drafting; and, in direct coordination with the First-Year Seminar, students will be encouraged to recognize the connection between critical thinking and successful academic writing.

Corequisite: FYP 1001 or 1000 level CSCH course

FYP 1004: First Year Writing II (3 cr.)
First-Year Writing is a year-long sequence that will provide thorough instruction in composition in order to enable students to develop the writing skills necessary to meet the demands of college-level study. The course will include an intensive review of grammar, style and structure, and it will examine strategies for written analysis, persuasion, and argumentation. Instruction will emphasize revising, editing and drafting; and, in direct coordination with the First-Year Seminar, students will be encouraged to recognize the connection between critical thinking and successful academic writing.

Prerequisite: FYP 1003: First Year Writing I

FYP 4000: College Skills 1 (3 cr.)
This course is designed to provide an intensive review of the fundamentals of college-level critical inquiry and writing. Emphasis will be placed on developing analytical skills and cogent arguments. To ensure students are writing accurately and coherently, they will receive instruction in grammar, word usage, sentence structure, paragraph coherence, and rhetorical modes, and they will engage in a review of critical thinking techniques and strategies. This is a three-credit course. It is open only to students who are not first-semester freshmen and who have not completed First-Year Seminar FYP 1001, First-Year Writing FYP 1003, or FYP 1004 by earning the General Education grade requirement of C- or above.

FYP 4001: College Skills 2 (3 cr.)
This course is designed to provide an intensive review of critical thinking strategies and writing skills that are essential to successful, meaningful academic work. This instruction will occur largely through the revising and editing of the Freshman Essay. This is a three-credit course. It is open only to students who have not completed FYP 1001, FYP 1003, or FYP 1004 by earning the General Education grade requirement of C- or above.

German Courses (WLL)

GER 1001: Introduction to German Language & Culture I (4 cr.)
In this year-long course students will learn elementary level German, as well historical and cultural information about the German-speaking countries. A four skills approach (speaking, listening, reading and writing) will be applied to learning the German language. Cultural and historical knowledge will be conveyed through articles and short essays (in English) on German linguistics, history, literature, philosophy, music and contemporary problems. (Fall)

GER 1002: Introduction to German Language & Culture II (4 cr.)
This course is a continuation of GER 1001 and applies the same approach and learning goals.

In this year-long course students will learn elementary level German, as well historical and cultural information about the German-speaking countries. A four skills approach (speaking, listening, reading and writing) will be applied to learning the German language. Cultural and historical knowledge will be conveyed through articles and short essays (in English) on German linguistics, history, literature, philosophy, music and contemporary problems. (Spring)

GER 2001: Intermediate German I (3 cr.)
The student's ability to speak and understand, as well as to read and write German will be developed. Main emphasis will be on grammar review within a conversational context, combined with readings of modern literary or cultural material. (Fall)
GER 2002: Intermediate German II (3 cr.)
The student's ability to speak and understand, as well as to read and write German will be developed. Main emphasis will be on grammar review within a conversational context, combined with readings of modern literary or cultural material. (Spring)

GER 3009: Politics/Art of German Cinema (4 cr.)
This course looks at the films produced in the two Germanys during the 40 years of that country's separation into West (FRG) and East (GDR), analyzing them both as aesthetic vehicles and as expressions of a particular political-historical context. Films will include those of now world-famous directors such as Frank Beyer, Konrad Wolf, Rainer Werner Fassbinder, Margarethe von Trotta, Werner Herzog and Wim Wenders. Films are in German with English subtitles. Lectures and supplementary readings are in English. (Fall) (alternate years)

GER 3012: German Culture in Context (3 cr.)
This course examines culture in the modern German-speaking world, including literature, politics and the arts. A German cultural textbook, *Anders gedacht*, will be supplemented by current articles from the German news media. While examining German culture, students will also systematically review advanced grammar and improve their speaking and writing ability. (Fall)

GER 3013: German Cultural History (3 cr.)
This course, conducted in German and with readings in German, will introduce students to the highlights of German cultural achievement, from the rise of the Germanic tribes to post-unification. Weekly readings will be supplemented by film/slide viewings and listening assignments. In addition to furthering students' knowledge of the contributions of Germans to world culture, the course will also help them refine their written and oral German language abilities. Prerequisite is successful completion of Intermediate German or its equivalent.

Prerequisite: GER 2002: Intermediate German II, or GER 4002: Building German Proficiency.

GER 3060: Heimat: Germany's Fall & Rise (3 cr.)
This course will use Edgar Reitz's 1984 epic film *Heimat* to help students understand German socio-historical developments from the end of the First World War to Germany's economic and political dominance of Europe in the 1980's. Reitz' film unfolds in 11 episodes (each approximately 1 1/2 hours long), and tells the interrelated stories of the inhabitants of Schlabach, a German village which serves as a microcosmic symbol for the whole country. Like the rest of Germany, the various inhabitants of the village live through the crisis after WWI, the rise and fall of Nazism, post-war reconstruction and subsequent prosperity. Praised for its emotional intensity, cinematic beauty and attention to detail, the film is an excellent vehicle for learning about the events of 20th century German history and their effect on individual lives. Selected readings in German culture and history, as well as the viewing of some related films, will reinforce and augment student understanding of the cinematic material. The film is in German with English subtitles, the lectures and discussions are in English, and the course can be taken for either German or International Studies credit. Students taking it for German credit are encouraged to sign up for a once a week German discussion class (1 credit GER "Independent Study") in conjunction with this course. (Spring) (alternate years)

GER 4001: Improving German Reading and Writing (3 cr.)
This repeatable course is intended for students who have completed Intermediate German or its equivalent. Readings by important German authors will be assigned and then discussed in class. (Fall) (alternate years)

GER 4002: Bldg German Proficiency (3 cr.)
This course is intended to advance the skills of students who do not fit into one of the existing 1000 or 2000 level German courses, thus preparing them for entry into the next level. Typically, this course is beneficial for students who have completed 2-3 years of high school German or who have some background in German through family or travel. The course seeks to advance fluidity of basic conversation through review of vocabulary and idiomatic structures and the discussion of simple stories. The course will meet as a class and work through a common curriculum once a week, but each student will also work on individual issues (e.g. pronunciation, basic grammar) as necessary. (Spring) (alternative years)

**History Courses**

HIS 1011: Development of America I (3 cr.)
These courses survey the political, intellectual, social, and economic development of the United States from the Age of Discovery to the end of the Civil War (first semester); and from Reconstruction to the present.

HIS 1012: Development of America II (3 cr.)
These courses survey the political, intellectual, social, and economic development of the United States from the Age of Discovery to the end of the Civil War (first semester); and from Reconstruction to the present.

HIS 1015: Survey of Modern Latin America (3 cr.)
Nineteenth and twentieth century Latin America were periods of intense political, social, and economic transformation. This introductory course will cover many of the principle themes that contributed to these changes, including the dissolution of the Spanish and Portuguese empires, the emergence of the independent republics, the problems of state formation, integration into the world economy, the struggle for democracy, and the changing patterns of gender, ethnic and racial relationships. The course surveys the factors common to the modern histories of Latin American nations as well as significant cultural and political differences between them.

HIS 1018: History of the Modern Middle East and North Africa (3 cr.)
This course surveys the historical evolution of the Middle East and North Africa, i.e. the region stretching from Morocco to Afghanistan, and from the Balkans and Anatolia to the Arabian Peninsula. It focuses on the main political and cultural configurations of the area from the rise of the Gunpowder Empires of the 16th-century - the Ottoman and Safavid (Iran) states, to the modern nation-state systems of the present century. The dominant political, religious, economic, social, and cultural features of Middle Eastern peoples and societies are examined, as are the relationships between the region and other parts of Eurasia, particularly Western Europe.
HIS 1019: History of the Medieval Middle East (3 cr.)
In the year 500 C.E., the Middle East was divided between two great
empires, the Byzantine and the Persian. The Arabs were nomads and
traders living in the Arabian peninsula and Syria, with no strong state
of their own. But by 650, the Arabs would crush Persia and occupy
Byantine lands, uniting the long-divided Middle East in their new
empire. Arabs and converts to their new religion, Islam, laid the
foundations of a new society and culture, centered at the juncture of
the Asian, African and European continents and spreading eastward
to India and westward to Spain. In the early 1500s, Islamic society would
produce two new empires: that of the Ottoman Turks who conquered
Byantium, and that of the Safavids, who resurrected in Islamic form
the ancient Persian empire.

HIS 1025: Indigenous & Colonial Latin America (3 cr.)
This course surveys Latin America history from its main indigenous
cultures to its modern nations established at the beginning of the
1800s. It studies the main differences among the ancient Indian cul-
tures, and it addresses issues as slavery, colonialism, the role of
the Catholic Church, the colonial societies, punishment and cooptation,
and the struggles for Independence. It aims to discuss the bases of both
the specificity and the internal diversity of Latin America.

HIS 1034: World History I: Before 1500 (3 cr.)
The course's motto is these words attributed to Churchill: "The farther back you can look, the
farther forward you can see". Therefore, it
covers the key events of the period including:
the emergence, evolution and migrations of early
humans from Africa; their settlements and the
beginning of civilizations in Mesopotamia and
Egypt; the ancient civilizations of Greece and
Rome and their evolution; the rise of
Christianity; the fall of Rome; the rise of
Islam; the emergence of the medieval world and
the Renaissance age; and finally the beginning of
the modern world through new sciences,
institutions, economy, geography, and society by
around the 1500s.

HIS 1036: World History II: Since 1500 (3 cr.)
This course is an examination of the salient political, socio-economic,
and cultural features of world history since 1500. Special emphasis will
be devoted to explaining why western initiatives helped to shape and
influence the evolution of global civilization during the past 500 years.

HIS 2012: American Sports History (3 cr.)
This course considers the history of American sports from its organized
beginnings to the present, both as a significant social phenomenon
itself, and as a reflection of and conduit for broader social, political,
intellectual and religious aspects of American life. Great personalities,
games, and events will be included.

HIS 2020: American History Through Film (3 cr.)
Most Americans today learn or mislearn American history by watching
movies. This course examines the advantages and dilemmas brought
about by this fact. We'll investigate several outstanding cinematic
histories of American slavery, the Civil War and Reconstruction, as
well as some unusually poor ones. Throughout, our primary focus will
be on the interaction and conflict between Hollywood filmmaking and
historical scholarship.

HIS 2024: American Economic History (3 cr.)
This course also counts for department credit toward programs in
Economics, Finance, or Management. This course offers an analysis of the
development of different sectors of the American economy from
the colonial era to the present. Particular attention will be given to the
role of government, technology, and entrepreneurs in the growth
process.

HIS 2030: Italy Since 1800 (3 cr.)
In 1800, Italy was an idea but not a nation; 200 years later, Italy has
become a leading member of the European community and a strong
influence on the world. This course examines the epic of modern
Italian history, from the Risorgimento of the nineteenth century
through the fascist experience, the Cold War years, and the post-Cold
War adjustment. Historical continuities with this ancient area's past
greatness will form a continuing theme of study.

HIS 2053: Modern Russia (3 cr.)
This course considers the background to and success of the Bolshevik
Revolution of 1917 as a product of Russian revolutionary tradition and
Marxism, the story of the Soviet state under Lenin, Stalin, and their
successors, the Cold War years, the disintegration of the U.S.S.R. and
the post-communist aftermath.

HIS 2059: Leadership & Leaders (3 cr.)
This biographical course will focus on four leaders: their motivations,
their successes in shaping the destiny of their nations and their impact
on world events. The four leaders are: Napoleon Bonaparte, Otto Von
Bismarck, Golda Meir, and Margaret Thatcher.

HIS 2060: Reconstruction & The New South (3 cr.)
The problem of how to reconstruct the United States of America after the Union's defeat of the
Confederacy and the abolition of slavery was the
most daunting task ever undertaken in the history
of American government. This course examines the
political, economic, and cultural ideas, events,
and programs involved in Reconstruction. It traces
the dramatic events of an era of great struggle
and hope, crisis and tragedy. Special attention
will be paid to the South, the former "rebels"
states of the Confederacy, whose social, economic,
and political systems lay in ruins in 1865.
Competing visions for rebuilding Southern society
and reuniting the nation will be explored.
African-American freedom and its prospects will
form a central focus of this course. The emergence
of a "New South" by the turn of the century, its
relation to the past and to the rest of the nation
will be considered. The modern legends of the Old
South, the Civil War, and Reconstruction will be
explored in literature and film.

HIS 2067: History of Traditional China (3 cr.)
Survey of Chinese history from earliest times (ca. 1700 B.C.) to the late
eighteenth century, focusing on China's characteristic social and pol-
litical institutions, as well as its intellectual and cultural traditions.
China's relations with other Asian countries and peoples will also be
treated.

HIS 2077: Ireland and its Diaspora (3 cr.)
Ireland is one of the world's great "diasporic"
societies and has been for a very long time. This
course will examine the circumstances that made
Ireland into a country that exported its
population...from the Gaelic émigré nobility of
the 16th and 17th centuries to the political
dissidents of the 18th and early 19th century,
from the outpouring of the victims of famine and poverty in the mid and late 19th century to the Catholic missionaries of the "Irish Spiritual Empire" and the educated offspring of the "Celtic Tiger" in the 20th. It will examine the social, economic, and political trends that lay behind this continuous outward movement of population, it will also look at the impact of immigrants on their host countries and their continued connection with the land they left behind.

HIS 2080: Modern African History (3 cr.)**
This course is a survey of African history from the late 19th century to the attainment of independence in the 1960's. The course examines 19th century political developments, the abolition of the slave trade and the rise of commodity commerce, European imperialism and African resistance and the imposition of colonial domination. Other themes examined are political, economic and social developments during the colonial period, the emergence of African freedom struggles and nationalism and the recovery of African independence. (Spring).

HIS 2085: History of Contemporary Africa (3 cr.)
This course surveys aspects of the history of post-independence Africa since the 1950s. Themes examined include the national independence movements and liberation struggles, nation-building, political ideologies, the party systems, the military in politics, internal conflicts, civil wars, educational, social and cultural developments, neo-colonialism, economic dependency and development, foreign interference through structural adjustment programs, the movement for political change and the future of Africa.

HIS 2093: Presenting The Past: The Craft of Public History (3 cr.)
Presenting the Past: The Craft of Public History. This course is an introduction to the professional field of public history - history for the non-academic public. Museum and historic site visits, media presentations, readings, and individual projects will provide the means for students to explore the many facets that determine how history is preserved and interpreted. Special emphasis will be placed on the types and varieties of museums, as well as the "history of creating history" for the public.

HIS 3001: California & The American West (3 cr.)
This course focuses on the amazing history of the greatest state in America, from its founding by Spanish missionary Father-President Junipero Serra through its acquisition by the United States in the 1840s, the gold rush that provided its jump start, and into its phenomenal growth and development over the course of the twentieth century and beyond, including its global roles as the gateway for Asian immigration to America and the production center for international cultural products.

HIS 3002: The Great War, 1914-1918 (3 cr.)
This course studies the First World War as revealed in literature produced by participants, a literature now seen as important in shaping the modern imagination. Emphasis will be on British records, but we will also study the literature of France, Germany and the United States.

HIS 3002: The Great War, 1914-1918 (3 cr.)
This course studies the First World War as revealed in literature produced by participants, a literature now seen as important in shaping the modern imagination. Emphasis will be on British records, but we will also study the literature of France, Germany and the United States.

HIS 3003: The Twentieth Century (3 cr.)
This course will examine the story of the twentieth century from in a global sense as it moved from a European era to an American Century. Topics considered will include the spread of modernization and the various ideologies associated with and struggling to control this process; the impacts of the two world wars, especially on the decline and fall of the old empires and the rise of some new ones along with new nation-states; the story of the Cold War's rise, course, and conclusion; and international business, trade, and economic issues that impacted world history. Special attention will be given to the developing role in world affairs of the United States of America during this time period.

HIS 3006: Post-Sixties America (3 cr.)
This course focuses on developments in the United States in the 1970s and 1980s and beyond, with the impact and legacy of the transformation 1960s in mind. Topics include the crisis year of 1968, the ascendancy, triumph, and fall of the Nixon Administration, post-Vietnam international relations, changing social mores and their implications, intellectual and religious trends, and the historic transformation and meanings of Reaganism at home and abroad.

HIS 3007: Gilded Age of America (3 cr.)
The generation that followed the Civil War is often said to have experienced more significant chance than perhaps any other in American history. A contemporary novel co-authored by Mark Twain gave the age its lasting nickname, with its implication that beneath the gilded "shine" of the era's fabulous wealth lay less golden realities. This course will examine the transformations of American life during the late nineteenth century, emphasizing the northeastern urban, industrial quadrant wherein much of modern America struggled to be born. The course will conclude with the beginning dawn of a "progressive" movement and seek to explain exactly what forces produced the particularities of that reform episode. Both successes and failures will be considered.

HIS 3009: Senegal and The Gambia (3 cr.)
The course focuses on history and society from local and comparative perspectives. It will be offered in conjunction with a summer field trip to Senegal and the Gambia. (Summer)

HIS 3014: African-American History (3 cr.)
This course surveys aspects of African-American history from earliest times to the present. The topics include: the African background; slavery and the trans-Atlantic slave trade; Blacks in the colonial period; the Civil War and reconstruction; Black migrations, civil and social rights struggles; and political and cultural nationalism (Harlem Renaissance, the Civil Rights and Black Power Movements). Topics are examined within the context of American history so as to highlight both intimate links as well as distinctiveness.
HIS 3015: Civil War Writers (3 cr.)
This seminar explores the history of the American Civil War through the lens of writers' direct responses to the crisis. The course will examine political essays and speeches, letters and diaries, religious sermons, fiction and poetry. Writers studied will include Walt Whitman, Abraham Lincoln, Frederick Douglass, Emily Dickinson, J. W. DeForest and Louisa May Alcott as well as unpublished soldiers and civilians.

HIS 3031: Medieval Synthesis (3 cr.)
Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history. (Fall)

HIS 3035: Third Reich (3 cr.)
This course examines the origins of Hitler's Germany and the consequences of his ambitions for a Thousand Year Reich. Particular emphasis will be placed on the psychopathology of fascism, including the doctrines of racial purity which led to the Holocaust, as well as Hitler's ambitions for world domination.

HIS 3037: Immigrant Experience in America (3 cr.)
This course is an overview of American immigration history from early settlement to the present. Topics include the motives and patterns of early European and African settlement and the enactment of early exclusionary laws in the new republic; the first great wave of 19th century Irish, German, and later Asian immigrants and the impact of these groups on urban transportation and agricultural developments; the Ellis Island era of the great migration and its resulting impact on industrialization; the onset of government restriction in the early 20th century and modern refugee problems. Students will also explore current issues of assimilation, acculturation, cultural identity and multiculturalism in American society. (Fall)

HIS 3040: Harlem Renaissance (3 cr.)
The course discusses the social, economic, cultural and literary significance of the New Negro Movement of the Harlem Renaissance from 1919 to 1929 and the impact it had on the self-defining of black people and the establishment of twentieth century Pan-Africanism. Also counts for credit toward the African Studies minor.

HIS 3041: French Revolution & Napoleon (3 cr.)
This course focuses on the French Revolution as a watershed in the political development of western Europe. Special emphasis will be paid to the role of ideology, class, and culture during the old regime and throughout the revolutionary period. The ongoing historical debate about the interpretation of the revolution will also be considered.

HIS 3052: History of Women in U.S. (3 cr.)
This course views U.S. History from the days of the colonists to the present from the perspective of women. It examines the political, social and economic constraints imposed on women throughout the period. Topics include not only the impact of settlement, colonization, revolution and independence, industrialization, urbanization, slavery, the Civil War, westward expansion, education and immigration on women, but also "women's topics" such as the origins and development of the feminism and women's right, the campaign suffrage, use of gender stereotypes in media, literature, and the music and evaluate how they impact society, work and family life, the legal status of women. Readings will be drawn from journals, diary excerpts, short stories, novels and letters found from the scholarly essays and monographs by historians and other social scientists. Class, race and ethnic differences will be examined throughout the course.

HIS 3056: The Roman Empire (3 cr.)
The greatest empire of the ancient Western world is the subject of this course. Topics considered will include the Empire's rise, political, social, military, and religious institutions, the contested debate over the causes of the Empire's fall, and its lasting impact on the ensuing history of the world.

HIS 3067: Topics in American Sports History (3 cr)
Two hundred years ago, sports in the new United States were generally considered to be minor diversions for children; today, organized sports and athletics form a major component of our culture. The increasing importance of sports, the various activities Americans have engaged in, and the meanings they have found and made while so occupied will form the content of this course, with football, baseball, and basketball receiving the greatest emphasis.

HIS 3071: World War II Revisited (3 cr.)
This course offers an analysis of the causes and course of the greatest conflict in world history, covering all theaters of operation. Topics include the military and diplomatic implications of "total war" and the compelling personalities, both famous and otherwise, who struggled against each other.

HIS 3072: American Transcendentalists (3 cr.)
This course explores the origins, ideas and impact of an extraordinary literary and philosophical movement that flourished briefly in mid-19th-century New England: American Transcendentalism. Readings include selected essays of the movement's leading light, Ralph Waldo Emerson, Henry David Thoreau's Walden, essays and poetry of Margaret Fuller, and Nathaniel Hawthorne's critical fiction, as well as works of historical and interpretive analysis of their Concord community.

HIS 3079: History & Politics of Modern Iran (3 cr.)
This course focuses on the social and cultural history and politics of modern Iran, covering the early modern formation of the country; the 19th-century encounter with the West and its economic and intellectual results, and the 20th-century struggles between despotism, theocracy, and constitutionalism in the shadow of petroleum and the Great Powers. If further covers the Islamic Revolution, the Iran-Iraq War, and the current situation in Iraq. The course will emphasize conflicts facing political and social elites arising from invasions, civil war, Shi'ism and modernization.

HIS 3080: The American Century (3 cr.)
During World War II, magazine publisher Henry Luce famously defined the twentieth century as the “American Century.” This course will consider how, in the last hundred years, the role of the United States in the world grew to gigantic proportions, and examine selected issues related to this influence such as popular culture, the Cold War and its aftermath, and international economic relations.

HIS 3083: Women, Imperialism & Islam (3 cr.)
This course will familiarize students with the growing body of literature that examines the roles and positions of women in post colonial, Is-
HIS 3085: Conflict in the Modern Middle East (3 cr.)
In late winter 2011, revolutions broke out throughout the Middle East and North Africa resulting in regime change in at least three countries while seriously challenging longstanding governments (many of which receive support from Western powers) in several others. However, the so-called “Arab Spring” was hardly the first large-scale coordinated political movement in this region to be driven largely “from below.” This course aims to investigate the past century of revolutions, social movements, and political change in the Middle East, starting from the Urabi revolts in Egypt in the late 1880s to the uprisings of 2011. We will focus on the ways in which state elites, imperial powers, and other powerful groups have attempted to shape Middle Eastern politics, society, and economy to fit their own interests. More importantly, however, we will focus on how non-elite social groups, dynamic societal forces and diverse popular political movements have responded to and resisted these efforts, and the ways in which their struggles have shaped the history of this region.

HIS 3086: Early America (3 cr.)
An examination of the religious and political history of British North America. Topics explored include the Puritan “errand” and its legacy; religion and slavery; American Quakerism; the Salem witchcraft trials; faith and the Indian. Our focus throughout will be on the emergence of ideas in the new and developing religious and political context of 17th and 18th century North America.

HIS 3090: Migration and Borders (3 cr.)
This course is intended to provide a historical context behind the emergence of global migration control regimes, racialized quota systems, and measures to prevent human trafficking and smuggling that shape the migration process throughout much of the contemporary world. Furthermore, it will investigate how everything from legal definitions of citizenship to the issuing of passports and contemporary the contemporary understanding of national borders is rooted in the history of migration and mobility control. Because of the role that both migration and migration control has played in the history of the United States, we will discuss many of these issues within the context of that country’s past and present. However, this course is global in scope, and with courses investigating themes such as Turkish guest workers in Germany, human trafficking in Dubai, and skilled migration in Hong Kong.

HIS 3093: The US in the 1950’S & 1960’S (3 cr.)
This course considers American society and culture during two decades of revolutionary change. Topics to be covered include the Civil Rights movement and its imitators, the American experience in Vietnam, consumer culture and suburbia, and youth culture.

HIS 3094: International Relations Since 1945 (3 cr.)
A survey of the course of relations among the nations from the conclusion of the Second World War forward, including the unique role played by the United States.

HIS 3103: Topics in Modern Irish History (3 cr.)
This course will address a topic of central importance to modern Irish history. Such a topic might include, for example, the potato famine, emigration, religion and society, nationalism and revolution, literature and politics, the Northern Ireland troubles, the origins and progress of the Celtic Tiger, etc. A major focus of the course will be to introduce students to comparative methods and the variety of approaches used in the research and writing of history. (Fall)

HIS 3105: Orientalism and Occidentalism (3 cr.)
This course will look at this historical and theoretical debate and exchange through the filter of art, film, and literature, dealing specifically with the Islamic cultures of the Middle East (including Iraq) and the Mediterranean (from Greece and Turkey to Egypt and North Africa). We will look at both western representations of the Orient and eastern representations of the West. We will ponder the existence and viability of such issues as Orientalism and Occidentalism and fit these ideas into their historical context. We will also examine how both East and West portray each other in films, newspapers and cartoons.

HIS 3107: Holy Sites & Pilgrimages Study Trip to Rome (3 cr.)
This seminar examines the relationship between holy sites and pilgrimages from ancient to recent history. It challenges the atavistic view that links spirituality and immutable rituals through religious practices only, ignoring that context and conjuncture often override structures and that historical evolution changes the content and meaning of pilgrimages, and is still at work. Different holy sites and pilgrimages of the major religions in will be covered, with a particular emphasis on the Rome from Ancient to Contemporary. The keywords will include among others: prophecy; devotion; charisma; spiritualism; initiation; evolution. This course does not have a pre-requisite but some previous exposure to a World History and/or World Religions course may help.

HIS 3112: Africa Discovered: Africa & Africans in World History (3 cr.)
Despite being the cradle from which all current human societies probably emerged, Africa is still the continent associated with discovery. This may reflect the prejudices or fantasies of outsiders, but more likely the perception of Africa as the other, especially in the West. This course covers the major historical periods from early humanity to the present. The main objective is to acquaint students with the process through which the dominant West elaborates and popularizes its vision of Africa and Africans. (Spring)

HIS 3113: American Assassins (3 cr.)
This seminar examines political murder and murderers in the United States from the assassination of President Abraham Lincoln to the domestic terrorism of the Unabomber. Sociological, psychoanalytical, and psychiatric perspectives on the motivations and personality types of American political killers, as well as their own moral and political justifications, regrets, or denial of their actions, will be considered. A central focus of this course will be on understanding law enforcement,
judicial, and legislative responses to political killing. Perspectives on the roles of government agencies and corporate power in political murder and the growth of a popular conspiracy industry will also be considered. Manifestations of domestic political homicide in modern American fiction, visual art, and music will be included.

**HIS 3114: History of the Ottoman Empire (3 cr.)**

This course seeks to provide comprehensive coverage of the historical evolution of the Ottoman state from its beginnings as a small principality near Byzantine Constantinople to its status as a mature empire. It will investigate underlying demographic and agrarian structures, look at mining, textile production, and commercial relations, and seek an understanding of the growing importance of firearms in early modern military organization. We will explore their political and military history as well as social, economic and intellectual life. We will also study the impact and legacy of the Ottoman Empire on many cultures stretching from Hungary to Egypt to Arabian Peninsula. In addition, the course will also be devoted to an understanding of Ottoman culture, that is, religion, literature, the arts, and architecture. We will look more closely at some of the following topics: Suleyman the Magnificent, the period of Harim rule, the architecture of Sinan, the Janissaries, the relationship with the Balkans, the rise of nationalism, we will challenge the idea of the sick man in Europe, the Tulip period, Tanzimat, the efflorescence of the 19th century, the Hatt-i Sharif, the Hatt-i Humayun, the intrusion of Europe, the Young Ottomans, World War I, and their rise of Atatürk.

**HIS 3127: Latin American Economic History (3 cr.)**

The course traces the economic development of Latin America, commodity production and its role in the global economy, as well as the labor struggles that ensued as a result. This course will enhance students' global awareness of economic development as well as issues pertaining to production, underdevelopment, and poverty.

**New Topic (8)**

**HIS 3137: The Mexican Revolution (3 cr.)**

The Mexican Revolution (1910-1920) was the foundational event in modern Mexican history. This seminar explores the causal factors, the revolutionary process and the legacy of this momentous event through the transformations that occurred in labor, politics, gender, sexuality, and ethnic and cultural relationships as expressed in literature and art. In addition, diverse interpretations of the revolution have emerged over the years. This course therefore will examine these transitions in historical analysis as well as the circumstances that have fueled debates about the changing meaning of Mexico's revolution.

**HIS 3141: Irish American Experience (3 cr.)**

The course will chronologically examine the Irish American experience from its beginnings to the present day. Starting with earlier Irish home conditions the course will look at push/pull factors and conditions in Ireland and the colonies that led to the earliest migration to America in the 17th century. Significant attention will be paid to those Ulster Irish (Scotch Irish) who came in large numbers and who had great impact on 18th century US development and beyond. The seminal experience of Irish emigration in the 19th century will be explored in detail with discussion of crucial push/pull factors as well. The significance of The Great Hunger and the resultant impact on US history and the transformation of urban life will be explored as a central event of the Irish experience. Later Irish involvement in the economic, political and religious life of the nation will be explored as well as the somewhat later migration of Irish women. Issues regarding Nativism and Irish involvement with nationalistic movements will be investigated and discussed. With the beginning of the 20th century investigation will focus on Irish occupations and the upward mobility of new generations, including a class discussion revolving around the election of President Kennedy. Finally, the course will conclude with an examination of post World War II Irish immigrants and US/Ireland relationships.

**HIS 3144: Sexuality & Race in the Caribbean (4 cr.)**

This course explores how examining sexuality and race in the Caribbean complicates our understanding of political, economic, and social change within a global context. Students will be introduced to diverse theoretical developments concerning sexual and racial inequality in the Caribbean and various traditions of feminist epistemology. Through the lens of race and sexuality in both the colonial and post colonial context, student will attain a greater understanding of various Caribbean nations in relation to US and European political and economic influence in the region. This course requires the interrogation of specific topics such as, but not limited to, marriage and divorce, prostitution, racial and sexual politics, family life, honor, violence and sexual tourism. Students are required to complete assigned weekly readings and to demonstrate critical thinking in all writing assignments. This course also requires activities outside of class which may include films, trips to museums, galleries, or academic panels.

**HIS 3145: Junior Seminar: History & Historians (3 cr.)**

A series of interpretive scholarly readings organized around a particular historical theme. Students read selections from the works of major historians and examine methods and historiography. Required for Honors Track Junior History Majors. (Spring)

**HIS 3160: Senior Honors Colloquium (3 cr.)**

The colloquium functions as a workshop in which students take their senior thesis projects through the successive stages of research, prospectus, working bibliography, detailed proposal/outline, and first pages of draft. Topics covered include: defining a workable research topic; deciding what sources to use; deciding on an approach to a topic. Offers guidelines in the techniques of research and writing upon which all historians rely. Designed to prepare History majors for their senior thesis project. Required for Honors Track Senior History Majors. (Fall)

**HIS 3998: Senior Evaluation (3 cr.)**

**HIS 4495: Independent Study (1-3 cr.)**

The Department of History welcomes independent study projects. These may consist of directed readings, research and writing, or a combination thereof; the exact nature of the study being worked out in consultation with a faculty member. Some recent examples of independent study include histories of Iraq, the Israeli-Palestinian conflict, Julius Caesar, World War II in the Pacific, Wall Street, the New York Yankees, and ice hockey, among many others.

**HIS 5002: The Great War, 1914-1918 (3 cr.)**

This course studies the First World War as revealed in literature produced by participants, a literature now seen as important in shaping the modern imagination. Emphasis will be on British records, but we will also study the literature of France, Germany, and the United States.

**HIS 5007: Gilded Age of America (3 cr.)**

The generation that followed the Civil War is often said to have experienced more significant change than perhaps any other in American history. A contemporary novel co-authored by Mark Twain gave the era its lasting nickname, with its implication that beneath the gilded “shine” of the era’s fabulous wealth lay less golden realities.
This course will examine the transformations of American life during the late nineteenth century, emphasizing the northeastern urban, industrial quadrant wherein much of modern America struggled to be born. The course will conclude with the beginning dawn of a “progressive” movement and seek to explain exactly what forces produced the particularities of that reform episode. Both successes and failures will be considered.

**HIS 5031: Medieval Synthesis (3 cr.)**

Europe in the Early Middle Ages was an unstable world, with its collapsing imperial framework, migrating peoples, contrary cultures, insecure economic structures and clashing political strategies. From that a new balance was struck, through the blending of Roman, Germanic, Celtic and Christian orders, and a Medieval Synthesis was forged. The readings emphasize primary sources and their interpretation while modern secondary sources will further inform our exploration into the phenomenon of cultural synthesis and its place in history. (Spring)

**HIS 5052: History of Women in U.S. (3 cr.)**

This course views U.S. History from the days of the colonists to the present from the perspective of women. It examines the political, social and economic constraints imposed on women throughout the period. Topics include not only the impact of settlement, colonization, revolution and independence, industrialization, urbanization, slavery, the Civil War, westward expansion, education and immigration on women, but also “women’s topics” such as the origins and development of the feminism and women’s right, the campaign suffrage, use of gender stereotypes in media, literature, and the music and evaluate how they impact society, work and family life, the legal status of women. Readings will be drawn from journals, diary excerpts, short stories, novels and letters found from the scholarly essays and monographs by historians and other social scientists. Class, race, and ethnic differences will be examined throughout the course.

**HIS 5067: Topics in American Sports History (3 cr.)**

Two hundred years ago, sports in the new United States were generally considered to be minor diversions for children; today, organized sports and athletics form a major component of our culture. The increasing importance of sports, the various activities Americans have engaged in, and the meanings they have found and made while so occupied will form the content of this course, with football, baseball, and basketball receiving the greatest emphasis.

**HIS 5071: World War II Revisited (3 cr.)**

This course offers an analysis of the causes and course of the greatest conflict in world history, covering all theatres of operation. Topics include the military and diplomatic implications of “total war” and the compelling personalities, both famous and otherwise, who struggled against each other.

**HIS 5085: Conflict in the Modern Middle East (3 cr.)**

In late winter 2011, revolutions broke out throughout the Middle East and North Africa resulting in regime change in at least three countries while seriously challenging longstanding governments (many of which receive support from Western powers) in several others. However, the so-called “Arab Spring” was hardly the first large-scale coordinated political movement in this region to be driven largely “from below.” This course aims to investigate the past century of revolutions, social movements, and political change in the Middle East, starting from the Urabi revolts in Egypt in the late 1880s to the uprisings of 2011. We will focus on the ways in which state elites, imperial powers, and other powerful groups have attempted to shape Middle Eastern politics, society, and economy to fit their own interests. More importantly, however, we will focus on how non-elite social groups, dynamic societal forces and diverse popular political movements have responded to and resisted these efforts, and the ways in which their struggles have shaped the history of this region.

**HIS 5086: Early America (3 cr.)**

An examination of the religious and political history of British North America. Topics explored include the Puritan “errand” and its legacy; religion and slavery; American Quakerism; the Salem witchcraft trials; faith and the Indian. Our focus throughout will be on the emergence of ideas in the new and developing religious and political context of 17th and 18th century North America.

**HIS 5113: American Assassins (3 cr.)**

This seminar examines political murder and murderers in the United States from the assassination of President Abraham Lincoln to the domestic terrorism of the Unabomber. Sociological, psychoanalytical, and psychiatric perspectives on the motivations and personality “types” of American political killers, as well as their own moral and political justifications, regrets, or denial of their actions, will be considered. A central focus of this course will be on understanding law enforcement, judicial, and legislative responses to political killing. Perspectives on the roles of government agencies and corporate power in political murder and the growth of a popular “conspiracy industry” will also be considered. Manifestations of domestic political homicide in modern American fiction, visual art, and music will be included.

**HIS 5127: Latin American Economic History (3 cr.)**

The course traces the economic development of Latin America, commodity production and its role in the global economy, as well the labor struggles that ensued as a result. This course will enhance students’ global awareness of economic development as well as issues pertaining to production, underdevelopment, and poverty.

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**Holocaust Studies Courses**

**HOLC 3036: The Holocaust in Film (3 cr.)**

One of the most effective ways in which the memory of the Holocaust has been kept alive has been through its portrayal on film. One might argue that a whole genre of film has emerged, devoted to the examination and remembrance of the Holocaust, from Alan Resnais’ early
documentary, Night and Fog, to Steven Spielberg's commercial feature, Schindler's List. This course will study the evolution of that genre and the changing nature of the Holocaust's portrayal. Research paper.

HOLC 3037: The Holocaust and Culture (3 cr.)
Discussion will focus on three questions. First, how did Western culture contribute to the attempt to exterminate the Jewish people that was carried out from 1933 to 1945? Second, what support can culture, especially literature and the arts, offer to the attempt to live in awareness of that event? Third, are the cultural factors that contributed to the Holocaust still active today?

HOLC 3042: Literature of the Holocaust (3 cr.)
A study of selected fiction, poetry, and drama depicting the human experience of the Holocaust, 1933-1945, and its continuing significance. The central question to be examined in this course is how genocide, the ultimate atrocity, can be transformed into art.

Organizational Management & Human Resource Development (Graduate Program) Courses

HROE 5100: Human Resource Competencies (3 cr.)
In this core course, students will gain an overall understanding of the core competencies of human resources and their relationship to creating an effective HR strategy able to adapt and thrive in a constantly changing global world. Emphasis will be placed on behavioral, technical and organizational workforce issues and solutions. Through case studies, applied research, and team projects, students will gain an understanding of the stakeholders and systems needed to execute business strategy and an appreciation for typical challenges and potential solutions for human resource professionals. Topics include: Talent Management, Compensation, Benefits, Organizational Development and Design, Recruiting, Staffing, Employee Relations, Legal and Ethical practices and Learning and Development, and Business Strategy. Upon successfully completing this course, students will be able to identify core competencies and HR Specializations and potential approaches to HR Management in their own organizations.

HROE 5101: Business Strategies for a Globally Diverse Workforce (3 cr.)
This course will extrapolate and present topical developments in the diversity and inclusion space from a business and global perspective. The evolution of D & I now requires that leaders and organizations understand the CBA/ROI of this dynamic discipline. The strategic aspect of the course will look at D & I as a business driver by discussing strategic differentiation and tactical planning which leads to organizational engagement and transformation. Examples will be presented and highlighted in this regard by analyzing expanded market segmentation, stock performance indicators, increase board composition and the alignment of D & I in performance goals for managers and other leaders in an organization. Furthermore the course will provide a immersion into the dissection, analysis and discussion of how metrics and analytics has impacted business strategy for a globally diverse workforce. Students will be exposed to cutting edge nuances such as updates and developments in cultural competence, exposure to the concept of diversity maturity and an introduction to the dynamic concept of microinequities. Moreover we will explore the absolute best practices in diversity and inclusion and also illustrate what happens when diversity insensitivity permeates an organization. Through the use of lectures, interactive discussions and dialogues, group exercises, multimedia, case studies, business simulations, and mapping, the students will explore a myriad of dimensions of diversity. Upon successfully completing this course, students will be able to integrate their understanding of cultural diversity and its respective dimensions to other core workplace challenges and will have mastered the basic fundamentals of, and perspectives on, business strategies for a globally diverse workforce.

HROE 5102: Strategic Talent Management (3 cr.)
This course has been designed to equip the students with the skills and techniques necessary to identify key factors to consider and potential approaches to managing talent covering the full employee life cycle – from talent acquisition to exit. In this course, students will gain an in-depth understanding of the full-range of talent management practices and trends and their relationship to business models and business cycle changes. Through case studies and team projects, student will create a talent strategy that supports a given business strategy and design the respective talent initiatives needed to execute that strategy. Through guest speakers and their own research, students will gain an appreciation for typical challenges and potential solutions for talent identification and development. Students will gain familiarity with important talent concepts and practices covering the full employee life-cycle – from talent acquisition to exit. Topics include developing a talent strategy, talent planning (including activity-based costing), talent acquisition (including employees, contractors, and outsourcing solutions), on-boarding, hi-potential talent identification, succession planning, performance management, competency modeling, talent inventories, talent development activities, and right-sizing.

HROE 5601: Navigating the HR Legal and Regulatory Environment (3 cr.)
This course is designed to introduce students to the complex legal and regulatory environment confronted by Human Resources professionals who manage the employer-employee relationship. The course will offer the student a detailed examination of the numerous laws and regulations governing the employer-employee relationship, including Equal Employment Opportunity laws (such as Title VII, the Age Discrimination in Employment Act, and the Americans with Disabilities Act); the Family and Medical Leave Act; the National Labor Relations Act; OSHA; whistleblower provisions (such as the Sarbanes-Oxley Act and Dodd-Frank); and the Employee Polygraph Protection Act. While the focus of the course will be on the substantive aspects of workplace laws and regulations, students will also be introduced to the procedural and remedial aspects of these laws, to provide students with a more complete understanding of the legal and regulatory environment in which a Human Resources professional is required to operate. It is expected that the course will be interactive, using hypothetical examples to illustrate the application of these laws in the workplace, and in appropriate examples, how these laws interact and/or overlap. Through the use of presentations, hypothetical examples, interactive discussions and dialogues, assigned readings, and student projects, the students will learn to effectively identify, handle and respond to sensitive workplace legal issues. Upon successful completion of this course, students will appreciate the legal and regulatory complexities involved in managing a workforce, from the hiring process through termination of employment.

HROE 5602: Employee and Labor Relations (3 cr.)
Employee and Labor Relations is the functional area of Human Resources Management. Every Human Resources professional is required to have a working knowledge of the historical and legal perspective of work, employee relations and worker movements as well as state and federal laws and regulations that are applicable to employee and labor relations. These laws form the basis of company policy but often are only the starting point. Human Resources professionals are
required to know, be able to design and draft, and implement organizational policies that apply to today’s workforce. In order to compete for top talent, the goal of all Human Resources professionals must be to be able to attract, develop, deploy and retain its greatest asset: its people. This course builds upon the material covered in the Navigating the HR Legal and Regulatory Environment course and focuses on the intricate balance of establishing and upholding the minimum standards governed by applicable laws, developing and enforcing policies that may set stricter standards than the laws dictate, and the role of the HR manager as the cultivator of culture in order to develop and retain top performing employees. Upon successful completion of this course students will be expected to have gained: an overview of all relevant work, class and equality theories, applicable laws, governmental authorities, and constituencies that govern the modern day workplace; knowledge of employee and labor relations concepts (organizational behavior, fair treatment, discipline, union security, management rights, collective bargaining, etc.) related to designing and implementing effective organizational labor and employment practices; oral and written communication skills for developing, implementing, and administering employee and labor relations programs and policies that govern the modern day workplace; research and investigative skills, critical and analytical thinking, and problem solving skills to manage employee performance, employee conflicts and disputes, and overall employee relations; and an appreciation of current issues and best practices in the area of employee retention.

HROE 5603: Total Rewards (3 cr.)
This course offers a practical overview of the components, definitions and strategy of the total rewards model and each element important to Human Resource Professionals. Through a combination of lectures, class discussions, role-playing, and scenario analysis the course will focus on the concepts and practices of total compensation management with an emphasis on current theories of motivation and employee engagement. It will provide students with an understanding of compensation, benefits, performance and recognition, career development and work/life initiatives. Consideration will also be given to such topics as job evaluation techniques, the determination of competitive compensation levels, performance appraisals and incentives, wage and salary policy, and compensation and benefit trends. Approaches to the effective integration and communication of the total reward programs will be examined. Substantial coverage of the role of employee engagement in performance management will enable the student to appreciate its importance. Current trends in compensation and benefits will be discussed and evaluated. Upon successful completion of this course students will have gained an in-depth look at rewarding employees by designing and delivering effective rewards systems within organizations.

HROE 5604: HR Technologies (3 cr.)
This course is designed for students to learn the possible technologies and generate discussion about how these technologies can help HR professionals work more efficiently and effectively. Students will be encouraged to develop a comfort level with technology and consider how they may incorporate technology in their future roles as HR professionals. Topics will include: various HR systems and delivery options, demonstrate the uses and advantages of HR technologies, provide an overall view of how to select and implement an HR technology solution. The increase in HR systems including HRIS, HRMS, ATS and Compensation and Benefits continues to change and the ability to select a system for upgrading or replacing an existing system will be covered including a cost benefit analysis. Future HR trends of Cloud computing and collaborative work groups, as well as the use and management of Social Media tools will be discussed. Current vendor systems and outsourcing providers will be reviewed to gain an overview of the products and services available. Upon successful completion of this course, students will have learned how to: identify HR trends that encourage adoption of these new technologies; explain how the HR department can use technology to improve information monitoring, dissemination and collaboration; and describe applications of technology in recruiting.

HROE 5650: Special Topics in Human Resource Management and Organizational Effectiveness (3 cr.)
This container course, offered periodically, examines special topics and emerging issues in business leadership using a seminar approach. The course will enable the students to explore the most current challenges affecting the leaders of tomorrow, focusing on evolving approaches to and best practices for the leadership and management of change in an organization.

HROE 5701: Organizational Learning and Executive Coaching (3 cr.)
This course has been designed to equip the students with the skills and techniques necessary for an active role in a learning and development to create a positive impact on performance through training and coaching. The Organizational Learning and Executive Coaching course provides an in-depth background in development management and transfer of knowledge for individuals and teams. Successful learning and coaching requires a thorough understanding of the theory and practices of adult learning theory, knowledge management and knowledge transfer, various learning delivery methods (classroom, on-line learning communities, action learning), group process facilitation, executive coaching, and learning evaluation. Upon successful completion of this course, students will be able to synthesize and integrate their understanding of the factors contributing to and detracting from organizational learning and will have mastered the fundamentals of a comprehensive approach to learning within an organizational setting.

HROE 5702: Organizational Assessment, Analysis, and Change (3 cr.)
This course has been designed to equip the students with the skills and techniques necessary for an active role in Organizational Development or Change to assess the effectiveness of an organization – processes, structures, culture, roles, – for a company’s operating model to create a positive impact on performance. The Organizational Assessment Analysis and Change course provides an in-depth background of organization design – structure, roles, processes, culture as addressed in Jay Galbraith’s Star model and McKinsey’s 7S model, as well as concepts and methods for related initiatives such as employee engagement, process improvement, and organizational restructuring. Successful Organizational Assessment Analysis, and Change requires a thorough understanding of assessment and analysis methods to identify key factors to improve organizational performance. Upon successful completion of this course, students will be able to synthesize and integrate their understanding of key factors of organizational effectiveness, and will have learned how to assess organizational health, and how to implement effective organizational change initiatives.

HROE 5703: Human Capital Analytics (3 cr.)
This course has been designed to equip the students with the skills and techniques necessary to use human capital analytics to make decisions that affect productivity, morale and profitability. The Human Capital Analytics course provides an in-depth background of the full range of human capital analytics practices and trends and their relationship to business models and business cycle changes. Human Capital Analytics requires a thorough understanding of the full-range of human resource analytics activities and underlying concepts and an ability to apply this knowledge to creating human capital solutions that address business challenges. Upon successful completion of this course, stu-
Students will be able to synthesize and integrate their understanding of the full-range of human resource analytic methods to collect, measure and analyze data to assist with analytically driven human resource decisions.

HROE 5999: Internship (3 cr.)
Students completing their course work may petition to do an internship as their elective. Eligibility is based on experience and on an individual basis and is subject to advisor approval. This course provides the student with the opportunity to link HR theory with HR practice. Through internships, students move from the role of student, to the role of professional and thus, expand their career orientation. Significant benefits can accrue to the student who takes advantage of the opportunities which present themselves in various sport settings including the chance to gain valuable work experience under the supervision of a qualified, practicing professional; develop and expand his/her network of contacts and assume responsibility for project development and implementation. A written summary and oral report of the internship is required.

HROE 6000: Final Project (3 cr.)
This course is the culmination of the M.S. in Human Resource Management and Organizational Effectiveness. The purpose of the Final Integrative Project is to provide the student with experience in conducting an applied research project. This project provides students with an opportunity to use academic and professional knowledge and skills in addressing an actual HR issue affecting the business. The student chooses a topic of importance to them, either one inherent to the organization in which they currently work or have worked, or one that is of interest as the student moves forward in his/her career. Upon approval of the proposed topic, the student works with a qualified faculty member to research and write the thesis. The finished thesis must demonstrate the student’s ability to conduct comprehensive research and articulate original ideas and thought processes that make a contribution to the body of knowledge in the field. In addition to the final paper, the student orally presents the findings to an evaluation committee. All final papers must be of an academic and research standard that is consistent with the requirements of current journals and publications. The student’s thesis topic must be approved in advance by the Program Director.

Interdisciplinary Studies Courses

IDS 1080: Introduction to Fiction (2 cr.)

IDS 3010: Career & Life Work Planning (1 cr.)** Accelerated BS Course Only
The course curriculum is designed to serve as an assessment tool reestablishing what a four-year degree means to the students and examining reasons for their returning to college. The course content emphasizes a liberalizing approach, viewing the adult learner as an ever-growing individual and seeks to incorporate the riches of individual experience with the presentation of new and systematic opportunities for continued learning. Emphasizing Malcolm Knowles approach to adult learning, the class is an interactive one emphasizing the learner's active participation in the learning process. Using the textbook *If You Knew Who You Were You Could Be Who You Are* by Gerald Sturman, students complete the Myers-Briggs Type Indicator (MBTI), a widely recognized career assessment instrument. Class discussion revolves around their scoring the instrument in such areas as Career Type, Career Anchors, Values, Needs and Internal Barriers. Through facilitated discussion, the students evaluate career options, develop career goals, and action plans. Concluding with a home assignment, students use the concepts discussed in class, the completed exercises from the Sturman textbook and their completed MBTI, to write a detailed Personal Career Profile.

IDS 3062: Written Communication in Media and Management (3 cr.)** Accelerated BS Course Only
This overview course gives students ample exposure to the theory and practices of business and managerial communications, beginning with brief consideration of the preparation of effective letters and memos and approaches to the writing of technical documents, manuals, short and medium-length descriptions, proposals and summary reports. Much of the focus of the course will be on writing used in the media and related professions. Journalistic writing in its news, feature and article writing styles will be introduced, from fact gathering to final execution as students carry out writing assignments on topics of current interest. Issues addressed include objectivity and interpretation, ethical issues and effective business practices. Other kinds of writing, including advertising and public relations may be addressed as well.

IDS 3064: Film & Media Aesthetics and Analysis (3 cr.) Accelerated BS Course Only
This course is an introduction to principles important to critical analysis of cinema and other moving image media such as television and the Internet. Students primarily will view a representative variety of American and foreign films from mainstream and alternative cinematic movements with an eye to understanding and parsing the aesthetic, technical and cultural choices made by filmmakers and by film viewers in their attempts to create and read meaning. The course will cover the techniques, technology and language used by professionals in the fields of moving image communication, and will give students a database of notable images and analyses useful in fields from advertising to media production. This course traces the development of cinema as an art form, a site of political and cultural struggle and as a vehicle for social analysis throughout the 20th century.

IDS 3098: Final Integrative Project for Behavioral Studies Concentration (2 cr.) Accelerated BS Course Only
This project, carried out under the guidance of a faculty member, requires the student to select and research three topics chosen from the major themes of the program. The student then prepares a paper that integrates these findings and applies them to a life situation.

IDS 4000: First Portfolio Review**

IDS 4001: Final Portfolio Review**

IDS 5043: Humanities Seminar: Interpreting Experience (3 cr.)
Seminar for Master of Liberal Studies students only.

IDS 5594: Thesis Seminar (3 cr.)
Thesis seminar for Master of Liberal Studies students only.

International Studies Courses

INS 1008: Introduction to Global Studies (3 cr.)
This course introduces issues, perspectives and visions of the global age with the objective of developing a multidisciplinary framework for analyzing problems that can be applied to a variety of global problems. Topics include euro-centrism, the cold war, cross-border movements, the problem of global slums, inequality and the world economy, ethnic conflict and religious extremism, and other issues affecting the world scene. (Fall/Spring) [Required of the major]
INS 1010: Global Economy (3 cr.)
This course is designed for International Studies majors and others interested in the workings of the modern world economy, the dynamics of the development process and the economic interaction between nations. The course presents the intuition of relevant economic theories and applies them to the many controversies surrounding globalization and development. (Spring) [Required of the major]

INS 2001: World Cultures Through Literature and Film (4 cr.)
This course focuses on the relationship of culture to socio-political and economic issues. It will examine contemporary literary texts and films from around the world (Africa, Asia, Western and Eastern Europe, the Middle East, Latin America), both as expressions of specific national identities and as examples of the impact of globalization. (Spring) [Required of the major]

INS 2050: Environmental Geography (3 cr.)
This course is an introduction to the holistic study of the relationship between humans and the environment in a global context, including the cultural, technological and economic dimensions of environmental problems. It will examine the earth's regions and ecosystems and trace the impact over time of human populations on the earth's resources. Current issues such as increased resource consumption and waste generation will be highlighted, as well as the current agencies and regulations that mediate the relationship between humans and the environment. (Fall '12) [Global Culture/Global Justice]

INS 2052: Contemporary Wars in Literature & Film (4 cr.)
This course will probe the insights of contemporary writers and filmmakers who have reacted to armed conflicts of the late 20th and early 21st centuries, including peasant uprisings in Latin America from the 1980s to the present, the Balkan wars of the 90s, African wars of the recent past involving child soldiers, and the on-going Israeli-Palestinian conflict. While students will be expected to familiarize themselves with the political "facts," the texts and films chosen tend to focus on the human element: the complex motives that result in people identifying with one group and engaging in violence with another, and rather than cast blame, the works' intentions are largely to provoke thought, to uncover the humanity of those who kill, as well as those who are killed (Fall '12) [Global Justice]

INS 3003: Senior Seminar International Studies (3 cr.)
An integrative seminar meant to pull together the diverse elements of international studies, including economic, political, historic, literary and cultural aspects. This course is aimed primarily at International Studies majors in their senior year, who will write their senior theses in conjunction with the course. International Studies majors who will not be present at Manhattanville in the Fall semester of their senior year may take the course in their junior year with the consent of the instructor.

INS 3056: Politics/Art of German Cinema (4 cr.)
This course will cover German filmmaking from 1945 to 2005, beginning with films produced in both East and West Germany during the 40 years of that country's division, with special attention to the relationship of culture and politics during the Cold War. Next we will focus on the unique aesthetic and socio-political program of the New German Cinema of the 1970's and 80's, and such internationally celebrated directors as Fassbinder, Herzog, Schloendorf, von Trotta and Wenders. Finally we will examine how German films from 1990-2005 dealt with the problems of German unification and an increasingly multicultural society. Films are in German with English subtitles. Lectures and supplementary readings are in English. (Spring '13) [Global Culture]

INS 3057: Culture & Change in Southeast Asia (3 cr.)
This course will explore the religions, ethnic groups and social structures - including the changing role of women - of Southeast Asia, a region of rich religious and ethnic diversity. It will also examine the region's recent economic boom and look at the socio-economic factors involved in that development. Indochina and Indonesian society constitute the major focus of the course. (Spring) [Asian Studies]

INS 3094: International Relations Since 1945 (3 cr.)
This course surveys the course of relations among the nations from the conclusion of the Second World War forward, stressing the unique role played by the United States.

Irish Studies Courses

IRSH 2045: The Making of the British Isle (3 cr.)
This course will address the interrelationship of England, Wales, Scotland, and Ireland from the early Christian period to the present. Chief topics will include the spread of Christianity, the growth of Norman feudalism, the emergence of nation states, the influence of The Reformation, the emergence of England as the dominant center, the fate of the Celtic countries, the growth of empire, industrialization, and finally the emergence of devolution movements in the 19th and 20th centuries. (Fall)

IRSH 2090: Modern Ireland Since 1601 (3 cr.)
This course will follow the emergence of Modern Ireland from the Elizabethan conquest to the modern period. Special attention will be paid to the experience of conquest and colonization, the impact of the Penal Laws, the major social dislocation caused by the Potato Famine, modernization, the role of the Catholic church, the cultural and political influence of the Celtic Revival, and the background to the current situation in Northern Ireland.

Italian Courses (WLL)

ITL 1001: Introductory Italian (4 cr.)
This course is designed to give the student a basic knowledge of spoken and written Italian. Pronunciation, fundamentals of grammar and vocabulary building are stressed. Attendance and participation figure in the final grade. (Fall) (Spring)

ITL 1002: Intermediate Italian II (4 cr.)
This course is designed to give the student a basic knowledge of spoken and written Italian. Pronunciation, fundamentals of grammar and vocabulary building are stressed. Attendance and participation figure in the final grade. (Fall) (Spring)
Prerequisite: ITL 1001.

ITL 1005: Introductory Italian & Conversation (3 cr.)**

ITL 2001: Intermediate Italian (3 cr.)
The aim of this course is to provide a comprehensive review of Italian grammar, and to serve as an introduction to the study of Italian literature. Much emphasis is placed on developing fluency in speaking and writing. Attendance and participation figure in the final grade. (Fall) (Spring)
Prerequisite: ITL 1002.

ITL 2002: Intermediate Italian (3 cr.)
The aim of this course is to provide a comprehensive review of Italian grammar, and to serve as an introduction to the study of Italian literature. Much emphasis is placed on developing fluency in speaking and
writing. Attendance and participation figure in the final grade. (Fall) (Spring)

Prerequisite: ITL.2001;

**ITL 2009: Business Italian (3 cr.)**
The course is designed for intermediate students of Italian who wish to further their linguistic knowledge in specific areas of business. Participants are encouraged to assimilate the basic professional vocabulary and expressions through targeted exercises, group work, class discussions and individual presentations. The course helps students understand professional relationships, job searches, and the socio-economic environment of Italy. Prerequisite: ITL 1002. (Spring)

**ITL 2015: Intermediate Italian Conversation & Composition (3 cr.)**
Designed for students at the intermediate level, this course will provide the opportunity to expand oral and written skills. Conversation, compositions and oral reports will develop the student's use of the language in a variety of spoken and written situations.

**ITL 3001: Advanced Italian I (3 cr.)**
This course has two aims: to improve students' use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade. (Fall) Prerequisite: ITL.2002.

**ITL 3002: Advanced Italian II (3 cr.)**
This course has two aims: to continue improving students' use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade. (Spring) Prerequisite: ITL.3001.

**ITL 3003: Advanced Italian Conversation and Composition (3 cr.)**
This course is intended for students with a good knowledge of Italian grammar who wish to improve their fluency in the language. Emphasis is on reading and discussion of various current topics selected mostly from newspaper and magazine articles. Students prepare oral reports and complete short written assignments. Attendance and participation figure in the final grade. Prerequisite: Advanced Italian or its equivalent.

**ITL 3004: Adv Italian Conversation & Composition (3 cr.)**
This course has two aims: to continue improving student's use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade. (Fall) Prerequisite: Advanced Italian or its equivalent.

**ITL 3005: Contemporary Italian Literature (3 cr.)**
For students with a high degree of proficiency in Italian. Selected works of contemporary Italian literature will be read and analyzed with special emphasis on the different aspects of Italian life and culture they reflect. Written assignments will include summaries, linguistic exercises and brief compositions. (Fall and Spring)

**ITL 3007: The Short Story (3 cr.)**
The course will examine this popular literary form which in Italy has an ancient tradition that goes back to the Novellino and Boccaccio's Decameron. Readings will begin with a selection from the Decameron and, proceeding in chronological order, will follow the short story's development through the 20th century with a wide range of short fiction from major writers.

**ITL 3011: 20th Century Italian Narrative I (3 cr.)**
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments. (Fall)

**ITL 3012: 20th Century Italian Narrative II (3 cr.)**
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments. (Spring)

**ITL 3014: 14th Century Masters (3 cr.)**
Selections from Dante's Vita Nuova and Divina Commedia, Petrarch's Canzoniere and Boccaccio's Decameron will be analyzed in connection with the philosophical and religious ideas of the period and its socio-political circumstances. Special attention will be given to the transition from medieval concepts and values to the onset of the spirit of the Renaissance.

**ITL 3019: Literature, Film and Society (3 cr.)**
Literature and films are examined as a reflection of social reality and a source of information of cultural, social and political conditions and conflicts in 20th century Italy. Novels adapted into films will also be examined. Oral and written work assigned. Prerequisite: ITL.3002.

**ITL 3021: Introduction to Italian Literature and Culture (3 cr.)**
This is an introductory course aimed to offer students the opportunity to discover Italian Literature and Culture through readings and reflections upon significant texts of the Italian literary and philosophical tradition. From the underworld of Dante to the love poetry of Petrarch, from the political vision of Machiavelli to the scientific revolution of Galileo, from the modernist fragmentation of Pirandello to the post-modern creations of Calvino, the course explores genres, themes and cultural debates by analyzing texts within their socio-political context. The course will help students to expand their vocabulary and to reinforce their written and oral competences through a variety of activities such as discussions, presentations, short papers and research projects. All readings and class discussions will be in Italian.

**ITL 3022: Italy's Birth in 19th Century (3 cr.)**
The course aims to introduce students to one of the major themes of Italian culture: namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how the letterati imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Written and oral assignments. Taught in Italian. Prerequisite: Advanced Italian or permission of instructor.

Prerequisites: ITL.3001 ITL.3002
ITL 4495: Independent Study (3 cr.)
For majors only, with permission of the department.

ITL 5004: Adv Italian Conversation & Composition (3 cr.)
This course has two aims: to continue improving student's use of spoken and written Italian, and to increase their ability to read, understand, and enjoy Italian literature. Fine grammar points will also be reviewed. Attendance and participation figure in the final grade. (Fall)

ITL 5007: The Short Story (3 cr.)
The course will examine this popular literary form, which in Italy has an ancient tradition that goes back to the Novellino and Boccaccio's Decameron. Reading will begin with a selection from the Decameron and, proceeding in chronological order, will follow the short story's development through the 20th century with a wide range of short fiction from major writers.

ITL 5009: Fascism in Literature & Film (3 cr.)
This course examines how selected literary and cinematic works portray and interpret the fundamental political and cultural experience of twentieth-century Italy: the fascist regime (and the resistance to it). Participants will study the origins of fascism, its development over the two decades of its existence, and the intellectual forces that opposed it. Themes to be analyzed include: fascism as eclipse of reason, mass consensus to the totalitarian regime, and anti-Semitism. Written and oral assignments. Taught in Italian. Prerequisite: Advanced Italian or permission of instructor.

ITL 5011: 20th Century Italian Narrative I (3 cr.)
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments.

ITL 5012: 20th Century Italian Narrative II (3 cr.)
Designed for students who already have a high degree of proficiency in Italian. Selected works by the century's major authors will be read and analyzed. Discussions will focus on the problems they address and the changes they reflect in the socio-cultural milieu of contemporary Italy. Selected film classics will be shown. Oral and written assignments.

ITL 5014: 14th Century Masters (3 cr.)
Selections from Dante's Vita Nuova and Divina Commedia, Petrarch's Canzoniere and Boccaccio's Decameron will be analyzed in connection with the philosophical and religious ideas of the period and its socio-political circumstances. Special attention will be given to the transition from medieval concepts and values to the onset of the spirit of the Renaissance.

ITL 5015: Introduction to Italian Literature And Culture (3 cr.)
This is an introductory course aimed to offer students the opportunity to discover Italian Literature and Culture through readings and reflections upon significant texts of the Italian literary and philosophical tradition. From the underworld of Dante to the love poetry of Petrarch, from the political vision of Machiavelli to the scientific revolution of Galileo, from the modernist fragmentation of Pirandello to the post-modern creations of Calvino, the course explores genres, themes and cultural debates by analyzing texts within their socio-political context. The course will help students to expand their vocabulary and to reinforce their written and oral competences through a variety of activities such as discussions, presentations, short papers and research projects. All readings and class discussions will be in Italian.

ITL 5019: Literature, Film and Society (3 cr.)
Literature and films are examined as a reflection of social reality and a source of information of cultural, social and political conditions and conflicts in 20th century Italy. Novels adapted into films will also be examined. Oral and written work assigned. 
Prerequisite: ITL.3001, ITL.3002.

ITL 5022: Italy's Birth in 19th Cent (3 cr.)
The course aims to introduce students to one of the major themes of Italian culture: namely, the role played by Italian intellectuals in the construction of Italy as a nation. We will read how the letterati imagined Italy as a nation before it came into existence in 1860; how the nation came to be unified; and how the experience of unification has come to represent a controversial point of reference for twentieth-century Italy. Written and oral assignments. Taught in Italian. Prerequisite: Advanced Italian or permission of instructor.

Library Skills Courses

LIS 2001: Fundamentals of Successful Research (1 cr.)**
This course will provide students with an overview of information locating research tools and strategies that will utilize catalogs, subscription databases, and the Internet. Students will be encouraged to critically analyze their information sources in order to locate credible resources for their research. Emphasis will be placed on citing sources in order to demonstrate ethical and legal use of information. The final project for this course is cumulative to demonstrate the acquisition of research techniques necessary to locate, retrieve, evaluate, and cite reputable sources of information. (Fall, Spring)

LIS 2095: Fundamentals of Online Research (1 cr.)**
This online course combines seven online course sessions with three face-to-face class sessions. Within this hybrid class, students are encouraged to work independently and together in virtual groups. This course will provide students with an overview of information locating research tools and strategies that will utilize catalogs, subscription databases, and the Internet. Students will be encouraged to critically analyze their information sources in order to locate credible resources for their research. Emphasis will be placed on citing sources in order to demonstrate ethical and legal use of information. The final project for this course is cumulative to demonstrate the acquisition of research techniques necessary to locate, retrieve, evaluate, and cite reputable sources of information. (Fall, Spring)

Business Leadership (Graduate Program) Courses

MSBL 5100: Transitioning From Manager to Leader (3 cr.)
In today's corporate setting professionals aspiring to advance to senior levels must be able to lead. It is true that someone can be a leader without being a manager, and someone can manage without leading. Many managers do not even manage people! However, it has become apparent there are clearly definitive traits, qualities, and characteristics that distinguish the two roles and there is also commonality between them. Those differences and similarities have been the subject of an ongoing great debate throughout the last quarter of a century. It is widely held that leaders influence commitment, whereas managers
merely carry out position responsibilities and exercise authority but there are others who believe that there is no reason to separate the functions. Through a combination of classic and contemporary readings, formal and informal case studies, and exposure to unfamiliar scenarios and challenging real-life situations, this course compares and contrasts leading with managing and examines the theories, tools, and practices that drive managers of processes and functions to evolve into leaders who build enduring value for their organizations.

**MSBL 5601: Global Business (3 cr.)**
The march of globalization continues, and international business is pivotal to the operations of virtually all firms. It is no longer possible to think of business as national or local. As companies intensify their international presence, the need to understand the economic, political, legal and cultural differences increases, as does the imperative for sound and sustainable marketing strategies on a global scale. As such, managers must apply ways of thinking and making decisions that are designed for complexity, diversity and flexibility. This course provides tools and frameworks to prepare students to succeed on a global stage. The course is unique not only in focusing on successful strategies for global business, but also in examining how companies can cope well with institutional changes in diverse markets. The course delves into the many challenges that multinationals face when navigating across markets and entering new ones, offering guidance for analyzing the opportunities and constraints while at the same time providing concrete examples of successful (or failed) business strategies. Various learning methods are used in this course, including in-class lectures, readings, discussion of current events in the world economy, and real world case analysis. Upon successful completion of this course, students will understand (a) the institutional framework and policy management of international relations, (b) risk assessment and strategic analysis of nations-states, (c) global marketing strategy development for both entering new markets and growing/sustaining current markets, and (d) the organizational concerns of the transnational enterprise.

**MSBL 5602: Leveraging Information Technology for a Competitive Advantage (3 cr.)**
The role of Information Technology (IT) is shifting from a technical, specialist function to a vital one that shapes and supports every facet of business operations. IT began its roots as a back-office support function to Accounting/Finance, but has long evolved into a strategic resource coordinated to support business strategies while shaping future options and directions. Successful companies differentiate themselves by their ability to position the power of technology to design ways to outperform their competitors. Successful business managers recognize IT as a strategic resource and have the primary responsibility for specifying IT roles as part of the overall business capabilities. This course is designed for business professional that will encounter and have to rely on information systems to accomplish their business goals. The course will consist of a combination of lectures, group discussions, student presentations, online quizzes, discussion board entries and written assignments. Upon successful completion, the students will be able to: explain the meaning of terms used to describe common techniques and concepts in business information systems; describe the ways in which computers are and will be used in business and management; identify and suggest appropriate responses to managerial and organizational issues stemming from development, implementation, and use of computer-based information systems; recognize the reality of implementing international information systems; understand the major social and ethical issues involved in the development and use of information technology; and be better positioned to work with IT resources to help drive business value through technology innovation.

**MSBL 5603: Entrepreneurship (3 cr.)**
This course allows students to walk a few steps in the shoes of an entrepreneur while learning how entrepreneurs build new ventures that endure. Students learn how to think and act entrepreneurially, and how to create value through “new” – products, solutions, ventures, business units, distribution channels, firms, business models or technologies. Students explore financial, legal, interpersonal and personal challenges likely to be encountered by the independent entrepreneur. This course is recommended for those interested in initiating a personal venture at some point in their lives working with or consulting for an early stage entrepreneurial team. Key issues addressed will include risk perception and management, formulation of innovative stakeholder relationships, and the creation of new markets through new ventures. Upon successful completion of this course, students will understand how expert entrepreneurs actually do it; understand the challenges faced by entrepreneurs; grasp the subtleties of ownership and control; increase the probability of success and reduce the risks of failure and acquire the basic tools for successful entrepreneurship such as putting together a business plan.

**MSBL 5604: Operations Management (3 cr.)**
Operations management involves the responsibility of ensuring that business operations are efficient in terms of using as few resources as needed, and effective in terms of meeting customer requirements. It is concerned with managing the process that converts materials, labor, and energy into goods and/or services and it is here that the business leader is expected to utilize sound critical decision making in order to initiate action and move the organization efficiently, effectively and economically. The purpose of this course is to provide students with a sound conceptual understanding of the role that Operations Management plays in today's organizations. The student will be presented with applications of Management Science, Logistics, Inventory Management, Facilities Management, Total Quality Management, Resource Allocation, Supply Chain Management and Simulation. Whenever possible the “problem scenario approach” will be used. Upon successfully completing this course, students will have mastered many of the important fundamentals of Operations Management and will be able to model these and other concepts, circumstances and challenges to which they will undoubtedly be exposed in various aspects of their workplace.

**MSBL 5605: Health Care Management (3 cr.)**
Health care plays a vital role in both our economy and our society and it is an exciting time for health care management. The business is changing and growing more rapidly than almost any other field today and will require people who can manage the changes taking place and make a significant contribution to improving the health of the communities and organizations served. This Health Care Management course will be highly interactive where students will learn about the health care business, the challenges and opportunities a health care manager encounters while working within the different types of health care organizations, and the key role managers play now and in the future. Students will gain significant insights into this complex industry and what the future will be like for those working in this exciting field. Health Care Management, while providing some students with a potential new career direction, also ensures every student will come away...
with the core competencies required for leadership and management in health care and across all industries today. The course will provide skills, generate ideas, and broaden every student’s knowledge base thereby creating a more valuable employee or a successful entrepreneur. Topics will include the U.S. health care system, leadership vs. management in health care, health care finance and economics, laws and regulations, strategic planning, marketing, communications and the increasing role of social media, the government and health care, the competitive landscape, international health care, legal and ethical concerns, building and managing high performing teams, and careers in health care management. At the successful completion of this class, students will take away a new perspective on this exciting industry, the role it plays in this country and around the world, and the impact they can have as a manager and leader.

MSBL 5606: Managing in a Mission-based Organization (3 cr.)
Effective management is vital for the long-term success of nonprofit organizations. This course explores human resource issues, effective management skills, and legal issues that affect nonprofit organizations. In addition, an in-depth analysis of the strategic management process and the nature of strategic decision-making are explored, as are the general aspects of fundraising, such as structuring grants and assessing potential sources of support. Topics include the nonprofit framework, including board development, board governance and community relations; current challenges; ethics considerations; effective recruitment and retention strategies for paid staff and volunteers; legal, regulatory and policy issues; advocacy, lobbying and government funding; development of personnel policies; issues of multiculturalism; and managing change. In this course, lectures/presentations, interactive discussion, assigned readings, case studies and issues analysis are deployed as teaching methods. Upon successful completion of this course, students will understand a range of interrelated concepts: Basic nonprofit constructs and concerns for the manage; Effective management of conflict and change within organizations; The recruitment and management of paid staff and volunteers; Ethics and legal issues affecting nonprofits; Integrated advocacy and policy development, and; Emerging issues that will affect the future profile of nonprofits. Through course study and discussion, students will master both the concepts and their applications and practice in nonprofit environments.

MSBL 5650: Special Topics in Business Leadership (3 cr.)
This container course, offered periodically, examines special topics and emerging issues in business leadership using a seminar approach. The course will enable the students to explore the most current challenges affecting the leaders of tomorrow, focusing on evolving approaches to and best practices for the leadership and management of change in an organization.

MSBL 6000: Final Project (3 cr.)
This course is the culmination of the M.S. in Business Leadership. The purpose of the Final Integrative Project is to provide the student with experience in conducting an applied research project. This project provides students with an opportunity to use academic and professional knowledge and skills in addressing an actual business issue. The student chooses a topic of importance to them, either one which is inherent to the organization in which they currently work or have worked, or one which is of interest as the student moves forward in his/her career. Upon approval of the proposed topic, the student works with a qualified faculty member to research and write the thesis. The finished thesis must demonstrate the student’s ability to conduct comprehensive research and articulate original ideas and thought processes that make a contribution to the body of knowledge in the field. In addition to the final paper, the student orally presents the findings to an evaluation committee. All final papers must be of an academic and research standard that is consistent with the requirements of current journals and publications. The student’s thesis topic must be approved in advance by the Program Director.

Computer Science Courses

MAC 1000: Programming & Graphics in Visual Basic (4 cr.)
This is an introduction to computer processing by learning how to program a computer using Visual BASIC for Windows. It is intended to be an introductory course for students with no previous computer experience.

MAC 1003: Make Movies & Games in Alice (3 cr.)
A course that introduces students to the virtual world of Alice, a tool that uses 3-D graphics to introduce students to object-oriented design. Students create movies and interactive games with virtual objects, whose behavior can be modified and extended. This is a fun course for those with little or no experience yet are interested in computer programming.

MAC 1005: Programming Worlds - Animation and Games (4 cr.)
Computers do many of the same things people do, only faster, more accurately, and without getting bored. So the task of programming a game is essentially the task of figuring out exactly how the game is played, i.e. understand a particular situation of the game, and then “explain” it to the computer. Unfortunately, computers are literal-minded and completely without intuition, so this explanation must be much more precise and unambiguous than explaining things to a human being. This course, therefore, is about how to analyze a problem/game, figure out precisely and unambiguously how to play it, and present this explanation to a computer. The course makes all this true while building animations and games that are well-tested non interactive functions. This course is intended for non-Computer Science majors.

MAC 1010: Computer Programming I (4 cr.)
This is an introductory course for students with no previous computer experience in programming. Object oriented coding, debugging and design are emphasized. Computer Science majors are strongly encouraged to enroll in this course in the first semester of their freshman year, or immediately upon changing major to Computer Science.

MAC 1020: Creating Android Apps I (1.5 cr.)
A course that introduces students to App Inventor, a tool that graphical tool that allows easy creation of applications (apps) for handheld devices running the Android OS (operating system). Due to the ease of app creation, the course encourages student creativity, especially among students who already own and use an Android device (e.g., smartphone). This is a fun course for those with little or no experience yet who are interested in computer programming. Students do not need to own an actual Android
device, as programs they develop can be run in an Android emulator.

**MAC 1075: Computers and Information Technology (3 cr.)**
This introductory level course is a survey of the computer hardware and software currently used in electronic data processing. Topics covered include: data representation, storage devices, input/output devices, computer hardware, operating systems and programming techniques. Students learn to use a word processor, spreadsheet, database, and presentation designer. Students will create and post a website.

**MAC 2010: Computer Programming II (4 cr.)**
This is a continuation of the study of programming begun in Computer Programming I. Advanced features of the programming language introduced in Computer Programming I are covered. Problems requiring larger programs are introduced with particular emphasis given to the importance of the algorithms used. Topics covered include: string processing, data structures and recursion. Prerequisite: MAC.1010: Programming I

**MAC 2015: Database Design & Construction (3 cr.)**
This course is an introduction to techniques used for structuring data to be stored in various devices. Theory of database design and the implementation of such designs is studied. Topics covered include: the definition and normalization of database designs, the SQL data design language (DDL), and the manipulation of databases designed in SQL via servlets written in the Java programming language. Prerequisite: MAC.2010: Programming and Multimedia in Java

**MAC 2017: Data Structures and Algorithms (3 cr.)**
This course offers a formal study of the basic structures used for storing data and an analysis of the algorithms, which act on data structures. The course builds on the material presented in Computer Programming I and II. This material is made more rigorous with an emphasis on the analysis and design of efficient algorithms. Topics covered include review of basic data structures, basic graph theory with algorithms for (internal and external) sorting, merging and searching, algorithms for hashing, garbage collection and compaction. Prerequisite: MAC.2010: Programming and Multimedia in Java

**MAC 2022: Web 2.0: Bldg Dynamic Web Sites (3 cr.)**
Is your website looking old and boring? Want to spice it up and make it more dynamic and functional? Then this is the course for you! First, we cover basic web page design and construction using MS FrontPage, and then spice them up with XHTML, Java Script, Ajax, and RubyOnRails.

**MAC 2035: Programming Languages (3 cr.)**
This course offers an introduction to the formal study of programming language specification and analysis. Several programming languages (both compiled and interpreted) will be studied in terms of their features and limitations. Topics covered include formal language definition (using Backus-Naur Form and Java as an example), a comparison of several languages in terms of data types and structures, control structures and run-time considerations. Prerequisite: MAC.2010: Programming and Multimedia in Java

**MAC 2045: Computer Systems Architecture and Programs (3 cr.)**
This course is an introduction to computer architecture and its relation to programming in C on the UNIX operating system. General concepts and techniques that apply to a broad range of computers will be covered. These include: representation of data and computer arithmetic, the organization and structuring of the major hardware components of computers, and methods of I/O. Prerequisite: MAC.2010: Programming and Multimedia in Java

**MAC 2085: Discrete Structures (3 cr.)**
This course provides an introduction to fundamental algebraic, logical and combination concepts from mathematics with applications to various areas of computer science. Topics covered include sets, relations, functions and induction, Boolean algebra and introduction to graph theory.

**MAC 3017: Building Computer System Software (3 cr.)**
The course objective is to integrate key notions from algorithms, computer architecture, operating systems, compilers, and software engineering in one unified framework. This is done constructively, by building a general-purpose computer system from the ground up. In this process, students explore many ideas and techniques used in the design of modern hardware and software systems. Throughout this journey, students gain many cross-section views of the computing field, from the bare bone details of switching circuits to the high level abstractions of object-based software design. Prerequisite: MAC 2010

**MAC 3042: Advanced Topics in Computer Programming (3 cr.)**
This course introduces students to some of the issues and foundational technologies of advanced applications, as found in scientific computing systems, financial computing systems, and massively multiplayer online games. Topics may include security technologies such as authentication and encryption, and distributed-systems technologies, such as Internet Protocol networking, concurrency control, and distributed-computing models. Prerequisite: MAC.2010: Programming and Multimedia in Java

**MAC 3045: Introduction to Artificial Intelligence (3 cr.)**
This course introduces students to the foundations and applications of Artificial Intelligence. AI, also known as Intelligent Systems, is concerned with the design and analysis of software-based autonomous agents, as found in physical systems such as robots and autonomous spacecraft, and increasingly in computer games and simulation systems. Intelligent systems are able to perceive their environment, to act rationally towards their assigned tasks, and to interact with other agents and with human beings. The course covers a body of work underlying these capabilities, including knowledge representations and reasoning mechanisms, problem solving and search algorithms, and machine learning techniques. Computer games are used as an application area.
motivating much of this work. Prerequisite MAC 2010. (Alternate years)

**MAC 3054: Web Development in PERL I (1.5 cr.)**

This course provides an introduction to the code syntax of Perl, an interpreted programming language that combines the flexibility of general-purpose programming languages such as C or Java. The result is a language especially suited to performing complex searching and manipulation of text. This course teaches students how to utilize Perl in terms of syntax, the basics of regular expressions and Perl data types. Prerequisite: Programming and Multimedia in Java (MAC 2010) (every third year)

**MAC 3058: Web Development in PERL II (1.5 cr.)**

Perl has enjoyed recent popularity for programming World Wide Web electronic forms and generally is considered as the glue and the gateway between systems, databases, and users. This course introduces advanced topics such as the access and manipulation of files, database connectivity and debugging techniques. Prerequisite: Web Development in Perl I (MAC 3054) (every third year)

**MAC 3059: Perl and Web Development (3 cr.)**

This course provides an introduction to Perl syntax, an interpreted programming language that combines the flexibility of general-purpose programming languages such as C or Java. The result is a language especially suited to performing complex searching and manipulation of text. This course teaches students how to utilize Perl in terms of syntax, the basics of regular expressions and Perl data types. Perl has enjoyed recent popularity for programming World Wide Web electronic forms and generally is considered as the glue and the gateway between systems, databases, and users. This course introduces advanced topics such as the access and manipulation of files, database connectivity and debugging techniques. Prerequisite: MAC 2010 (every third year) (previously MAC 3054 & MAC 3058)

**MAC 3075: Computation in Data Science (3 cr.)**

This course introduces students to the core computational technologies involved in the analysis of large data sets, known popularly as "Data Science" or "Big Data." We focus on the data-handling and computational aspects of data handling sometimes referred to as "Data Engineering"—and touch on statistics from the standpoint of ensuring data cleanliness and testing the computations. We begin with case studies in Big Data analysis, involving social networks, sensor networks, and application logs. We then introduce various tools used in the data pipeline, including Map-Reduce, No-SQL databases, and custom code for data manipulation. Finally we introduce the use of R for obtaining descriptive statistics that can indicate the need for data cleaning or errors introduced in the data pipeline. Prerequisite: Completion of MAC 2010 Computer Programming II and MAC 2015 Database Design & Construction

**MAC 3998: Senior Evaluation (3 cr.)**

A Thesis written under the direction of a department member.

### Mathematics Education Courses

**MAE 5162: Topics in Calculus Using Graphing Calculator (3 cr.)**

This course will investigate in depth topics from differential and integral calculus, using the T183 graphing calculator (Regular, Plus or Silver edition). The following topics will be covered: limits, continuity, definition of the derivative, shortcuts to the derivative, product, quotient and chain rules, derivatives of the transcendental functions, applications of the derivative, integration, the fundamental theorem of calculus and applications of the integral. Students will analyze difficulties and misconceptions often experienced by secondary calculus teachers and will examine applications that connect theory with examples relevant to secondary students.

**MAE 5163: Topics in Geometry (3 cr.)**

Examine a variety of geometry topics selected from Euclidean and non-Euclidean geometries, constructions, transformational geometry, analytic geometry, solid and projective geometry, geometric probability and others. Learn how geometric thinking can be developed according to the Van Hiele model. Explore the nature of conjecture and proof, and learn to use the geometer's sketchpad to do independent research.

**MAE 5200: Topics in Probability and Statistics (3 cr.)**

Learn about fundamental concepts and major tools in the mathematics of chance. Topics to be explored include understanding, representing and exploring linear and non-linear data; combinatorics; randomness; central tendency and standard deviation; binomial distributions; sampling and estimation. Applications will be examined that connect theory with examples relevant to secondary students.

### Mathematics Courses

**MATH 1006: Math for Liberal Arts (3 cr.)**

This course is intended as an invitation to anyone who, while not interested in developing a technical facility in calculation, is interested in gaining an appreciation of the methods and scope of mathematics. The emphasis will be on topics not usually covered in a general algebra - trigonometry sequence. The approach will be conceptual, rather than computational.

**MATH 1012: Precalculus (4 cr.)**

The purpose of the course is to broaden and strengthen the student's high school mathematics background and to prepare for the study of calculus. Topics will include algebra and functions including exponential, logarithmic and trigonometric functions.

**MATH 1030: Calculus I (4 cr.)**

Topics in this course will include functions, limits, and continuity; derivatives of polynomials, products, quotients, trigonometric, and implicit functions; applications to related rates, maximum-minimum problems and graphing; anti-derivatives, the Fundamental Theorem of Calculus, and area problems. A computer symbolic algebra component is included.
MATH 1032: Calculus II (4 cr.)  
Topics in this course will include applications of integrals to volumes of revolution, differentiation and integration of logarithmic, exponential, and inverse trigonometric functions, indeterminate forms, techniques of integration, improper integrals, sequences and series, Taylor's Theorem, parametric equations, and polar coordinates. A computer symbolic algebra component is included.  
Prerequisite: MATH.1030: Calculus I, or placement by the Mathematics Department.

MATH 2021: Differential Equations (4 cr.)  
This course will discuss classification of types of differential equations, elementary and non-elementary solutions, solutions to first order differential equations, existence and uniqueness theorems, solutions by approximation methods, solutions to second order differential equations, series solutions, nth order differential equations.  
Prerequisite: MATH.1032: Calculus II

MATH 2023: Fundamental Concepts of Math (4 cr.)  
This course will discuss basic concepts of symbolic logic, axiomatic method, set theory, cardinality, and various mathematical systems. To the emphasis of the course is the creation and understanding of mathematical proofs.  
Prerequisite: MATH.1032: Calculus II

MATH 2030: Calculus III (4 cr.)  
This course will focus on three-dimensional space, including the following topics: vectors, surfaces, planes and lines in three-space, partial derivatives and the gradient, vector functions, multiple integrals, line integrals, and Green's Theorem. A computer symbolic algebra component is included.  
Prerequisite: MATH.1032: Calculus II or permission of the Mathematics Department.

MATH 2075: Probability (3 cr.)  
This course provides an introduction to probability using the methods of calculus. Topics covered include: sample spaces, events as subspaces, probability axioms; binomial coefficients and counting techniques applied to probability problems; random variables (discrete and continuous), probability functions, density and distribution functions and special distributions; Poisson and normal distributions, the central limit theorem and law of large numbers. MATH.1032: Calculus II must be taken prior to or in the same semester as Probability.  
Corequisite: MATH.1032

MATH 3008: History of Math (4 cr.)  
A survey of some of the central ideas in the development of mathematics. The historical and mathematical context and content of these ideas will be studied along with the major figures responsible for their development.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3031: Advanced Calculus (4 cr.)  
Emphasis of this course will be on basic concepts of analysis and techniques of proofs.  
Prerequisite: MATH.2030: Calculus III. The student must also take MATH.2023: Fundamental Concepts of Mathematics prior to, or in the same semester as, Advanced Calculus.  
Corequisite: MATH.2023

MATH 3034: Linear Algebra (4 cr.)  
This course will discuss vector spaces, linear independence and dependence of vectors, bases, subspaces, linear transformations, representations of linear transformations using matrices, determinants, non-singular linear transformations, change of basis, rank of a matrix, similarity and diagonal matrices. The course will also cover eigenvalues and eigenvectors. The student must take MATH.2030: Calculus III prior to, or in the same semester as Linear Algebra.  
Corequisite: MATH.2030

MATH 3037: Number Theory (4 cr.)  
This course will consider basic properties of the natural numbers. Topics include divisibility, primes, congruences, quadratic residues, Gaussian sums, number-theoretic functions, perfect numbers, distribution of primes, and also irrational, algebraic, and transcendental numbers.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3040: Modern Algebra (4 cr.)  
Basic concepts and structures of modern algebraic systems. Topics covered include: sets, functions, groups and homomorphisms, rings and ideals, fields and field extensions, Galois theory of the roots of polynomials. Prerequisite: Fundamental Concepts of Mathematics.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3048: Complex Variables (4 cr.)  
We will study the algebraic properties of complex numbers, the notion of an analytic function and many examples of analytic functions. The Cauchy Integral Theorem will be proved. We will study the Cauchy Integral Formula and its consequences, Taylor and Laurent series expansions and the residue theorem and its consequences.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3060: Topology (4 cr.)  
An introduction to point set topology. Topics covered include: open sets, closed sets, compact sets in metric spaces and topological spaces.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3077: Numerical Analysis (4 cr.)  
This course offers a study of some basic algorithms of numerical computation with emphasis on the theoretical foundations of the algorithms and various problems related to the practical implementation of the algorithms. Topics covered include: floating point representation, implications of finite precision and errors due to round off, solutions of equations using fixed point method, Newton's method and secent method, numerical integration and differentiation.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics, and MAC.2010: Programming and Multimedia in Java

MATH 3097: Mathematical Logic (4 cr.)  
This course deals with propositional and predicate calculus, Godel's completeness and incompleteness theorems, and undecidable problems.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3997: Senior Readings and Seminar (2 cr.)  
A year-long course for senior mathematics majors. In the first semester, students will read and summarize selected papers in mathematics. In the second semester, students will participate in a seminar presenting expanded versions of the papers read.  
Prerequisite: MATH.2023: Fundamental Concepts of Mathematics

MATH 3999: Senior Readings (2 cr.)  
A year-long course for senior mathematics majors. In the first semester, students will read and summarize selected papers in mathematics. In the second semester, students will participate in a seminar presenting expanded versions of the papers read.
MATH 4001: Putnam Preparation (1 cr.)
This is a mathematical problem solving workshop. The focus is on training Manhattanville's team for the William Lowell Putnam Mathematical Competition. However, the Putnam Exam is not a requirement of this course, and any mathematically-inclined student will find the topics interesting. Topics will be tailored to the class, but they may include methods from Algebra, Geometry, Calculus, Combinatorics, and Number Theory. Participation is key to this course. Department approval required.

MATH 5008: History of Math (4 cr.)
A survey of some of the central ideas in the development of mathematics. The historical and mathematical context and content of these ideas will be studied along with the major figures responsible for their development.

MATH 5034: Linear Algebra (4 cr.)
This course will discuss vector spaces, linear independence and dependence of vectors, bases, subspaces, linear transformations, representations of linear transformations using matrices, determinant, non-singular linear transformations, change of basis, rank of a matrix, orthogonal linear transformations, characteristic values and vectors of linear transformation, similarity and diagonal matrices, and orthogonal reduction of symmetric matrices.

MATH 5037: Number Theory (4 cr.)
This course will consider basic properties of the natural numbers. Topics include primes, congruencies, quadratic residues, Gaussian sums, number-theoretic functions, perfect numbers, distribution of primes, and also irrational, algebraic, and transcendental numbers.

MATH 5040: Modern Algebra (4 cr.)
Basic concepts and structures of modern algebra systems. Topics covered include: sets, functions, groups and homomorphisms, rings and ideals, fields and field extensions, Galois theory of the roots of polynomials. Prerequisite: MATH 2023 Fundamental Concepts of Mathematics.

MATH 5041: Introduction to Graph Theory (4 cr.)
This course will discuss path, circuits and properties of trees, planarity and duality, problems relating to the four color conjecture, digraphs, traversal theory and network flows.

MATH 5048: Complex Variables (4 cr.)
We will study the algebraic properties of complex numbers, the notion of an analytic function and many examples of analytic functions. The Cauchy Integral Theorem will be proved. We will study the Cauchy Integral Formula and its consequences, Taylor and Laurent series expansions and the residue theorem and its consequences.

MATH 5097: Mathematical Logic (4 cr.)
This course deals with propositional and predicate calculus, Godel's completeness and incompleteness theorems, and undecidable problems.

Finance (Graduate Program)
Courses

MFIN 5000: Principles of Finance & Accounting (3 cr.)
This course focuses on the theory of accounts and generally accepted accounting principles. The preparation and interpretation of financial statements is emphasized. The use of accounting measures for decision making and performance evaluation is also covered. The course also examines product costing, assets and equities, and liabilities from the perspective of managers as knowledgeable users of accounting information.

MFIN 5001: Business Statistics (3 cr.)
This course explains the statistical methods used in business research, analysis and decision making; preparation and presentation of data, frequency distributions, measures of central tendency and dispersion, statistical inference, regression and correlation.

MFIN 5002: Principles of Economics (3 cr.)
This course examines both the macro and microeconomic environments in which business operates. At the microeconomic level, topics include the operation of markets in the allocation of our scarce resources, the behavior of individual consumers and firms and the effect of price mechanisms on market outcomes. At the macroeconomic level, topics include economy-wide variables such as GNP, unemployment, inflation, the general price level, interest rates, growth rates, and the exchange rate. The role of government in policymaking and the effectiveness of monetary and fiscal policies will also be discussed.

MFIN 5003: Principles of Finance (3 cr.)
This course focuses on the basic concepts of finance and financial analysis. Key topics are the time value of money, risk and return, working capital management, capital budgeting, the cost of capital, cash flow analysis, and sources of short and long term financing.

MFIN 5004: Intro to Risk Management (3 cr.)
In this course students will be exposed to the important and growing field of risk management, including the tools and processes used for risk identification, risk assessment, and mitigation of risk exposure. Specific areas that will be explored include: operational risk management, technology risk management, market risk management and credit risk management. Students will learn how effective risk management can bring value to all organizations-financial firms, non-financial firms, as well as not-for-profits. Classroom Instruction

MFIN 5005: Quantitative Methods Finance (3 cr.)
This course provides students with an understanding of the quantitative methods for finance and investment. This includes the ability to formulate problems into quantitative models, to aid the successful resolution of the problem. Students will learn how to apply statistical methods to analyze past data and infer future trends. Using output from mathematical and statistical models, students will learn to analyze, interpret and derive potential outcomes from quantitative information.

MFIN 5100: Corporate Finance (3 cr)
The course applies financial theories, techniques
and models to the study of corporate financial decisions. Aspects of corporate policy and strategy, industry structure and the process for measuring and managing the value of companies are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

**MFIN 5101: Managerial Accounting (3 cr.)**
This course deals with the design of accounting systems and the use of accounting data in management functions including planning, control, and decision-making. Fundamental aspects of cost behavior and cost accounting will also be discussed from the perspective of the decision-maker rather than the cost accountant.

**MFIN 5102: Managerial Economics (3 cr.)**
This course covers the broad principles of economics that underlie and affect all business decisions, such as introducing a new product or service, diversifying, pricing products, segmenting customers, and addressing regulatory issues. Emphasis will be placed on evaluating market environments and the interaction among firms, and on how decisions affect the profitability of the company.

**MFIN 5103: Investing & Security Analysis (3 cr.)**
This course covers the basic concepts of investment in financial markets, including the examination of models of asset pricing and the actual performance of U.S. and foreign investments, with an emphasis on equity investments. Aspects of efficient market theory and anomalies are considered. The concept of portfolio diversification and the construction of optimal portfolios such as mean-variance efficient portfolios are studied. The class will look at factors affecting stock and bond returns, the success of different investment strategies, and the ability of individual investors and institutional players to beat the market. Other topics include diversification, market crashes, fixed-income analysis, and the organization and performance of mutual funds and derivative securities. The syllabus extends to the consideration of international diversification and investments where currency risks and interest rate risks need to be evaluated.

**MFIN 5104: International Finance (3 cr.)**
This course studies the flow of funds through the domestic and international markets and institutions. Emphasis will be on the roles of money, capital markets, and financial institutions, and especially on exchange rate risk management. The relation between national economies and between the various financial markets will also be discussed, as well as the implications of various monetary and fiscal policies. Additionally, the course analyzes the financial problems facing businesses engaged in international activities, including the positioning of assets on a global basis, financial control of foreign operations, and working capital management.

**MFIN 5105: Derivatives and Risk Management (3 cr.)**
This course introduces the student to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts, as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered. Classroom Instruction

**MFIN 5106: Mergers, Acquisitions PE, LBO (3 cr.)**
This course addresses the financial issues surrounding mergers and acquisitions in the context of legal and governance considerations. Students will focus on strategic purpose and risk, target valuation and due diligence, and integration. The valuation of merger targets will include the use of various metrics and a discussion of the impact on stock prices. Cross-border issues and antitrust issues will also be discussed.

**MFIN 5106: Mergers, Acquisitions, Private Equity, Leveraged Buyouts (3 cr.)**
This course addresses the financial issues surrounding mergers and acquisitions in the context of legal and governance considerations. Students will focus on strategic purpose and risk, target valuation and due diligence, and integration. The valuation of merger targets will include the use of various metrics and a discussion of the impact on stock prices. Cross-border issues and antitrust issues will also be discussed.

**MFIN 5107: Final Integrative Project (3 cr.)**
This course is the culmination of the M.S. in Finance degree program. The student will: 1) research an organizational issue of importance to the financial performance of his or her organization, 2) consider alternative solutions to the issue, 3) arrive at a preferred solution to the issue, 4) summarize the results of the research in a case study format, and 5) present the case study to an evaluating board comprised of the program director and selected faculty members. A classroom segment on research and writing will be included in this course to assist students in completing their selected project.

**MFIN 5200: Entrepreneurial Finance (3 cr.)**
This course examines the elements of entrepreneurial finance focusing on start-up ventures and the early stages of company development. It addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how funding should be structured. The course aims to prepare students for these decisions, both as entrepreneurs and venture capitalists.

**MFIN 5201: Finance for Nonprofit Organizations (3 cr.)**
This course examines current nonprofit financial management policies and practices and focuses on strategy and accountability. The course provides insights into managing highly diverse nonprofit organizations with emphasis on critical issues facing the nonprofit sector today.

**MFIN 5202: Treasury Operations (3 cr.)**
This course addresses the issues facing a financial manager in the conduct of treasury operations within the context of a for-profit, private sector firm. The course views treasury operations from the perspective of a United States-based firm, subject to American law and tax policies. Prerequisites: MFIN 5104 and MFIN 5105.

**MFIN 5203: Managing Risk (3 cr.)**
This course considers techniques for enterprise risk management. Students will learn how enterprise risk management delivers value to a business and how credit, market and operational risk are tied to enterprise risk. Attention will be paid to how U.S. firms engaged in
MFIN 5204: Business Ethics and Social Responsibility (3 cr.)
This course explores philosophical and pragmatic perspectives, including values and social/ethical premises in organizational decision-making. Several issues are covered in depth: investments abroad, hazardous products, bribery, industry practices, and others. Recent legislation, such as the Sarbanes-Oxley Act, will be discussed.

MFIN 5205: Special Topics in Investments (3 cr.)
This course examines advanced topics and issues in investments using a seminar approach. The course focuses on methods of investment analysis and selection as well as analysis of options, futures, and convertible securities. It is designed to provide students with knowledge of fixed income securities and alternative investments such as real estate, venture capital and hedge funds. Prerequisite: MFIN 5103

MFIN 5206: Financial Institutions, Money & Markets (3 cr.)
This course examines the management problems of financial institutions, with emphasis on banking institutions. Continuous change in the financial services industry is driven by various international dimensions of increasing competition, advances in information technology, evolution of the security and derivatives markets, and changes in private and government regulation. How banks and other financial institutions are organized to meet continuous change and what management and financial officers must do to generate success for their firms and for themselves will be discussed.

MFIN 5207: Personal Finance (3 cr.)
This course provides comprehensive coverage of personal financial planning in the areas of money management, consumer credit, tax strategies, real estate and other consumer decisions, legal protection, insurance, investments, retirement planning, and estate planning. Students will focus on the major personal financial planning problems that individuals and families encounter as responsible economic citizens. Emphasis is placed on developing short and long-range financial goals and developing a personal financial plan. The course provides the foundation for those wishing to enter the financial planning field.

MFIN 5208: Concepts in Financial Information Systems (3 cr.)
This course introduces the topic of information systems and discusses how financial organizations use information systems to support a variety of tasks ranging from basic activities such as transaction processing to creating competitive advantage in the market place through data mining. Following an overview of basic IS hardware and software, we discuss topics such as business process engineering, electronic commerce, and information and decision support systems. This broad overview provides a necessary foundation to understanding the relationship between information systems and the financial industry.

MFIN 5500: Corporate Finance (3 cr.)
Corporate finance focuses on the financial decision making process that is designed to maximize shareholder wealth. It provides a framework for making a wide variety of decisions, such as selecting the optimal combination of debt and equity to finance a corporation's operations, identifying the most profitable projects to pursue, determining the most appropriate distribution of dividends to stockholders. The course introduces the concept of the time value of money, and examines techniques applicable to the pricing of fixed-income assets and capital budgeting, assessing the respective advantages and disadvantages of each approach. The statistical properties of risk and return for financial assets, modern portfolio theory, the Capital Asset Pricing Model (CAPM), and several equity pricing models, such as the dividend discount model and the Gordon growth model are analyzed. Financial statements analysis, techniques for determining the optimal capital structure of a corporation including an analysis of the Miller-Modigliani Theorem, and an overview of dividend policies are also covered. Classroom Instruction. Equivalent to MFIN.5100.

MFIN 5501: International Finance (3 cr.)
This course is an overview of international financial markets and institutions. Topics include an introduction to the foreign exchange markets, in which nearly $4 trillion worth of currencies and foreign exchange derivatives are traded each day. Several types of products trade in these markets, including spot transactions, forward transactions, swaps and options. Of this activity is due to commercial banks and securities dealers, along with corporations seeking to hedge their exposure to foreign exchange risk. In addition, central banks may periodically intervene in foreign exchange markets in order to pursue domestic policy goals.

MFIN 5503 Financial Statement Analysis (3 cr.)
In recent years the increasing complexity of capital markets, combined with an ongoing economic slump, have greatly complicated the job of investment analysts and portfolio managers. Successful investing requires a firm understanding of the wide variety of securities trading in the debt, equity and derivatives markets, along with several alternative approaches to portfolio management. This course is designed to provide a solid background in fundamental valuation techniques, along with sound principles of portfolio...
management. Key models of asset returns are analyzed in detail; techniques for measuring and managing investment risk are introduced, along with several measures of performance measurement. Classroom Instruction.

**MFIN 5504: Investment Theory and Practice (3 cr.)**
In recent years the increasing complexity of capital markets, combined with an ongoing economic slump, have greatly complicated the job of investment analysts and portfolio managers. Successful investing requires a firm understanding of the wide variety of securities trading in the debt, equity and derivatives markets, along with several alternative approaches to portfolio management. This course is designed to provide a solid background in fundamental valuation techniques, along with sound principles of portfolio management. Key models of asset returns are analyzed in detail; techniques for measuring and managing investment risk are introduced, along with several measures of performance measurement. Classroom Instruction.

**MFIN 5600: Managerial Accounting (3 cr.)**
Managerial Accounting is a specialization within the field of accounting that is concerned with providing the information that is needed for effective planning, controlling, directing and decision-making by an organization. Managerial accounting can be used for several essential applications, such as determining optimal pricing policies, analyzing employee performance, controlling expenses and implementing cost/benefit analysis for potential expenditures. The course provides an overview of cost accounting fundamentals; such as direct and indirect costs, fixed and variable costs, etc. These concepts are used as the foundation for effective decision making, based on techniques such as cost-volume-profit (CVP) analysis, job costing, activity-based costing, etc. CVP is an essential tool for decision making and can be used to plan variable and fixed costs and implement cost-benefit analysis. Job costing and activity-based costing are used to allocate costs to different aspects of the production of goods and services. Capital budgeting, which enables a corporation to choose from among several competing investment projects as well as techniques for efficient planning, including the production of budgets, and proper planning of inventories and capacity utilization are also covered. Classroom Instruction.

**MFIN 5610: Mergers, Acquisitions, Private Equity, Leveraged Buyouts (3 cr.)**
Mergers and acquisitions refer to the buying or selling of divisions or entire companies in order to increase efficiency and thereby enhance shareholder value. This course analyzes the process by which potential takeover targets are identified, how these targets are valued and how a takeover is financed. The course is heavily based on the case study approach; several historical examples of mergers and acquisitions will be analyzed in great detail. The course begins with a thorough examination of techniques for valuing a corporation including discounted cash flow valuation and comparable valuation. Alternative techniques for financing a merger or acquisition are also explored.

**MFIN 5730: Fixed Income Analysis (3 cr.)**
In recent years, there has been an explosion of activity in the fixed income markets as corporations and governments continue to issue record amounts of debt. The size of the global fixed income market has reached nearly $100 trillion, far exceeding the $55 trillion capitalization of the global equity market. In addition, the market for fixed income derivatives has exploded over the past thirty years in response to a series of crises that have increased uncertainty over the behavior of interest rates. The fixed income markets consist of an extremely wide array of products, ranging from simple coupon-bearing bonds to structured products such as asset-backed securities. These products provide investors with the advantage of flexibility due to the large number of choices that are available. One of the major disadvantages of these products is that they expose investors to the risk of fluctuations in interest rates and other variables. Due to the complex behavior of interest rates, valuation and management of fixed income products can be extremely challenging. In addition, many fixed income products contain embedded optionality, which further complicates the pricing and management of these securities. In recent years, spectacular losses have occurred at several financial institutions due to the misuse of fixed income products and their derivatives. The complexity of fixed-income products and fixed-income derivatives requires market participants to acquire a deep understanding of how their cash flows are structured, how their values are affected by interest rates and an understanding of the properties of interest rates. Market participants also need to understand how interest rate risk is measured, and what types of strategies may be used to hedge interest rate risk. Portfolio managers need insight into the different types of strategies that may be employed with fixed-income portfolios.

**MFIN 5850: Special Topics in Accounting (3 cr.)**
This container course, offered periodically, examines special topics and emerging issues in accounting using a seminar approach. The course will enable the students to explore the most current challenges affecting the leaders of tomorrow, focusing on evolving approaches to and best practices for managing the accounting function in an organization.
MFIN 6000: Final Integrative Project (3 cr.)
This course is the culmination of the M.S. in Finance degree program. The student will research an organizational issue of importance to the financial performance of an organization, consider alternative solutions to the issue, arrive at a preferred solution, summarize the results of the research in a case study format, and present the case study to an evaluating committee comprised of the program director and selected faculty members or industry leaders.

MGPS Master of Science Courses (Graduate Program)

MGPS 5000: Business Strategy (3 cr.)
Strategy is the heart and soul of any business. The essence of business strategy is to understand your organization’s uniqueness and other-winning criteria. This course will focus on how classic strategy paradigms such as differentiation; brand creation; core competency expertise; speed to market; value migration and leadership in the areas of cost reduction, technology and innovation are linked to a sustained competitive advantage. In addition, the course will examine how changes in the competitive landscape such as globalization, the rapid diffusion of technology, excess capacity, shifting marketplace demographics, increasing cost transparency, the erosion of pricing power and the commoditization and unbundling of products/services are creating both problems and unique opportunities. This course seeks to integrate and synthesize all the disciplines required for effective business management. Emphasis will be placed on the ethical dilemmas that confront managers due to advances in technology, greater access to information, and more collaborative ventures that break down traditional proprietary boundaries. Given the recent wave of ethical lapses in business, students will be sensitized to the ethical considerations in any given decision-making scenario. Utilizing lectures, assigned readings, small group projects, case studies and a business simulation, the students will become proficient at business strategy analysis, creation and implementation within an ethical framework. A final class project will involve the creation of an Individualized Business Strategy Analysis and Action Plan, which applies the techniques learned during the course to any business selected by the student.

MGPS 5010: Communicating Effectively (3 cr.)
Communication is crucial to the success of all leaders, but as you climb within the organization the ability to write and speak effectively is magnified. One needs to be able to talk, write and present effectively to a diverse group of stakeholders, such as customers, supervisors, subordinates, peers, buyers, etc. And while business leaders have marketing strategies, expansion strategies, finance strategies, even exit strategies, successful leaders also have communication strategies. This course explores how individuals can develop and execute effective communication strategies for a variety of business settings. The course emphasizes the essentials of developing personal communication skills, inclusive of persuasive verbal and written communication, influence mapping, and communicating for buy-in. Students study audience analysis, communicator credibility, message construction and delivery, and are given the opportunity to learn best practices in presentation skills, particularly important for those wishing to pursue entrepreneurial interests. Globalization confronts almost every aspect of business from recruiting and managing a diverse staff to providing products and services, which cross language, time, and cultural barriers. This course delves into the two areas impacting a leader’s success in the global arena: technology and culture. Through a blend of class discussions, seminars, observations, practice, feedback and reflection, students will study frameworks for effective communication in a global environment and then apply these lessons in team and individual projects. Upon successful completion of the course, students will have learned how to: understand the purpose of effective communication and how it can facilitate or hinder individual and organizational performance, appreciate the importance and the management of challenges in communicating to internal and external stakeholders, deliver effective oral and written business presentations, incorporate technology to facilitate more effective communications.

MGPS 5020: Managing Risk (3 cr.)
Worldwide theories, research, principles, and practices pertaining to the discipline of managing risk have evolved significantly over the past ten years, especially in countries such as Canada, the UK, Australia and New Zealand. Continued catastrophes have emphasized the need for more robust systems for managing risk accompanied by a highly sophisticated approach that supports the development of an appropriate risk mentality. This course is designed so that students can obtain a robust understanding in the discipline of risk management better termed “managing risk.” Students will review case studies of companies that have both been successful in their efforts to manage risk and those that have been unsuccessful. In both situations, an in-depth analysis will be applied to determine the root causes for the successes and failures. Upon completion of this course students will have learned how to: gain an appreciation for evolution of this managing risk discipline over the past 20 years to what is now considered best in class thinking; extract the essential ingredients for managing risk throughout the organization and assemble them; take a holistic approach to risk using the objectives, principles, process and framework from ISO 31000; think in an integrated fashion and participate in effective risk management implementation efforts; conduct an initial assessment of the adequacy of a company’s risk management system; and appreciate the role of rating agencies, regulatory agencies, various standard setters, other professional organizations, and the Board of Directors.

MGPS 5030: Creating Customer Value Through Marketing (3 cr.)
Marketing activity is the engine that creates value in a business. It provides the focus for interfacing with customers, and is the database for knowledge about customers, consumers and competitors. Marketing focuses on both the achievement of short-term sales as well as the long-term relationship of a company to its customers, thus its critical role to the generation of revenue and profit for a firm. This course emphasizes the role of marketing in creating value for customers, which in turn creates value for owners, shareholders and employees. The course teaches what business managers need to know to create strategies that achieve competitive advantage for products and services. Topics taught in this course include (but are not limited to) analyzing market opportunities, competitive analysis, customer relationship management (CRM), customer decision-making, value of brand, product/service management, segmentation and target selection, product positioning, customer acquisition and retention, and social
media leverage. At the conclusion of the course, students will understand (a) how companies create, capture and sustain competitive advantage in the marketplace, (b) the sources of value in product/service offerings and how they evolve over time, (c) the role of technology, operations and distribution in delivering value, and (d) effective responses to preempt, deter or effectively counter competitive moves.

MGPS 5040: Analytical and Financial Tools for Decision Making (3 cr.)
In today's business environment, corporate executives and leading professionals must continuously analyze strategic business situations and at times feel limited in their ability to choose appropriate courses of action. In these situations, the executive is expected to utilize sound critical decision making in order to initiate action and move the organization to creative problem solving. The purpose of this course is to provide students with a sound conceptual understanding of the role that Management Science, Accounting and Financial concepts, Statistics and Technology play in the decision making process. The student will be presented with applications of decision making tools, which have been used successfully. Whenever possible the "problem scenario approach" will be used. This approach describes a problem in conjunction with the tool or technique being introduced. The development of the technique or model includes applying it to the problem to generate a solution or recommendation. The course will primarily consist of lectures, outside readings, problems, and case studies designed to provide the student with the tools and techniques required to manage processes efficiently and make decisions effectively. Upon successful completion of this course, students will have mastered many of the most important fundamentals of business decision-making, will have a new frame of reference and will be able to both understand and to utilize these fundamentals in the workplace.

MGPS 5050: Leading Effectively and Ethically (3 cr.)
This course is designed for students to understand and apply key theories and best practices in leadership. Students will gain familiarity with important leadership concepts and hear, first-hand, the lessons learned from leaders in business, government, military, and non-profit organizations. This is a highly interactive course that will engage students in identifying and applying what they've learned towards leading teams/organizations through challenging business scenarios. Topics include leadership concepts such as situational leadership, transformational leadership, “Level 5” leadership/ emotional intelligence, and “neuroleadership”, cross-cultural models and theories, leadership competencies and assessment tools, actions and behaviors that model best practices in ethical leadership, and leadership development approaches. Upon successfully completing this course, students will be able to integrate their understanding of leadership fundamentals in their own development as leaders as well as in the development of others through leadership development programs, mentoring, and coaching.

MGPS 5060: Project Management (3 cr.)
This class provides a comprehensive overview of project management. Students learn how to effectively plan, manage, and control projects that encompass both individual and group efforts in business settings. Basic concepts and tools of project management, such as the work breakdown structure, scheduling, creating milestones, Gantt charts, managing cost, and stakeholder considerations are introduced. The course will include a series of discussion on each of the core knowledge areas and process groups associated with the Project Management Body of Knowledge (PMBOK). Students will also learn more about the social side of project management, including team building, managing virtual teams and developing and implementing effective project communications. In addition, this class draws upon concepts, models, tools and technologies associated with formal project management methodology, including MS Project and the emergence of social networking and learning tools. Upon successfully completing this course, students will be able to integrate the technical and soft skill sides of project management to prioritize goals, write a project charter, create a work breakdown structure, establish reliable project budgets and schedules, implement project tracking techniques, manage teams, and create effective strategies to control the project budget, schedule, and quality.

MGPS 5070: Generating Growth and Innovation (3 cr.)
Nothing is more central to a business than the products and/or services it sells. And, for the majority of businesses, whether small entrepreneurial firms or large established companies, this mandates growth and innovation. The business leader must now be an innovator, ever more important given the rapid evolution in products and business models. Yet, the strategies and processes used to determine which products to make, how to make them or where to get them, and how to bring them to market are not well understood by many firms. The result is that promising new products and ideas are discarded, marginal products are developed and many products fail in the marketplace. The core objective of this course is to help students understand the role (and challenges) of innovation strategy in a company’s growth, best practices for leveraging innovation, and the capabilities required to drive accelerated growth. The course provides frameworks and methods for generating growth and innovation through organic growth options, new products and services and alternative partnerships such as mergers, acquisitions, and joint ventures. It examines ideation, the end-to-end innovation process, innovation portfolio decision-making and governance, and key organizational enablers of innovation sustainability. At the conclusion of this course, students will possess the insights and skills around the development, launch and management of innovative growth options. They will appreciate the risks and rewards of bringing innovation to the market, hold an understanding of consumer psychology and its impact on adoption of innovation, and will have learned the marketing strategies necessary to develop, introduce and manage new products, services and partnerships.

Physical Education & Sport Pedagogy (Graduate Program Courses)

MPE 5530: Pre-School and Elementary School Physical Education Content and Disciplinary Concepts (3 cr.)
Select, retrieve and compile disciplinary concepts and content for preschool and elementary school physical education, using approved content standards for physical activity in the development of an in-depth resource unit.

MPE 5531: Principles of Rhythms, Dance, and Gymnastics (3 cr.)
Explore pedagogical content knowledge needed to select, teach, and perform rhythmic activities and dance, and a variety of gymnastic skill progressions for ages three through adolescence.

MPE 5532: Principles of Individual, Dual, and Leisure Sports (3 cr.)
Display the ability to analyze advanced motor and sport skills reflecting individual, dual, and leisure sports for increased physical activity.
Fundamentals of technical and tactical skills, practice strategies, corrective feedback, methods for inclusion, and tools to assess student learning are also included.

**MPE 5533: Principles of Team Sports and Coaching (3 cr.)**
Demonstrate the ability to analyze advanced motor and sport skills reflecting a variety of team sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, coaching skills, methods for inclusion, and tools to assess student learning are also included.

**MPE 5534: Advanced Biophysical Concepts and Conditioning for Sports (3 cr.)**
Articulate and apply biophysical concepts from anatomy, kinesiology, physiology, biomechanics, and social-psychological theories to health-related fitness learning experiences and sport-related fitness and conditioning activities.

**MPE 5535: Sport Law and Safety Practices (3 cr.)**
Become familiar and debate current physical activity and coaching issues and laws as they relate to safety practices and risk management, torts, and negligence actions in physical education classes, school playgrounds, and extra-curricular sport activities. Gender issues are also included.

**MPE 5536: Play, Games, and Sports in Historical And Cultural Contexts (3 cr.)**
Acquire a historical and cross-cultural perspective of play, games, and sport beginning with the phenomenon of play and game forms of primitive man, the early Middle Eastern Civilizations, the early games and sport in Ancient Greece and Rome, the Middle Ages, the English Renaissance, and the Colonial period in the USA through contemporary society with the expansion of international sports. Techniques for historical research and technology are included.

**MPE 5537: Analyzing and Assessing Teaching Practices in Physical Education (3 cr.)**
Provides means to observe, analyze, and assess current pedagogical practices in preschool through secondary schools physical education classes, and acquire an understanding of individual and group motivation and behavior management. (100 hours of field observation is required).

**MPE 5538: Instructional Planning for Pre-School and Elementary Physical Education (3 cr.)**
Conveys an in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

**MPE 5539: Instructional Planning and Curriculum Models for Secondary School Physical Education (3 cr.)**
Delivers a comprehensive understanding of curriculum models common to secondary physical education. Attention is also given to learning how to plan progressions and sequence activities in order to teach advanced motor and sport skills, and ways to motivate older students to become lifelong participants in physical activity.

**MPE 5540: Instructional Planning for Inclusion in Physical Education and Sport (3 cr.)**
Reveals instructional strategies, techniques for individualized programming, federal and state special education laws that provide for the identification of individuals with disabilities within the physical activity setting, and assessment procedures for students having learning disabilities, emotional/behavioral disorders, and physical disabilities. Content also addresses integration and inclusion, modifications to sport and game rules, equipment, facilities, and classroom management interventions. Considerations for coaches and collaboration with other teachers and school personnel will be addressed.

**MPE 5541: Student Teaching Seminar in Physical Education (3-6 cr.)**
Individuals develop their teaching skills in a full-time twelve-week, student teaching experience at the elementary and middle/secondary level in conjunction with weekly seminars. Also contains several New York State workshops that are required of all teacher candidates for initial certification.

**MPE 5542: Applied Kinesiology for Physical Education and Sport Performance (3 cr.)**
Individuals develop an understanding of kinesiology and related movement experiences through physical activity. Anatomical concepts involved in producing movement are explored at the cellular, molecular and body systems level. Also examined are the structural functions of these body systems (musculoskeletal, circulatory, respiratory, digestive, nervous, etc.) and the conceptual framework of the human body. Consideration is also given to the relationships between human anatomy and physical activity.

**MPE 5545: Applied Exercise Physiology for Physical Education and Sport Performance (3 cr.)**
Individuals will develop an understanding of physiological terminologies, concepts and principles, and their application for effective physical education and sports programs. Among the topics to be covered are: Neuromuscular Basis of Movement, Aerobic and Anaerobic Metabolism, Acute and Chronic Response to Exercise, Adaptations to Training, Designs for Effective Training Programs, Environmental Conditions, Nutritional Concerns for Activity and Training, Body Composition, Weight Control, Health-related Issues and Cardiovascular Disease, and physiological concerns for children and seniors.

**MPE 5546: Sports Nutrition (3 cr.)**
This course is designed to advance the individual's knowledge of sports nutrition and its effect on athletic performance for a variety of age levels. Individuals will examine through scientific inquiry the fundamentals of macro and micronutrients, fluids, ergogenic and vitamin supplementation, weight management, energy planning for specific sport implementation, and the effects of proper nutrition on physical activity. Special attention will be given to understanding key scientific factors that influence individualized and group programming.

**MPE 5560: Leadership Issues & Trends in Pe & Ath Admin, Programming & Facility Mgt (1 cr.)**
This course identifies local, state, and national regulations and policies related to leadership issues and trends in physical education and athletics in public, private, independent, and parochial school settings. It also discusses the function and organization of leagues and athletic associations in New York State. Additional topics include program strategies, ways to assess personal and professional standards of the teacher and coach as an educational leader, how to enhance community relations, developing comprehensive budgets and purchasing strategies, schedule facility usage, and other contemporary responsibilities confronting district-wide leaders in athletic administration.

**MPE 5561: Ethics and Social Responsibility in PE And Athletic Administration (1 cr.)**
This course advances the individual's understanding of ethics, student rights, public relations and social responsibilities of interscholastic athletic administrators. Individuals will develop a personal philosophy and a professional code of ethics through the use of case studies, role playing, and simulation. Issues reflecting ethical considerations in the
organization and management of practices and officiating methods for specific sports will be addressed.

**MPE 5562: Advanced Uses of Technology in PE & Athletic Administration (1 cr.)**
This course advances the individual's understanding of the contemporary tools that are available in scheduling, creating physical education/athletic budgets, developing websites, maintaining student attendance, as well as introducing a variety of technology tools common to physical activity and curriculum development. Emphasis is placed on the application of technology skills and obtaining the knowledge of how these tools can support the current program and district-wide decision making.

**MPE 5563: Exercise Sci & Sch Health Promotion For District Leaders in Pe & Athl Admin (1 cr.)**
This course explains the differences in the effects of physical activity on fitness across age, gender, and ethnic groups; describing how various systems of the human body respond to physical activity; illustrating the relationship between physical activity and health concerns such as obesity, diabetes, cancer, and mental health; offering guidance for determining the proper amount and type of exercise to be undertaken; and suggests new directions for research. It also focuses on the prevention of diseases, quality of life, and well being as well as the training and conditioning of athletes and presents an account of how the body adapts its performance capabilities in the presence of fatigue, strength, and injury. References to new federally mandated wellness policies and how to convey disease prevention through physical activity and nutrition are also included.

**MPE 5564: Safety, Risk Management & Injury Prevention Programs for Physical Education (3 cr.)**
This course identifies a variety of respected safety and risk management programs for physical education teachers, athletic directors and school administrators that have been successfully used at the local, state, and national levels. Importance is placed on injury prevention and sport safety for ages 5-14, decreasing the risks of sport-related eye injury, spectator sports safety as well as security and safety regulations for bleachers, playing fields, and athletic facilities, emergency care for personal and community safety training, schoolyard safety, and particular attention on high school athletic weight training room safety. Sport Law and risk management terminology concerning school liability coverage and the prevention of student bodily injury is also included.

**MPE 5565: Administrative Issues in Urban Physical Education & Athletics (1 cr.)**
The course examines the major problems encountered in the administration and supervision of an urban physical education and interscholastic athletic program. Suggestions for culturally responsive teaching practices, strengthening one's teaching demeanor, conveying life skills, responding to individual behavioral management problem, and implementing protocols for large class sizes is emphasized. Ways to address the high incidence of social problems such as teen alcoholism, teenage pregnancy, bullying, teenage suicide, drug abuse, as well as high student absenteeism and the dropout rate through successful athletic and afterschool programming are also included.

**Physical Education Courses (Undergraduate)**

**MPE 1001: Introduction to Personal Health and Wellness (3 cr.)**
This course will explore the theories and concepts of individual health and wellness, including the relationship between the concept of self-responsibility and personal health goals. This concept will be utilized in the areas of psychological and physiological health, which include: nutrition, fitness, stress, substance abuse, and overall lifestyle. The lab, lecture, and group discussion format offers opportunities to share opinions regarding the cohesive concepts of health. Specifically, students will consider their own physical, mental, emotional, social, spiritual, and environmental factors that influence an individual's health status. Furthermore, students will gain practical experience through conducting various labs on themselves and classmates. Upon the completion of this course, the student will be able to integrate various methods for determining individuals' health status.

**MPE 3542: Applied Kinesiology of Physical Education and Sport (3 cr.)**
Individuals develop an understanding of kinesiology and related movement experiences through physical activity. Anatomical concepts involved in producing movement are explored at the cellular, molecular and body systems level. Also examined are the structural functions of these body systems (musculoskeletal, circulatory, respiratory, digestive, nervous, etc.) and the conceptual framework of the human body. Consideration is also given to the relationships between human anatomy and physical activity.

**MPE 3545: Applied Exercise Physiology for Physical Education and Sport (3 cr.)**
Individuals will develop an understanding of physiological terminology, concepts and principles, and their application for effective physical education and sports programs. Among the topics to be covered are: Neuromuscular Basis of Movement, Aerobic and Anaerobic Metabolism, Acute and Chronic Response to Exercise, Adaptations to Training, Designs for Effective Training Programs, Environmental Conditions, Nutritional Concerns for Activity and Training, Body Composition, Weight Control, Health-related Issues and Cardiovascular Disease, and physiological concerns for children and seniors.

**MPE 3546: Sports Nutrition (3 cr.)**
This course is designed to advance the individual's knowledge of sports nutrition and its effect on athletic performance for a variety of age levels. Individuals will examine through scientific inquiry the fundamentals of macro and micronutrients, fluids, ergogenic and vitamin supplementation, weight management, energy planning for specific sport implementation, and the effects of proper nutrition on physical activity. Special attention will be given to understanding key scientific factors that influence individualized and group programming.

**MPE 3604: Fundamentals of Team Sports (3 cr.)**
The purpose of this course is to acquire a detailed understanding of the fundamental basic skills in team sports. Students will be expected to achieve an intermediate level of skill in the selected team sports. Practice outside of class time and individual tutoring may be necessary for some students to achieve the expected performance level. An analysis of skills, discussion on assessment techniques and discussion of game play and strategy is included.

**MPE 3606: Introduction to Sports Medicine (3 cr.)**
Offers a fundamental scientific and clinical understanding of Sports Medicine. It includes prevention practices, injury recognition and evaluation, initial care, emergency procedures, and rehabilitation methods. Common taping, wrapping, and splinting techniques are also included as practical skill developers.
MPE 3608: Cross Cultural Perspectives of Sport (3 cr.)
Delivers an international and cross-cultural perspective of sport beginning with an understanding of race and ethnicity in sports in the USA and expands to intercultural similarities and differences in individual, dual and team sports played worldwide. Individuals will also identify and reflect upon several traditional and popular sports that are unique to a specific country’s heritage and culture, and recognize how sport can impact a nation’s identity. Advanced techniques for information retrieval are included.

MPE 3610: Theoretical Concepts of Coaching (3 cr.)
This course will explore the various theories of coaching. Specifically, it will focus on the role of coaches during youth sports, high school sports and college athletics. This course addresses multiple theories of coaching and the influence of coaches in modern sport. The topics will cover various essential understandings of coaching philosophies, such as: the role of team sports versus that of individual or dual sports competition. Special emphasis will be placed on the role of communication and team building as applied to player self-esteem and sport performance. Throughout the course, students will use frameworks set forth by the Nation Youth Sports Coaches Association.

Sport Business Management (Graduate Program) Courses

MSBM 5001: Dynamics of Sports Business (3 cr.)
Explores the modern sports era and establishes the foundation for the multi-billion dollar industry of today. Discusses some of the compelling socioeconomic, industrial, and technological movements that have contributed to the success of sports entertainment. Examines the factors that gave sport legitimacy and financial stability. Discusses the humble beginnings of professional, collegiate and Olympic sports cherished today. Examines the industry's evolution through inventions and how these developments shaped the industry. Explores the mechanism of sponsorship and marketing through sport. Explores and analyzes the onset of free agency and the rise of the industry's revenue generating sources. Discusses the management theories that apply to the industry and the current business and social issues it faces. Emphasizes the managerial and business skills required to operate successfully as a business leader in this.

MSBM 5002: Managing Sports Businesses (3 cr.)
Focuses on the strategic requirements for building and maintaining successful sport organizations, the analysis of strategic problems and decisions facing sport managers and leaders. Identifies the organizational structures, business models and organization theories operating in the industry, including beneficial strategic alliances. Explores the nature of competition in the industry, the driving forces for change and innovation inside and outside the industry, and the effect of government involvement. Explores approaches to strategic planning. Identifies typical policies governing sport organizations and discusses common measurements of business success.

MSBM 5003: Economic & Financial Aspects of Sport Management (3 cr.)
Examines the economic and financial environment in which the sport industry operates, with emphasis on pricing, supply and demand factors, and taxes. Identifies key stakeholders and their various interests in the financial success of sport operations and organizations. Explores sources of funding and revenue production, including sponsorships, in the face of competition. Examines how to analyze, control and evaluate financial performance; apply sound financial management principles and practices; and prepare, analyze and use budgets and financial reports. Emphasizes the application of basic managerial decision-making to financial issues.

MSBM 5004: Sport Marketing (3 cr.)
Provides the sport business manager with an overview of the major marketing issues facing the sport industry. Course content focuses on developing basic knowledge and understanding of sport marketing and sponsorship for professional and collegiate settings. Attention is given to the history of sport marketing, principles of marketing applied to the sport industry, sport consumer behavior, research tools, corporate sponsorship, and evaluation of sport marketing programs. The components of the course include developing products, utilizing sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networking.

MSBM 5005: Legal and Ethical Considerations in Sports (3 cr.)
Provides an understanding of the laws and legal concepts governing the sports industry, and how they apply to the sports managers role. Focuses on legal and ethical issues related to legislation, drug testing, employment law, negligence and liability, as well as intellectual and property rights. Addresses licenses and contracts related to players, teams, merchandising, services, sponsorships and facilities. Applies ethical theories to sports operations and decision-making, and uses case studies to reinforce the value of adhering to sound ethical principles in addressing business problems.

MSBM 5006: Leading Sports Organizations (3 cr.)
Examines leadership principles and techniques of efficient management within the culture of sports organizations. Distinguishes the leadership requirements in collegiate and professional sport organizations. Explores the psychology of sport and theories of organizational behavior and their implications for motivating, managing and evaluating the performance of employees, individually, and in teams. This course also identifies effective management styles and places emphasis on the importance of sound communication skills and goal setting.

MSBM 5007: Facility and Event Management (3 cr.)
Analyzes the management process involved in the designing and managing of a sport facility as well as the skills and processes associated with administering a sport event whether it be participant-centered (e.g., road race, youth tennis tournament) or spectator-centered (e.g., college football game, basketball game, professional golf tournament).

MSBM 5010: Research Methods (3 cr.)
Focuses on the principles and essential techniques of research to enable the student to investigate resources and trends to benefit sport business operations. Explores data collection methods as well as the analysis, summation and presentation of data.

MSBM 5011: Sport Business & Technology in the Global Market (3 cr.)
This course will focus on developing a working knowledge of the expanding role of technology in the increasingly global business of sport. Students will acquire understanding of ecommerce, networks, communications and new media technology products, services, and infrastructure, and their growing relevance in the development of the business of sport. Emphasis will be placed on the development of technology to enhance and support sport business strategy for local, national and international markets.

MSBM 5012: Principles of Sports Psychology (3 cr.)
This foundation course will trace the development of Sports Psychology, from the days when utilizing a psychologist was taboo in the macho world of sports, to today, when virtually every Major League sports franchise, every Division 1 university, and most “World Class” and
Olympic-level amateur athletes utilize Sports Psychologists. It will examine the various functions that Sport Psychologists fulfill and will also explore the various settings/contexts in which Sport Psychologists work. Career opportunities available, as well as necessary training required for becoming a Sports Psychologist will be discussed. Some of the functions performed by Sports Psychologists that will be examined are: Testing and Evaluation; Performance Enhancement; Counseling/Psychotherapy; and Research.

MSBM 5014: Special Topics in Baseball Analytics (3 cr.)
This course aides future sports business professionals to have a greater understanding of the business drivers and tools used in sports organizations (specifically within baseball) and the way in which decisions are made. Baseball analytics encompasses business analytics employed in sales and marketing, as well as baseball operations and on-field analytics, including new technologies used to solve real world problems. Explores all aspects of the $6.5 billion industry of Major League Baseball (MLB). Discusses MLB's business model and compares it to that of other professional sports. Examines the economic value associated with winning and losing teams and its implication on the dollar value of players. Discusses the implications of free agency, the amateur draft, sourcing of international players, and the player development system, on a team's business operations and finances. Examines the marketing of a baseball team, from promotional strategies to put fans in seats, to longer-term brand building initiatives. Explores contemporary issues such as, the internet resale of tickets and team-owned regional sports networks and their impact on the sport.

MSBM 5015: Entrepreneurship (3 cr.)
Explores the entrepreneurial process and introduction to problems and issues involved in creating a new business or in taking an existing company to the next level. Considers not only stand-alone start-ups, but also new business ventures within a large corporation. Identifies promising ideas, and assists in developing a business plan and securing financing. It further develops an overall outlook with an understanding of the knowledge and skills required for effective entrepreneurial leadership in today's highly competitive and global e-commerce marketplace. Employs the team-based case study method, and invites successful entrepreneurs and corporate leaders who foster innovations as guest speakers to address key topics.

MSBM 5016: Project Management (3 cr.)
The primary premise of this course is that project management concepts are fundamental to most activities undertaken by organizations and individuals. Students will learn the elements of initiating, planning, scheduling, resource allocation, executing, controlling and closeout for functional projects and other management initiatives. Team leadership and team dynamics will be explored as essential elements of a successful project. Opportunities to apply technology to project management will also be addressed.

MSBM 5017: Sport Communications (3 cr.)
This course will feature a comprehensive look at sport communications from many perspectives in a fun and interactive environment. There will be lectures, group discussions, challenging exercises and insightful speakers who work at the top level of the sports world. Ultimately, this course will provide students with an awareness of the profession, its role in the industry and an examination of the skills it takes to succeed.

MSBM 5018: Strategic Negotiations (3 cr.)
Provides a survey of the organizational and economic aspects of manager/employee relationships; and examines the changing business climate and conflicting forces organizations face to achieve competitive advantages such as lower costs, increased operational flexibility and improved customer service while employees seek to protect wage and benefit gains and enhance job security. Views negotiations through the prism of labor/management relations while providing the opportunity to develop negotiation skills that are transferable to all business settings (unionized and non-unionized).

MSBM 5020: Sport Media Content (3 cr.)
This course is designed to provide the sports business manager with an overview of the importance of sports content in the sports industry. Course content focuses on developing basic knowledge and understanding of sports content, the distribution models from broadcast to mobile phones, and the different revenue business plans out there to support licensing the content. Attention is given to the history of sports content distribution. The components of the course include developing content, utilizing sponsorships, barter deal, and rights management.

MSBM 5021: Sport Journalism (3 cr.)
The object of this class is to teach the basics of sport journalism: writing, editing, broadcasting, photography, internet, books and digital. Each student will be given assignments in all facets of sports journalism. They will be asked to write game stories, features, columns, and magazine-style articles. They also will self-edit their stories and edit the work of others, both fellow students and professionals. They will be taught about the use of agate. There also will be broadcasting assignments, a class devoted to photojournalism, and a class dealing with the role of publicists. Guest speakers will be invited to discuss these various areas.

MSBM 5022: Creativity & Critical Thinking in Organizations (3 cr.)
Examines creativity and innovation in organizations. Particular emphasis is placed on work environments. Intertwined components focus upon self-management strategies, critical thinking, learning styles, and motivation of oneself and others. A variety of teaching strategies are employed, including discussions, exercises, films, videos, and written analyses of workplace situations. The development of a personal life management plan and a Current Learning Assessment (CLA) portfolio are important components/outcomes of the course.

MSBM 5023: Leading Change (3 cr.)
Examines the critical success factors for managing organizational change successfully, that is, to become more productive and competitive. Topics to be discussed include: driving forces for change; common approaches to change initiatives; the competencies required to be effective change leaders and managers; the effect of change on an organizations shareholders; and the measurement of results. Case studies will be used and there will be a heavy reliance on student experience with change initiatives in their own organizations.

MSBM 5024: Fundraising & Non-Profit in Sports (3 cr.)
Sports is a booming for profit business that crosses over to the non profit environment as well. This course will examine the non-profit side of the sports industry, from player foundations to funding events. Students will learn how to create a fund raiser event, manage the staff and hold the event. Students will ascertain the
appropriate tools, learn about fundraising ethics, public relations, grants, taxes & accounting and measuring the results of the fundraiser.

**MSBM 5025: Contemporary Leadership Issues In Sports (3 cr.)**
This course will serve to deepen the student's understanding of current issues facing leaders in sports organizations. The content of the course will build on many elements of the core curriculum and place them in the context of today's challenges. The focus will be on where the sports business (and market) is today, and where it is headed. The course will include an individual project. The format of the class meetings will be a combination of lecture, discussion and include guest speakers or panels to enrich the discussion. Examples of the topics we will cover include: -The emerging role of analytics in sports management; -The impact of the economy on sports businesses; -The evolving demands of corporate sponsors; -The changing face of the sports fan and consumer; -Marketing the star athlete - from the perspective of the athlete, team and league; -The role of new media in sports; -The total fan experience - the role of in-game entertainment and presentation; -The search for entry level positions in sports management.

**MSBM 5026: The Role of Agents in Sports (3 cr.)**
This course will introduce students to the role agents play in the life of professional athletes including contract negotiations, interaction with player unions, financial and tax professionals, media interaction, athlete marketing, business and post career planning and day to day operations.
In addition, familiarize students with the collective bargaining agreements and relevant governing rules and organizations as well as the NCAA. Introduce students to the day to day responsibilities of the Sports Agent and discuss the barriers of entry into this industry and how students can get into the sports industry. This class will feature some exciting guest lecturers including major league baseball front office executives, marketing professionals, broadcast professionals, union officials and more, depending on availability.

**MSBM 5029: International Sports Management (3 cr.)**
Examines some of the particular issues that surround sports leagues and events that are specific to the international sports industry. Identify prominent foreign sports leagues and the concepts applied in managing these leagues discuss some of the principles that are applicable to the United States professional leagues. Discuss major international sporting events, and discuss some of the particular issues that are faced and analyze the strategies employed previously. Differences in media, fan tastes and marketing initiatives will be a focus. Explore the impact of the international economy on sports throughout the world.

**MSBM 5597: Internship (3 cr.)**
Provides an assignment in a sports or fitness organization, individually designed to integrate the student's academic learning with workplace experience. A summary written and oral report of the internship is required.

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**International Management (Graduate Program) Courses**

**MSIM 5001: Understanding the Global Business Environment (3 cr.)**
Explores the scope of international business with emphasis on managing global enterprises amidst evolving economic and trade systems, the complexity of logistics and of differing cultural, historical, political and economic factors. The effect of differing value systems as a constraint on traditional economic concepts and as an impediment to globalization is emphasized. Also discusses traditional economic concepts in a global context; i.e., scarcity, opportunity cost, price and income elasticity, and income distribution. Focuses on the facts surrounding environmental issues such as global warming, depletion of resources and pollution; and places emphasis on the political and economic impact of these issues on international companies. Examines the historical political underpinnings of international business and explores the socio-economic fundamentals of the global context. Examines research methods for acquiring information on global markets and companies.

**MSIM 5002: Cross-Border Competitiveness (3 cr.)**
Provides a framework for developing and implementing strategy within a global context based on the analysis of industry structures and the direction of industry change. Theories of competition and competitive strategy as well as approaches to strategy planning and analysis are explored. The differences between formulating strategy for domestic and international organizations will be stressed as organizational and functional issues are discussed. Students will gain an understanding of the issues faced by executive management in balancing the needs and desires of shareholders, customers and employees with local country mores and government regulations, including competitiveness and antitrust policies of the European Union and Japan. Also provides insight into a wide range of management problems facing international enterprises; e.g., logistics. Explores the variety of organizational structures that have been adopted to address international markets; e.g., geographic, product, and matrix. Examines the advantages and disadvantages of each and uses case studies to demonstrate how a variety of companies succeeded or failed using each structure. Examines international mergers and acquisitions, strategic alliances and joint ventures as organizational options for gaining market share and winning in the global marketplace.

**MSIM 5003: Global Financial Markets and Risks (3 cr.)**
Provides an understanding of contemporary international financial markets, including the international monetary system and balance of payments issues, and the role of the European Union. Emphasizes the rules and policies of foreign exchange markets, international credit markets, and currency and tax issues. Considers the role of financial management in maintaining global competitiveness as well as the problems of short and long-term asset and liability management. Analyzes the risks involved in international business, including foreign exchange and inflation. Provides tools for evaluating and selecting foreign projects and for analyzing political risks.

**MSIM 5004: International Law and Ethics (3 cr.)**
Introduces the student to the complexity of operating within the laws and mores of diverse countries. Gives attention, on the legal side, to licensing and the protection of intellectual capital, international trade organizations and agreements (European Union, NAFTA, World Trade Organization, etc.), the resolution of international disputes, and U.S. regulations affecting international operations. Explores the strategic conduct of government relations at the national, regional, and international levels and the role of the public sector in shaping competitiveness. Topics include antitrust laws as well as health and envi-
vironmental policies. Provides an understanding of the social, political and historical basis for major variations in laws at the international, regional and national levels. On the ethics side, explores issues of trust, fairness, right and wrong, integrity, personal conscience and culture as they relate to decision-making in the contemporary world of business. Discusses the broader issues of social responsibility, consumer protection, environmental protection and human rights as a background to business conduct and ethics.

MSIM 5006: Managing Global Corporate Processes and Projects (3 cr.)
Explores how successful international companies manage corporate processes in finance, marketing, manufacturing (including global logistics) and human resources across borders. Includes issues of transfer pricing, product development, and the autonomy granted subsidiaries. Appropriate levels of integration and autonomy are discussed and as well as the advantages and disadvantages of various global approaches firms need to attain operational efficiency. Attention is also given to managing complex projects in a global context, with focus on project planning, monitoring and control. Through a combination of intensive case studies, contemporary assigned reading, in-class lectures, interactive discussion and student projects the students explore the various business processes, strategic actions and responses developed and implemented in meeting the challenges firms face when operating globally.

Upon successful completion of the course, students will be expected to have develop a functional understanding of the concepts, processes, frameworks and theories of transnational management; to understand how transnational management functions are impacted by the role of government, economic policies, technological challenges and cultural practices; to develop a working knowledge of the issues and challenges facing multinational enterprise investment and operational activities in global economies.

MSIM 5012: Foreign Investment & Trade Policy (3 cr.)
Discusses the requirements for conducting and expanding international business operations. Major topics include direct foreign investment, foreign subsidiary acquisition, technology transfer arrangements, licensing, franchising, joint ventures, and various types of strategic alliances and partnership between companies based in different countries. Also discusses the history and effect of various international rules, regional economic agreements and national trade and antitrust laws as well as the identification of major trade barriers and the implications for trade, finance, and business regulations.

MSIM 5021: Managing Global Teams (3 cr.)
Examines the mix of organizational practices and people that can be the basis for sustainable competitive advantage in the global business environment. Highlights country differences in the approach to teams and team projects. Topics include leadership, employee skills and motivation, reward systems, and change management. Gives emphasis to the effect of language and cultural differences on team effectiveness, and the need for face-to-face contact in an e-society.

MSIM 5042: Global Marketing: Brands & Customer Value (3 cr.)
Examines marketing concepts and applications as well as value-chain relationships in an international context marked by cultural and institutional differences. Topics include demand analysis, product development and market penetration, pricing decisions, foreign representation, promotion and advertising. Also discusses regulatory issues related to international marketing as well as language and cultural issues that may determine promotional and advertising sweep or footprint. Gives special attention to the integration of marketing communications and how to organize international marketing operations for maximum effectiveness. Stresses channel management as a critical success factor in creating value for customers through the efficient delivery of goods and services. Oriented the student to the importance of brand management to international sales success. Focuses on understanding the roles and responsibilities of brand managers in the global arena, and provides the ability to develop plans to create and grow brand equity. Gives attention to the major international marketing problems faced by brand managers and strategic approaches that can be used to overcome them.

MSIM 5099: Final Project (3 cr.)
To complete the requirements for the MS in International Management, each student will research an international management issue of importance to his or her work, write an essay summarizing his or her investigation, and make a multimedia presentation on what was learned. Site visits to gather information from internal and external contacts will be encouraged. The project will be conducted under the guidance of the director of the program and a faculty mentor, and the essay and oral presentation will be reviewed by a graduate committee.

Marketing Communication Management (Graduate Program) Courses

MKMC 5100: Public Relations Theory and Practice (3 cr.)
This course focuses on the critical role that public relations and public relations professionals play as strategic thinkers and business partners in driving organizational strategies and marketing goals. The course provides a structural and practical framework for understanding and effectively employing contemporary public relations, and investigates the challenges of communication and problem-solving across a range of organizations and cross-cultural settings. Trends affecting public relations globally are explored and the integration of marketing and public relations with internal communications is stressed to ensure consistent organizational support and image. Students will engage in critical analysis and discussion of public relations case studies with emphasis on applying course principles in their evaluation. Major topics include, but are not limited to, public relations role in the marketing communications mix, traditional public relations activities, today’s public relations activities, proactive public relations techniques, developing and executing a Public Relations Plan, and case studies, best practices and current events. Various learning methods are used in this course, including in-class lectures, readings, discussion of current events in the world economy, and real world case analysis. Upon successful completion of this course students will understand: (a) the role of public relations within an organization’s overall marketing and communications effort; (b) how public relations can be a catalyst for business success; (c) how to develop and implement effective public relations campaigns; (d) the importance of measuring public opinion and gauging results, and the methods which can be used; (e) how to use social technologies in public relations planning and execution; and (f)
the critical role that public relations plays in both averting a crisis and managing through a crisis.

**MKMC 5101: Communication Ethics and Regulations (3 cr.)**

Marketing professionals can, and must improve their ability to make better marketing and business decisions by understanding the legal and ethical dimensions behind those decisions. By making more informed decisions, legal and ethical missteps can be avoided. This course reviews the main legal problems of the marketer in a context that considers the history and importance of the First Amendment of the U.S. Constitution (how it is interpreted and applied to mass media in the United States, the protection of intellectual property, theories behind regulation of certain media and the U.S. Supreme Court’s role as the “court of last resort.” This course provides an opportunity to explore the ethical dimensions of human communication with respect to interpersonal, public, and mass communication. It emphasizes normative ethics in communication studies with specific application to personal and professional venues. This course is designed to sharpen students’ awareness of key legal principles, legal reasoning, and ethical standards by which actions are judged in the workplace. This course is not designed to transform students into attorneys, paralegals, ethanolists or research scholars, but to provide an appreciation of the issues and to provide a paradigm for their analysis. Various learning methods are used in this course, including in-class lectures, readings, discussion of current events, case analysis and discussion, and real world case analysis. By the end of this course, students should be able to (a) discuss issues of media law and ethics critically, including contract law, intellectual property and advertising law, (b) to find and use legal materials, (c) to spot issues of media law and ethics when faced with common situations as a marketer, (d) develop an ethical basis for making marketing decisions, (e) understand the historical, theoretical, legal and societal contexts within which marketing practitioners work.

**MKMC 5102: Social Media and the Business Imperative (3 cr.)**

Social Media has played a large part in changing business communications. With the creation of new tools and channels more people are publishing and contributing to online conversations. The mass adoption of social tools has lead to varying types of interactions and the maintenance of online relationships; both personal and commercial. As the traditional online audience has morphed into the content creator, businesses must contend with consumers creating, altering and even enhancing their marketing efforts. This course, in contrast to the tactically-oriented elective core, explores the strategic implications, challenges and opportunities offered by the world of social media. The objective of this course is for students to learn how varying sets of Social Media tools work together as an integrated system and actively apply these concepts to their own present and prospective professional circumstances. Through the use of presentations, discussions and dialogues, assigned readings, case studies, and student projects the students explore implications of Social Media and integration of the knowledge and skills around Social Media to apply them in a business setting. Upon successfully completing this course, students will be able to integrate their understanding of Social Media and its respective dimensions in business marketing challenges and will have mastered the pervasive impact that Social Media has on business marketing.

**MKMC 5600: Brand Management (3 cr.)**

This course focuses on strategic and creative management of brands. It examines how innovative managers create brands that connect with customers by studying customer lifestyles, tapping into cultural meanings, managing customer experiences, and executing brand strategies, including brand naming and visual identity to advertising, new media, retail, packaging, product innovation and service. Specific topics will include: how companies create, capture and sustain competitive advantage through branding and brand equity; the branding process and building a customer relationship; brand building through customer networks; brand valuation and analytics; brand architecture, including building a global brand and brand extensions; brand research and measurement; how to survive a brand crisis; roles and responsibilities of brand managers Class sessions will combine case studies, practical management tools, industry speaker perspectives, and small group exercises. A group term project will tie together all the concepts of the course in an applied challenge. Upon successful completion of this course, students are expected to have learned (a) the creative and strategic nature of branding; (b) the practical frameworks for managing a brand and experience project, and (c) tools for implementing a brand strategy in visual identity, communications and new media. Students are evaluated for their ability to master new concepts, think strategically, and generate truly creative solutions to everyday branding challenges.

**MKMC 5601: Reputation Management (3 cr.)**

Reputation is broadly defined as the sum of the images constituencies have of an organization; constituents form images based on a company’s communication, performance and behavior. This course is designed to impress upon the student that a good corporate reputation has tangible and intangible benefits and value. The course will examine risks that involve public visibility and possible reputational harm. Through case studies and best practices, as well as analysis of the short and long-term reputational effects of the global credit crisis, the course will describe and explain the value of reputation components, including integrity, governance and transparency. The course also will stress the need for a formal mechanism, such as a reputation management plan, to periodically measure and manage reputation, in an increasingly diverse and globalized marketplace. These steps show senior management’s commitment to protecting reputation as the corporate asset it is. Upon the successful completion of this course, students will be keenly aware of practical and theoretical factors that affect a firm’s general corporate reputation in their global and local business environments. Specifically, they will be able to meet the challenges of how societal expectations of business are changing; the increasingly difficult task of managing corporate reputations globally and locally; remaining loyal to customers, employees and other key constituents; how to avoid organizational myopia; and how to view reputation as an asset that needs to be effectively managed like any other asset.

**MKMC 5602: Global Marketing Strategies (3 cr.)**

This course is designed to help students develop the knowledge and skills necessary to create global marketing strategies that provide competitive advantage. The aim is to combine the development of a conceptual framework with real life current examples of global marketing practices across a variety of industries. Students will gain an understanding of specific concepts, consideration and strategies that
must be skillfully applied in conjunction with universal marketing fundamentals to ensure success in global markets. The course is practical, hands-on, and applied, thus allowing students to analyze and plan global marketing strategies. Extensive use of cases presents a challenging and real-life environment in which to apply and hone decision-making skills. Topics include: Global marketing environment, including social, cultural, legal and regulatory; Competitive dynamics, including how to understand, anticipate and effectively respond to competitive threats; Global market entry strategies, including strategic alliances, licensing, joint ventures; Product, brand and pricing decision sets; Global marketing communications; Leading a global marketing effort. Upon successful completion of the course, students will have (a) enhanced their knowledge and skills to understand and apply the frameworks, concepts, and methods used in the development of effective global marketing strategies, (b) gained practical experience in the application of processes used to develop market strategy, (c) discussed and debated internal and external barriers to strategy implementation, as well as approaches to overcoming these barriers, and (d) explored commonalities and differences across countries and cultures.

**MKMC 5603: Social Media Technologies (3 cr.)**
The implementation of any Social Media campaign requires a thorough understanding of the tools available. As the popularity of Social Media became part of the fabric of daily business life the availability of Social Media technology also exploded. With the creation of new tools and channels, businesses are challenged to stay ahead of the curve. The exponential growth of content presents a unique set of challenges to any business. The signal to noise ratio is incredibly high. Businesses are challenged not only with the implementation of social media campaigns but also with the monitoring of them. This course, in contrast to the core course, explores the tactical capabilities of various popular social media technologies and how to best utilize them. The objective of this course is for students to learn how varying sets of Social Media technologies work and how which channels the tools are most effective in addressing. Through the use of presentations, discussions and dialogues, assigned readings, case studies, and projects, students explore the various tools and how they may be applied in a business setting. They will learn how to build and configure their company’s presence on Twitter, Facebook and Google Plus and how to measure the impact of Social Media using Social Analytics tools. Upon successfully completing this course, students will understand the tools and technologies behind various popular social media platforms, be able to integrate their understanding of Social Media technologies, and address tactical challenges in rolling out social business marketing campaigns.

**MKMC 5604: Corporate Communication (3 cr.)**
This course explores the role, structure and operation of the corporate communications function within the organization. Students will analyze business models and strategies to determine the most effective corporate communications structure for a given business or organization. They will learn to staff the function through the filter of required competencies, corporate culture, resources, and strategic business objectives, as well as how to select and obtain quality work from external vendors. Students will also become familiar with the major corporate communications activities and how functional roles can be integrated to form a seamless internal and external voice for the organization. Emphasis will be placed on developing and managing the budget against committed activities and maximizing the resources available to achieve objectives. Students will learn to manage communications teams and projects, and will study the traits of high-performance corporate communications organizations through case studies. In order to generate and demonstrate the value of communications and Public Relations to senior management, students will learn how to measure and evaluate communications programs. Upon successful completion of this course, students will understand how to: build and adapt a communications function to the needs of the overall business with measurable results; staff and manage a communications department; integrate and align the communications function with the larger business organization; manage and build a corporate reputation program; understand the role and importance of brand messaging; prepare budgets and establish priorities that address the organization’s business objectives and goals; create and manage a high-powered communications team that delivers business results, and; measure the effectiveness of the communications function.

**MKMC 5605: Consumer Behavior (3 cr.)**
Business success begins with understanding what consumers want and need, and ends with consumer satisfaction, so a clear understanding of consumer behavior is essential to successful marketing. This course examines the basic concepts of consumer psychology and the application of those important concepts to marketing decisions. The goal of this course is to introduce students to these important concepts, review conceptual models and empirical research in consumer behavior, and focus on the factors that drive the consumer decision-making processes. In this way, students will understand how marketing strategies and tactics can affect those processes. The course explores consumer characteristics, the influences of perceptions and attitudes on consumer choice, and the influence of culture, family and unique situations on consumer behavior. Topics covered include the formation of attitudes, the role of self-image in consumer behavior, understanding emotions and how they affect decision making, decision processes, social and cultural influences, information processing and ethical issues. The course is built on a lecture and discussion format, and is supplemented by readings, discussion of current events and real world case analysis. Upon successful completion of this course, students will (a) understand the basic drivers of consumer behavior, (b) be able to produce a thorough understanding of consumer decision processes and how this can be harnessed to create effective marketing strategies, (c) anticipate consumer reactions to marketing tactics and understand how to enhance the effectiveness of marketing tactics, and (d) understand the relevance to market segmentation, product positioning, product development and promotion.

**MKMC 5650: Special Topics in Marketing (3 cr.)**
This container course, offered periodically, examines special topics and emerging issues in marketing, public relations, and communication using a seminar approach. The course will enable the students to explore the most current challenges affecting the leaders of tomorrow, focusing on evolving approaches to and best practices for managing the marketing and communication function in an organization.

**MKMC 6000: Final Project (3 cr.)**
This course is the culmination of the M.S. in Marketing Communication Management. The purpose of the Final Integrative Project is to provide the student with experience in conducting an applied research project. This project provides students with an opportunity to use academic and professional knowledge and skills in addressing an actual business issue. The student chooses a topic of importance to them, either inherent to the organization in which they currently work or have worked, or one which is of interest as the student moves forward in his/her career. Upon approval of the proposed topic, the student works with a qualified faculty member to research and write the thesis. The finished thesis must demonstrate the student’s ability to conduct comprehensive research and articulate original ideas and thought processes that make a contribution to the body of knowledge in the
field. In addition to the final paper, the student orally presents the findings to an evaluation committee. All final papers must be of an academic and research standard that is consistent with the requirements of current journals and publications. The student’s project must be approved in advance by the Program Director.

MSCI 5006: Managerial Finance (3 cr.)
This course will provide participants with a strong foundation in accounting and finance and give them an ability to understand and analyze financial statements. Annual reports are analyzed, not only for the specific financial information they provide, but also as examples of presenting information on corporate performance. This course will enable them to see the essential issues that are affecting today’s organizational decision making.

MSCI 5009: Information Technology Management (3 cr.)
This module is designed for the non-technical decision-maker. It emphasizes managerial decision-making in a technological age, and focuses on critical issues of management where the need for technology is essential. Participants will learn about new developments in information technology and how they affect organizations and their leaders. This module will focus on helping them apply this knowledge to their day-to-day issues.

MSCI 5028: Communications & Effective Leadership (3 cr.)
This course provides the vehicle to align leaders with the various stakeholders of the corporation. Given the velocity of change in today's world, what leaders are trying to say, and how their messages are being received, often vary. This course will provide students with the awareness and skills necessary to communicate persuasively in the workplace, and to open new and deeper relationships with the various stakeholders of the firm.

MSCI 5005: Leadership & Organizational Development (3 cr.)
This course examines the varying power of the consumer by law or public opinion of perceptions and attitudes on consumer choice, and the influence of demographics, psychogenic satisfaction, and the influence of politics and culture. Students will learn to understand the strategic vision and motivate employees to achieve organizational objectives.

MSCI 5030: Leadership & Organizational Development (3 cr.)
This course investigates human behavior at work and how leaders can facilitate or hinder effective individual and organizational performance and fulfillment. Topics include organizational design and development, team and network dynamics, motivation, communication, biogenetic and psychogenic satisfaction, and the influence of politics and culture. Students will learn to align the organization behind its strategic vision and motivate employees to achieve organizational objectives.

MSCI 5032: Consumer Behavior (3 cr.)
In this course, students will examine consumer behavior from a cross-cultural perspective, and focus on the expectations of consumers in emerging markets that add heightened sensitivity to cultural differences and have strong implications for a company's marketing strategy. The course explores consumer characteristics, the influences of perceptions and attitudes on consumer choice, and the influence of culture, family and situation on consumer behavior. The course also examines the varying power of the consumer by law or public opinion (e.g., genetically-modified foods).

MSCI 5099: Final Project (3 cr.)
To complete the requirements for the MS in Integrated Marketing Communications, each student will research a communications issue of importance to his or her work, write an essay summarizing his or her investigation, make recommendations for resolving the issue, and make a multi-media presentation to the faculty on what was learned. The project may be conducted under the guidance of Assessment (CLA) portfolio are important components/outcomes of the course.

MSCI 5023: Leading Change (3 cr.)
This course examines the critical success factors for managing organizational change successfully, that is, to become more productive and competitive. Topics to be discussed include: driving forces for change, common approaches to change initiatives, the competencies required to be effective change leaders and managers, the effect of change on an organization’s shareholders, and the measurement of results. Case studies will be used and there will be a heavy reliance on student experience with change initiatives in their own organizations.

MSCI 5025: Employee Relations (3 cr.)
This course explores the individual and organizational employee relation's issues that management may encounter. Discussion ranges from dealing with the brilliant technical leader who regularly antagonizes subordinates to addressing internal salary equity when the labor market demands extraordinary compensation for certain critical skills. Emphasis is given the roles played by various levels of management as well as Human Resources in assuring that human capital issues are resolved in a way that balances the needs of employees and the needs of the business. Processes such as coaching and outplacement are featured.

MSCI 5026: Consumer Behavior (3 cr.)
A survey of the organizational and economic aspects of manager/employee relationships. This course examines the changing business climate and the conflicting forces of the need for organizations to achieve competitive advantages such as lower costs, increased operational flexibility and improved customer service while employees seek to protect past wage and benefit gains and enhance job security. This course is taught through the prism of labor/management relations but is intended to provide negotiation skills that are transferable to all business settings (unionized and non-unionized).
a faculty mentor. Site visits to gather information from internal and external contacts will be encouraged.

**MSMC 5001: Integrated Marketing Communications Techniques I (3 cr.)**

This course focuses on the processes and practices of integrated marketing communications in order to ensure that a coherent organizational message is delivered to both internal and external audiences. The course explores the basic elements and integration of advertising, public relations, direct marketing, sales promotion and e-commerce marketing in the context of the IMC process. A key theme is managing communications that encompasses a customer orientation, customer acquisition, customer retention, brand strategy, cross-media integration and measurement of communication effects. This course is a prerequisite to Applying Management & Integrated Marketing Communications Techniques II.

**MSMC 5002: Strategy and Communications (3 cr.)**

This course focuses on the critical support that a well-crafted communications strategy lends to an organization in meeting its strategic goals and competing effectively in the global marketplace. The course provides guidance on analyzing business strategies that affect management and integrated marketing communications issues in order to develop an action plan. Emphasis will be placed on the critical success factors of implementation, including the use of technology, and measurement. Brand management and media options will also be addressed.

**MSMC 5005: Delivering the Written Message (3 cr.)**

This course exposes students to a comprehensive survey of writing techniques for marketing, public relations and publicity. Students learn how to improve their writing of news releases, speeches, organizational publications, and e-communications. Practical intensive writing exercises will be employed to help students reach their goals.

**MSMC 5006: Applying Integrated Marketing Communications Techniques II (3 cr.)**

This course focuses on the communications that support marketing efforts, with a special emphasis on integrating these disciplines together to better brand, sell and/or reposition a product, service or organization. Course content defines and encourages a broader understanding of the widely practiced concept of integrated marketing communications. Students learn to use communications techniques that best address changes in the marketplace—especially how to influence individuals as well as mass audiences, and how to use technology to enhance market presence.

Prerequisite: MSMC 5001

**MSMC 5008: Advertising, Sales Promotion and Publicity Management (3 cr.)**

This course provides a general introduction and overview to the topics, concepts and principles of sales management. The course analyzes the inter-relationships that exist among the various disciplines of promotion, advertising, and publicity with the sales process. Topics include: Sales as part of an overall marketing plan, performance management, recruiting, deployment, forecasting, incentive system design, and targeted offerings. The emphasis of this course is for students to gain a practical understanding and application of strategic sales management concepts.

**MSMC 5009: Financial and Investor Relations (3 cr.)**

Students examine the challenges of marketing a company to the financial community. This course prepares students to communicate company business and financial information to investors, analysts, shareholders, and the financial media. Topics covered include types of financial information, SEC requirements/guidelines, and the design of annual reports and other communications directed to shareholders and prospective shareholders, especially Websites. At the completion of this course, students will possess an understanding of the theory, research, and practice of investor relations in order to work with other specialists in a corporate investor relations program.

**MSMC 5012: Marketing Strategies in Public Relations (3 cr.)**

This course focuses on the critical role that public relations professionals play as strategic thinkers and business partners in driving organizational strategies and marketing goals. The nature, role and formation of public opinion, techniques for measuring public opinion will also be investigated. The integration of marketing and public relations with internal communications will be stress to ensure consistent organizational support and image. Students will engage in critical analysis and discussion of public relations case studies with emphasis on applying course principles in their evaluation. Teams will be established to develop a public relations campaign plan for presentation in the final class and ensuing class discussion will concentrate on the potential effectiveness of each plan.

**MSMC 5013: Gaining Commitment: Communicating Internally (3 cr.)**

This course will enable students to develop effective internal communications programs directed towards improving commitment to customer service and other business goals. Creating and communicating vision and values are critical elements in gaining commitment. Working hand-in-hand with the human resource function, communications professionals will identify the information needs and concerns of employees and develop messages to satisfy these needs and concerns using appropriate media and technology. The same attention given to media approaches for external audiences should be given to internal audiences. Suppliers, temporary employees and other non-traditional business partners will be considered in this context.

**MSMC 5014: Communications Ethics & Law (3 cr.)**

This course explores professional ethics for communicators in the corporate and public sectors, and also focuses on laws relating to mass communication, including the First Amendment, defamation, privacy, and the regulation of commercial speech. Actual case problems are highlighted. This course is designed to enable students to understand the rules and principles that ought to guide their professional conduct as communicators and as managers, and how the values of individuals and organizations relate to organizational effectiveness and to the larger communities around them.

**MSMC 5019: Managing the Communications Function (3 cr.)**

This course will explore the role, structure and operation of the corporate communications function within the organization. Students will analyze business models and strategies to determine the most effective corporate communications structure for a given business or organization. They will learn to staff the function through the filter of required competencies, corporate culture, resources, and strategic business objectives, as well as how to select and obtain quality work from external vendors. Students will also become familiar with the major corporate communications activities and how functional roles can be integrated to form a seamless internal and external voice for the organization. Emphasis will be placed on developing and managing the budget against committed activities and maximizing the resources available to achieve objectives. Students will learn to manage communications teams and projects, and will study the traits of high-performance corporate communications organizations through case studies. In order to generate and demonstrate the value of communications and Public Relations to senior management, students will learn how to measure and evaluate communications programs.
MSMC 5021: Marketing Research As a Communication Tool (3 cr.)
This course will explore the role and practical application of research and measurement within the marketing mix that includes advertising, direct marketing, e-marketing and public relations research and analysis. Through corporate case studies students will study the measurement practices of high-performance corporate communications organizations to understand how measurement has become integral to the strategic process and management team. This course will enable students to develop communication strategies based on consumer and stakeholder experience. Through the introduction of basic marketing research concepts, students will be provided with the background necessary for understanding the practical uses of research data. They will learn the differences between qualitative and quantitative research. Research topics will include the study of Focus Groups, Survey Research, Website Evaluation, Blog Monitoring, Ad Values and Campaign Assessment, Media Content Analysis and Report Generation. Students will learn to manage the research function through the filter of required competencies, resources, and strategic business objectives, as well as how to select and obtain quality work from external vendors. Emphasis will be placed on developing and managing the research budget against committed activities and maximizing online resources available to achieve objectives.

MSMC 5024: Trends in Integrated Marketing Communications (3 cr.)
This course examines the structural, technological and consumer behavioral forces driving accelerating change in integrated marketing communications. The course embraces the move away from traditional IMC approaches to new tools and views. For example new preferences for: screen (i.e. TV, Mobile) vs. non screen (i.e. press, radio etc.), two-way (interactive) versus one-way (i.e. passive), named or personalized communication (i.e. spam, direct mail etc.) vs. not named (i.e. TV). Further, a wide range of new concepts will be explored, such as social networking, contextual targeting, viral communication, blogging, wikis, new consumer behavior schemas, renewed interest in hygiene factors and CRM.

Museum Studies

MSTUD 1001: Introduction to Museum Studies (3 cr.)
This class introduces students to the history of museums and their role in the 21st century. The course covers the types and definitions of museums, from traditional art museums, to interactive science and children's museums, history museums and historic sites. This course explores the different types of museum professions, including curating, exhibition development and design, collections management, conservation, preservation, education, public programs, management, development and public relations. The class features field trips and guest speakers from local and NYC museums.

MSTUD 2001: Introduction to Museum Education (3 cr.)
This class explores museums as learning environments, and the role of Museum Educators as facilitators of family and individual learning through guided activities, tours, lectures, classes and workshops. (Spring)

MSTUD 2002: Introduction to Non-Profit Management And Finance (3 cr.)**
This class introduces students to a broad array of topics in the management and financing of non-profit institutions. Topics will include strategic planning, organizational development, development/fundraising, public policy, legal/tax issues relating to collections and 501c3 status, recruitment, management and retention of a paid and volunteer workforce, the role and fiduciary responsibilities of a volunteer Board of Directors, accessibility and historic/environmental site management. Not for liberal arts credit. (Fall)

MSTUD 3001: Museum Studies Seminar (4 cr.)
This theoretical and practical seminar allows students to explore more deeply the issues encountered in Introduction to Museum Studies. Students will engage in the processes involved in the development of exhibits, from concept through production. The class features multiple field trips and guest speakers from local and NYC museums. (Spring)
Prerequisite: Permission of instructor or MSTUD.1001: Intro to Museum Studies or permission of instructor

Applied Music Courses

MUA 1003: Voice Class Instruction (1 cr.)
An introduction to the study of voice at the college level in a classroom/workshop setting. Required of Musical Theater majors, the classes may substitute for private music lessons during a student's first year of study. Enrollment is limited. Not to be taken with MUA 4610 or MUA 4611.

MUA 1004: Voice Class Instruction II (1 cr.)
An introduction to the study of voice at the college level in a classroom/workshop setting. Required of Musical Theater majors, the classes may substitute for private music lessons during a student's first year of study. Enrollment is limited.
Prerequisite: MUA.1003 Voice Class I

MUA 1009: Piano Class I (1 cr.)**
This group piano course is for students who have musical knowledge, but little or no keyboard experience. Students may have had some study on other instruments or voice, can understand notes and rhythm, but have not had formal lessons on the piano. The course will increase keyboard skills and basic music understanding and is taught in a Yamaha Clavinova Lab. This piano class can substitute for required piano study, but not for students using piano as a major instrument. Entering music majors have priority for enrollment. Cannot be taken with MUA 4575 or MUA 4576.

MUA 1010: Piano Class II (1 cr.)**
This group piano course is a continuation course for students who have musical knowledge, but little or no keyboard experience. Students will have had some study on other instruments or voice, can understand notes and rhythm, but have not had formal lessons on the piano. The course will increase keyboard skills and basic music understanding and is taught in a Yamaha Clavinova Lab. This piano class can substitute for required piano study, but not for students using piano as a major instrument. Prerequisite: MUA 1009. Class is limited to 10 students. Cannot be taken with MUA 4434 or MUA 4472. Form required. (Spring)
Prerequisite: MUA.1009;

MUA 2031: Basic Guitar Techniques (1 cr.)**
This course is designed to develop a working knowledge of guitar techniques which are useful for individuals as well as teachers of classroom music. Course will be taught in a workshop atmosphere. Not to be taken with MUA.4530 or MUA.4531.

MUA 2071: Cabaret Performance Workshop (2 cr.)
The departments of Dance/Theater and Music offer this workshop focusing on the process and craft of producing a cabaret performance. The workshop will stress training in vocal production and dramatic
elements. Though not focused on the production of a show, the workshop will offer a public showing of work.

**MUA 2072: Cabaret Performance Workshop II (2 cr.)**
The departments of Dance/Theater and Music offer this workshop focusing on the process and craft of producing a cabaret performance. The workshop will stress training in vocal production and dramatic elements. Though not focused on the production of a show, the workshop will offer a public showing of work.

**MUA 2227: Acting for Musical Theater: Scene to Song (2 cr.)**
Focus of this class, offered by the departments of Dance/Theatre and Music, is the successful communication of song within the context of a musical play. Acting skills particular to the musical theatre stage will be developed and explored. Script and music will be analyzed and performances developed using various techniques, including improvisation. Historical and societal context will be explored. Class structure is similar to a non-musical acting class, with all students observing when not performing. There is an informal Showing of Work at the final class. Prerequisites: DTH 1000, 1001, 2 semesters of applied voice, or (for DTH students) permission of instructor or department chairs. Enrollment is limited.

Prerequisites: DTH 1000, 1001, 2 semesters of applied voice, or (for DTH students) permission of instructor or department chairs.

**MUA 2240: Professional World of Musical Theatre (2 cr.)**
Junior Seminar is a pre-professional course aimed at preparing the student to make the transition from student to professional. Students will learn various aspects of the business of acting in theatre, as well as the differences between theatre and the other venues (tv, film, commercial, etc.) which they may encounter throughout their career.

Students will participate in weekly audition workshops in order to gain experience in the area of auditioning and, ultimately, getting the job. In addition, they will be guided through many facets of maintaining a healthy career in theatre, areas such as choosing audition material, meeting with and selecting headshot photographers, maintaining a healthy support system, marketing and money matters, the importance of agents, unions, training programs, and survival jobs, and many others topics.

In addition, although students will be challenged to experimentally process the material as a way of affording a more applicable transition into the industry, this course will also require several written papers of historical research based on various topics that will be practical in nature. These papers need not fulfill the MLA Handbook requirements for the standard research paper; however, they must be written in various stages (outline, first draft, final paper), and therefore must fulfill the high standards of a required college paper.

**MUA 3996: Musical Theatre Performance Seminar (2 cr.)**
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

**MUA 3997: Musical Theatre Performance Seminar (2 cr.)**
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

**MUA 4005: Non-Major Music Lessons (.5 cr)**
Private music lessons provide students an opportunity to develop performance skills and musical understanding for voice and instruments. All music lessons are coordinated by the Music Department Office. These lessons do not include a jury, and cannot be used as applied music credit for majors.

**MUA 4006: Non-Major Music Lessons (1 cr.)**
Private music lessons provide students an opportunity to develop performance skills and musical understanding for voice and instruments. All music lessons are coordinated by the Music Department Office. These lessons do not include a jury, and cannot be used as applied music credit for majors.

**MUA 4475: Performance Project/Music Theater (1 cr.)**
The departments of Dance/Theatre and Music offer this workshop focusing on the process and craft of theater with music. The workshop will stress training in physical movement and choreography, vocal production and dramatic elements, culminating in five public performances of a fully produced musical. In the Spring semester, this course will meet nightly from 7pm to 10pm during the second week of classes; students must receive permission from other instructors if they are to miss regularly schedule class times for this performance. (Fall & Spring)

**MUA 4479: Chamber Music Performance (1 cr.)**
This course will explore ensemble literature for all instruments and voice, with emphasis on performance. Students will learn how to analyze and rehearse a chamber work and how to project musical ideas and emotions to others. The accent will be on growth through inter-relation: the interrelation of musicians within a group and the group with an audience. Final concert. Open to students with the permission of the instructor. Prerequisite: Admission by audition only. (Fall) (Spring) (Summer)

**MUA 4480: Manhattanville - Community Jazz (1 cr.)**
This course is open to students with the permission of the instructor. Weekly rehearsals will help students acquire knowledge of the techniques and literature of big band jazz. Focus is on growth in sight-reading and improvisation skills as well as the development of
MUA 4481: MIDI & Electronic Music Band (1 cr.)** 
Open to College students interested in electronic and computer-based music, this course will explore, arrange and compose pieces with an emphasis on performance. Weekly rehearsals will work towards the goal of preparing for both formal and informal performances and will help students build skills in individual music performance and integrate aural analysis with theory. Students will learn terminology and procedures associated with music technology and demonstrate that knowledge within context of live electronic performance. This course is open to students with the permission of the instructor. (Fall) (Spring)

MUA 4482: Orchestra (1 cr.)**
This course is open to men and women of the College and community with the permission of the instructor. Weekly rehearsals will help students acquire a knowledge of chamber orchestra techniques and literature. Focus will be on growth in sight-reading and orchestral skills as well as the development of musical understanding through experience in a public concert.

MUA 4483: Chorus (1 cr.)**
This course is open to men and women of the College and community with the permission of the instructor. Weekly rehearsals will prepare for the presentation of works selected from the chamber choral repertoire in concert. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4489: Vocal Pop Group/Quintessentials (1 cr.)**
The Quintessentials have the honor of representing the college at social functions both on and off campus. This elite pop vocal group sings in multi-part harmony, featuring the music of America's great songwriters. Most numbers are staged; some are sung a cappella. All performances are done from memory. Additional rehearsal hours are required. Course requires a full year commitment. Enrollment is limited. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4493: Junior Recital (1 cr.)**
The preparation and execution of a solo recital performance serves as a capstone experience in the study of music. It demonstrates a knowledge of repertoire and an overview of the historical eras of music in the western art or popular traditions. Prerequisite: Permission of the Director of Music. (Fall) (Spring)

MUA 4494: Senior Recital (1 cr.)**
The preparation and execution of a solo recital performance serves as a capstone experience in the study of music. It demonstrates a knowledge of repertoire and an overview of the historical eras of music in the western art or popular traditions. Prerequisite: Permission of the Director of Music. (Fall) (Spring)

Music Technology Courses

MUAT 1007: MIDI and Music (3 cr.)**
In this introductory course students learn the foundations of creating music with the computer. Beginning with an overview of computer concepts relating to MIDI and digital audio, students develop skills relating to MIDI and audio sequencing, recording and editing, and sound synthesis and processing. Software applications studied and used include: Digital Performer; Live Ableton; GarageBand; Band-in-a-Box; and MacCSound. Students create projects using these programs. No prerequisites.

MUAT 2011: Audio Production (3 cr.)**
Starting with an introduction to the study of acoustics, this course will focus on the art of live and studio sound recording. Students learn techniques for recording, mixing, and mastering digital audio, including functions and use of recording audio tools (microphones, mixers, hard-disk recording, signal processors, compressors, limiters, gates, equalizers). No prerequisites. Enrollment is limited.

MUAT 2021: Computer Music (3 cr.)**
Students will learn principals and practices of computer-based electronic music composition, including MIDI, sound synthesis, editing, mixing, and production details. Student will create electronic music compositions utilizing various software (Logic, Reason, Max/MSP and SuperCollider). Additionally, students will learn about the history of electronic music, important works and significant composers in the field. No prerequisites. Enrollment is limited.
Music Education Courses

MUAT 3011: Audio for Video (3 cr.)*
Students learn the art and practice of adding audio to video or film. Topics include the synchronization of digital audio in video, categories of sound material for film, and the history of film music. Using various short segments of video, students add various kinds of audio material to the video: ADR (automatic dialog replacement); Foley sounds (reproduced sounds that are seen in the film); music backgrounds and sync points or hits. Additional topics include sound effusion practices (stereo, surround, etc.); and the aesthetics of the sound track in video or film.

MUAT 3021: Interactive Music (3 cr.)*
The art and practice of creating interactive music systems is studied. Interactive music involves music performance with a computerized and/or technological component. We study the development from historical precedents (such as the Synchronisms series by Mario Davidovsky—instruments with reel to reel tape) and to the more recent innovations of Todd Machover and others in the area of hyper-instruments and real time control of computer generated sound and image. Using computer music programs such as MaxMSP/Jitter, Supercollider and Ableton Live, students create working interactive music systems. Special emphasis will be placed on the transmission of information (MIDI and audio) between instruments and computer. Video and other digital media components, and their connection to interactive music systems will also be studied.

MUAT 3030: Audio For Games (3 cr.)*
Students learn about the art and practice of adding audio to computer based games. Topics include the various types of audio included in video games, the integration of game sounds into play; the illusion of three dimensional space as relates to sound, and the history of audio in games. Using the game engine Unity, students create functioning games with audio components, such as background loops and functional sounds (explosions, projectile firings, motors, and atmospheric sounds, etc.). Popular games’ audio components are studied and compared.

MUAT 3032: Advanced Topics in Music Technology (3 cr.)*
For students who have completed two music technology courses Advanced Topics offers an opportunity for further individual work in music technology: computer sound synthesis; digital signal processing; issues relating to music production and delivery; and simply creating music with technology. Programs studied and used include Logic, Max/MSP, ProTools, Supercollider, Ableton Live, and Reason. Prerequisite: successful completion of two of the following MUAT 1001, MUAT 2011 and MUAT 3011. Enrollment limited to ten. (Spring)
MUE 3055: Technology for Music Educators (3 cr.)**
An introduction to music education technology. Students will learn how to use technology to create teaching materials, both in printed and interactive formats, and will learn basic programming skills relating to music education. Students will create projects appropriate for various age and skill levels.

MUE 3057: Music Curriculum and Pedagogy II: Adolescence (3 cr.)**
Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. The teaching and learning of music as an inductive-deductive cycle (emphasis on experience, description, and analysis leading to concepts that can be used in the encounter of further experiences). Curriculum development of eleven domains of music learning—voice pedagogy, comparatives (timbre/tone color/tone quality, dynamics, tempo, duration, pitch, texture, articulation), beat/meter/rhythm, melody/interval/scales, simultaneity, form, listening, instruments, movement, improvisation, and composition. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy and performance of the recorder chest available for the classroom [Garklein flotelein, soprano, soprano (descant), alto (treble), tenor, and bass]. Choral literature and its pedagogy for adolescent voices. In-class teaching with critique. Twelve hours of observation of middle school and high school musicians-educators. Prerequisite: MUE.3054 or permission of the Department. Should be completed as a preparation for EDU.3387: Student Teaching and Seminar: Music Education. Not counted as Liberal Arts

MUE 3061: Culture Studies and World Musics in The Classroom (3 cr.)**
Materials and methods for bringing world musics, dance, and music and dance as culture into elementary and secondary classrooms. Readings in the history, growth, and postmodern practices of folklore, ethnomusicology, and ethnochoreology. Native singers, instrumentalists, and dancers, and specialists in culture areas will be invited for guest lectures. Course activities will be mostly praxial—focusing on lectures from local traditional artists in the dance, music, and song of such culture areas as Africa (Ghana and Zimbabwe), The Asia (China and Japan), The Caribbean, Indonesia (Bali), The Iberian Diaspora (Mexico, Central America, and South America), India, Ireland, and The Middle East (Iran and Israel). Each guest lecture will be followed by practice and traditional pedagogy of that dance, music, and song. Oracy (orality/aurality) and improvisation will be emphasized as primary means of transmission and artistic growth. Native analysis and typology of dance, music, and song will be discussed. Ethnography as research method will be introduced with readings from culture history, folklore, ethnomusicology, and ethnochoreology. A primary goal will be exposure to and practice of materials for bringing world musics into the classroom.

MUE 5051: History and Current Debates in Music Education (3 cr.)**

MUE 5054: Music Curriculum and Pedagogy I: Childhood (3 cr.)**
Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff. Training of the body (thinking, feeling, moving) through music—through music-making from traditional folk musics and dance leading to musics and dance of the world (including Western art music and other composed musics). Pedagogy and performance on the soprano (descant) and alto (treble) recorders in preparation for experience on the chest of recorders. Use of the Orff instrumentarium and traditional instruments in the classroom. Music oracy to literacy for children by design of curricular sequencing of music elements and domains using the tools of rhythm syllables and movable tonic solfege. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Readings of monographs and articles about current debates in music education; reaction papers to these readings assigned. In-class teaching with critique. Twelve hours of observation of preschool and elementary musicians-educators required. Prerequisite: Open to music education majors others by permission. Should be completed as a preparation for EDU.5408: Student Teaching and Seminar: Music Education.

MUE 5055: Technology for Music Educators (3 cr.)**
An introduction to music education technology. Students will learn how to use technology to create teaching materials, both in printed and interactive formats, and will learn basic programming skills relating to music education. Students will create projects appropriate for various age and skill levels.

MUE 5057: Music Curriculum and Pedagogy II: Adolescence (3 cr.)**
Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. The teaching and learning of music as an inductive-deductive cycle (emphasis on experience, description, and analysis leading to concepts that can be used in the encounter of further experiences). Curriculum development of eleven domains of music learning—voice pedagogy, comparatives (timbre/tone color/tone quality, dynamics, tempo, duration, pitch, texture, articulation), beat/meter/rhythm, melody/interval/scales, simultaneity, form, listening, instruments, movement, improvisation, and composition. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy and performance of the recorder chest available for the classroom [Garklein flotelein, soprano, soprano (descant), alto (treble), tenor, and bass]. Choral literature and its pedagogy for adolescent voices. In-class teaching with critique. Twelve hours of observation of preschool and elementary musicians-educators required. Prerequisite: Open to music education majors others by permission. Should be completed as a preparation for EDU.5408: Student Teaching and Seminar: Music Education.
MUE 5058: Music in Schools and Community (3 cr.)**
Exploration and negotiation of the historical, sociological, and theoretical domains of making music (“comprehensive musicianship”) through the media of performance of choral song and accompaniment and instrumental ensembles. Experience in the teaching and learning of voice pedagogy as choral practice, choral repertory, music literacy and interpretation within the choral rehearsal, chorus management for children, adolescents, and adults, and the extension of choral pedagogy to instrumental learning (band and orchestra). Eight hours of observation of elementary, middle school, and high school music-educators.

MUE 5061: Culture Studies and World Musics in the Classroom (3 cr.) **
Materials and methods for bringing world musics, dance, and music and dance as culture into elementary and secondary classrooms. Readings in the history, growth, and postmodern practices of folklore, ethnomusicology, and ethnochoreology. Native singers, instrumentalists, and dancers, and specialists in culture areas will be invited for guest lectures. Course activities will be mostly praxial—focusing on lectures from local traditional artists in the dance, music, and song of such culture areas as Africa (Ghana and Zimbabwe), The Asia (China and Japan), The Caribbean, Indonesia (Bali), The Iberian Diaspora (Mexico, Central America, and South America), India, Ireland, and The Middle East (Iran and Israel). Each guest lecture will be followed by practice and traditional pedagogy of that dance, music, and song. Oracy (orality/aurality) and improvisation will be emphasized as primary means of transmission and artistic growth. Native analysis and typology of dance, music, and song will be discussed. Ethnography as research method will be introduced with readings from culture history, folklore, ethnomusicology, and ethnochoreology. A primary goal will be exposure to and practice of materials for bringing world musics into the classroom.

Music History & Literature Courses

MUH 1007: Listening to Music (3 cr.)
This course explores the fundamentals of music as an approach to appreciation though the study of repertoire. Emphasis will be placed on listening to selected works in order to understand and to identify the styles and forms of Western music from the Baroque period to the 20th Century. Concert attendance is required. Not open to students who have completed higher level Music History course work.

MUH 2011: Survey of Western Music I (3 cr.)
A chronological survey of music in the western world for both music majors and non-majors with special attention paid to listening for content and to comprehending musical genre and form in their historical context. The fall semester will cover music from its earliest notated forms through the works of Ludwig van Beethoven. The second semester will cover works from the outbreak of Romanticism in the works of Franz Schubert through the recent avant-garde. Concert attendance and directed listening will be an integral part of this course. Students may enter the course in the spring. Prerequisite: MUT.1031 Music Theory I

MUH 2016: History of Jazz (3 cr.)
The purpose of this course is to develop an understanding of, and insights into, the development of America’s great natural resource - jazz. A critical examination will be made of the musical ingredients through listening and participation. In addition, rock music, and its differences and relationships to jazz, will be explored.

MUH 2018: Music History at the Movies (3 cr.)
The main activities of the course include listening to music, viewing films, and reading biography. We will analyze three musical masterpieces by Handel, Mozart, and Beethoven and examine popular and scholarly biography by comparing films to academic sources. The class will visit the Metropolitan Museum of Art for viewing of materials in the Collection Musical Instruments related to world music.

MUH 2235: American Musical Theater: Then & Now (3 cr.)
This course will survey the history and development of the American Musical Theatre from its pre-Civil War beginnings to current Broadway productions, such as Rent, The Lion King, and Parade. The study will include guest artists, archival film and video, and New York City performance trips.

MUH 2239: Musical Theatre Junior Seminar I (2 cr.)
Junior Seminar is a pre-professional course aimed at preparing the student to make the transition from student to professional. Students will learn various aspects of the business of acting in theatre, as well as the differences between theatre and the other venues (tv, film, commercial, etc.) which they may encounter throughout their career. Students will participate in weekly audition workshops in order to gain experience in the area of auditioning and, ultimately, getting the job. In addition, they will be guided through many facets of maintaining a healthy career in theatre, areas such as choosing audition material, meeting with and selecting headshot photographers, maintaining a healthy support system, marketing and money matters, the importance of agents, unions, training programs, and survival jobs, and many others topics.
In addition, although students will be challenged to experientially process the material as a way of affording a more applicable transition into the industry, this course will also require several written papers of historical research based on various topics that will be practical in nature. These papers need not fulfill the MLA Handbook requirements for the standard research paper; however, they must be written in various stages (outline, first draft, final paper), and therefore must fulfill the high standards of a required college paper.

MUH 2240: Musical Theatre Junior Seminar II (2 cr.)
Junior Seminar is a pre-professional course aimed at preparing the student to make the transition from student to professional. Students will learn various aspects of the business of acting in theatre, as well as
the differences between theatre and the other venues (tv, film, commercial, etc.) which they may encounter throughout their career. Students will participate in weekly audition workshops in order to gain experience in the area of auditioning and, ultimately, getting the job. In addition, they will be guided through many facets of maintaining a healthy career in theatre, areas such as choosing audition material, meeting with and selecting headshot photographers, maintaining a healthy support system, marketing and money matters, the importance of agents, unions, training programs, and survival jobs, and many others topics.

In addition, although students will be challenged to experientially process the material as a way of affording a more applicable transition into the industry, this course will also require several written papers of historical research based on various topics that will be practical in nature. These papers need not fulfill the MLA Handbook requirements for the standard research paper; however, they must be written in various stages (outline, first draft, final paper), and therefore must fulfill the high standards of a required college paper.

MUH 3995: Musical Theatre Sen. Sem. I (3 cr.)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

MUH 3996: Musical Theatre Sen.Sem. II (2 cr.)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.

MUH 3997: Music Senior Seminar (3 cr.)
The Senior Comprehensive Examination tests students on a representative list of musical works presented by the class itself in a seminar format and assessed by three objective examinations. This seminar tests specific knowledge of the works, as well as general contextual knowledge of each major program. Each semester, students provide materials for a shared study bibliography and develop an online site that incorporates additional study materials and presentations for the seminar. In addition, the B.A. in Music and B.Mus. in Music Education students in the seminar undertake an analysis assignment, while the B.A. in Music Business and B. A. in Music Technology students respond to a problem set based in their areas. The in class presentations are evaluated based upon a presentation rubric. This course is offered in the Fall.

MUH 3998: Music Senior Project (3 cr.)
Students in the B.A. in Music and students in the combined B.Mus/MAT degree in Music Education prepare a major research-based project in this course, approved by the music faculty and completed under the supervision of a full-time faculty member. The project must demonstrate expertise in research, writing, and documentation appropriate to the level of a baccalaureate degree. The final presentation of the project may be linked to a vocal or instrumental performance. This course is offered in the Spring.

MUH 5001: Music of the 19th Century (3 cr.)
This course offers an intensive survey of the music literature of the 19th century. The musicological skills developed will enable the student to demonstrate an understanding of this period through analysis, listening and discussion of works from Beethoven's last style period through the works of Brahms and Mahler at the turn of the century. A major research project will introduce students to bibliographic skills in music research.

MUH 3002: History of American Music (3 cr.)
The History of American Music is an introductory course to the study of cultural history, with music as the focus of the study. The history we will be concerned with has less to do with specific dates and political events than it has to do with the understanding of our society's culture, intertwining day-today living with the important social and political events. What we learn about society through its culture, and particularly its musical culture, will teach us history.

MUH 3010: Haydn, Mozart, and Beethoven (3 cr.)
This seminar examines a golden age of music history, the transition from the middle of the eighteenth century to the era of Beethoven. Through the works of the era's three outstanding composers, we will understand the development of classic genres, the changing world of patronage and public concerts, and the establishment of binary- and ternary-based musical forms. Class work will require listening quizzes, two examinations, and a major analytical or historical paper.
Prerequisite: MUT 1033 Music Theory II

MUH 3011: Music of the 20th Century and Beyond (3 cr.)
This course examines significant musical development from the Post-Romantic composers at the turn of the century to the most recent post modern works in the international style. Coursework will include analysis, research and discussion of the period's important compositions, with an emphasis on the skills necessary for the Music Senior Listening Examination. Requirements include a major research paper on a twentieth-century topic, listening quizzes and two examinations.
Prerequisite: MUT.1033 Music Theory II

MUH 3995: Musical Theatre Sen. Sem. I (3 cr.)
The purpose of this year-long course is to synthesize the student's cumulative knowledge of Musical Theatre history and performance, while preparing for the successful completion of the student's capstone Senior Recital and/or Project. The course includes student-led seminars in specific topics about or related to Musical Theatre, and provides a supportive and challenging environment for the development and realization of the Recital/Project. Required for all Senior Music Majors with a Concentration in Musical Theatre.
student to demonstrate an understanding of this period through analysis, listening and discussion of works from Beethoven's last style period through the works of Brahms and Mahler at the turn of the century. A major research project will introduce students to bibliographic skills in music research.

MUH 5002: History of American Music (3 cr.)
The History of American Music is an introductory course to the study of cultural history, with music as the focus of the study. The history we will be concerned with has less to do with specific dates and political events than it has to do with the understanding of our society's culture, intertwining day-to-day living with the important social and political events. What we learn about society through its culture, and particularly its musical culture, will teach us history.

MUH 5010: Haydn, Mozart, and Beethoven (3 cr.)
This seminar examines a golden age of music history, the transition from the middle of the eighteenth century to the era of Beethoven. Through the works of the era's three outstanding composers, we will understand the development of classic genres, the changing world of patronage and public concerts, and the establishment of binary-and ternary-based musical forms. Class work will require listening quizzes, two examinations, and a major analytical or historical paper.
Prerequisite: MUT 1033 Music Theory II

Music Management Courses

MUB 1011: Intro to Music Business: An Overview (3 cr.)**
Required of Music Management majors, but open to all students with a particular interest, this course offers important insights into the intricacies of a cross-section of major areas in the music business world. Its comprehensive survey includes an analysis of both the physical and digital realms of the music business.

MUB 2011: Music Publishing & The Copyright Law (3 cr.)
This course deals with the acquisition, exploitation and administration of pop songs by music publishers and the domestic statutory provisions and international conventions related to music copyrights. The US Copyright Law is examined in detail. Required of all music management majors and open to others. This course is offered in the Spring.

MUB 2021: Pop Songs & the Music Business (3 cr.)
This course will offer a comprehensive survey of the product of the music business—pop songs, as well as the creators and talent behind them. The subject matter will include all genres and hybrids of American popular music including: easy listening, patriotic, country and western, hillbilly, bluegrass, folk, Latin, salsa, jazz, bubble gum, rock 'n roll, hard rock, punk rock, grunge rock, rhythm and blues, disco, rap, and hip hop. Students learn about the structure and form of pop songs and lyrics and how these elements have changed over the years; the singers and bands who made the songs popular; how and where new songs were introduced in the early years of the American music business; and how new and evolving genres of songs changed the music business.

MUB 3011: Contracts & Legal Issues for the Music Business (3 cr.)
This final course in the Music Management sequence of required courses focuses on the writing and reading of contracts relevant to the music business. In addition, the course considers other significant legal issues and controversies. Required of all music management majors and open to others. This course is offered in the Spring.

MUB 3997: Internship Seminar in Music Management (3 cr.)
Capstone experience course required of all B.A. in Music Management majors. This is a seminar-based course along with an internship executed during the seminar semester (not for additional credit). As part of their seminar work, students prepare a written thesis and an accompanying oral presentation. The thesis is a significant research project approved and supervised by a full-time faculty member. The topic must be cleared before the student begins and the project must demonstrate expertise in research, writing, and documentation appropriate to the level of a baccalaureate degree. (Spring)

MUB 4497: Internship (3 cr.)**

Music Theory Courses

MUT 1015: Foundations of Music Theory (3 cr.)
This course is an introduction to the essential vocabulary of music as well as notation and performance. Aspects of rhythm, melody, and harmony are studied in a sequential manner over the course of two semesters. Success in class will depend on regular attendance and prompt completion of assignments.

MUT 1016: Foundations of Music Theory II (3 cr.)
This is a continuation of Foundations of Music Theory I. Topics include: triads and their inversions; continued study of rhythm, sight singing and ear training; and compositional projects. Prerequisite: MUT 1015 or equivalent.
Prerequisite: MUT 1015 or its equivalent.

MUT 1031: Music Theory I: Foundations (3 cr.)
This course studies the basic principles of music: rhythm, pitch, scales, intervals, chords, and harmonic progressions. There will be compositional projects.

MUT 1032: Keyboard Harmony I (.5 cr.)
This course emphasizes development of piano skills, harmonization of simple tunes, and basic improvisational techniques. Coordinated with MUT 1031.
MUT 1033: Music Theory II: Diatonic Harmony (3 cr.)
This is a continuation of MUT 1031. Topics include: seventh chords, inversions, part writing, modulation, chords with secondary function and an introduction to binary and ternary forms. Prerequisite: Successful completion of MUT 1031. Prerequisite: MUT 1031

MUT 1034: Keyboard Harmony II (.5 cr.)
This is a continuation of MUT 1032. Prerequisite: MUT 1032 Keyboard Harmony I

MUET 1021: Ear-Training I (1 cr.)
This yearlong freshman seminar deals with broad aspects of the study of music with special focus on the nature and nurture of the creative process in musical and non-musical terms and an emphasis on ear-training. The course also focuses upon ways in which music acts as a medium of communication. Each semester will include workshops on Music History, Theory, and Performance led by members of the music faculty and guest speakers. Limited to music majors.

MUET 2021: Intermediate Eartraining I (1 cr.)
A workshop course designed to provide opportunities for strengthening individual musical skills in areas such as aural and rhythmic perception, and notation. Extensive use will be made of suitable computer software. Prerequisite: MUT.1040 Ear Training I

MUET 2021: Ear-Training III (1 cr.)
This is a continuation of MUT 2021. Prerequisite: MUT.2021 Ear Training II

MUT 2041: Music Theory III: Part Writing (3 cr.)
This course is a study of the tonal and harmonic expansion in 18th and 19th century music - modulation and chromatic harmony. Composition in various forms, including 16th and 18th century counterpoint, will be considered, integrated with ear-training and keyboard harmony. Prerequisite: MUT.1033 Music Theory II

MUT 2042: Keyboard Harmony III (.5 cr.)
This course emphasizes development of more advanced piano skills and improvisational techniques, focusing on figured bass and chromatic harmony. Coordinated with MUT 2041. Prerequisite: MUT.1034 Keyboard Harmony II

MUT 2043: Music Theory IV: Chromatic Harmony (3 cr.)
This course is a continuation of MUT 2041. Prerequisite: MUT.2041 Music Theory III

MUT 2044: Keyboard Harmony IV (.5 cr.)
This is a continuation of MUT 2042. Prerequisite: MUT.2042 Keyboard Harmony III

MUT 2040: Counterpoint (3 cr.)*
This course is designed to make the student aware of the contrapuntal elements that are present in virtually all music through the disciplines of species counterpoint. It will concentrate on music from various style periods through two main activities: aural and visual analysis of representative works, and composing music that employs techniques characteristic of these style periods. Prerequisite: four semesters of Comprehensive Musicianship or their equivalent or the permission of the instructor.

MUTR 3015: Symphonic Analysis (3 cr.)
This course deals with the study of instrumentation and techniques of orchestration. Students will learn to orchestrate original works as well as previously composed compositions. Take MUT.2043, MUT.2044.

MUET 1011: Music Theory I: Foundations (3 cr.)
This course deals with the study of instrumentation and techniques of orchestraction. Students will learn to orchestrate original works as well as previously composed compositions.

MUTR 2041: Music Theory IV (1 cr.)
This is a continuation of MUT 2042. Prerequisites: MUT.2043, MUT.2044.

MUTR 3036: Composition and Analysis (3 cr.)
This course provides an intensive workshop in aspects of the analytical and compositional process. Study will focus on creation and development of germinal materials, structure, metric/rhythmic flow, concepts of consonance and dissonance, melodic invention, notation, text setting, color and orchestration. Class sessions will involve performance, analysis and discussion of old and new works, as well as group critiques.

MUT 3015: Symphonic Analysis (3 cr.)
The symphonic analysis class focuses on music from various style periods through two main activities: aural and visual analysis of representative works, and composing music that employs techniques characteristic of these style periods. Prerequisite: four semesters of Comprehensive Musicianship or their equivalent or the permission of the instructor.

MUTR 3015: Symphonic Analysis (3 cr.)
The symphonic analysis class focuses on music from various style periods through two main activities: aural and visual analysis of representative works, and composing music that employs techniques characteristic of these style periods. Prerequisite: four semesters of Comprehensive Musicianship or their equivalent or the permission of the instructor.

MUKH 1031: Keyboard Harmony I (.5 cr)
Philosophy Courses

PHL 1003: Human Values (3 cr.)
Why be moral? Is there any unbiased moral guide? Are right acts those that have good results or those that are well intended? What is worth pursuing in life: happiness, salvation, self-realization, a more humane society? Human values examined philosophically views of moral principles, the ends of action, virtues and obligation in their historical context as proposed by Aristotle, Augustine, Kant and Mill. Critical views of Marx and Sartre will be presented. Requirements: class participation, two short quizzes, final exam and a short paper. Readings from complete texts, selections included in a textbook with commentary.

PHL 1004: Theory of Knowledge (3 cr.)
Philosophy is commonly divided into four parts: Logic, Ethics, Metaphysics and Epistemology. 'Epistemology' is the classical Greek term for Theory of Knowledge, and this course provides an elementary overview of this aspect of Philosophy. Since Plato many philosophers have held that knowledge is definable in terms of true belief based upon adequate evidence. We will examine this thesis, and will also examine the three concepts from which it defines knowledge: truth, belief, and adequate evidence.

PHL 1005: Foundations of Philosophy (3 cr.)
An introductory course in philosophy, using representative selections from the major conceptual systems: idealism, rationalism, empiricism. Basic texts from Plato, Aristotle, stoics, medievals and modern philosophy of 17th-19th centuries. The student will confront definitions of reality, knowledge and morality and the analysis and critique of modes of argumentation.

PHL 1008: Introduction to Metaphysics (3 cr.)
What exactly is reality? What should count as real? This is the basic question this course will ask. It will deal both with the means with which we try to answer this question, and with the most important answers to this question. Its objective will be to discuss such problems as what is the basic unit of reality? Does the real only include matter and things made out of matter? Does it something other than matter? What is the relation between thought and reality? Course readings will include works by Plato, Aristotle, Aquinas, Michael Loux, and Peter Van Inwagen.

PHL 1029: Introduction to Symbolic Logic (3 cr.)
This course is an introduction to elementary first-order and second-order symbolic logic, and focuses on increasing the student's skill at reasoning which makes use of words such as if, and, not, each, any, all and some.

PHL 2031: Keyboard Harmony III
This course emphasizes development of more advanced piano skills and improvisational techniques, focusing on figured bass and chromatic harmony.
Prerequisite: MUT.1034 Keyboard Harmony II

PHL 2015: Introduction to Aesthetics (3 cr.)
What is beauty? What is art? Is beauty a myth? A subjective and fleeting appreciation of reality that becomes as stale as yesterday's doughnuts? Is art simply a vague expression of feelings that acts like a drug to calm your nerves and fill your world? Or is there something behind art? Is there an artistic language? Is there artistic thought? Is there a transcendental property of reality that is beauty?

PHL 2018: Theory and Evidence (3 cr.)
How do scientists formulate hypotheses? What are their heuristic methods? What formal and informal logical skills do they use to formulate their hypotheses? What reasoning skills do they use to test their hypotheses? This course will not only analyze the formal elements of the scientific method. It will study their implementation.

PHL 2026: Ethics (3 cr.)
This course will examine the basic question of Ethics: under what conditions, if any, does knowledge concerning moral claims exist? Emphasis will be placed on detailed philosophical analyses of theories concerning the nature of moral truth and moral evidence (e.g., skepticism and utilitarianism). Also the concepts of pleasure, happiness, duty, self-deception, courage and the good life will be analyzed. (Spring)

PHL 2027: Crime & Punishment (3 cr.)
Echoing Plato, Boethius claims in the Consolation of Philosophy that "since good and evil, and also punishment and reward, are directly opposite to one another, what we see added in the case of the good man's reward must necessarily be reflected in an opposite manner in the case of the evil man's punishment" (IV.3). Punishment, in other words, is necessary to the evil man. The aim of this course is to reflect on this point. Is the point true? If so, why is it true? It will study Plato's arguments in favor of punishment and Aristotle's, Boethius's and Aquinas's. It will cover such additional topics as natural law, the difference between natural law and civil law.

PHL 2065: 19th Century Philosophy (3 cr.)
Antagonistic philosophic systems developed throughout the nineteenth century in response to economic and historical revolutions: Post Kantian idealism, romanticism, pessimism, political and social philosophy, positivism and existentialism. Readings from Fichte, Schelling, Schopenhauer, Kierkegaard, Nietzsche, Spencer, Marx, Mill.

PHL 2067: 20th Century Philosophy (3 cr.)

PHL 2072: Medieval Philosophy (3 cr.)
The most important philosophical problems for medievals concerned matters of faith, and the relation between faith and human reason. Can we rationally prove that God exists? Just what does it mean for God to be transcendent? Can the human mind know God? What is the relation between man and God? Are human beings free? This course is an introduction to these problems, and to the great medieval systems of thought that were constructed in order to answer them.

PHL 2081: Social & Political Philosophy (3 cr.)
Why do we live in society and what are the roots of the rules whereby we live in society? Are human beings really political animals, beings
who want and need to live together? Or are others just a painful necessity: the root of inequality? Are laws and governments just the consequence of our having to live together? Or are there natural laws? These are the questions with which this course will deal. Readings will include works by Plato, Aristotle, Aquinas, Hobbes, Locke, Rousseau, and Rawls.

**PHL 3000: Plato (3 cr.)**
Plato (427-347 B.C.) is the greatest literary talent in the history of philosophy. Both through perception and misperception of his writings, Plato's influence on subsequent philosophy remains unsurpassed. The primary aim of this course is to introduce students to Plato's dialogues, and to provide a foundation for a lifetime of independent study of Plato. There is perhaps no better way to begin one's personal study of philosophy than with Plato's writings.

**PHL 3001: Aristotle & Aquinas (3 cr.)**
This course analyzes the Aristotelian and Thomistic texts concerned with the nature of reality, the human soul, ethics and God. The psychology and ethics of Aristotle will be compared with those of Aquinas, with a view toward self-understanding. While serving as a seminar to fulfill the ancient or medieval seminar requirement for philosophy majors, this course can also introduce students to philosophy and acquaint them with the basic insights of western culture. It is open, therefore, to nonmajors, as well as majors in philosophy.

**PHL 3005: Love (3 cr.)**
What is love? Why does everyone speak about it, seek it, and why can so few tell you what it is? Why do we feel more alive when we love, and why does the world go grey when we don't? Why are we all in love with love? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Plato, Frankfurt, and Aquinas.

**PHL 3007: Boredom (3 cr.)**
Why do we get bored? What is it about human beings that makes boredom possible? Is boredom avoidable? Or is it just something that we have to live with? That we are condemned to? Is boredom boring? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Augustine and Sartre, Russell and Epicurus, Aquinas and Heidegger.

**PHL 3008: Personhood (3 cr.)**
John Donne claimed that no man is an island. But how can we metaphysically justify the human need for interpersonal relations? Interpersonal relations have posed paradoxes since antiquity, when it was held that human perfection involves being self-sufficient. Self-sufficiency seems to exclude the necessity of relations. The ancient problem of interpersonal relations seems to have intensified in modern philosophy. This course will examine personhood, and attempt to justify our interdependence. We will examine the views of Aristotle, Aquinas, and Contemporary Metaphysicians on personhood.

**PHL 3009: Metaphysical Continuations (3 cr.)**
This course is about ontology, the study of "being". It boldly states that everything has being. This being is so abstruse that it tells us nothing else about reality. But inorganic and organic nature and various species, including humans, appear as distinct and different existents from the non-appearing "being" and (meta - above or beyond the physical) ideas, values and eternal entities. The intense conflicts between being and nothingness, beings and existents, universals and particulars, necessary and contingent, essential lawfulness or complete randomness are variations of the original problem of the one and the many that has inspired theologies, philosophies and cultures throughout the Western tradition. For Aristotle, e.g., man is the rational animal, but the tortuous career of reason dramatically oscillates between idealism, realism and nihilism. In this class we will embark on a comparison of the great philosophic definitions of being via readings from Descartes, Hume, Kant, Schelling, Hegel, Marx, Heidegger, Jaspers, Wittgenstein and Derrida.

**PHL 3014: Descartes (3 cr.)**
Descartes is the father of modern philosophy. He is the immediate source of both many of the problems that modern philosophy has attempted to solve and of the limits of those solutions. This course will be an indepth discussion of the Cartesian revolution. It will discuss such things as: the epistemic turn, dualism, epistemic necessity, epistemic absolutism.

**PHL 3026: Law, Rights, and Morality (3 cr.)**
The U.N. Declaration of Human Rights asserts that the "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world." Today, such references to rights are not infrequent. In fact, rights talk is downright ubiquitous, and we find a remarkable variety of moral debates being couched in the language of human rights. The purpose of this course is to consider the nature of rights claims: what is being said when one asserts that he or she has a right to something? What, if anything, justifies rights claims? Is it possible to objectively evaluate competing rights claims?

**PHL 3029: Heidegger and Sartre (3 cr.)**
This course will examine the major ideas of Sartre and Heidegger. Students will discuss various themes of being, nothingness, authenticity, irrationality and faith.

**PHL 3032: Nietzsche/Kierkegaard (3 cr.)**
Kierkegaard and Nietzsche were seminal thinkers who changed the focus of philosophizing. They were the first to insist on the limits of reason and to deal with irrationality, the incommensurability between the finite and infinite, to describe the absurd, finite and contingent aspects of existence and culture. But from these shared assumptions
Kierkegaard concluded to subjectivity and faith - subjective certainty in the face of objective uncertainty - while Nietzsche returned to an aesthetic morality and value creativity - we have art in order not to perish from the truth.

**PHL 3040: The Problem of Evil (3 cr.)**

Reading, discussion and writing dealing with evil, defined as undeserved suffering or harm. The problem is what can philosophy say about the collective evils of wars, the slaughter by weapons of mass destruction, state acts of genocide and terrorism as well as countless individual acts of murder and cruelty? Some explanations of evil argue an irresolvable division between good and evil, to evil as the absence of good and the condition of human freedom, to theodicies that explain God's ways to sustain a non-tragic worldview. Modern philosophies attempt to find prescriptions to conquer or endure evil in the processes of history, economics, psychology and ethics and these explanations run the gamut from radical evil, to beyond good and evil and contrasts between the banality of evil and the paralysis of moral reflection confronted by the relativity of evil.

**PHL 3042: Ethics & Social Responsibility (3 cr.) Accelerated BS Course Only**

The focus of this course is on the basic types of ethical problems. Objectives include: developing a common language and understanding of ethics, developing analytical skills for identifying and resolving ethical problems, understanding the integral relationship of ethics to organizational performance, recognizing the connection between ethics and leadership and our role as leaders in shaping the communities in which we live.

**PHL 3050: Topics in Philosophy of Law (3 cr.)**

**PHL 3066: Augustine and Aquinas (3 cr.)**

Augustine and Aquinas are two of the great pillars of Western thought generally, and of Christian philosophy specifically. Both constructed extraordinary theological systems which deal with the tenets drawn from revelation. Both also dealt with exquisitely philosophical problems such as the objectivity of human knowledge, the nature of reality, the nature of man's ultimate end, without explicitly recurring to theological tenets. This course will give an overview of their philosophical thought. The problems we shall cover include: (1) Is human knowledge objective? (2) man can know God? (3) how does faith alter rational systems? (4) what is the human person? (4) what is the will?

**PHL 3998: Senior Evaluation (3 cr.)**

**PHL 5000: Plato (3 cr.)**

Plato (427-347 B.C.) is the greatest literary talent in the history of philosophy. Both through perception and misperception of his writings, Plato's influence on subsequent philosophy remains unsurpassed. The primary aim of this course is to introduce students to Plato's dialogues, and to provide a foundation for a lifetime of independent study of Plato. There is perhaps no better way to begin one's personal study of philosophy than with Plato's writings.

**PHL 5001: Aristotle & Aquinas (3 cr.)**

This course analyzes the Aristotelian and Thomistic texts concerned with the nature of reality, the human soul, ethics and God. The psychology and ethics of Aristotle will be compared with those of Aquinas, with a view toward self-understanding. This course can also introduce students to philosophy and acquaint them with the basic insights of western culture, and is open, therefore, to those without previous study of philosophy at the undergraduate or graduate level.

**PHL 5007: Boredom (3 cr.)**

Why do we get bored? What is it about human beings that makes boredom possible? Is boredom avoidable? Or is it just something that we have to live with? That we are condemned to? Is boredom boring? These are some of the questions with which philosophers and human beings generally have been concerned for over two thousand years. They are the crucial questions that this course will raise. It will also address some of the answers philosophers have given to these questions. It will include readings from thinkers as diverse as Augustine and Sartre, Russell and Epicurus, Aquinas and Heidegger.

**PHL 5026: Law, Rights, and Morality (3 cr.)**

The U.N. Declaration of Human Rights asserts that the "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world." Today, such references to rights are not infrequent. In fact, rights talk is downright ubiquitous, and we find a remarkable variety of moral debates being couched in the language of human rights. The purpose of this course is to consider the nature of rights claims: what is being said when one asserts that he or she has a right to something? What, if anything, justifies rights claims? Is it possible to objectively evaluate competing rights claims?

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**PHL 5040: The Problem of Evil (3 cr.)**

Reading, discussion and writing dealing with evil, defined as undeserved suffering or harm. The problem is what can philosophy say about the collective evils of wars, the slaughter by weapons of mass destruction, state acts of genocide and terrorism as well as countless individual acts of murder and cruelty? Some explanations of evil argue an irresolvable division between good and evil, to evil as the absence of good and the condition of human freedom, to theodicies that explain God's ways to sustain a non-tragic worldview. Modern philosophies attempt to find prescriptions to conquer or endure evil in the processes of history, economics, psychology and ethics and these explanations run the gamut from radical evil, to beyond good and evil and contrasts between the banality of evil and the paralysis of moral reflection confronted by the relativity of evil.

**PHL 5050: Topics in Philosophy of Law (3 cr.)**

**PHL 5066: Augustine and Aquinas (3 cr.)**

Augustine and Aquinas are two of the great pillars of Western thought generally, and of Christian philosophy specifically. Both constructed extraordinary theological systems which deal with the tenets drawn from revelation. Both also dealt with exquisitely philosophical problems such as the objectivity of human knowledge, the nature of reality, the nature of man's ultimate end, without explicitly recurring to the-
Physics Courses

PHY 1000: Concepts in Physics (3 cr.)**
This course is an algebra-based survey of linear and rotational motions, Newton's Laws, mechanical energy, gravity, temperature, heat, electrostatics, electric current, magnetism, light, color, reflection and refraction of light, and the atom and the quantum.

PHY 1001: College Physics I (4 cr.)
This course is the first half of the two-semester, non-calculus based general physics sequence, intended for students in life science, pre-health programs, and students interested in understanding the physical world and developing analytic reasoning and quantitative analysis skills. Topics include: kinematics, dynamics, Newton's Laws, circular motion, work and energy, linear momentum, rotational kinematics and dynamics, simple harmonic, fluids, temperature, heat and heat transfer, ideal gases, thermodynamics, waves and sound, interference. There is an accompanying laboratory.
Prerequisite: MATH.1012 Precalculus or Math 1030 Calculus I

PHY 1002: College Physics II (4 cr.)
This course is the second half of the two-semester, non-calculus based general physics sequence. Topics include: electric force and electric field, electric potential energy and electric potential, direct-current circuits, magnetic force and magnetic field, magnetic induction, electromagnetism, alternating current circuits, electromagnetic waves and light, geometrical optics, wave optics, and introduction to special relativity, quantum physics (particle-wave duality), atomic and nuclear physics. There is an accompanying laboratory.
Prerequisite: PHY.1001.

PHY 1003: University Physics I (4 cr.)
This course is the first half of the two-semester, calculus based general physics sequence, which is a required introductory course for physics majors and minors. It is also intended for students interested in natural sciences and engineering, to build up their understanding of physical science and develop their analytic reasoning and quantitative analysis skills. Topics include: kinematics in one, two and three dimensions, Newton's Laws and their applications, work and energy, system of particles and conservation of linear momentum, rotational kinematics and dynamics, angular momentum, gravity, elasticity, fluids, oscillations, wave motion, superposition, wave-particle duality and quantum physics, heat and temperature, kinetic theory, thermodynamics, thermal properties and processes. There is an accompanying laboratory.
Corequisite: MATH.1030

PHY 1004: University Physics II (4 cr.)
This course is the second half of the two-semester, calculus based general physics sequence, which is a required introductory course for physics majors and minors. Topics include: electrostatics, electric current and direct-current circuits, electrical conduction, magnetic field, magnetic induction, alternating-current circuits, Maxwell's Equations and electromagnetic waves, geometrical optics, wave optics, and an introduction to modern physics that includes quantum mechanics, relativity, and structure of matter. There is an accompanying laboratory.

PHY 1012: The Universe (3 cr.)
A survey, designed for non-science students, of astronomy-our planet, our solar system, stars, galaxies, and the universe as a whole. The course will cover the history and dynamics of the solar system; the structure, formation, and life cycle of stars, and the physical processes within them; the clustering of stars in galaxies and beyond; and a look at the origins and possible fates of the universe itself. Students will be introduced to the fundamental laws of physics in an astronomical context, as well as the types of observation and deduction used by astronomers to construct theories. Some high-school algebra required. This course can be used to satisfy the College distribution requirement in science, but does not fulfill any physics requirements for science majors or medical school admission. (Spring alternate years)

PHY 1016: Sound and Music (3 cr.)
This course is an introduction for non-scientists to the physical principles governing musical sound: how it is produced, transmitted and stored, and perceived by listeners. Topics covered will include the physics of vibration and its application to different types of instruments; sound quality and the harmonic series; basics of the science of hearing; music recording and reproduction; and the propagation of sound waves. Some musical background may be helpful but is not required. Basic mathematics (high-school algebra); can be used to satisfy the College distribution requirements in science, but does not fulfill any physics requirements for science majors or medical school admission. (Fall, alternate years)

PHY 2010: Mechanics (4 cr.)
This course presents a rigorous treatment of classical mechanics at a level beyond the general physics survey. Topics include: Newtonian mechanics, oscillations and resonance, conservative forces and potential energy, central forces, non-inertial frames of references, rigid body motion; an introduction to Lagrange's formulation of mechanics, coupled oscillators, normal modes, special relativity, and relativistic kinematics.
Take PHY.1003, PHY.1004, MATH.1030, MATH.1032.

PHY 2021: Electromagnetism (4 cr.)
This course presents a rigorous treatment of classical electromagnetism at the level beyond the general physics survey. Topics include: Electrostatics and magnetostatics, Laplace's equation and boundary-value problems, electro-magnetic waves, multipole expansions, dielectric and magnetic materials, Faraday's Law, AC circuits, Maxwell's equations, Lorentz covariance, special relativity.
Take PHY.1003 PHY.1004 MATH.1030 MATH.1032.

PHY 2028: Experimental Physics (3 cr.)**
This is a self-directed laboratory course in which students set up and complete approximately six experiments in modern physics, from subfields such as quantum theory, nonlinear dynamics, and advanced optics. Students will gain hands-on experience with practical measurement questions, problem-solving, and data analysis. The course will involve mainly independent work, with some regular meetings with the instructor, and will require written reports on each experiment. Prerequisite: PHY.1003-1004: University Physics I and II
Prerequisite: PHY.1003-1004: University Physics I and II

PHY 2030: Quantum Physics (4 cr.)
This introduction to quantum physics includes the following topics: the basic principles of the quantum theory, the time-independent and time-dependent Schrodinger equations, eigenvalue equations, the theory of measurement, uncertainty principle, energy levels in potential wells, reflection and transmission by potential barriers, the harmonic
oscillator, the hydrogen atom, and other applications to atomic, molecular, and nuclear physics.

Take PHY.1003 PHY.1004 MATH.1030 MATH.1032;

PHY 2040: Thermodynamic & Statistical Physics (4 cr.)
This course covers the formal treatment of thermodynamics and statistical physics beyond the introductory level in the general physics survey. Topics include: Thermodynamics, kinetic theory, methods of statistical mechanics, energy and entropy, Boltzmann, Fermi, and Bose distributions, ideal and real gases, blackbody radiation, chemical equilibrium, phase transition, ferromagnetism. Prerequisite: PHY 2030 Quantum Physics.

Take PHY.2030.

PHY 2045: Intro to Sustainable Energy (3 cr.)
This course is designed to provide the student with a qualitative and quantitative understanding of energy and its sustainability. This one semester course will focus on the basic principles of energy conservation, heat transfer, energy resources, energy conversion efficiencies, energy use patterns, economic and environmental considerations, future energy alternatives, biomass conversion. The real life examples such as house insulation, air conditioners, solar heating, oil spills, air pollution, global warming, effects and uses of radiation will be studied. Prerequisite: MATH.1012 Precalculus

PHY 3030: Electrodynamics (4 cr.)
This course offers a rigorous treatment of classical electrodynamics following PHY 2021 Electromagnetism. Topics include: Electrostatics; magnetostatics, quasi-stationary phenomena, and Maxwell's equation; Special mathematical methods for problems in electrostatics; Electromagnetic waves and boundary value problems; Potentials and gauge transformations; Radiation from charge and current distributions, including multipole expansion of the field, and the field of moving charges. Lorentz transformations and special relativity; Formulation of the field equations and electrodynamics from the action principle; Lagrangian and Hamiltonian forms of theory. Prerequisite: The same as that for PHY 3010 plus PHY 2021 Electromagnetism.


PHY 3040: Mathematical Methods of Physics (4 cr.)
This course covers the necessary mathematics for treatment of advanced physics topics. Topics include: complex analysis, partial differential equations, integral equations, Green's functions, special functions, boundary problems, Fourier and other transforms, group theory and representations. Emphasis is placed on applications to physical problems. Prerequisite: Multivariable calculus (MATH 2030: Calculus III or the equivalent), ordinary differential equations (MATH 2021 or the equivalent).

Take MATH.2030, MATH.2021.

Political Science & Legal Studies Courses

POS 1008: Introduction to Law (3 cr.)
Recommended for students who are not concentrating or minoring in Legal Studies or Criminal Law, this course provides a broad overview of the American legal system.

POS 1010: Intro to Political Science (3 cr.)
This course is intended to serve as an introduction to the major branches of political analysis: Comparative Politics, Inter-national Relations, Political Theory, and American Politics. Students are introduced to the basic concepts and processes of Political Science including: political socialization, ideology, foreign policy, the distinction between a two-party and multi-party system of government, development, and political economy.

POS 1031: Introduction to American Government (3 cr.)
This course will survey the basic institutions of the American political system, with emphasis on Congress, the Presidency and the courts, and a detailed analysis of the Bill of Rights. It will analyze recent changes to show how the American political system functions in the "media age".

POS 1037: International Politics I (3 cr.)
The aim of this course is to familiarize students with the basic ideas or concepts that are used in discussing, or analyzing, international politics. Following a rapid review of the history of international relations, especially since 1900, the course takes students through the three major contending schools of analysis (Realism, Liberalism, Marxism) before coming to discussion on the structure of international relations that involves the United Nations, international political economy, diplomacy and non-governmental actors.
POS 1038: International Politics II (3 cr.)
The focus of this course is on critical economic, social and political challenges facing the world community in the 21st century. Among them: environmental issues, nuclear proliferation, nationalism, culture wars, global trade and finance, communications and Internet revolution, poverty and development, gender issues and human rights. Through individual research and class discussion students will learn the dynamics in which these issues are related to international politics and their relevance to the question of war and peace.

POS 2003: Introduction to American Government (3 cr.)
A study of ideas about such topics as government, law, society, economics, religion, war, and peace, in the writings of great political thinkers, poets, historians, philosophers, and statesmen in the western tradition such as Homer, Herodotus, Thucydides, Plato, and Aristotle in ancient Greece, Polybius and Cicero in ancient Rome, St. Augustine and St. Thomas Aquinas in the middle ages, and Machiavelli, Hobbes, Locke, Rousseau, and Marx in the modern era. Emphasis will be placed on the historical context in which these individuals wrote and on the relevance of their contributions to modern thinking and debate, especially about law and government. More than one section of this course is offered. In some sections, depending on the instructor's choice, emphasis will be on contemporary theories including Feminist writings.

POS 2004: Constitutional Law (3 cr.)
This course surveys American constitutional development from the formative era of the framing of the Constitution in 1787 to today. Emphasis is placed on famous opinions of the U.S. Supreme Court, especially in the areas of separation of powers and states' rights. Attention is also given to power struggles between Presidents and Justices, as well as to the important political and social changes in American history and how those changes have influenced and been influenced by changes in the interpretation of the Constitution. At selected dates in the class, students playing the roles of lawyers in famous cases will deliver short oral arguments to the class. Required for all Legal Studies concentrators and minors Criminal Law minors and concentrators must take either Civil Liberties or this course.

POS 2011: Comparative Politics I
This course is an introduction to comparative government and politics, designed to acquaint students with the political cultures and institutional arrangements and workings of governments and political processes of major industrialized countries of the global North (e.g. United Kingdom, France, Germany, Japan and Russia). Students acquire a comparative perspective as they examine institutional development, the interaction of political parties, debates over the political economy, the impact of the European Union, and the success or decline of democracy in these countries. This course is highly recommended for students interested in building their Global Awareness portfolio.

POS 2012: Issues in Family Law and Justice (3 cr.)
This course probes both the law and the court system, which are being transformed as a consequence of the increasing demands of family issues. Equity settlements, rights of spouses, rights of parents and children are among the topics considered. Special attention is given to the day-to-day operation of the family courts.

POS 2014: Practical Approach to Business Law (3 cr.)
This course will examine the functioning of the legal system and the legal relationships a citizen is likely to encounter in business, consumer, and personal activities. Emphasis will be placed on the judicial system, contracts, sales, business organizations, estate planning, wills, and real estate transactions. Readings will include cases and other legal materials. Satisfies Private Law requirement for Legal Studies and Criminal Law.

POS 2015: Comp. Politics II (3 cr.)
This course is a comparative study of governments and politics, including the political institutions, political interactions and the political cultures, of the major regional actors of the global South (e.g. China, India, Mexico, Nigeria, Iran). Students will examine questions of cross-institutional comparison: the development of stable state institutions and democracy as well as the different approaches toward economic development. These countries have varying degrees of success in evolving toward representative political systems, and face many political and social problems, including ethnic and religious divisions. This course is highly recommended for students interested in building their Global Awareness portfolio.

POS 2019: Civil Liberties (3 cr.)
This course is a survey of the Supreme Court's decisions and judicial policies with respect to the First and Fourteenth Amendments. Emphasis will be placed on freedom of speech and religion, due process, and equal protection of the law. Most reading will be in Supreme Court opinions, but there will be some attention to works of political theory in assessing the relative importance of freedom and security in society. At selected dates, students playing the parts of lawyers will deliver short oral arguments to the class on famous cases from the reading. Required for all Legal Studies concentrators and minors. Criminal Law concentrators and minors must take either Constitutional Law or this course.

POS 2024: Criminal Procedure (3 cr.)
This course is a survey of the constitutional rights we enjoy when we are stopped, arrested, searched, or questioned by the police. Emphasis is placed on Fourth, Fifth, and Sixth Amendment rights (search and seizure, coerced confessions, right to counsel, entrapment, wiretapping, and due process) and on close reading of Supreme Court opinions. At the end of the course, students playing the roles of lawyers will deliver short oral arguments to the class. Required for Criminal Law concentrators and minors. Legal Studies concentrators and minors must take either Criminal Law or this course.

POS 2042: Model U.N. (3 cr.)
This course prepares students for participation in the annual model UN competition at Harvard University. The preparation includes a study of the United Nations and its committees; practice in multilateral negotiation in a simulated environment of the UN in which students represent different member states; skills in drafting position papers, committee resolutions and parliamentary procedure. The instructor's permission is required to sign up for this course. (Fall)

POS 2068: Sports & International Relations (3 cr.)
This course will examine the history of sports and international relations, as well as its impact on the political, economic, and cultural relations between states. Issues that will be covered will be the use of sports as an expression of nationalism, sports as a tool of diplomacy, sports as a medium of cultural exchange, sports and globalization, and the role of the media and large corporations in sports.

POS 2087: Introduction to Common Law (3 cr.)
This course provides an overview of many different areas of law - from the law of contract, property, and tort, to aspects of federal jurisdiction. It will introduce students to the court system and fundamentals of court procedure. Most important, it will develop and perfect student
skills in writing grammatically correct and persuasive essays on legal subjects. The course culminates in a mock trial in which students play the roles of attorneys, defendants, witnesses, and jurors. Required for all Legal Studies and Criminal Law concentrators and minors. If possible, this course should be taken early in the student's course of study at the college.

POS 2090: Law and Business Ethics (3 cr.)
Corporate crime is now a familiar item on the daily news. We read and hear stories of business corruption and of conspiracies to violate or evade the law in high places. What are the legal rules on business and ethics? What role do lawyers, judges, and the public play in ensuring that business is responsible, ethical, and fair? This course will examine a number of different issues in the law of business ethics and will consider a variety of legal, political, social, and policy ramifications of the current business ethics debate. Satisfies private law requirement for Legal Studies and Criminal Law.

POS 2093: Criminal Law (3 cr.)
This course introduces undergraduate students to the major crimes and defenses of contemporary American criminal law. Topics covered include homicide and murder, voluntary and involuntary manslaughter, vehicular homicide, premeditation and intent, the insanity defense, conspiracy, and the death penalty. Some attention is given to works of political and social theory on the cause of crime and the purposes of punishment. The course culminates in a mock murder trial in which students play the roles of attorneys, defendants, witnesses, and jurors. Required for Criminal Law concentrators and minors. Legal Studies concentrators/minors must take Criminal Procedure or this course.

POS 3001: Honors Seminar I (3 cr.)
This seminar, intended for seniors majoring in Political Science as well as for other students concentrating or minoring in Legal Studies or Criminal Law, will explore ways in which the disciplines of Political Science and Legal Studies interact with the fields of history, philosophy, and literature. Specific themes of the course, which may vary from year to year, include America's Constitutional Heritage; Law, Politics, and Literature; and Law, Politics, and Great Civilizations, Past and Present. The course satisfies the Perspective Requirement for concentrators and minors in Legal Studies and Criminal Law. Students seeking honors in political science must take both Honors Seminar I and Honors Seminar II, or approved equivalent, and write an honors thesis in these courses. Other Seniors majoring in Political Science may take either Honors Seminar I or II and write their senior evaluation in that course. This course satisfies the Written Communication competency, since strong emphasis is placed on the writing of research papers. It also satisfies the Social Science distribution.

POS 3012: Environmental Politics (3 cr.)
This course will examine several critical debates within the area of environmental politics. Issues concerning the needs of advanced industrial societies and those of the environment, environmental ethics, environmental activism, environmental protection and environmental regulation will be surveyed. The importance of environmental movements (how they are formed) and whose interests are served by them will be examined in great detail. Grass roots environmental movements will be studied, along with established environmental organizations, to determine the variety of resources open to those interested in environmental politics. Theories of environmental politics will be studied to provide a background and context for the on-going debates regarding rights and the environment. Power relations between advanced industrialized nations and developing nations will be examined in order to identify areas of commonality as well as those are contested.

POS 3021: Legal Ethics (3 cr.)
This course examines the relationship between ethics and the legal system. It pays special attention to the political context within which this relationship is situated. The course is concerned with such questions as: how are ethical discussions informed by categories such as class, race and gender? Should they be? What is the relationship between law and morals? What are the limits of that relationship, if any? In addition to a comprehensive approach to controversial issues in legal ethics, the course also considers classical readings in the Philosophy of Law.

POS 3035: American Foreign Policy (3 cr.)
The course will study the formation and execution of American foreign policy, including the institutions involved (Presidency, Congress, State Department, Foreign Service, C.I.A., etc.), as well as the role of domestic political considerations, particularly interest groups. There will also be a survey of U.S. foreign policy since World War II and the role played by the various forces indicated above.

POS 3081: Public Policy of Science & Technology (3 cr.)
This course will examine the details of the public policy process as it relates to science and technology. Important debates, and the values that inform them, will be explored with a view toward understanding politics as a value allocation process. Issues covered will include cloning, DNA research, artificial intelligence, the development and prescribing of psycho-pharmaceutical medications, and the issues surrounding weapons procurement and development. Research Paper is required.

POS 3096: Honors Seminar II (3 cr.)
This seminar, intended for seniors majoring in Political Science as well as for other students concentrating or minoring in Legal Studies or Criminal Law, will explore ways in which the disciplines of Political Science and Legal Studies interact with the fields of history, philosophy, and literature. Specific themes of the course, which may vary from year to year, include America's Constitutional Heritage; Law, Politics, and Literature; and Law, Politics, and Great Civilizations, Past and Present. The course satisfies the Perspective Requirement for concentrators and minors in Legal Studies and Criminal Law. Students seeking honors in political science must take both Honors Seminar I and Honors Seminar II, or approved equivalent, and write an honors thesis in these courses. Other Seniors majoring in Political Science may take either Honors Seminar I or II and write their senior evaluation in that course. For students seeking Honors in Political Science, Honors Seminar I is ordinarily a prerequisite to Honors Seminar II. For all other students, Honors Seminar II may be taken without having taken Honors Seminar I. This course satisfies the Written Communication competency, since strong emphasis is placed on the writing of research papers. It also
satisfies the Social Science distribution.

POS 3108: Search for Peace (3 cr.)
In our times wars are fought to an inconclusive end; consequently they tend to go on and on. What are the problems? Should they be allowed to go on without ending in peace? What can be done to bring about peace in a war-torn country? These are some of the questions this seminar will address. Starting with an examination of how a war did come to an end (World War I, World War II, the Vietnam War) the inquiry will take students through various theoretical perspectives (Realist, Liberal and Socialist) on war and peace and apply the insights gained from the study to the current problem areas: Palestine, Iraq, Afghanistan, Iran and Korea.

POS 3117: War & Human Rights: Geneva Convention (3 cr.)
This seminar will focus on such topics as police searches of homes and cars, vehicular homicide, conspiracy, the insanity defense, the death penalty, and the law of murder, and criminal law aspects of the war on terrorism.

POS 3118: Emerging Global Powers (3 cr.)
This course will examine the rise of the so-called “BRIC Countries”: Brazil, Russia, India, and China. Of particular interest will be the historical evolution of these states in terms of economic, political, and military strength and how their rise will affect the present and future global system of states.

POS 3998: Senior Evaluation (3 cr.)
For graduating political science majors only.

POS 4050: Academic Conferences: Model UN (3 cr.)
Students who sign up for this course (with the permission of the instructor) are assigned to a member state which they will represent at the Harvard National Model United Nations (HNMUN). They study the country, and, with the help of the study guide put out by the HNMUN, work up position papers on the global issues that will come up for deliberation at their committee, which will be shared among all the delegates at the model UN.
In February students go to Boston and participate in the four day annual Model UN session. (Please note: To accommodate the HNMUN’s timeline, this course runs from December 1 of the Fall semester to the end of February of the Spring semester, including the January intersession when much of the work is done through the use of Blackboard.) (Spring)
Prerequisite: POS 2042

POS 5021: Legal Ethics (3 cr.)
This course examines the relationship between ethics and the legal system. It pays special attention to the political context within which this relationship is situated. The course is concerned with such questions as: how are ethical discussions informed by categories such as class, race and gender? Should they be? What is the relationship between law and morals? What are the limits of that relationship, if any? In addition to a comprehensive approach to controversial issues in legal ethics, the course also considers classical readings in the Philosophy of Law.

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POS 5117: War & Human Rights: Geneva Convention (3 cr.)
This course focuses on all aspects of legal writing from proper issue formulation to creating cogent legal arguments and persuasive statements of facts. Case law and statutory material will be analyzed to illustrate various problem-solving techniques, culminating in the writing of a Memorandum of Law.

Psychology Courses

PSY 1004: Fundamentals of Psychology (4 cr.)
This course is designed to introduce students to the major ideas in psychology. Prior knowledge of psychology is not expected. Topics include the history of psychology, sensation and perception, brain and behavior, learning, memory, and cognition, as well as developmental, personality, and social psychology, and psychopathology. (Fall 2015 & Spring 2016)

PSY 1006: Survey of Psychological Research (1 cr.)
This lab course is required for the major. Bi-weekly laboratory sessions will highlight seminal research studies, theory, and methodology in psychology. Laboratory sessions will be comprised of group demonstrations, in addition to data collection and analysis exercises. Written lab reports will be required. Although not required, co-registration with PSY 1004 is strongly encouraged. Meets the requirement of a writing-intensive course at Manhattanville College. Students who receive transfer credit for Fundamentals of Psychology from another institution and wish to major in Psychology at Manhattanville must take PSY.1006: Fundamentals of Psychology Lab.

PSY 2001: Developmental Psychology: Infancy-Late Childhood (3 cr.)
This course covers the existing evidence on systematic, stable changes that occur from conception through late childhood (11 years old.) We will study the current theories about development and then proceed to examine what current research can tell us about children’s capabilities, changes in these capabilities that occur over time, influences of the environment on development (including parents, peers, school), and
influences of children on their own environments and development. Pre- or corequisite: PSY 1004: Fundamentals of Psychology. (Fall 2015 & Spring 2016)

PSY 2002: Developmental Psychology: Early-Late Adolescence (3 cr.)
This course covers the existing evidence on systematic, stable changes that occur from age 10 through 18+ years. We will study the current theories about development and then proceed to examine what current research can tell us about adolescents’ capabilities, changes in these capabilities that occur over time, influences of the environment on development (including parents, peers, school), and influences of adolescents on their own environments and development. Prerequisite: PSY 2001: Developmental Psychology Infancy through Late Childhood. (Fall 2015)

PSY 2004: Physiological Bases of Behavior (3 cr.)
This course surveys the current information on brain-behavior relationships. Emphasis is placed on a critical approach to the methods of investigation and how these methods affect our ideas about brain function. The aim of the course is to provide a description, within the present state of the art, of how physiological systems contribute to cause, or maintain various forms of behavior. Basic concepts in neurophysiology and neurochemistry also will be covered. Physiological processes mediating sensation, perception, development, motivation, hunger, thirst, sleep, arousal, learning, memory, language, mental illness, and consciousness may be among the topics examined. Pre- or corequisite: PSY 1004 Fundamentals of Psychology. (Spring 2016)

PSY 2008: Sensation & Perception (3 cr.)
This course provides an overview of how humans gather information from the environment through the sensory systems. We will discuss how our senses transduce physical signals into a neural code that our perceptual systems can then interpret in a psychologically meaningful way. We will cover the topics of smell, taste, touch, vision, hearing, and spatial orientation. Each topic will begin with a description of the mechanisms of sensation before discussing how these sensations are then interpreted by our perceptual system. We will also consider how higher-level processes (e.g., attention, expectation, experience, etc.) can influence perception. This course will also provide instruction in scientific reasoning as it applies to the topic of sensation and perception. Pre- or Corequisite: PSY 1004 Fundamentals of Psychology. (Fall 2015)

PSY 2009: Social Psychology (3 cr.)
This course provides an introduction into the concepts, theories, and research used to study how people think about, influence, and interact with each other. The emphasis will be on the situational, social, and interpersonal factors that affect the individual. Topics to discuss will include social judgment, self- and social-identity, attitudes, interpersonal relationships, conformity, persuasion, group influence, forensic psychology, prejudice, prosocial behavior, and aggression. Pre- or Corequisite: PSY 1004 Fundamentals of Psychology. (Fall 2015 & Spring 2016)

PSY 2011: Abnormal Psychology (3 cr.)
This course is designed to survey major psychological disorders, including mood disorders, anxiety disorders, personality disorders, schizophrenia, and eating disorders. It begins with general consideration of the study of psychopathology, including philosophical and historical perspectives on the concept of abnormality, as well as issues of assessment and diagnosis. Then, using an integrative theoretical framework, the course examines the clinical descriptions, origins, treatments, and outcomes of specific psychological disorders. A broad sampling of current topics and controversies in the field of abnormal psychology will be highlighted. Lecture material is supplemented with discussion of case material and films. Pre- or Corequisite: PSY 1004 Fundamentals of Psychology. (Fall 2015 & Spring 2016)

PSY 2012: Statistics for the Social Sciences (4 cr.)
This course is an introduction to elementary statistics for psychology majors or other social science majors. Topics include techniques for organizing and displaying data (e.g., tables and graphs), statistical techniques for describing data (e.g., percentages, averages, and variability), and statistical techniques for determining relationships or differences (e.g., correlation, probability, z-scores, t-tests, and ANOVA’s). Prerequisite: PSY 1004: Fundamentals of Psychology. (Fall 2015 & Spring 2016)

PSY 2018: Drug Use and Abuse (3 cr.)
This course surveys the physiological and behavioral effects of "recreational" drugs, drugs of abuse, and drugs used to treat mental illness. Drugs to be discussed may include crack/cocaine, amphetamines, nicotine, caffeine, alcohol, inhalants, marijuana, anabolic steroids, hallucinogens, antidepressants, antipsychotics, and anti-anxiety agents. Issues related to drug tolerance and dependence, pharmacokinetics and pharmacodynamics, and substance abuse treatment and prevention will be discussed. Although there are no formal prerequisites for this course, it is recommended that students have a basic understanding of the nervous system. (Spring 2016)

PSY 2030: Computer Applications in Psychology (3 cr.)
This course will provide a brief introduction to various computer software applications as they relate to professional activities of psychologists. Activities for which software use will be reviewed include writing research proposals and APA-style manuscripts (WORD), the handling, management, and organization of research data (EXCEL), statistical data analysis and graph making (STATISTICA, EXCEL), and developing multimedia conference presentations (POWERPOINT). Other topics may include information retrieval in psychology, using the Internet as a source of scholarly information, and the use of computers in the psychological laboratory.

PSY 2036: Personality Psychology (3 cr.)
This lecture-based course is intended to introduce students to the theory and research of personality psychology. Personality psychology refers to the systematic investigation of people's enduring characteristic patterns of behavior, thoughts, and feelings. Personality psychologists are concerned with human nature, individual differences, as well as intra-personal functioning. This course examines the major theoret-
PSY 2040: Research Methods in Psychology (4 cr.)
This course introduces students to research design in psychology with emphasis on experimental design and control, reliability and validity, reading empirical literature, and research ethics. In addition, students will learn how to write using American Psychological Association style.
Prerequisite: PSY.2012: Statistics for the Social Sciences (Fall 2015 & Spring 2016)

PSY 2042: Psychology & Culture (3 cr.)
This course introduces students to the area of cultural psychology, a sub-discipline of psychology that focuses on how culture influences how people think and behave. Students will examine the ways in which culture influences cognition, development, emotion, the self, personality, cultural values, and psychological orientations, morality, concepts of gender, and mental health. In addition, the course will focus on the processes of globalization, immigration, and intergroup conflict and social change and how they pertain to our understanding of culture.
Pre- or corequisite: PSY 1004: Fundamentals of Psychology (Fall 2015)

PSY 2044: Cognitive Psychology (3 cr.)
Historical and contemporary approaches to the study of the mind will be surveyed. Topics may include consciousness, attention, memory, perceptual processes, emotion, information processing, imagery, concepts, language, problem solving, reasoning, intelligence, and creativity.
Prerequisite: PSY 1004: Fundamentals of Psychology (Spring 2016)

PSY 2046: Psychology of Identity (3 cr.)
This introductory level course examines the ways in which psychology can help us to understand the development of identity. It will emphasize the influence of socialization experiences, the role of matura-

tion, and the importance of social construction, as well as an examination of the linkage between development of identity and sociocultural contexts.
Prerequisite: PSY 1004: Fundamentals of Psychology

PSY 2052: Developmental Psychology: Adult Development (3 cr.)
After adolescence, we continue to develop as an adaptive response to continuous changes in life circumstances. We will study the current theories about development during adulthood and then examine what current research can tell us about adults’ capabilities, changes in these capabilities that occur over time, influences of the environment on development (including family, work, health), and influences of adults on their own environments and development between early and late adulthood.

PSY 2055: Sport Psychology (3 cr.)
This course provides an introduction to the field of sport psychology through a critical examination of the major psychological theories and past research on human behavior in sport and exercise settings. Particular emphasis is placed on identifying cognitive, emotional, social, and developmental factors that influence sport participation and performance. Specific performance related topics include motivation, anxiety, concentration, confidence, leadership, and team dynamics. Behavioral problems in sport, such as aggression, substance abuse, and eating disorders, are reviewed along with psychological factors related to burnout and athletic injuries.
Prerequisite: PSY 1004: Fundamentals of Psychology

PSY 2063: Social Influence & Persuasion (3 cr.)
This course will involve an examination of selected topics in social influence and persuasion: the processes through which a person or group changes or attempts to change the opinions, attitudes, or behaviors of another person or group. Using scientific research and current theories on persuasion, we will explore such topics as compliance, conformity, obedience, destructive cults, propaganda, social epidemics, and the application of persuasion principles to promote positive social change.
(Spring 2015)

PSY 2065: Industrial and Organizational Psychology (3 cr.)
This course will introduce methods, practice, research and theories in I/O or industrial and organizational psychology. The course will focus on how an enterprise and its organization impacts employee behavior, productivity/performance and well-being. Topics include: leadership, ethics, motivation, occupational health, team building and communication in the work place. In addition, personnel decisions, employee relations and union/management issues will be discussed. Both real-world applications and research will be emphasized throughout the course.

PSY 3012: Human Memory (3 cr.)
This course provides an in-depth exploration of human memory. We will discuss such topics as working memory, long-term memory, forgetting, amnesia, autobiographical memory, childhood memories, and false memories. We will consider how factors like emotion, prior knowledge, our expectations, social influences (what other people say they remember), and attention influence what we remember and what we forget. We will also explore how we can have vivid memories of events that never occurred. We will consider various theoretical approaches to the study of memory, as well as empirical evidence from behavioral studies and neuroscience. Students will read and write about scholarly articles, and are expected to participate actively in group discussions about the readings during weekly seminar meetings.
Prerequisites: PSY 2044: Cognitive Psychology.
(Spring 2016)

PSY 3016: Psychopharmacology (3 cr.)
This course is an in-depth consideration of the use of drugs for the treatment of mental illnesses.
and disorders. Topics include the history of psychopharmacology, neurochemistry of brain function, general pharmacology principles, methodologies employed in psychopharmacological research, and drug treatments for a variety of mental diseases and disorders including anxiety, psychosis, depression, mania, dementia, epilepsy, and obsessive-compulsive behavior. Issues related to recreational drug use and abuse will not be covered. Prerequisite: PSY 2004 or PSY 2018 or PSY 2008 or BIO 2021.

PSY 3023: Biological Bases of Mental Illness (3 cr.)
This course will examine the organic bases of such major psychoses and mental disorders as schizophrenia, manic depression, dementia and psychophysiological dysfunction. The specific cognitive disorders and behavioral abnormalities associated with each syndrome will be reviewed. Background readings will include material on the psychology of mental dysfunction, the genetic determinants of these syndromes, and the relevant neuroanatomical and neurochemical substrates and processes. Prerequisite: PSY 2040 Physio Bases of Behavior or PSY 2008 Sensation and Perception or PSY 2018 Drug Use & Abuse or BIO 2021 Intro Neuroscience (Fall 2015).

PSY 3047: Stereotypes, Prejudice & Discrimination (3 cr.)
Social psychologists have long been interested in stereotyping and prejudice because these concepts are representative of the most central topics in social psychology such as social perception, self- and social-identity, attitude formation, social norms, intergroup behavior, relationships, and aggression. This course will provide an intellectual forum for discussing the research that has contributed to our understanding of stereotyping, prejudice, and discrimination. Students will explore such topics as the origins of stereotypes and prejudice, the implicit nature of stereotypes, stereotype activation and application, contemporary forms of prejudice, the social context of prejudice, children and prejudice, racial and sexual discrimination, coping and managing stigma, interracial interactions, and methods for reducing prejudice and discrimination. Prerequisite: PSY 2009: Social Psychology or PSY 2063: Social Influence & Persuasion. (Fall 2015).

PSY 4020: Writing Review Articles in Psychology (3 cr.)
In this course, students work directly with an instructor on a well-defined topic of interest to the student. The student reads the literature on the topic, discusses the literature during weekly meetings with the faculty member, and writes an integrated review of the literature in the style of the American Psychological Association. Prerequisite: PSY 2040 Research Methods in Psychology. (Fall 2015 & Spring 2016).

PSY 4025: Research & Writing Experience (3 cr.)
In this course, students work directly with an instructor on a well-defined empirical research project on a topic of interest to the student. The review of the literature completed in PSY 4020 is used to design the student’s research project. In PSY 4025, the student collects and analyses the data to answer her or his research question. Students discuss their experience performing the research and their understanding of the results during weekly meetings with the faculty member. The student’s finished product is an empirical research article in the style of the American Psychological Association. Prerequisites: PSY 2040 Research Methods in Psychology.

PSY 4030: Field Work Experience (3 cr.)
Students who have arranged an acceptable fieldwork placement and wish to obtain course credit and supervision from a psychology faculty member should sign up for this course. In addition to 80 hours of work at the fieldwork placement over the course of the semester, students read literature related to their placements, discuss their experiences in the field and their understanding of the literature during weekly meetings with the faculty member, and write a substantial academic paper in the style of the American Psychological Association. Prerequisite: PSY 2040 Research Methods in Psychology and Junior or Senior status. (Fall 2015 & Spring 2016).

PSY 4495: Independent Study (1-3 cr.)
This course provides students with the opportunity to work with a faculty member on faculty research projects or on psychology majors’ research projects. This course allows students to receive credit for gaining experience of being a research assistant. This course can only be taken Pass/Fail and, therefore, cannot count toward the major requirements. (Fall 2015 & Spring 2016).

PSY 5047: Stereotypes, Prejudice & Discrimination (3 cr.)
This upper-level seminar will provide an intellectual forum for discussing the psychology of stereotypes, prejudices, and discrimination. Utilizing materials from textbooks, scholarly research articles, and the Internet, students will explore such topics as the social psychology of prejudice, the maintenance of stereotypes and prejudice, the power and consequences of stereotypes, techniques for reducing prejudice, current research on ethnic and gender stereotypes, and coping with prejudice. Prerequisite: PSY 2009: Social Psychology or PSY 2063: Social Influence & Persuasion. (Spring 2016).

Science Education Courses

SCE 5029: Issues Oriented Science (3 cr.)
What are the environmental issues that face us as we enter the 21st century? How can we understand scientific issues and make evidence-based decisions regarding public health, pollution, waste management and energy use? This is a lab-based, hands-on course where you will learn to use science to research environmental issues. Topics include chemical testing, materials science, energy, environmental impact and sustainability. Examine the latest environmental curriculum and develop resources for the classroom.

SCE 5030: The Nature of Science (3 cr.)
In thinking about the nature of science, we might raise such questions as: How is science done? Why is science done? Who gets to practice science? Does it matter who is doing it? Does nature have anything to say on its own behalf? Or is it constructed and negotiated by scientists? What is the relationship among science, technology and society? In this course, we will explore these questions through contemporary ideas in the history, philosophy, and social studies of science. Candidates taking this course will learn about the historical and cultural development of
science and the evolution of knowledge in their discipline. They will develop understandings of the philosophical tenets, assumptions, goals and values that distinguish science and technology from other ways of knowing and they will engage in the critical analysis of false or doubtful assertions made in the name of science.

SCE 5179: Nano Science: The Very Small (2 cr.)**
This course provides a comprehensive introduction to the rapidly developing field of nanoscience and nanotechnology. The course presents the conceptual scientific background for and the latest achievements in nanometer scale materials and devices. Selected examples of nano levels for physics, chemistry, molecular biology, medicine and materials science are studied. Topics studied include nano-imaging, carbon nanotubes, nano DNA, nanomachines such as molecular motor proteins, nanomagnetism, nanofabrication and governmental policy regarding nanotechnology.

SCE 5192: Science and Society (3 cr.)**
In this course we investigate some of the ways in which the natural sciences (i.e. biology, chemistry and physics) have permeated the fabric of modern society. Science and Society consists of a combination of lectures, videos and tutorials (in which active student participation is expected) geared to stimulate thought-provoking discussions. In our examination of the impact of science and technology on society, students will examine commonly shared beliefs and misconceptions. Topics may include: bioscience research and the public good, global climate change, energy resources and management, clean air and water, the ramifications of scientific fraud and the prevalence of pseudoscience in the modern age. Students will thus be better equipped to continue their particular studies in such fields as education, medicine, journalism, science and others.

Sociology Courses

SOC 1001: Introduction to Sociology (3 cr.)
This course provides an overview of the broad scope of the discipline of sociology. Basic concepts and theories will be discussed as students are introduced to the major fields of study within sociology. The sociological perspective, as a useful view of the human condition, will serve as the central theme of the course.

SOC 1004: Introduction to Social Work (3 cr.)**
An introduction to the profession and practice of social work. The course is taught by a professional social worker.

SOC 2000: Environmental Sociology (3 cr.)
This course will address the relationship between society and the environment, looking at how sociology can contribute to an understanding of environmental issues and how environmental issues shape sociological phenomena. We will investigate how environmental problems have roots in social processes such as culture, community, and inequality, and how social forces shape how individuals and groups understand and seek to solve environmental problems.

SOC 2001: Gender in Global Perspective (3 cr.)
In a global world, gender is a central aspect of our lives and it is often accepted as natural and unchanging. In this course we will adopt a sociological perspective to examine gender as a social construct. We will explore how gender functions at the level of a social system, one that structures life chances and experiences often creating extreme inequality. Our focus will be global and will include an investigation of women's experiences, power and status across cultures.

SOC 2015: Women and Work (3 cr.)
This course will examine the assumptions which historically have explained women's work roles, both in the unpaid domestic sphere and in the paid work force. We will draw from classical literature and film to identify and discuss contemporary issues.

SOC 2017: Sports and Society (3 cr.)
This course examines the historical and social roots of American sports as well as contemporary issues of violence, big business, and racism and sexism in both amateur and professional athletics. Special consideration is given to the development of sport and its relationship to larger society.

SOC 2021: Race & Ethnicity (3 cr.)
Racial and ethnic conflict and change in an historical context. Emphasis on the United States, but a comparative, global perspective will be developed. Specific topics include: racial and ethnic ideologies and public policy; race and class relations; ethnic mobility and the assimilation process; social scientific controversies in racial and ethnic studies; and strategies for change.

SOC 2028: Sociology of New York City (3 cr.)
Examines current trends in New York City as part of a worldwide social process: the wave of third world immigration; the city as the location of choice for businesses that promote globalization; local and global dynamics underlying the attack on the world trade center. Traditional themes of urban sociology ethnic competition, inequality, policing, public space, racial segregation, homelessness, and education will be examined in the new context. Also offered as a seminar: SOC 3028

SOC 2031: Sociology of Family & Sex Roles (3 cr.)
The family has become a central concern of recent politics as people debate whether it is disintegrating or simply changing, whether it oppresses women or provides them with their natural role. This course will examine what forms the family has taken and the interactions between the family and the larger society. It also will explore various political and policy issues regarding the family, such as child care, labor force discrimination, and the problem of domestic violence.

SOC 2034: Sexuality & Society (3 cr.)**
SOC 2038: Sociology of Youth Subculture (3 cr.)
An examination of youth subcultures using both classic American and British sub-cultural theoretical perspectives and more recent cultural theories. The course will explore a range of historical and contemporary youth subcultures, focusing on identity, resistance, style, societal reactions, and other analytical topics.

SOC 2039: Russia in a Changing World (3 cr.)
This course examines the impact of Russia's imperial and Soviet past on its contemporary social structure, culture, and international environment. Analyses of social polarization, ethnic relations, criminal organizations, demographic and health issues, gender construction, mass media and popular culture, contemporary political ideology and the struggle to reestablish itself as a Great Power set up wide-ranging concluding questions concerning Russia's likely trajectories in a fast-changing world.

SOC 2075: Models of Social and Economic Justice (3 cr.)
This course examines the range of questions about what justice requires and permits, to which alternative and incompatible answers are often offered by contending philosophical, theological, and sociological theories of justice. Among the
questions addressed are: Does justice permit gross inequality of income and ownership? Does justice require compensatory action to remedy inequalities which are a result of past injustice, even if those who pay the costs of such compensation had no part in that injustice? Does justice permit or require programs such as affirmative action and acts of civil disobedience to correct past and present injustice? Lectures, readings, research and case studies are used to help students differentiate between and decide among the claims of rival accounts of justice which compete for our moral, social, and political allegiance.

SOC 2078: Social Problems (3 cr.)
An examination of major social issues from a sociological perspective. Topics will include: corporate power, inequalities of race, gender and class; the changing structure of work; crime and punishment; homelessness; poverty and social welfare; the media, ideology and public policy; and the role of government in addressing social problems.

SOC 2091: Social Science Research (3 cr.)
This course offers an overview of research methods used in social science investigation which helps students prepare a proposal for research. The proposal will serve as a basis for the Senior Advanced Research Seminar. The following will be included in the proposal: overall description of the project; a thesis statement, a review of the literature, a preliminary statement of the general research question and the methods which will be used and a tentative bibliography.

Prerequisite: SOC 1001: Introduction to Sociology, with a minimum grade of C.

SOC 3000: Latin American Social Movements (3 cr.)
This course will engage with theoretical concepts and approaches used by scholars of social movements by focusing on Latin America. Latin America is characterized by extreme inequalities based on wealth, class, race, gender, language, sexual orientation, nationality, and region. Collective action has proven to be one important way that marginalized and excluded groups of people have been able to increase public awareness of their perspectives and concerns.

SOC 3003: Classical Social Theory (3 cr.)
This course will study Karl Marx, Max Weber and Emile Durkheim, early sociological masters who profoundly influenced contemporary social theorists and researchers. Each developed a perspective (class, bureaucracy and division of labor) for analyzing the new industrial order that was forming around them in Europe. Major writings of each will be examined.

Prerequisite: SOC 1001: Introduction to Sociology, with a minimum grade of C.

SOC 3005: Contemporary Social Theory (3 cr.)
This course will explore the relationship between social groups and contemporary social institutions, processes, and products. We will cover early modern and contemporary social theories, emphasizing their applicability to our lives and our social world.

SOC 3006: Sociology of Knowledge (3 cr.)
This course investigates ideas, meanings, values, and consciousness within the context of the social structures and conditions in which they originate. Its emphasis is on how ideas, once created, are maintained or changed.

SOC 3007: Globalization & Social Change (3 cr.)
The aim is to develop a sociological perspective that will help make sense of social changes that are worldwide in nature. Themes include: different meanings of globalization; Americanization and global cultures; wealth and poverty in world-historical perspective; globalization of violence; and efforts to change the world from below that reach across national boundaries. Emphasis will be placed on the historical context in which social change unfolds.

SOC 3008: World Cities (3 cr.)
Current and historical survey of world cities in the making of global culture. The course is centered on a series of urban places: Venice, Amsterdam, London, New York, Calcutta, Sao Paulo, Mexico City, Istanbul, Lagos, and Jakarta. Special attention will be given to the social, political, and economic life of cities in the context of North/South inequality. New directions in urban thought and social theory will be explored.

SOC 3010: Family and Society (3 cr.) Accelerated BS Course Only
A consideration of factors in self-understanding and interpersonal relations; changing roles of men, women, and children; problems of family life; socialization of children; the influence of school and community interaction, including parent-teacher relationships; similarities and differences in familial life styles.

SOC 3014: African American Communities (3 cr.)
This course is a sociological approach to understanding African American communities, both in historic and contemporary eras. We seek to understand how structure and agency and/or oppression and resistance have given rise and shape to various facets of African American and Black communities. We pay attention to how people of African descent have worked to protect their communities, to raise their standards of living and opportunities, and have actively fought racism. The readings are a range of first person narratives, social commentary and sociological perspectives on issues such as family, faith, popular culture, and politics. Through this course you will come to understand the evolution from enslaved African, to Negro, to Black, to African American, and to the contemporary questions of who is Black and what is Blackness.

SOC 3020: Sociology of Food (3 cr.)
This seminar will explore the connections between food and the global environment, politics, identity, and culture. We will study individual food choices and larger social forces, including the cultural meanings of food production, distribution, preparation, and consumption.

SOC 3022: Development & Change in Social Organizations (3 cr.) Accelerated BS Course Only
An historical overview of how social organizations develop and change. The conflict between the structure and authority of bureaucratic organizations, including the corporate workplace, government, and academe, and the celebration of the entrepreneurial spirit in America culture will be considered. Research from the social sciences will be used to assess different models of organizational effectiveness.

SOC 3023: Racial Oppression (3 cr.)
This course examines the following aspects of U.S. racism: 1) the role of racism in advancing reactionary domestic and foreign policies; 2) the impact of social and economic policies on the Black, Hispanic, and Native American communities; 3) the racist features of U.S. policies for
Latin America, Africa, the Middle East, and the Far East; and 4) the forms of domestic and international opposition to racism.

**SOC 3026: Ethnography**
This class examines ethnography used in sociology and anthropology as a way to study communities and culture. We will explore critically the issues, ethics, and techniques of ethnographic fieldwork, with primary emphasis on participant observation. The course will combine reading of ethnographies, fieldwork methods, hands-on work in “doing ethnography” and writing an ethnography from primary data collection. Students will learn about research design, gathering data and analyzing data. Prerequisite: SOC 1001 Intro. to Sociology or ANTH 1050 Cultural Anthropology

**SOC 3029: Environmental Social Movements (3 cr.)**
This seminar examines various environmental movements through the analytic tools provided by social movement theorists. We will explore the reasons why environmental movements emerge, how activists organize themselves, the ways in which industry and the government oppose environmental movements, as well as the successes of environmental justice movements. We will pay special attention to the intersection of environmental injustices in terms of race, gender, class, and nation.

**SOC 3033: Managing Diversity (3 cr.) Accelerated BS Course Only**
The increasing diversity in the American workforce and expanding economic interdependence among nations require that managers deal creatively with the cultural dimensions of management. The course will employ readings and experiential learning to explore and articulate perceptions of difference in order to increase management effectiveness.

**SOC 3040: Soc of Latinos in the USA (3 cr.)**
This seminar will introduce students to the study of “Latinos”. Using various sociological texts, multimedia, and student produced oral histories we will explore the diversity and complexity of Latinos. Are Latinos just more modern Hispanics? Are they all immigrants? Do they all speak Spanish? Are Latinos a new race?

**SOC 3050: Mass Media & Society (3 cr.)**
An examination of the social, political, and economic contexts in which American mass media have developed and operate today. Topics include: concentration of media ownership and control; the effects of political economy, ideology, and organizational structure on news management; the media’s role in movements for social change in the U.S. and Third World; personal and political consequences of media practice; alternatives to the current structure of the media.

**SOC 3055: Media & Social Change (3 cr.)**
How capitalism, patriarchy, and racialized institutions create and shape mass media. How mass media and popular culture shape our consciousness, and our ability to act on the world around us. How media is, and can be, used for social change. Topics include: the power and pervasiveness of mass media; capitalism and ideology; the concentration of media ownership and control; the manufacturing of consent; the management of news; the history and role of advertising, ethnic and gender roles; deconstructing images; media and cultural globalization; the politics of social change; traditional left politics vs. alternative politics; sources of change in the U.S. and Third World; alternative media; counterculture; anti-globalization movements, and case studies of how media can be used for social change.

**SOC 3056: Music & Society (3 cr.)**
The focus of this seminar is music in its variety of social, cultural, and historical contexts. Sociological topics such as race relations, social protest, capitalist enterprise, globalization, and social theory will be examined through the lens of musical genres, individual artists, and the creative process.

**SOC 3068: Interpersonal and Intercultural Communications (3 cr.) Accelerated BS Course Only**
This course is designed to enhance interpersonal and small-group communication skills as well as survey related theoretical foundations. The focus of the course is on verbal and nonverbal forms of human interaction. Issues such as listening, perception, self-concept and self-disclosure, persuasion, leadership, conflict management, cultural difference, relational development and disengagement are explored in theory and practice. Case studies will include a variety of social and multicultural interactions, especially but not exclusively those related to business and management.

**SOC 3073: Women and the Law (3 cr.)**
This course considers the legal treatment of women from a political and sociological perspective. Topics include women’s struggle for rights and their exclusion from critical public roles like owning property, voting and jury duty, workplace discrimination including sexual harassment, the role of women in the military, family issues, and abuse and violence.

**SOC 3078: Contemporary Social Issues (3 cr.) Accelerated BS Course Only**
An examination of current social issues in America from different and often conflicting perspectives. Among the issues to be examined are gender and race inequalities in the workplace, the conflict over affirmative action, the debate over health care access, and an appraisal of relevant social policies.

**SOC 3083: Animals & Society (3 cr.)**
This seminar explores the social relationships between humans and animals. We will investigate animals in social institutions such as the family, science, agriculture, entertainment, health, and education, as well as the intersection of animals, culture, and identity in terms of race and gender. We will also examine the efforts of social movements for animal protection and rights.

**SOC 3085: Science, Technology & Society (3 cr.)**

**SOC 3090: Social Research Methods (3 cr.) Accelerated BS Course Only**
This course is designed to introduce students to the basic concepts and techniques of social research. Topics will include sampling, survey, case study, interview and questionnaire preparation. Skill in comparative methods and ethical issues in the practice of research will also be explored.

**SOC 3091: Advanced Research Project (3 cr.)**
Students will execute, in consultation and supervision with department faculty, a completed research project in an area of student interest. The student's research proposal must be approved before the student enrolls in this course. During the course, students may work in conjunction with ongoing faculty research or in off-campus projects, depending on available opportunities.
SOC 3178: Social Problems (3 cr.)
A seminar which will examine major social issues from a sociological perspective. Topics will include: corporate power, inequalities of race, gender and class; the changing structure of work; crime and punishment; homelessness; poverty and social welfare; the media, ideology and public policy; and the role of government in addressing social problems.

SOC 3186: Indigenous Peoples (3 cr.)
This course will introduce students to the study of indigenous peoples in a global context. We will address how colonialism, globalization, and development impact the contemporary struggles for indigenous nations and peoples. These struggles include the fight for collective rights, autonomy, and territory. Among the themes explored are: definitions of indigenous identity, indigenous ways of knowing, indigenous sovereignty and self-determination, indigenous rights, and indigenous movements.

Prerequisite: For undergraduates, SOC 1001, Introduction to Sociology or ANTH 1050 Cultural Anthropology.

SOC 4020: Topics in Social Action (1 cr.)
Topics in Social Action is a one-credit seminar offered in conjunction with the Connie Hogarth Center for Social Action's lecture series. This series invites activists engaged in various issues to campus to broaden perspectives and deepen understandings of the problems we face and the ways people and communities are working to bring about positive social change. Students are expected to attend the lecture series and write reflections on the information shared during the series. This class is offered only on a pass/fail basis.

SOC 5000: Latin American Social Movements (3 cr.)
This course will engage with theoretical concepts and approaches used by scholars of social movements by focusing on Latin America. Latin America is characterized by extreme inequalities based on wealth, class, race, gender, language, sexual orientation, nationality, and region. Collective action has proven to be one important way that marginalized and excluded groups of people have been able to increase public awareness of their perspectives and concerns.

SOC 5003: Classical Social Theory (3 cr.)
This course will study Karl Marx, Max Weber and Emile Durkheim, early sociological masters who profoundly influenced contemporary social theorists and researchers. Each developed a perspective (class, bureaucracy and division of labor) for analyzing the new industrial order that was forming around them in Europe. Major writings of each will be examined.

SOC 5006: Sociology of Knowledge (3 cr.)
This course investigates ideas, meanings, values, and consciousness within the context of the social structures and conditions in which they originate. Its emphasis is on how ideas, once created, are maintained or changed.

SOC 5007: Globalization & Social Change (3 cr.)
The aim is to develop a sociological perspective that will help make sense of social changes that are worldwide in nature. Themes include: different meanings of globalization; Americanization and global cultures; wealth and poverty in world-historical perspective; globalization of violence; and efforts to change the world from below that reach across national boundaries. Emphasis will be placed on the historical context in which social change unfolds.

SOC 5008: World Cities (3 cr.)
Current and historical survey of world cities in the making of global culture. The course is centered on a series of urban places: Venice, Amsterdam, London, New York, Calcutta, Sao Paulo, Mexico City, Istanbul, Lagos, and Jakarta. Special attention will be given to the social, Political, and economic life of cities in the context of North/South inequality. New directions in urban thought and social theory will be explored.

SOC 5010: Contemporary Social Theory (3 cr.)
This course will explore the relationship between social groups and contemporary social institutions, processes, and products. We will cover early modern and contemporary social theories, emphasizing their applicability to our lives and our social world.

SOC 5026: Ethnography
This class examines ethnography used in sociology and anthropology as a way to study communities and culture. We will explore critically the issues, ethics, and techniques of ethnographic fieldwork, with primary emphasis on participant observation. The course will combine reading of ethnographies, fieldwork methods, hands-on work in “doing ethnography” and writing an ethnography from primary data collection. Students will learn about research design, gathering data and analyzing data. Prerequisite: SOC 1001 Intro. to Sociology or ANTH 1050 Cultural Anthropology.

SOC 5040: Soc of Latinos in the USA (3 cr.)
This seminar will introduce students to the study of “Latinos”. Using various sociological texts, multimedia, and student produced oral histories we will explore the diversity and complexity of Latinos. Are Latinos just more modern Hispanics? Are they all immigrants? Do they all speak Spanish? Are Latinos a new race?

SOC 5050: Mass Media and Society (3 cr.)
An examination of the social, political, and economic contexts in which American mass media have developed and operate today. Topics include: concentration of media ownership and control; the effects of political economy, ideology, and organizational structure on news management; the media’s role in movements for social change in the U.S. and Third World; personal and political consequences of media practice; alternatives to the current structure of the media.

SOC 5055: Media & Social Change (3 cr.)
How capitalism, patriarchy, and racialized institutions create and shape mass media. How mass media and popular culture shapes our consciousness, and our ability to act on the world around us. How media is, and can be, used for social change. Topics include: the power and pervasiveness of mass media; capitalism and ideology; the concentration of media ownership and control; the manufacturing of consent; the management of news; the history and role of advertising; ethnic and gender roles; deconstructing images; media and cultural globalization; the politics of social change; traditional left politics vs. alternative politics; sources of change in the U.S. and Third World; alternative media; counter-culture; anti-globalization movements, and case studies of how media can be used for social change.
SOC 5056: Music & Society (3 cr.)
The focus of this seminar is music in its variety of social, cultural and historical contexts. Sociological topics such as race relations, social protest, capitalist enterprise, globalization, and social theory will be examined through the lens of musical genres, individual artists, and the creative process.

SOC 5077: Social Problems (3 cr.)
An examination of major social issues from a sociological perspective. Topics will include: inequalities of race, gender and class; the changing structure of work; crime and punishment; homelessness; poverty and social welfare; the media, ideology and public policy; and the role of government.

SOC 5178: Social Problems (3 cr.)
A seminar which will examine major social issues from a sociological perspective. Topics will include: corporate power, inequalities of race, gender and class; the changing structure of work; crime and punishment; homelessness; poverty and social welfare; the media, ideology and public policy; and the role of government.

SOC 5186: Indigenous Peoples (3 cr.)
This course will introduce students to the study of indigenous peoples in a global context. We will address how colonialism, globalization, and development impact the contemporary struggles for indigenous nations and peoples. These struggles include the fight for collective rights, autonomy, and territory. Among the themes explored are: definitions of indigenous identity, indigenous ways of knowing, indigenous sovereignty and self-determination, indigenous rights, and indigenous movements.

Spanish Courses

SPN 1003: Spanish For Beginners I (3 cr.)
Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. Open to students with no previous training in Spanish and to others on assignment by placement test.

SPN 1004: Spanish For Beginners II (3 cr.)
Continuation of SPN 1003.

SPN 1005: Spanish for Beginners I (4 cr.)
Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. Open to students with no previous training in Spanish and to others on assignment by placement test. This course is complemented by a required language lab session.

SPN 1008: Spanish for Beginners II (4 cr.)
Continuation of SPN 1005.

SPN 1010: Portuguese for Beginners I (4 cr.)
This course presents an introduction to the Portuguese language as it is spoken throughout the Portuguese-speaking world. It will cover basic vocabulary and grammatical construction of the language, as well as pronunciation and idiomatic expressions. The course is complemented by language lab sessions that are interactive and primarily auditory in nature.

SPN 1013: Intermediate Spanish I (3 cr.)
This course reviews the principal elements of Spanish language structure and Hispanic culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities.

Prerequisite: SPN.1008 or placement by department.

SPN 1014: Intermediate Spanish II (3 cr.)
Reading and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Cultural videos are used in class.

Prerequisite: SPN.1013 or placement by department.

SPN 1016: Portuguese for Beginners II (4 cr.)
The continuation of Portuguese for Beginners I, this course further develops the students ability to communicate in Portuguese with native speakers through the study of current and common everyday situations, illustrated by a variety of short reading selections. Oral and reading comprehension is a key focus of the lessons and relevant exercises. Current audio-visual materials also complement the language lab. (Fall) (Spring)

Prerequisite: SPN.1010 or placement by the department.

SPN 2001: Advanced Spanish Grammar Review (3 cr.)
Advanced course designed to further develop language skills through grammar review and analysis of texts relating to Hispanic culture and literature.

SPN 2009: More Effective Reading in Spanish (3 cr.)
The main objective of this course is to develop reading comprehension techniques and to improve vocabulary related to different areas (legal, medical, financial, arts). The student will read a great variety of texts and will discuss them in class, working in groups and doing all kinds of comprehension exercises. Compositions, text summaries, and class presentations will be part of the course.

SPN 2012: Written Contemporary Spanish (3 cr.)
Writing is a major activity in advanced Spanish courses whether it is compositions, book reports, business letters, literary reviews or term papers. This course prepares the student to analyze texts and literary works about social, political and cultural issues, while improving writing skills and acquiring new vocabulary. The aim of the course is to learn how to use skills such as summarizing, comparing, expressing opinions and thoughts on paper in a logical and readable form.

SPN 2016: Spanish Creative Writing (3 cr.)
A beginning course in writing for advanced students of Spanish, primarily designed to study the process of storytelling through examining an array of genres, such as fiction for adults and children, biography or journalism, exploring key components such as language, structure, voice, point of view, dialogue, in order to find and create their own style and voice when writing in Spanish.
SPN 2018: Spanish Translation (3 cr.)
This course is designed for students of advanced levels of Spanish who have a special interest in the craft of translating. The emphasis of this course will be in improving and perfecting their language skills, and will serve as training for future work. The course will explore English to Spanish translation through the study of a variety of texts. Students will learn through practice and through discussions in class about their own written translations, analyzing the difficulties of accuracy versus freedom of writing creatively when working as a translator.

SPN 2023: Speaking About Movies: Advanced Conversation in Spanish (3 cr.)
This course is intended as both a stimulus for conversation among advanced students of Spanish and as an introduction to the world of Spanish and Latin-American film. Thus, rather than a conversation course based on a series of topics of the day, the course supports a language skills course based on a single, consistent subject matter throughout film. The goal is that any student who completes this course will gain a new appreciation of Spanish-language cinema and Hispanic culture while improving conversational skills.

SPN 2024: Advanced Spanish Writing Skills For Spanish Speakers I (3 cr.)
Due to the increasingly number of native and heritage students of Spanish enrolled in the college, it is necessary to provide them with the right tools to improve their reading, writing, grammar and vocabulary skills. This course is intended to those students whose home language is Spanish but whose dominant and school language is English. The goal of this course is to continue expanding their existing skills, both oral and written, in a standard Spanish that is appropriate to professionals and academic settings. The course is presented in a two-semester sequence. Special attention will be placed in writing skills, critical reading, oral presentations, and sophisticated grammatical structures. The course will be taught in Spanish.
Prerequisite: Students must be natives or heritage speakers of Spanish or have permission of the instructor.

SPN 2025: Advanced Spanish Writing Skills For Spanish Speakers II (3 cr.)
Due to the increasingly number of native and heritage students of Spanish enrolled in the college, it is necessary to provide them with the right tools to improve their reading, writing, grammar and vocabulary skills. This course is intended to those students whose home language is Spanish but whose dominant and school language is English. The goal of this course is to continue expanding their existing skills, both oral and written, in a standard Spanish that is appropriate to professionals and academic settings. The course is presented in a two-semester sequence. Special attention will be placed in writing skills, critical reading, oral presentations, and sophisticated grammatical structures. The course will be taught in Spanish.
Prerequisite: Students must be natives or heritage speakers of Spanish or have permission of the instructor.

SPN 2026: Modern Short Stories From Spain (3 cr.)
This course uses the Hispanic short story to introduce students to the critical skills needed for reading literature in Spanish. Through a varied selection of short stories by writers as Juan Madrid, Soledad Puertolas, Antonio Munoz Molina and Paloma Diaz-Mas, students will compare and contrast themes such as the Spanish social hierarchy, the mysteries of childhood, human psychology and human destiny, among others. The course will stress the plot or the linear progression of the story and will raise analytical questions about the narrative style and message of the short stories.

SPN 3010: Latin American Novel and Film (3 cr.)
This course traces the movement of the contemporary novel away from realism toward self-referentiality. It also studies how literary works are transformed into film, and analyzes the relationship between literature and film. Topics include film adaptations of novels, the cinematic narrative, and the integration of cinematic techniques in the literary text. We analyze screenings of film adaptations. Works by Carpentier, Garcia Marquez, Borges, Cortazar, Quiroga, F. Hernandez, Rufio, Biy Casares, Fuentes, Puig, and Vargas Llosa will be studied.

SPN 3011: The Spanish Golden Age (3 cr.)
This course studies the historical, artistic and literary developments of Spain during the XVI and XVII centuries. We analyze masterpieces of different genres from the comedies of Lope de Vega to the poetry of Quevedo, Gongora and the mystics. Special emphasis will be made on the most important novel of this period, El Quijote, and the other works of Miguel de Cervantes. We will also go a step further and examine the enormous influence of the baroque aesthetic on modern and post-modern authors.

SPN 3012: Spanish Literature and Film (3 cr.)
The course will stress the plot or the linear progression of the story and contrast themes such as the Spanish social hierarchy, the mysteries of childhood, human psychology and human destiny, among others. Students will compare and contrast the cinematic narrative of avant-garde authors and the integration of the cinematic apparatus in the text.

SPN 3014: Magic Realism Writers (3 cr.)
The course explores the concept of “Magic Realism” as a narrative tendency in the works of Gabriel Garcia Marquez and other Latin American writers such as Isabel Allende, Miguel Angel Asturias, Alejo Carpentier, Rosario Ferre and Carlos Fuentes.

SPN 3015: Social Issues in Latin America (3 cr.)
This course will examine Social Issues in Latin America, through the interpretation and discussion of films related to specific issues. This interdisciplinary course will allow students to develop their interpretive filmic skills. It will introduce important films-features and documentary, related to significant social events in Latin America. Through film, the course analyzes significant aspects of political, economic, social, and historical tensions that have characterized the region.

SPN 3016: Latin American Civilization (3 cr.)
Through the use of audio-visual materials, visits to museums and readings, students explore the development of Latin American civilization through artistic production. The course has three sections: The first part is devoted to the major pre-Columbian civilizations and the Indian legacy. The second one deals with the period of conquest.
and the colonial administration for three centuries. The third part reviews the revolutionary period and the efforts made by the different countries in order to assert the political independence and solve the present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, and includes history, geography and culture.

**SPN 3020: Spanish Civilization Past & Present (3 cr.)**
From a comparative point of view and using literary readings, audiovisual materials and visits to museums, this course explores the historical and cultural development of Spain not as a unity but as a multiplicity of heritages. The first part of the course focuses on modern and contemporary Spain, analyzing the evolution of the political regimes (monarchy, republic, dictatorship) that led to the tragedy of the Civil War, and the new democracy of present day Spain. The second part surveys, from a historical perspective, some of the major topics of Spanish culture as reflected in the arts.

**SPN 3023: Appreciation of Latin American Culture (3 cr.)**
This class will be an analytical and critical review of the countries Ecuador, Argentina, Bolivia and Cuba. Beginning with the arrival of the Spanish, we will analyze Regions’ politics, customs, education, cuisine, dance and music. Classes will be given through participatory lectures, videos, listening to music, understanding the regional cuisine through tasting, and other hands on activities. Students will also conduct comparative analysis of each of the countries studies. This course is taught in Spanish.

**SPN 3026: Modern Spanish Novel (3 cr.)**
This course surveys some of the most important novels of the 19th and 20th centuries, from realistic and naturalistic master-pieces of Galdos and Clarin, to the postmodern authors of the recent decades. Each novel will be studied in relation to its historical and cultural background.

**SPN 3027: Spanish Women Writers (3 cr.)**
The aim of this course is to present the work of some outstanding women writers from Spain from a non-traditional perspective. Carefully selected narratives and poems from these writers allow the student to search for a diversity of voices in the realm of the feminine and the other. Using recent feminist theory we analyze the different discourse that unfolds in their works, opening new meanings in the study of literature.

**SPN 3028: Latin American Black Literature (3 cr.)**
This course will examine the global vision - cultural, social and aesthetic - of black literature in Latin America presented by writers such as Cirilo Villaverde, Luis Fales Matos, Nicolas Guillen and Alejo Carpentier.

**SPN 3029: Latino Communities in New York State (3 cr.)**
The increasing proportion of Latinos in the U.S. population constitutes one of the most dramatic demographic changes ever recorded in America. According to the U.S. Census, in 2006 more that three million persons of Hispanic or Latino origin lived in NYS (16.3%). Latino immigrants, now reside in both urban and suburban communities throughout the state. The number of this “ethnic minority” is growing about four times as fast as the rest of the population. This class will study specific cultural, economic, social, and political issues concerning the diverse Latino communities living in New York. The main objective of the course will be to provide students with and understanding of the Latinos’ complex social experience in a multi-racial and culturally heterogeneous society. Discussion will focus on the variable adaptations made by Puerto Ricans, Mexicans, Dominicans, Cubans, Colombians, and other Latinos in their migration and settlement in New York.

**SPN 3031: Women’s Writings in Latin America (3 cr.)**
Through feminist and critical perspectives, this course focuses on a selection of fiction and poetry by outstanding women authors from colonial times to the present. Students will discover the different female worlds in accord with the times their works were written. (Fall)

**SPN 3032: Spanish Theatre (3 cr.)**
This course examines the development of dramatic genres in Spain from their early manifestations to the present avant-garde experimental plays of authors such as F. G. Lorca and F. Arrabal. We frame the works in their social and historical context, analyzing the evolution in the history of the stage and spectatorship. Visits to a Spanish theater performance and screenings of films are included. (Spring)

**SPN 3034: Latino Literature in the US (3 cr.)**
The course focuses on the growing body of literature written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works. Guest Latino writers will speak in two of the class sections.

**SPN 3041: 20th Century Spanish Poetry (3 cr.)**
This course will be devoted to the study of the major trends of Spanish poetry from the romantic period of the 19th century to the recent generation of Spanish poets. Special emphasis will be given to the surrealist movement and the poets of the 1927 Generation. Their major works will be analyzed in relation to the cultural environment in which they were created. The course also provides the theoretical background with which to interpret the poems and their intertextuality in light of the aesthetics of modernity. (Fall)

**SPN 3044: Advanced Spanish Conversation (3 cr.)**
Intensive course in spoken Spanish, designed to give the student fluency in the use of idiomatic everyday language as well as comprehensive, practical vocabulary. It uses a great variety of reading materials as a starting point for conversation and oral presentations in class. For non-native speakers only.

**SPN 3046: Literature and Film in Cuba (3 cr.)**
This course considers how literary works are transformed into films, analyzing the complicated relationships between films, literature, and social conditions in XX century Cuban culture. Topics include films adaptations of novels and plays, the cinemtic narrative, and the integration of cinematic techniques in the literary texts. Works by Alejo Carpentier, Senel Paz, Edmundo Desnoes and filmmakers as Humberto Sol and Tom Gutierrez Alea will be studied. The course will be taught in Spanish.

**SPN 3047: The Art of Public Speaking (3 cr.)**
Using acting techniques of thought analysis, speech, movement & relaxation used by actors and public speakers, this course, taught entirely in Spanish, will help students of diverse majors and back-
grounds develop the necessary skills and practice to prepare for and speak in Spanish eloquently in front of an audience.

**SPN 3048: The Argentine Gaucho: The Man & The Myth (3 cr.)**
This course, taught entirely in Spanish, is designed to give students an understanding and appreciation for one of the most unique icons in literary history, the one time "master of the Argentine Pampa" - the gaucho. This much misunderstood figure, a kind of "John Wayne" of the South-American plains that stretched from Buenos Aires into Uruguay, played an important role in Argentine and Latin American history, but has also become the stuff of legend, appearing one way or another, in a great deal of Latin American literature. He is therefore, important both as a historical and a cultural figure. Through their readings of drama and poetry featuring the gaucho, students will have a chance to hone their interpretive skills, as well as being exposed to a wealth of new Spanish vocabulary, which they will use in oral presentations and writing assignments.

**SPN 3051: Latin American Identity: History, Culture & Songs (3 cr.)**
Throughout history, societies have found different ways to record important events, and to describe their culture to present and future generations. Music has served as a vehicle to communicate feelings and to describe the most important historical events of a given society. This course will look at cultural themes and at certain contemporary historical events in Latin America, as recorded by popular songwriters and singers. This course will explore many cultural themes including: slavery, racism, migration, romance, religion, death, role of women, and poverty in Latin America. We will discuss many important contemporary historical events such as: The Mexican Revolution, The Cuban Revolution, The Great Depression and its effects in Puerto Rico, Slave Revolts, Civil wars in Central America, Deforestation in Brazil-Chico Mendez, The struggle of the Farm Workers-Cesar Chavez, etc.

Each topic and/or event will be reviewed and discussed, through the use of the main textbook and other supporting literature. Students will also be exposed to song(s) written in reference to teach specific historical events or cultural themes. Every topic will be linked to specific song(s), in order to provide students with the opportunity to gain a better understanding of the topics covered in the class. Students will be able to link history, culture, and songs which will help them discover the connection among history, culture, and music in the region. There will be class discussions, a short paper presentation, as well as a final exam or project.

**SPN 3055: Spanish Linguistics for Teachers (3 cr.)**
This course, taught entirely in Spanish, addresses areas of Spanish linguistics such as Second Language Acquisition theories, the verbal system, the modal system, semantics and lexicon, sociolinguistics and bilingualism, and it's aimed to expand and reinforce students existing knowledge of the Spanish language and its cultural/linguistic issues. This course provides a background of concepts and practice of the Spanish language grammatical and semantic concerns that are usually problematic for English speaking teachers, teachers of Hispanic descent, or students of any background aiming to become teachers of Spanish. This course provides the students an avenue to expand even further the Spanish Department's goals and objectives, which are to develop the three main skills in language learning: write, read, speak and intensely understand the acquired language.

**SPN 3056: Short Stories From Spain (3 cr.)**
This course uses the Hispanic short story to introduce students to the critical skills needed for reading literature in Spanish. Through a varied selection of short stories by writers as Juan Madrid, Soledad Puértolas, Antonio Munoz Molina and Paloma Diaz-Mas, students will compare and contrast themes such as the Spanish social hierarchy, the mysteries of childhood, human psychology and human destiny, among others. The course will stress the plot or the linear progression of the story and will raise analytical questions about the narrative style and message of the short stories.

**SPN 3998: Senior Evaluation (3 cr.)**
For graduating seniors only. A thesis, written in Spanish, is required on a cultural or literary topic approved by the Spanish Department.

**SPN 4495: Independent Study (3 cr.)**
Prerequisite: for majors only with permission of the department. (Fall) (Spring)

**SPN 5010: Latin American Novel & Film (3 cr.)**
This course traces the movement of the contemporary novel away from realism toward self-referentiality. It also studies how literary works are transformed into film, and analyzes the relationship between literature and film. Topics include film adaptations of novels, the cinematic narrative, and the integration of cinematic techniques in the literary text. We analyze screenings of film adaptations. Works by Carpenter, Garcia M25rquez, Borges, Cortazar, Quiroga, F. Hernandez, Rulfo, Bury Casares, Fuentes, Puig, and Vargas Llosa will be studied.

**SPN 5011: The Spanish Golden Age (3 cr.)**
This course studies the historical, artistic and literary developments of Spain during the XVI and XVII centuries. We analyze masterpieces of different genres from the comedies of Lope de Vega to the poetry of Quevedo, Gongora and the mystics. Special emphasis will be made on the most important novel of this period, El Quijote, and the other works of Miguel de Cervantes. We will also go a step further and examine the enormous influence of the baroque aesthetic on modern and post-modern authors.

**SPN 5012: Spanish Literature and Film (3 cr.)**
The course considers the complex relationships between film, literature and the arts in XX century Spanish culture. We survey Spanish film from the silent era surrealist masterpieces of Luis Bunuel to the post-modern deconstruction of comedy and melodrama in the works of Pedro Almodovar. Topics include film adaptations of novels and plays, the cinematic narrative of avant-garde authors and the integration of the cinematic apparatus in the text.

**SPN 5014: Magic Realism Writers (3 cr.)**
The course explores the concept of Magic Realism as a narrative tendency in the works of Gabriel Garcia Marquez and other Latin American writers such as Isabel Allende, Miguel Angel Asturias, Alejo Carpentier, Rosario Ferre and Carlos Fuentes.
SPN 5016: Latin American Culture & Arts (3 cr.)
Through the use of audio-visual materials, visits to museums and readings, students explore the development of Latin American civilization through artistic production. The course has three sections: The first part is devoted to the major pre-Columbian civilizations and the Indian legacy. The second one deals with the period of conquest and the colonial administration for three centuries. The third part reviews the revolutionary period and the efforts made by the different countries in order to assert the political independence and solve the present economical problems. The course is structured from an interdisciplinary perspective that emphasizes Latin American art, and includes history, geography and culture.

SPN 5020: Spanish Civilization Past & Present (3 cr.)
From a comparative point of view and using literary readings, audio-visual materials and visits to museums, this course explores the historical and cultural development of Spain not as a unity but as a multiplicity of heritages. The first part of the course focuses on modern and contemporary Spain, analyzing the evolution of the political regimes (monarchy, republic, dictatorship) that led to the tragedy of the Civil War, and the new democracy of present day Spain. The second part surveys, from a historical perspective, some of the major topics of Spanish culture as reflected in the arts.

SPN 5026: Modern Spanish Novel (3 cr.)
This course surveys some of the most important novels of the 19th and 20th centuries, from realistic and naturalistic masterpieces of Galdos and Clarín, to the postmodern authors of the recent decades. Each novel will be studied in relation to its historical and cultural background.

SPN 5027: Spanish Women Writers (3 cr.)
The aim of this course is to present the work of some outstanding women writers from Spain from a non-traditional perspective. Carefully selected narratives and poems from these writers allow the student to search for a diversity of voices in the realm of the feminine and the other. Using recent feminist theory we analyze the different discourse that unfolds in their works, opening new meanings in the study of literature.

SPN 5028: Latin American Black Literature (3 cr.)
This course will examine the global vision - cultural, social and aesthetic - of black literature in Latin America presented by writers such as Cirilo Villaverde, Luis Pales Matos, Nicolas Guillen and Alejo Carpentier. (Fall) (Spring)

SPN 5029: Latino Communities in New York State (3 cr.)
The increasing proportion of Latinos in the U.S. population constitutes one of the most dramatic demographic changes ever recorded in America. According to the U.S. Census, in 2006 more than three million persons of Hispanic or Latino origin lived in NYS (16.3%). Latino immigrants, now reside in both urban and suburban communities throughout the state. The number of this ethnic minority is growing about four times as fast as the rest of the population. This class will study specific cultural, economic, social, and political issues concerning the diverse Latino communities living in New York. The main objective of the course will be to provide students with and understanding of the Latinos' complex social experience in a multi-racial and culturally heterogeneous society. Discussion will focus on the variable adaptations made by Puerto Ricans, Mexicans, Dominicans, Cubans, Colombians, and other Latinos in their migration and settlement in New York.

SPN 5031: Women's Writings in Latin America (3 cr.)
Through feminist and critical perspectives, this course focuses on a selection of fiction and poetry by outstanding women authors from colonial times to the present. Students will discover the different female worlds in accord with the times their works were written.

SPN 5032: Spanish Theatre (3 cr.)
This course examines the development of dramatic genres in Spain from their early manifestations to the present avant-garde experimental plays of authors such as F. G. Lorca and F. Arrabal. We frame the works in their social and historical context, analyzing the evolution in the history of the stage and spectatorship. Visits to a Spanish theatre performance and screenings of films are included. (Spring)

SPN 5034: Latino Literature in the US (3 cr.)
The course focuses on the growing body of literature written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works. Guest Latino writers will speak in two of the class sections.

SPN 5035: Latin American Modernism (3 cr.)
A view of the genesis, development and characteristics of this literary movement in Latin American letters with special emphasis on its most representative modernista writers: Jose Marti, Ruben Dario, Jose Asuncion Silva, etc. (Spring)

SPN 5038: Spanish Caribbean Literature (3 cr.)
Texts from Puerto Rico, the Dominican Republic and Cuba are studied with special attention to the relevance of these works to their social and political context, and to the region's history of slavery, colonization and decolonization. The course also includes literary works from some regions of Venezuela, Colombia and Panama that share similar aspects of Caribbean culture and history. (Fall) (Spring)

SPN 5041: 20th Century Spanish Poetry (3 cr.)
This course will be devoted to the study of the major trends of Spanish poetry from the romantic period of the 19th century to the recent generation of Spanish poets. Special emphasis will be given to the surrealist movement and the poets of the 1927 Generation. Their major works will be analyzed in relation to the cultural environment in which they were created. The course also provides the theoretical background with which to interpret the poems and their intertextuality in light of the aesthetics of modernity. (Fall)

SPN 5042: 20th Century Latin American Poetry (3 cr.)
This course analyzes the development of this genre from modernism in the 19th century to anti-poiesia and more recent generations of Latin American poets. Special interest will be given to Avant-garde movements and the most contemporary poetry. The course integrates the analysis of rhetorical and expressive devices and points to the aesthetic intertextuality among different currents. Included are works by Dario, Huidobro, Mistral, Agustini, Vallejo, Paz and Parra, Neruda and Mutis.

SPN 5044: Advanced Spanish and Conversation (3 cr.)
Intensive course in spoken Spanish, designed to give the student fluency in the use of idiomatic everyday language as well as comprehensive, practical vocabulary. It uses a great variety of reading materials as a starting point for conversation and oral presentations in class. For non-native speakers only.

SPN 5046: Literature and Film in Cuba (3 cr.)
This course considers how literary works are transformed into films, analyzing the complicated relationships between films, literature, and social conditions in XX century Cuban culture. Topics include films adaptations of novels and plays, the cinematic narrative, and the integration of cinematic techniques in the literary texts. Works by Alejo Carpentier, Senel Paz, Edmundo Desnoes and filmmakers as Hum-
berto Sol and Tom Gutierrez Alea will be studied. The course will be taught in Spanish.

**SPN 5047: The Art of Public Speaking (3 cr.)**
Using acting techniques of thought analysis, speech, movement & relaxation used by actors and public speakers, this course, taught entirely in Spanish, will help students of diverse majors and backgrounds develop the necessary skills and practice to prepare for and speak in Spanish eloquently in front of an audience.

**SPN 5048: The Argentine Gaucho: The Man & The Myth (3 cr.)**
This course, taught entirely in Spanish, is designed to give students an understanding and appreciation for one of the most unique icons in literary history, the one time master of the Argentine Pampa - the gaucho. This much misunderstood figure, a kind of John Wayne of the South-American plains that stretched from Buenos Aires into Uruguay, played an important role in Argentine and Latin American history, but has also become the stuff of legend, appearing, one way or another, in a great deal of Latin American literature. He is therefore, important both as a historical and a cultural figure. Through their readings of drama and poetry featuring the gaucho, students will have a chance to hone their interpretive skills, while also being exposed to a wealth of new Spanish vocabulary, which they will use in oral presentations and writing assignments.

**SPN 5051: Latin American Identity: History Culture and Songs (3 cr.)**
Throughout history, societies have found different ways to record important events, and to describe their culture to present and future generations. Music has served as a vehicle to communicate feelings and to describe the most important historical events of a given society. This course will look at cultural themes and at certain contemporary historical events in Latin America, as recorded by popular songwriters and singers. This course will explore many cultural themes including: slavery, racism, migration, romance, religion, death, role of women, and poverty in Latin America. We will discuss many important contemporary historical events such as: The Mexican Revolution, The Cuban Revolution, The Great Depression and its effects in Puerto Rico, Slave Revolts, Civil wars in Central America, Deforestation in Brazil-Chico Mendez, The struggle of the Farm Workers-Cesar Chavez, etc. Each topic and/or event will be reviewed and discussed, through the use of the main textbook and other supporting literature. Students will also be exposed to song(s) written in reference to teach specific historical events or cultural themes. Every topic will be linked to specific songs, in order to provide students with the opportunity to gain a better understanding of the topics covered in the class. Students will be able to link history, culture, and songs which will help them discover the connection among history, culture, and music in the region. There will be class discussions, a short paper presentation, as well as a final exam or project.

**SPN 5055: Spanish Linguistics for Teachers (3 cr.)**
This course, taught entirely in Spanish, addresses areas of Spanish linguistics such as Second Language Acquisition theories, the verbal system, the modal system, semantics and lexicon, sociolinguistics and bilingualism, and it's aimed to expand and reinforce students existing knowledge of the Spanish language and its cultural/linguistic issues. This course provides a background of concepts and practice of the Spanish language grammatical and semantic concerns that are usually problematic for English speaking teachers, teachers of Hispanic descent, or students of any background aiming to become teachers of Spanish. This course provides the students an avenue to expand even further the Spanish Department's goals and objectives, which are to develop the three main skills in language learning: write, read, speak and intensely understand the acquired language.

**SPN 5056: Short Stories From Spain (3 cr.)**
This course uses the Hispanic short story to introduce students to the critical skills needed for reading literature in Spanish. Through a varied selection of short stories by writers as Juan Madrid, Soledad Puertolas, Antonio Munoz Molina and Paloma Diaz-Mas, students will compare and contrast themes such as the Spanish social hierarchy, the mysteries of childhood, human psychology and human destiny, among others. The course will stress the plot or the linear progression of the story and will raise analytical questions about the narrative style and message of the short stories.

**Social Studies Education Courses**

**SSE 2025: Child Development & Learning (3 cr.)**
Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make.

**SSE 5521: Teaching Global Studies (3 cr.)**
Teaching Global Studies is a course planned for teachers who would be teaching social studies in the high school. The course covers the major highlights of the current NYS Social Studies curriculum as it pertains to global studies. Students will be preparing lesson plans in those major areas, will examine the resources to properly teach this content, and will teach aspects of global studies to their colleagues. Each student will also prepare unit plans covering the global studies curriculum.

**World Religion Courses**

**WREL 1012: Roman Catholicism (3 cr.)**
A survey of the history, theology, worship and government of the Roman Catholic Church. Topics include Catholic doctrines on God, the church, ecumenism and the moral life; the role of the church in politics and in revolutions; and the cultural influence of Catholics. (Fall)

**WREL 1014: Introduction to World Religions (4 cr.)**
Introduction to the basic teachings and practices of classical religions (Hinduism, Judaism, and Confucian/Taoist tradition); reform religions (Buddhism, Christianity and Islam); with some reference to indigenous religions of Africa, Japan and the Americas. (Summer) (Fall)

**WREL 1018: The Bible (4 cr.)**
An introduction to the most influential book in world history, from the Law and the Prophets (Old Testament) to the Gospels and other writings of early Christians (New Testament). Class discussions revisit biblical debates on such topics as whether Israel should have a king, whether Christians should keep the laws of Moses and whether women should lead worship. Questions of authorship, historical accuracy, and literary forms of the Bible are considered, especially as students learn to do exegeses of short passages.
WREL 1019: Hebrew I (3 cr.)
This course is designed for those with little or no knowledge of Hebrew. Its goal is to enable students to develop a working knowledge of vocabulary and grammar sufficient to understand central texts from the Hebrew Bible, including the Genesis story, the Ten Commandments, and selections from the Psalms, in their original cultural and historical contexts. (Fall)

WREL 1020: Hebrew II (3 cr.)
The goals of the course are to teach students to improve their reading of the Hebrew language, to master a working knowledge of a basic Hebrew vocabulary and Hebrew grammar, and to be able to understand excerpts from the original Hebrew Bible text. The course emphasizes the roots of verbs and nouns so that the student is able to understand readings from the Psalms, Genesis, Exodus, and other Biblical texts. A reading knowledge of Hebrew is required. (Spring)

WREL 1045: Asian Religions (3 cr.)
An introduction to the major religions of India, China and Japan: Hinduism, Buddhism, Confucianism, Taoism and Shinto. Readings from the primary religious literature of each tradition and visual evidence on video are presented. (Spring)

WREL 2010: Native American Religions (3 cr.)
Uses myth and ritual from the Iroquois, Sioux, and Hopi to introduce the varieties of religious experience among the native nations of North America and to explore how religion functions within the ways of life of these nations. Students explore the religions of other nations in their projects.

WREL 2012: Religions of China (3 cr.)
Introduction to the major traditions of China: Confucianism, Taoism and Buddhism, with readings from the religious literature of each tradition in translation. Special attention is given to each of their modes of self-cultivation, as well as their influence on culture and politics.

WREL 2021: African-American Religions (3 cr.)
Beginning with Africa, this course examines the development of African-American religion as a distinct cultural and political phenomenon. The relationship between African religion, slave religion and the religions of contemporary African-Americans is reviewed. Particular attention is paid to the relationship between religion and the African-American human rights struggle.

WREL 2026: The World's Religions in NYC (3 cr.)
This course considers Hinduism, Judaism, Chinese religions, Buddhism, Christianity, and Islam as practiced in the temples, churches, meditation centers, and mosques of New York City and as represented in its museums. Readings include accounts of the history and sociology of each religion in the city and a reference book on the world's religions; writing includes journals that critique the reading in light of what the class encounters in its fieldwork. Willingness to participate in various religious practices is required.

Prerequisite: Take WREL 1014;

WREL 2027: Issues in Classical Chinese Thought (3 cr.)
Course will probe the debates carried on by the major thinkers of China's "classical age" concerning the role of government, education, culture, and the individual in human society. Students will read the basic writings of these thinkers and analyze their content and argumentative styles. Confucianism, Daoism, Mohism, and Legalism will be the main schools of thought covered.

WREL 2031: Psy of Mystical Experience (3 cr.)
This course explores how encounters with God and other heightened states of awareness affect human personality, how personality affects such experiences, and how dreams, stories, prayers, meditation techniques and intuitions function in religious life. Readings begin with psychology, continue with spiritual methods of many traditions, and conclude with imaginative literature and personal accounts.

WREL 2034: Religions of India (3 cr.)
The course provides an overview of Indian religions from earliest times to the Mughal period, and includes early Brahmanism, Hinduism, Buddhism and Islam. Special attention is given to the art and story literature of devotional Hinduism.

WREL 2037: Monks and Merchants: the Religions and Cultures of Asia's Silk Rt (3 cr.)
A study of the religions and cultures of the vast territory between China and Iran which has been termed the Silk Road, from the early days of its role in the silk trade from China to Rome all the way to the modern era of Western exploration and imperialism. Attention will be given to the rich intermixing of these religions and cultures, the archaeological legacy of Buddhist art, and the Mongols and Marco Polo.

WREL 2038: The Problem of God (3 cr.)
This course focuses on four major themes: the existence of God; the nature and variety of religious experience; God and religion in contemporary society; and, the problem of evil. These themes are placed within the historical development of the questions concerning the existence of God found in the world's major religions. Emphasis is placed on how God functions in the personal, social and political life of individuals and society as a whole. (Spring)

WREL 2039: Religion, Reason and Ethics (3 cr.)
The course will provide an introduction to those concerns of religion and philosophy that are problems of ethics and morality. The class will begin by examining ethical theories (subjectivism, relativism, utilitarianism, and deontological, to name a few) within religion and philosophy through various examples of classical and contemporary literature. In studying these historically important and prominent theoretical approaches to ethics that purport to provide systematic procedures for addressing questions about right and wrong, values, purpose and meaning, the class will consider applied ethics some concrete moral issues of the day: abortion, euthanasia, genetic engineering, other sentient beings, the environment, and the workplace. We will seek to improve our thinking about the considerations that may count as reasons for and against the moral judgments we are tempted to make.

WREL 2050: Religions of Japan (3 cr.)
Survey of Japanese religious traditions, beginning with Shinto, the indigenous religion of Japan, and including Japan's particular adaptation of the Chinese traditions of Confucianism, Taoism and Buddhism. In addition, the New Religions of the 20th century are considered.

WREL 3003: Pagans (3 cr.)
This course focuses on four major themes: the existence of God; the nature and variety of religious experience; God and religion in contemporary society; and, the problem of evil. These themes are placed within the historical development of the questions concerning the existence of God found in the world's major religions. Emphasis is placed on how God functions in the personal, social and political life of individuals and society as a whole. (Spring)

WREL 3008: Christianity (3 cr.)
Beginning with Jesus and Paul, the Jews and the Romans, this course traces the changing forms of Christian faith and practice as Christians
encountered European pagans, the rise of Islam, the breakdown of Christian unity into Roman, Greek, and Protestant forms, the challenges of modernity, and the new Pentecostal explosion in Africa, Asia, and the Americas.

WREL 3009: Scholars, Sages and Samurai: The Confucian Tradition in East Asia (3 cr.)
As a philosophy, a system of social ethics, and a religion, Confucianism and its later form, Neo-Confucianism, profoundly affects the cultures of China, Korea, Japan and Vietnam to this day. This course examines the rise and development of this tradition, starting with Confucius himself, and proceeding to its influence on the social, political and religious life of China and East Asia.

WREL 3013: Seminar on Buddhism (3 cr.)
The first part of the course deals with the life and teachings of the historical Buddha and the early form of Buddhism in India. The second part traces the spread of Buddhism in Tibet, China and Japan; the last part focuses on the position of women in Buddhism and on life in a Buddhist monastery.

WREL 3015: Sexuality and Religion (3 cr.)
This course examines the influence of religion on sexual ethics, gender roles, and expectations of sexual pleasure. Readings include the Bible, the Kama Sutra, Roman Catholic moral theology (translated from the Latin by the instructor), Taoist marriage manuals, Japanese love poetry, feminist perspectives and the advice literature of Protestant evangelicals. Projects evaluate what the West might learn from the traditions of Asia and Africa and from its own heretics, cultists and critics.

Take 1 course; from subject WREL;

WREL 3021: Religion and Politics in East Asia (3 cr.)
An examination of the religious dimensions of Chinese and Japanese politics in the 19th- and 20th-centuries. For China, attention will be given to the 19th-century Taiping Rebellion and Mao's 20th-century Communist Revolution. For Japan, the focus will be on the role of Shinto in Japan's rise as an imperialist power in East Asia between 1880 and 1945 and its controversial legacy in Japan today.

WREL 3024: The Bible in Western Culture (3 cr.)
Traces several important themes from their roots in the Bible to results in the later history of the West. Topics include creation, sexual laws and gender roles, national destinies and holy war, work and prosperity, relations between the human and the divine, and the end of the world.

WREL 3025: Religion in America (3 cr.)
The story of the native nations and the Pilgrims, revolutionaries and missionaries, presidents and cult leaders who have made the United States what George Santayana called a nation with the soul of a church. After exploring the religious sources of such basic American values as democracy, capitalism and toleration, the course examines how the concept of national destiny has developed in crises from the French and Indian Wars through Vietnam to the Persian Gulf and contemporary culture wars.

WREL 3027: Islam (3 cr.)
Through the use of the Qur'an, traditions of Prophet Muhammad, and other sources, this course examines the Islamic belief system and its impact on the seventh-century Arabian peninsula and the modern world.

WREL 3028: The United States and Islam (3 cr.)
As Islam, a traditional monotheistic religion, has had a difficult interface with the modern, pluralistic culture of the United States. This course explores how this situation came to be. Particular emphasis will be placed on: early western ideas about Islam; immigration; African American Islam; Middle East politics; the media and the impact of the September 11, 2001 terrorist attack. United States social and foreign policies toward Muslims and Islamic countries are also examined.

WREL 3032: The Religious & Political Ideology of Malcolm X (3 cr.)
This course focuses on the ideological journey of the man who was born as Malcolm Little and died as E-Haj Malik El-Shabazz. The course also explores the political and religious context which Malcolm X developed as a way of understanding political and religious life in the United States during the 40s, 50s and 60s.

WREL 3033: Martin Luther King (3 cr.)
The ideological journey of a man who was a central figure in the Civil Rights movement in the 1950s and 1960s is the focus of this course. In particular, this course will center on the socio-cultural context and the theological underpinning of King's particular form of non-violent direct action.

WREL 3035: Judaism (3 cr.)
A description and investigation of the major forms of Jewish tradition in the modern world, with attention to their historical development and cultural dimensions.

WREL 3054: Religion, Advocacy & Peace: The Middle East Crisis (3 cr.)
This seminar examines the dynamics of the Middle East conflict with a specific emphasis on the Israeli-Palestinian component. Included are analytical assessments of the impact of religion and the role of various US-based advocates on the Peace Process. In addition, discussions will include historical, regional, economic, social and security analyses of the issues involved. Students will have the opportunity to reflect upon and develop concrete strategies for effective peacemaking.

WREL 3065: Power, Authority, Leadership & Ethics (4 cr.)
This course provides an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in-group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive stable, communities and organizations. This course includes an analytical reflection on the college's mission to educate ethically and socially responsible leaders.

WREL 3076: History of American Missions in China (3 cr.)
Course will examine the clash of cultures resulting from the coming of American missionaries to China in the 19th and 20th centuries. Attention will be given to the differences between Christianity and Chinese religions, the role played by western imperialism in giving missionaries access to China, and the particular relationship between Chinese women and American women missionaries.

WREL 3090: Women in Western Religions (3 cr.)
This course examines the position of women in Jewish, Roman Catholic, and Protestant traditions, with attention to the challenges of those traditions posed by extraordinary women of the past and by modern feminists.

WREL 3095: Race, Religion and Culture (3 cr.)
This course examines the complex interplay between race, religion and culture in a variety of contexts in the Western hemisphere. It includes an examination of the impact of racism and sexism on religious practice.

WREL 4495: Independent Study (1.5 cr.)
Majors should enroll for a one-credit seminar under this title in the second semester of junior year, when they will meet with an advisor in
the department and develop a bibliography and proposal for a senior evaluation paper. Others may enroll, with permission of an instructor, for one or three credits under this title to pursue a particular interest or research project.

WREL 5003: Pagans (3 cr.)
The first part of this course will survey some religions not founded by prophets, particularly traditions of Egypt, Mesopotamia, Greece, Rome, northern Europe, West Africa and North America. The second half considers how such traditions, especially in the forms of witchcraft, voodoo, and movements in Native American religions, now influence the general culture of the United States.

WREL 5008: Christianity (3 cr.)
Beginning with Jesus and Paul, the Jews and the Romans, this course traces the changing forms of Christian faith and practice as Christians encountered European pagans, the rise of Islam, the breakdown of Christian unity into Roman, Greek, and Protestant forms, the challenges of modernity, and the new Pentecostal explosion in Africa, Asia, and the Americas.

WREL 5009: Scholars, Sages and Samurai: The Confucian Tradition in East Asia (3 cr.)
As a philosophy, a system of social ethics, and a religion, Confucianism and its later form, Neo-Confucianism, profoundly affects the cultures of China, Korea, Japan and Vietnam to this day. This course will examine the rise and development of this tradition, starting with Confucius himself, and proceeding to its influence on the social, political and religious life of China and East Asia.

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WREL 5021: Religion and Politics in East Asia (3 cr.)
An examination of the religious dimensions of Chinese and Japanese politics in the 19th and 20th centuries. For China, attention will be given to the 19th-century Taiping Rebellion and Mao’s 20th-century Communist Revolution. For Japan, the focus will be on the role of Shinto in Japan’s rise as an imperialist power in East Asia between 1880 and 1945 and its controversial legacy in Japan today.

WREL 5024: The Bible in Western Culture (3 cr.)
This course traces several important themes from their roots in the Bible to results in the later history of the West. Topics include creation, sexual laws and gender roles, national destinies and holy war, work and prosperity, relations between the human and the divine, and the end of the world.

WREL 5025: Religion in America (3 cr.)
The story of the native nations and the Pilgrims, revolutionaries and missionaries, presidents and cult leaders who have made the United States what George Santayana called a nation with the soul of a church. After exploring the religious sources of such basic American values as democracy, capitalism and toleration, the course will examine how the concept of national destiny has developed in crises from the French and Indian Wars through Vietnam to the Persian Gulf and contemporary culture wars.

WREL 5027: Islam (3 cr.)
Through the use of the Qur’an, traditions of Prophet Muhammad, and other sources, this course will examine the Islamic belief system and its impact on the seventh-century Arabian peninsula and the modern world.

WREL 5028: The United States and Islam (3 cr.)
The study of Islam is a traditional monotheistic religion, has had a difficult interface with the modern, pluralistic culture of the United States. This course explores how this situation came to be. Particular emphasis will be placed on: early western ideas about Islam; immigration; African American Islam; Middle East politics; the media and the impact of the September 11, 2001 terrorist attack. United States social and foreign policies toward Muslims and Islamic countries are also examined.

WREL 5032: The Religious & Political Ideology of Malcolm X (3 cr.)
This course focuses on the ideological journey of the man who was born as Malcolm Little and died as El-Hajj Malik El-Shabazz. The course also explores the political and religious context which Malcolm X developed as a way of understanding political and religious life in the United States during the 40s, 50s and 60s.

WREL 5033: Martin Luther King (3 cr.)
The ideological journey of a man who was a central figure in the Civil Rights movement in the 1950s and 1960s is the focus of this course. In particular, this course will center on the socio-cultural context and the theological underpinning of King's particular form of non-violent direct action.

WREL 5035: Judaism (3 cr.)
A description and investigation of the major forms of Jewish tradition in the modern world, with attention to their historical development and cultural dimensions.

WREL 5054: Religion, Advocacy & Peace: The Middle East Crisis (3 cr.)
This seminar examines the dynamics of the Middle East conflict with a specific emphasis on the Israeli-Palestinian component. Included are analytical assessments of the impact of religion and the role of various US-based advocates on the Peace Process. In addition, discussions will include historical, regional, economic, social and security analyses of the issues involved. Students will have the opportunity to reflect upon and develop concrete strategies for effective peacemaking.

WREL 5065: Power, Authority, Leadership & Ethics (4 cr.)
This course provides an opportunity for students to understand the impact of covert dynamics on the exercise of ethical authority in-group and organizational settings. Through the use of both an ongoing human relations group and discussion seminar format, students focus on how leadership can help or hinder the development of positive stable, communities and organizations. This course includes an analytical reflection on the college's mission to educate ethically and socially responsible leaders.
WREL 5076: History of American Missions in China (3 cr.)
Course will examine the clash of cultures resulting from the coming of American missionaries to China in the 19th and 20th centuries. Attention will be given to the differences between Christianity and Chinese religions, the role played by western imperialism in giving missionaries access to China, and the particular relationship between Chinese women and American women missionaries.

WREL 5090: Women in Western Religion (3 cr.)
This course examines the position of women in Jewish, Roman Catholic, and Protestant traditions, with attention to the challenges of those traditions posed by extraordinary women of the past and by modern feminists.

WREL 5095: Race, Religion and Culture (3 cr.)
The purpose of this course is to examine the complex interplay between race, religion and culture in a variety of contexts in the Western hemisphere. The course includes an examination of the impact of racism and sexism on religious practice.

Women's and Gender Studies Courses

WGS 1040: Women in Society (3 cr.)
This course is required for Women's Studies minors. It is an interdisciplinary course that examines the competing explanations for women's subordination and the institutionalization of gender expectations. Topics include: women and work, family, sports and the economy.
Admissions
Decisions regarding the admission status of applicants are made without regard to race, color, creed, gender, national or ethnic origin, sexual orientation or disability.

Undergraduate Admissions
Manhattanville admits men and women as candidates for undergraduate degrees if their academic records indicate competence to engage in a challenging liberal arts curriculum. The Admissions Committee is particularly interested in a student's willingness and determination to participate actively in the process of his or her education. In considering applications for undergraduate admission, Manhattanville makes every attempt to evaluate students as individuals, each with his or her own unique capabilities for learning, and to appraise each one's capacity for intellectual and emotional growth. Manhattanville participates in the Common Application Program. Students using the Common Application will be considered for admission in the same way as students utilizing the Manhattanville College online or paper application.

Application Procedure
Applicants must submit the following materials to the Office of Admission (Reid Hall) for evaluation:
1. Application for admission;
2. An application fee of $50.00 must accompany the application;
3. Official transcript(s) of grades earned to date from secondary school or college;
4. Two (2) letters of recommendation to include one from a guidance counselor/transfer counselor and one from a current or former teacher;
5. Personal essay describing applicants’ goals and objectives;
6. Standardized test scores (ACT or SAT), unless applying test optional;

Admissions Interview
A personal interview is encouraged and, in some cases, may be required. Applicants are urged to contact the Office of Undergraduate Admissions at (914) 323-5464 or 1-800-32-VILLE to schedule an appointment. Interviews are conducted Monday through Friday and on select Saturday dates during the academic year. Tours of the campus are also available.

Art, Music, Dance & Theatre Students
In addition to following the normal application procedures:
• Bachelor of Arts or Bachelor of Fine Arts candidates who wish to specialize in art must present a varied portfolio of their best artwork to the Art Department.
• Bachelor of Music candidates who wish to specialize in voice or instrumental music must audition with the Music Department. The audition consists of: Performance of three pieces from different musical periods, and a test of general musicianship.
• Bachelor of Arts candidates who wish to specialize in Dance and Theatre must audition with the Department of Dance & Theatre.

Portfolio review and audition appointments may be made through the Admissions Office. If distance makes it impossible to visit in person, applicants may request permission to submit slides or DVD recordings through the Office of Undergraduate Admissions.

International Applicants
Manhattanville College is extremely proud of its long-standing history of having international students as active members of our community. Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. Students transferring from a college or university in another country must also demonstrate an acceptable academic profile. Manhattanville College offers academic (non-need based) scholarships and some financial aid to international applicants deemed to be eligible. All applicants who speak or write English as a second language are required to submit either the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System.) The minimum score required for consideration is 80 on the internet-based TOEFL or 6.5 on the IELTS. Official Test results must be sent to Manhattanville College. Information concerning these tests may be obtained directly by logging onto www.ets.org or www.ielts.org. Applicants seeking to begin studies in the fall semester (September) should submit applications and supporting credentials by March 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents are received. Once an application is received and reviewed, a decision is forwarded to the applicant on a rolling basis. Some accepted students may be required to register for non-credit preparatory English courses. These courses, which are conducted at the English Language Institute of Manhattanville College, will involve additional expense and extend the time normally required to complete studies for a degree.

Individuals With a Disability
All applicants to Manhattanville College are considered equally, regardless of disability. Applicants are not required to disclose their disability and will not be asked to provide that information. Disclosure of a disability is voluntary. If an individual chooses to disclose a disability, they may do so during the application process or after acceptance at any time during their tenure as a student at Manhattanville. Please contact the Director of Disability Services at 914-323-7127 for more information on accommodations and services available to students with disabilities. Additional information may also be found in this catalog under The Office of Disability Services. If you require a disability related accommodation for a tour of our campus, or for an interview with admissions, please contact the Director of Disability Services.

Transfer Students
Students from other institutions may be admitted either in the fall or spring semester provided they meet Manhattanville’s admission requirements. Transfer students may transfer up to 90 credit hours. They may enter either in the fall or spring semester and are required to submit official transcripts of all undergraduate coursework. While academic work completed at the college level is a more current indicator of a student’s potential success at Manhattanville, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged. The transcript showing the courses completed at another college will form part of the student’s portfolio at Manhattanville. Papers or work from the previous college may also be included. If they are not available, the student, after enrolling at Manhattanville, may prepare evidence of the required
skills. Students interested in dance, theatre, music, or studio art should refer to procedures for acceptance in the appropriate department sections above.

Acceptance Plans (Early Action & Rolling Admission)

Early Action: Manhattanville College offers an Early Action option for students who have decided that Manhattanville is their top choice.

- Apply early for admission and be notified of our decision early. Stop wondering about the admissions process and start planning your freshman year.
- Applications must be received by December 1 of your senior year in secondary school.
  - To apply, check off the Early Action box on the application.

- Decisions will be communicated to students no later than December 25.
- Apply early for financial assistance and receive a financial aid package earlier.
- Upon admission to Manhattanville, you will have until May 1 to decide whether or not to attend and confirm your enrollment with a nonrefundable tuition deposit of:
  - $500 for a resident student
  - $300 for a commuter student

Rolling Admission: Manhattanville’s Admissions Office will process applications throughout the year, as long as enrollment space remains available.

- Priority deadline for students are:
  - March 1 for fall applicants
  - January 1 for spring applicants

Under the Rolling Admission Plan, fall candidates will receive an acceptance, denial or deferment on a rolling basis beginning in January once the candidate's file is complete. (Only Early Action applicants will receive notification of their admission status prior to January 1.) Accepted students must confirm their intention to attend by submitting their enrollment deposit fee ($500 for residents; $300 for commuters) by May 1, unless the acceptance letter states another due date. Deposit fees are not refundable.

Advanced Standing and Credit by Examination

Students who have achieved a grade of 4 or 5 on an Advanced Placement Test of the College Entrance Examination Board may receive 3 to 6 credits per test toward their Manhattanville degree. If students wish to use these credits toward fulfillment of major requirements, they should consult the Registrar’s Official webpage for equivalencies. Students who have taken college courses while in high school may receive credit if the course is reported on a college transcript at a level of C- or above. The College will grant six semester hours of credit (for a maximum of 28 credits) for each examination taken at the Advanced (“A”) level of the British General Certificate of Education on which the student received a grade of C or better. Also, six semester hours of credit (for a maximum of 18 credits) will be granted for each Higher Level Examination in the International Baccalaureate Program on which a student has earned a score of 5, 6, or 7. Students may be granted at the time of matriculation a maximum of 12 semester hours of credit through subject examinations of the College Level Examination Program (CLEP). Students who intend to transfer credits for courses taken at international institutions are required to provide evaluation reports (translated and verified with grade equivalencies) from agencies that prepare Foreign Academic Credential Evaluations (FACES). The evaluation must examine and equate all course work on a “course-by-course” basis and include grading equivalents to US colleges. Evaluators charge to have an evaluation prepared.

Transcript of Record

Manhattanville College's Official transcripts bear the seal and an authorized signature of the College Registrar or Assistant Registrar. Requests for transcripts must be made in writing and be accompanied by the appropriate fee. Transcripts are issued within seven days, except during periods of registration, examination or commencement when additional time should be allowed. Transcripts may not be released if there is any outstanding indebtedness to the College.

School of Business & Master of Fine Arts Program

There is rolling admissions for the Graduate Business and Writing Programs. There are several entry points for the programs throughout the year (fall, winter, spring, summer).

School of Business & Master of Fine Arts Program Requirements

Program Requirements:

- Bachelors Degree from an accredited college or university
- 3.0 GPA from previous college course work
- 2 years relevant work experience or appropriate internship experience (not required for Sport Business Management, Finance, Writing, Liberal Studies programs)

The application process is as follows:

- A completed and signed application with fee made payable to Manhattanville College. The fee is waived for applications submitted online.
- Official transcripts from all colleges attended
- A 2-3 page typed autobiographical essay describing your educational and career experiences. The essay should be creative and reflective in nature and be responsive to the following questions:
  - How and why did you decide to pursue this program?
  - How can this program further your personal and/or professional goals?
  - What special abilities, personal qualities, and life experiences do you bring to the program?

- Resume inclusive of business and educational experience (not required for the Writing program)
- Two (2) letter of recommendation from employers or educators who can attest to your potential for graduate-level work (not required for the Writing program)
- Interviews will be arranged for those with acceptable completed application files. Proof of the required immunizations against measles, mumps, and rubella in compliance with New York State regulations for those born on or after January 1, 1957.

For MFA in Writing only:

- A 10-12 page sample of your writing including at least 5 pages of prose. A combination of separate writing samples is acceptable (poetry, essay, short story, novel excerpt, etc.)
A letter of recommendation

Send Materials to:
Manhattanville College
Graduate Admissions
Reid Castle, Room 224
2900 Purchase Street
Purchase, NY  10577

School of Education
The School of Education has a rolling admissions policy. Applicants should submit the following credentials to the School of Education Admissions Office:

- A completed application
- An application fee of $75
- Two recommendations (academic/professional)
- A 2-3 page typewritten essay describing their background and philosophy on teaching;
- Official transcripts of all previous college work (both undergraduate and graduate) and
- An interview with a full-time member of the School of Education is suggested. For the Jump Start, Physical Education and Educational Leadership Programs, an interview is required.

Upon receipt of all the above credentials, the Admissions Committee will review the candidate's application for matriculation and will inform the candidate of its decision.

Students seeking certification in Music (All Grades) must pass an Entrance Audition by the Music Department, including performance, piano, and voice skills and an examination in music theory, history, and literature. They must have coursework in Music Theory, Music History and Literature, woodwind instrument performance, brass instrument performance, stringed instrument performance, conducting, and percussion instrument performance, as more fully described in the School of Education Graduate Catalog.

Students seeking certification in Visual Art (All Grades) must present a portfolio of their work to be reviewed for acceptance by the Art Department.

School of Education Eligibility Requirements
Eligibility Requirements:

- A Bachelor's degree from an accredited institution, with a minimum average of 3.0 on scale of 4.0, and/or a (A Master's degree in a functionally relevant area is required for the Advanced Certification programs)
- A demonstrated aptitude for graduate study
- Strong recommendations
- A strong desire to teach
- A strong, liberal arts based college preparation which includes satisfactory completion of prerequisites for the graduate program

Doctoral Program in Educational Leadership Ed.D
Admission to the doctoral program is competitive and it will not be possible to accept all qualified applicants into a doctoral cohort. Doctoral students are mentored and supported by the doctoral faculty and the number of students admitted each year must be strictly limited so that we can provide an outstanding doctoral experience to each cohort.

Doctoral Program in Educational Leadership Eligibility Requirements
Eligibility Requirements:

- Have a Bachelor’s degree and a relevant Master’s degree
- Have at least three years of successful experience in education after completing your Bachelor’s degree
- Have a record of leadership as a teacher, leader, and/or manager.
- Administrative certification and 2 years of administrative experience are strongly preferred

Applicants should submit the following credentials to the School of Education Admissions Office:

- Completed application and application fee of $80
- Two References and One Nomination Letter
- A statement of purpose essay
- Official copies of transcripts of all undergraduate and graduate work
- GRE scores on the Verbal, Quantitative, and Analytical tests or Miller Analogies Test (MAT) scores
- An Electronic Portfolio, or Professional Resume Plus a Work Sample
- An interview with the Program Director
Tuition and Fees
Course registration by a student constitutes acceptance of responsibility by the student, and the parent or guardian (in the case of a dependent student), to pay all charges on a timely basis as billed by the College. The College reserves the right to withhold issuance of degrees, diplomas, transcripts, recommendations, and to bar or cancel registration, residency, or any other form of association with the College until all student charges are paid in full and fee charges are assessed on a semester basis; all students, and parents or guardians of dependent students are responsible for paying all charges when due for the entire semester.

A late payment fee will be assessed if payments are made after a bill’s payment due date. Delinquent accounts that are placed into collection will be charged for all related costs plus interest.

The following tuition and fee rates are in effect for the 2015-2016 academic year. These rates, and any and all tuition and fee charges, are subject to change without notice at any time at the discretion of the College. Additional rates and fees not listed may apply to certain programs.

### Full-Time Undergraduate Students Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Deposit (resident students)</td>
<td>$500</td>
</tr>
<tr>
<td>Admissions Deposit (non-resident students)</td>
<td>$300</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Comprehensive Fee (per semester)</td>
<td>$675</td>
</tr>
<tr>
<td>Room and Board (per semester)</td>
<td>$7,260</td>
</tr>
<tr>
<td>Tuition (per semester)</td>
<td>$17,435</td>
</tr>
</tbody>
</table>

### Credit Overload

For Full-Time students, tuition covers 19 credits (with the exception of Castle Scholars, Music and Dance & Theatre majors, where 21.0 is the maximum). Credits in excess of these amounts will be billed per credit.

### Part-Time Undergraduate Students Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Laboratory Fee (per course)</td>
<td>$115</td>
</tr>
<tr>
<td>Audit Fee (per course)</td>
<td>$510</td>
</tr>
<tr>
<td>Electron Microscopy Fee (per course)</td>
<td>$205</td>
</tr>
<tr>
<td>Film Fee (per course)</td>
<td>$75</td>
</tr>
<tr>
<td>Laboratory Science Fee (per course)</td>
<td>$75</td>
</tr>
<tr>
<td>Language Resource Center (per course)</td>
<td>$75</td>
</tr>
<tr>
<td>Registration Fee (per semester)</td>
<td>$60</td>
</tr>
<tr>
<td>Tuition: (per credit, fewer than 12 credits (per semester)</td>
<td>$810</td>
</tr>
<tr>
<td>Tuition: Bachelor of Science (per credit)</td>
<td>$655</td>
</tr>
</tbody>
</table>

### Graduate Students Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Laboratory Fee (per course)</td>
<td>$115</td>
</tr>
<tr>
<td>Audit Fee (per course)</td>
<td>$510</td>
</tr>
<tr>
<td>Film Fee (per course)</td>
<td>$75</td>
</tr>
<tr>
<td>Laboratory Science Fee (per course)</td>
<td>$75</td>
</tr>
<tr>
<td>Language Laboratory Fee (per course)</td>
<td>$75</td>
</tr>
<tr>
<td>Registration Fee (per semester)</td>
<td>$60</td>
</tr>
<tr>
<td>Tuition: Master of Arts (per credit)</td>
<td>$755</td>
</tr>
<tr>
<td>Tuition: Master of Arts in Teaching (per credit)</td>
<td>$895</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition: Master of Professional Studies (per credit)</td>
<td>$895</td>
</tr>
<tr>
<td>Tuition: Master of Science (per credit)</td>
<td>$895</td>
</tr>
<tr>
<td>Certificate in Non-Profit Leadership (per credit)</td>
<td>$895</td>
</tr>
</tbody>
</table>

### Teacher Education Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Laboratory Fee (per course)</td>
<td>$95</td>
</tr>
<tr>
<td>Education Practicum Fee (per course)</td>
<td>$279</td>
</tr>
</tbody>
</table>

### Student Teaching Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students (6-credits per semester)</td>
<td>$745</td>
</tr>
<tr>
<td>Graduate application fee</td>
<td>$45</td>
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</tbody>
</table>

### Music Lessons Tuition and Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-hour lessons in voice or instrument (per course)</td>
<td>$500</td>
</tr>
<tr>
<td>Hour lessons in voice or instrument (per course)</td>
<td>$1000</td>
</tr>
<tr>
<td>Instrument Rental (per semester)</td>
<td>$300</td>
</tr>
</tbody>
</table>

### Residence Halls Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>$2,920</td>
</tr>
<tr>
<td>19 Meals Per Week (per semester)</td>
<td>$2,720</td>
</tr>
<tr>
<td>15 Meals Per Week (per semester)</td>
<td>$2,810</td>
</tr>
<tr>
<td>10 Meals Per Week (per semester)</td>
<td>$2,810</td>
</tr>
<tr>
<td>13 Block Meal Plan (per semester)</td>
<td>$4,340</td>
</tr>
<tr>
<td>Room (per semester)</td>
<td>$100</td>
</tr>
<tr>
<td>Key Replacement Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Lock Change Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Room Damage and Key Deposit</td>
<td>$200</td>
</tr>
<tr>
<td>Intercession Room Rate (per week)</td>
<td>$200</td>
</tr>
</tbody>
</table>

### Interim

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim End of Spring Term to beginning of Summer 1 Term</td>
<td>$560</td>
</tr>
<tr>
<td>Interim End of Summer 2 Term to beginning of Fall Term</td>
<td>$560</td>
</tr>
</tbody>
</table>

### Summer Room Rates

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattanville Students (registered for 3 or more credits per session)</td>
<td>$825</td>
</tr>
<tr>
<td>Session I or II</td>
<td>$1,650</td>
</tr>
<tr>
<td>Per Week</td>
<td>$180</td>
</tr>
<tr>
<td>All Others Per Day</td>
<td>$100</td>
</tr>
<tr>
<td>Per Week</td>
<td>$370</td>
</tr>
</tbody>
</table>

### Miscellaneous Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Learning Program (per semester)</td>
<td>$3,175</td>
</tr>
</tbody>
</table>

### Late Registration Fee – Undergraduate

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of registration</td>
<td>$420</td>
</tr>
<tr>
<td>Second week and thereafter</td>
<td>$785</td>
</tr>
</tbody>
</table>

### Late Registration Fee – Graduate

| Late registration before add/drop             | $245         |
| Late registration after add/drop              | $415         |
| Late Payment Fee                             | $500         |
Students should be aware that if a Tuition Appeal is submitted and they have received Financial Aid, their Aid may be impacted and they may potentially owe money to the college. We strongly suggest you meet with a Financial Aid Counselor before you file an appeal.

The College considers the decision of the Bursar Tuition Appeal Committee final.

Grading, class assignments and other academic issues are not within the scope of this committee. Please contact your instructor, department chair, or academic dean.

Students should be aware that if a Tuition Appeal is submitted and they have received Financial Aid, their Aid may be impacted and they may potentially owe money to the college. We strongly suggest you meet with a Financial Aid Counselor before you file an appeal.

The Bursar Tuition Appeal Committee will consider requests for adjustments to tuition charges when a student can document extenuating circumstances such as:

- Student Illness
- Illness of immediate family member
- Death of immediate family member
- Military deployment
- Change in employment schedule beyond the student’s control
- Verifiable Advising Error

In all cases, the situation must have interrupted your ability to:

- Adhere to the standard drop or withdrawal procedures.
- Attend class(es) for a substantial length of time.
- Complete the semester

Exceptions to this policy do apply.

Appeals must be received within sixty days from the end of the term in which the course was offered. Appeals older than that will be denied. The College considers the decision of the Bursar Tuition Appeal Committee final.

To reserve a place at the College, all new students must submit an admissions deposit, which is credited to their account for their first semester. This deposit is not refundable.

To obtain a copy of the Bursar Tuition Appeal Form visit the student accounts website or contact the office directly at 914-323-5266.

Financial Aid Repayment Policy
Students receiving financial aid from the College who withdraw from classes will have their aid reevaluated, possibly necessitating their repayment of a portion of the financial aid received. The necessity to repay financial aid depends upon the type of aid received, applicable government regulations, and the period of time in attendance. Attendance for a partial semester will generally count as one of the eight semesters of financial aid eligibility normally allowed a student.

No refund after fifth week of classes

<table>
<thead>
<tr>
<th>Refund</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On or before first day of classes</td>
<td>100%</td>
</tr>
<tr>
<td>First two weeks of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Third week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>Fourth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>Fifth week of classes</td>
<td>20%</td>
</tr>
</tbody>
</table>

Library Fines
Students are responsible for the prompt return of items borrowed from the library. Items may be renewed in person or at the library's web site (http://www.mville.edu/library/). Students are charged a daily fee for items that were not renewed and replacement and processing fees for lost items. Students are also charged for items that they ordered from other libraries that they did not retrieve.
Financial Assistance

Funding is provided by federal and state governments, the college, and private organizations. Financial aid is designed to supplement your family’s ability to pay for college costs including tuition, fees, room and board, books, supplies, transportation, and other related educational expenses.

Our mission is to assist you in finding the resources most appropriate to your circumstances that will enable you to afford a Manhattanville education. We seek to accomplish this through the expertise of our staff, significant outreach efforts, and timely publications and notices.

If you are unable to find the answers to your questions through this catalog, or on our web site, or you wish clarification, please do not hesitate to contact a member of our Financial Aid staff by email, telephone, or a personal visit.

Applying for Financial Aid

Manhattanville College requires that all students complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for funds from all available sources. The FAFSA is available online at www.fafsa.ed.gov. Manhattanville College’s federal college code number is 002760. Please do not hesitate to contact the Financial Aid Office at 914-323-5357, with any questions that you may have regarding the FAFSA process.

All recipients of state and/or federal financial aid must:

- Be U.S. Citizens or permanent resident aliens;
- Be formally accepted as degree candidates;
- Maintain satisfactory academic progress;
- Not owe a refund of any Title IV funds;
- And must not be in default on repayment of a student loan.

For students considering attendance in the Fall semester, a FAFSA should be filed by March 1st preceding their start date, in order to be considered for funding from all sources. Some funding is awarded on a first-come, first-serve basis.

During the application process, kindly provide the following when requested by the college:

- A Verification Worksheet (Please make sure that you have completed all the sections A through E).
- A signed, complete copy of your parents’ federal income tax return, including all schedules, attachments and copies of W-2 statements.
- A signed, complete copy of the student’s federal income tax return, including all schedules, attachments and copies of W-2 statements; or, for non-filers selected for verification, completion of the Income Statement on page 2 of the Verification Form. List all earned/earned income received and attach copies of all W-2 statements.
- Itemization Worksheet
- Stafford Loan Master Promissory Note
- Loan Entrance Interview
- Copy of Student’s Driver’s License
- Other documents, as requested

Undergraduate students must maintain the required cumulative grade point average (G.P.A.) necessary to continue as degree candidates at

International Student Financial Aid

All International Students need to complete the College Board International Student Financial Aid Application. This application is available on the Manhattanville website: www.mville.edu or a copy may be obtained from our Financial Aid Office. The form is available in December and must be filed with our Financial Aid Office by March 1 for priority consideration. For questions regarding this process please contact the Financial Aid Office at: 914-323-5357.

Satisfactory Academic Progress

A school’s satisfactory academic progress policy must include both a qualitative measure (such as cumulative grade point average) and a quantitative measure (such as maximum time frame for completion). The law specifies that by the end of the second academic year, the student must have at least a “C” average and have an academic standing that is consistent with the requirement for graduation. The following chart comprises the requirements for academic pursuit and progress here at Manhattanville College:

<table>
<thead>
<tr>
<th>SEMESTERS*</th>
<th>CUMULATIVE GPA (ON A 4.0 SCALE)</th>
<th>CUMULATIVE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.7**</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>1.8**</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>1.9</td>
<td>51</td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>2.0</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.0</td>
<td></td>
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<tr>
<td>9</td>
<td>2.0</td>
<td></td>
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<tr>
<td>10</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Financial aid programs which are subject to the standards of satisfactory academic progress include (but are not limited to) Federal Pell Grants, Federal SEOG Grant, Federal Work-Study, Federal Perkins Loan, Federal Smart Grants, Federal ACG Grants and Federal Family Education Loan programs (Stafford and PLUS).

Satisfactory academic progress for undergraduates is measured in two areas: maintaining an adequate grade point average and successfully completing a required number of credits per semester.

Undergraduate students must maintain the required cumulative grade point average (G.P.A.) necessary to continue as degree candidates at
Manhattanville College. Therefore, they must maintain an academic standing consistent with the standards as outlined.

Students who are on “financial aid probation” due to their G.P.A. may receive aid. Students who are on financial aid probation will be reviewed at the end of each semester. Probation may last up to 2 semesters. However, students who fall to “financial aid suspension” status, will be considered ineligible to receive any form of financial aid. Once they have met the appropriate G.P.A. and degree credit requirements based on their status, their federal financial aid will be reinstated.

The Office of Financial Aid will review the academic progress of all students who are in receipt of federal aid. Students not meeting the minimum credit/G.P.A. requirements will be notified that they are ineligible to continue to receive financial assistance or that they have been placed on SAP probation. This notification will be mailed to students at the end of each semester, with copies forwarded to academic advising.

A student whose eligibility has been suspended may not receive any financial aid until he or she makes up the full credit deficit with courses at Manhattanville College at his or her own expense. When the student meets the minimum credit/G.P.A. requirement, financial aid eligibility will be reinstated.

If a student is placed on suspension and there are extenuating circumstances that caused the violation, the student may submit a SAP appeal. Extenuating circumstances are defined as extraordinary conditions outside of the student’s control. All appeals must include third party documentation of these circumstances. SAP appeal forms are available from the Financial Aid Office in Reid Hall on the second floor.

In addition, undergraduate students must earn their degree, regardless of their program of study, within one hundred and eighty (180) credits. Students who have not earned a degree within this time frame are not eligible to receive any further federal aid.

Students who have any questions regarding the SAP policy and financial aid eligibility should contact the Financial Aid Office at (914) 323-5357.

The loss of aid in any semester is always contingent upon the student’s performance in the previous semester attended. Thus, failure to meet the standards during a fall term disallows payment for the spring semester; failure in the spring for the following summer or fall, etc.

Financial Aid Awarding Policy
Manhattanville awards need based institutional funds based upon the philosophy that the primary financial responsibility for higher education lies with the student and the student’s parents, followed by state and federal governments. Finally, colleges, universities, private organizations, and foundations attempt to fill any remaining need. The College is committed to helping families assess various options to meet the financial obligations of a Manhattanville education whenever possible.

Most of Manhattanville’s institutional funding is awarded on the basis of academic performance and demonstrated financial need in addition to scholarships based solely on merit and awarded in recognition of exceptional academic performance. However, a financial aid application is required for initial consideration and renewal of all institutional funds.

Every student who provides a complete financial aid application is offered self-help assistance in the form of a Federal Student Loan and, possibly, Federal WorkStudy. In determining aid packages for freshmen, Manhattanville awards institutional aid on the basis of academic performance and demonstrated financial need. To determine a student’s need for the purpose of awarding its own funding, the College uses Federal Methodology available through the Free Application for Federal Student Aid (FAFSA).

Manhattanville attempts to meet a student’s financial need with institutional and government resources. Because sufficient resources are not always available to meet 100% of every student’s need, there is considerable competition for funds. Priority is given to students who demonstrate exceptional need and perform at outstanding academic levels.

Freshman applicants are awarded financial aid based on the information they provide on the FAFSA form. All award values are conditional, subject to full and complete verification of the financial aid application, if applicable. If the information originally provided must be changed, adjustments will be made to the applicant’s file, which could result in a decrease of the aid listed on the Financial Aid Award Letter.

Per federal regulations the receipt of private scholarships may affect a financial aid package. It is incumbent upon the student to notify the Financial Aid and Student Accounts Office of all private scholarships received so that it may be determined if these funds have an effect on other resources awarded.

Manhattanville’s policy regarding private scholarships is as follows: If required by federal regulations to adjust an aid package, the College will eliminate or reduce in this order:
- Federal WorkStudy
- Perkins Loan
- Federal Stafford Loan
- Manhattanville gift aid will not be reduced unless the total of all gift aid exceeds the cost of attendance.

To receive or continue to receive financial aid funded by the state, the federal government, or the college (including loans, grants, jobs, scholarships), you must be making Satisfactory Academic Progress, which requires that you achieve and maintain a cumulative grade point average of at least 2.00 after four semesters of college attendance. In addition, you must complete a minimum number of the total credits attempted. For complete details, please refer to the previous section on Satisfactory Academic Progress.

Scholarships and Grants
Manhattanville’s generous aid packages often include annual scholarships and grants from the college.

<table>
<thead>
<tr>
<th>Freshman Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman Award</td>
</tr>
<tr>
<td>Board of Trustees Scholarship</td>
</tr>
<tr>
<td>President’s Scholarship</td>
</tr>
<tr>
<td>McCormack Scholarship</td>
</tr>
<tr>
<td>Meets a student’s demonstrated financial need, less any applicable</td>
</tr>
<tr>
<td>Scholarship</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Invest in Success</td>
</tr>
<tr>
<td>Scott Pierce Scholarship</td>
</tr>
<tr>
<td>School of Education Professional Development Schools Scholarship</td>
</tr>
<tr>
<td>Sacred Heart Scholarship</td>
</tr>
</tbody>
</table>

### Transfer Awards

- **Rockland C.C. Honors Program Scholars** $15,000
- **Westchester Community College Scholar** $13,000
- **Phi Theta Kappa Scholarship** $13,000
- **President’s Scholarship** $12,000
- **Humanities Scholarship** $10,000
- **Science/Math Scholarship** $10,000
- **Merit Award** $5,500

### Freshman and Transfer Awards

- **Manhattanville Advancement Program (MAP)** $2,000 (son/daughter of alums)
- **Alumni Award** $2,000
- **Duchesne Center Scholarship** $2,000 Community Service Award
- **Dance and Theatre Scholarship** Amount depends on audition
- **Music Scholarship** Amount depends on audition
- **Art Scholarship** Amount depends on portfolio

### Rights and Responsibilities of Scholarship Recipients

Annual renewal of all scholarships is based on:
- Meeting Manhattanville's Standard of Satisfactory Academic Progress requirement
- Attending each semester on a full-time basis (14-16 credits)

### Graduate School of Education: Alumni and Graduate Scholarships

Manhattanville alumni whose undergraduate degree date is May, 1999 or thereafter, whose final cumulative GPA is 3.00 or above, and who are matriculated in a Manhattanville Masters program in education within two years of the undergraduate degree date, are eligible for scholarship aid of $1,000 per semester. Students must be registered full-time (9 or more graduate credits).

Manhattanville alumni whose undergraduate degree date is May 2005 or thereafter and who pursue full-time graduate study immediately after graduation are eligible for the Fast Start program which provides a 20% discount for all coursework. Fast Start students who have a 3.6 GPA are eligible for an additional $1,000 during the first semester.

Graduate scholarships will be awarded to any incoming graduate student possessing an overall grade point average of 3.2 or higher who registers for six credits or more for the first graduate semester, for one semester only.
Federal Pell Grants (Pell)
A Federal Pell Grant does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not yet earned a bachelor’s degree. For many students, Pell Grants provide a foundation of financial aid to which other aid may be added.

To determine if you’re eligible, the U.S. Department of Education uses a standard formula, established by Congress, to evaluate the information you report when you apply. The formula produces an Expected Family Contribution (EFC) number. Your Student Aid Report (SAR) contains this number and will tell you if you’re eligible.

Awards for each year will depend on program funding. You can receive only one Pell Grant per award year. How much you get will depend on your Expected Family Contribution (EFC), cost of attendance, whether you’re a full-time or part-time student and whether you attend school for a full academic year or less.

Federal Supplemental Educational Opportunity Grant (FSEOG)
This grant is funded by the federal government and the College. Awarded on the basis of exceptional need and availability of funds, eligibility for FSEOG is determined during the FAFSA review process.

Tuition Assistance Program (TAP)
Only students who are New York State Residents can receive TAP. As the largest state grant program in the U.S., the Tuition Assistance Program (TAP) provides more than 330,000 New York State students with awards ranging from $100 to $5,000. Because TAP is a grant, it does not have to be paid back. You can receive TAP for up to four years of undergraduate study, or up to five years for certain approved programs. Students in two year programs are eligible for up to three years of TAP for full-time study.

What Determines the Amount of TAP that I receive?
- The amount of tuition charged.
- Your combined family New York State net taxable income (NTI);
- your financial status (dependent or independent of parents);
- the type of school you are planning to attend and the year in which you first receive a TAP award.
- Other siblings enrolled in college.

New York State Residents
Information from your completed FAFSA will be provided to NYS Higher Education Services Corporation (HESC). HESC will send an Express TAP Application (ETA) to any NYS resident that indicated at least one NYS institution on the FAFSA. Students should complete the application and return it to HESC immediately.

Satisfactory Academic Progress for TAP Recipients Enrolled in Undergraduate Four-Year Programs
New York State has established criteria for Satisfactory Academic Progress that differs from the Federal standard established for our other programs as outlined previously. The following chart reflects the legislative changes implemented by New York State as part of the budget process; all institutions must use it for first-time undergraduates beginning with the 2006-2007 academic year. If a student does not meet the NYS TAP standards the student may apply for a one-time waiver.

Effective for the 2010-11 academic year and thereafter, New York State Education Law requires a non-remedial student, whose first award year is in 2010-11 and thereafter, must meet new standards of satisfactory academic progress (SAP). Non-remedial students whose first year is 2007-08 through 2009-10 must meet the SAP requirements enacted in
2006. Those meeting the definition of “remedial student” are not subject to the new SAP standards, but will use the requirements established in 2006. The law enacted in 2006 mandated minimum standards of satisfactory academic progress for students receiving their first State award in academic year 2006-07 year.

Standard of Satisfactory Academic Progress

for the Purpose of Determining Eligibility for State Student Aid Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

<table>
<thead>
<tr>
<th>Calendar: Semester 2010-2011 and thereafter (non-remedial students)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment: A student must have accrued at least this many credits:</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.00</td>
</tr>
<tr>
<td>Before being certified for this payment: A student must have accrued at least this many credits:</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

* 9th and 10th payments of TAP are available only to students in five-year programs approved by NYS Commissioner of Education.

In addition to the above, New York State financial aid programs require that Program Pursuit be monitored. This means that during the first year that a student receives state aid (s) he must carry to completion (all grades except “W”) six (6) credit hours per semester, during the second year nine (9) credit hours per semester; and during subsequent years twelve (12) credit hours per semester.

**TAP Waivers**

TAP waivers are granted only once to students and only for extraordinary reasons which are beyond the control of the student. TAP waivers can only be considered for students who have maintained good academic standing for all but one semester and who fall short of either the published Pursuit or Progress standard for that one semester. (See the New York State Standards for Satisfactory Academic Progress above).

Students who wish to be considered for a waiver must complete a Waiver Appeal Form, which can be obtained from the Office of the Academic Dean. The Waiver Appeal Form must include a written statement outlining the reasons why the student feels he/she is eligible for the waiver. After careful consideration, the Waiver Appeals Committee renders a decision and informs the student in writing. The decision is also shared with the Registrar’s office who notifies the State of New York. The persons authorized to grant waivers are responsible for adhering to the requirements and regulations of the TAP waiver guidelines. They may consult with the student, his/her teachers and advisors, or other parties. However, the final decision rests with the committee.

**Aid for Part-Time Study (APTS)**

Available to: part-time undergraduate students who are permanent residents of New York State. In addition to financial need criteria, students must not have exhausted their TAP eligibility (i.e., received eight semesters of TAP).

**Aid for Part-Time Study (APTS)**

Forms are available from and must be submitted to the Office of Financial Aid by specified filing deadlines. Please contact the Financial Aid Office for additional information on this program.

**Additional Sources of Aid for New York State Residents**

Beyond the TAP and APTS programs, additional aid in the form of grants and scholarships are awarded yearly through the New York State Higher Education Services Corporation, Albany, NY 12255.

These include: Vietnam and Gulf War Veteran Tuition Awards, NYS Memorial Scholarships for Families of Deceased Police Officers and Firefighters, Children of Deceased or Disabled Veteran Awards, Military Service Recognition Scholarship, World Trade Center Memorial Scholarship

For additional scholarship information, please log onto: http://www.hesc.com/.

Individuals with disabilities may contact the ACCES/VR (formerly known as Office of Vocational and Educational Services for Individuals with Disabilities (VESID)), NYS Education Department Albany, NY 12234. They may provide funds to be used for tuition, tutoring, books fees, etc., if deemed eligible.

Aid programs for the visually impaired are available through the NYS Commission for the Blind, Department of Social Services, Albany, NY 12243. Additionally, students may be eligible for a Lavelle Fund Scholarship, awarded to full time students from NY, NJ and CT. Please contact the Director of Disability Services at (914)323-7127 for details.

To obtain State Aid to Native Americans, contact the Native American Education Unit, NYS Education Department, Albany, NY 12234.

**Student Loans**

**Federal Stafford Loans**

This loan provides funding to assist students pay for their educational expenses. The loan is made to the student, and the student is directly responsible for repayment of this debt. Eligibility is contingent upon completion and submission of appropriate application documents. The Stafford Loan carries a fixed interest rate. Repayment of principal begins six months after you cease to be a student enrolled on at least a half-time basis.

There are two types of Stafford Loans. If you demonstrate sufficient financial need, you will qualify for the Subsidized Stafford Loan. The federal government pays the interest on this loan while you remain at least a half-time student. If you do not qualify for the full Subsidized Stafford Loan, you may borrow an Unsubsidized Stafford Loan, however, you must pay the interest on this loan while you are in school or opt to capitalize the interest and pay it, along with the principal, upon leaving school.

Stafford Loan funds are borrowed from a lending institution (bank), known as a lender. Repayment is made directly to the lender at the end of the six month grace period.

The amount of your student loan depends on the number of credits you have successfully completed. If you are a new student or have completed fewer than 28 credits, you are eligible for an annual maximum of up to $3,500. If you have completed or transferred in with between 28 and 57 credits, you are eligible for an annual maximum of
up to $4,500. Once you have completed or transferred in with at least
58 credits, you are eligible for an annual maximum of up to $5,500.

Stafford Loan eligibility is determined by the Financial Aid Office. To
apply for and receive such a loan, you must complete an Entrance
Interview and a Stafford Loan Master Promissory Note online at
www.hesc.com. If you are an incoming student whose file is complete,
you will need to complete these forms online before the Stafford Loan
can be processed. If you are a returning student a Master Promissory
Note should already be on file.

In either case, you will need to complete an e-MPN for loan processing.
After your promissory note has been received, your loan will be elec-
tronically certified by the college and the Student Accounts Office will
receive the loan and credit it to your account, half in each semester.
The FAFSA is the annual application for a Federal Stafford Loan.

**Federal Perkins Loans**
Funded by the federal government and administered by the College.
Awarded based on financial need and availability of funds. Eligibility is
re-evaluated each year. Repayment begins nine months after the stu-
dent ceases at least half-time enrollment. The interest rate on this loan
is 5%. If eligible, a promissory note must be signed with the Student
Accounts Office before Perkins Loan funds can be credited to a stu-
dent’s account.

**Federal Parent Loans (PLUS)**
If you are a dependent student, your parent may borrow up to the cost
of your education, less any financial aid received. Approval is contin-
gent upon a successful credit check. Loan proceeds (minus a 3% origi-
nation fee) are disbursed directly to your account, half in each se-
mester. Please log onto www.HESC.com to complete the PLUS loan
pre-approval process.

Once you have reviewed the borrower benefits and chosen a lender,
you will need to complete a master promissory note online at
www.HESC.com. Upon approval, your information will be sent to the
college electronically for certification and disbursement. To use PLUS
loan proceeds for the fall bill, the loan certification must be received by
the Financial Aid Office no later than June 1st. The PLUS loan carries
a fixed interest rate of 8.5%. If you need further assistance, please do
not hesitate to contact our office directly.

**Federal Work-Study**
**Federal Work-Study Program (FWS)**
The Federal Work-Study (FWS) Program, along with the Campus
Employment Program, is administered by the Center for Career De-
velopment (CCD) is responsible for the administration of the Student
Employment Program. Student may consult the Job Board at CCD or
visit Experience for available opportunities. As part of the financial
aid package, FWS is a financial award which allows an undergraduate
student to earn a portion of his/her educational expenses by working in
a position on campus or approved off campus jobs. Money earned can
be used at the student’s discretion. It may be used to pay for books,
living expenses, or other college costs. If a student does not find
suitable employment and cannot earn the awarded FWS amount, the
student will not receive the money allotted.

Students can earn their FWS award by working in community service
for in approved not-for-profit organizations. Van transportation is
available to some of these positions.
Family Education Rights and Privacy Act (FERPA)

Manhattanville College FERPA Policy Statement

Manhattanville College follows student records privacy guidelines set forth by the Family Educational Rights and Privacy Act of 1974 (the “Buckley Amendment”). The College’s policy text refers to this act by its more familiar name of “FERPA”.

A STUDENT’S FERPA RIGHTS

In accordance with FERPA, Manhattanville College requires that every student who chooses to have the College release copies of grades, transcripts, or any other data pertaining to academic performance to either parents, guardians, spouses, life partners, billers, prospective employers, or governmental agencies must authorize the College to do so. Therefore, all requests to release such information must be accompanied by a written authorization which has been signed by the student. Without such authorization, the College will not release information. This policy extends and applies to parents who request access and disclosure of their child’s educational records. A student’s record is never released without written consent, except to College faculty and staff who have demonstrated a clear “need to know and legitimate educational interest”. Other exceptions to the above policy include compliance with a judicial order, the Solomon Amendment, subpoena or an emergency involving the health or safety of a student, another person or the campus-at-large.

In addition, Manhattanville College designates the following categories of student information as public or “Directory Information.” Unless specifically requested by the student within ten (10) days of the beginning of each semester to withhold disclosure of this information, such information may be disclosed by the institution for any purpose, at its discretion.

Category I: Name, dates of attendance, classification, major/degree program.

Category II: Previous institution(s) attended, awards, honors, degree(s) conferred, including dates.

Category III: Past and present participation in officially recognized activities.

Currently enrolled students, or any who have previously attended Manhattanville College, may inspect their academic records by making an official request in writing to the Registrar and obtaining an appointment to do so. A student may challenge possible inaccuracies or misleading items in his/her record during the course of such an inspection. Students also have the right to file a complaint with the United States Department of Education over alleged failures by the College to comply with the requirements of FERPA. NOTE: The fairness of grading by any Faculty member may NOT be challenged under FERPA.

Students will be notified each year of their rights under FERPA through the annual edition of this College Course Catalog (published online) and through the Registrar’s Office web portal at www.mville.edu/registrar.

STUDENT REVIEW OF OFFICIAL COLLEGE RECORDS

A. TYPE AND LOCATION OF EDUCATION RECORDS, OFFICERS RESPONSIBLE

1. The principal education record for every current student and for graduates of the College is kept in the Registrar's Office. The Registrar and his/her representative are responsible for these records.

2. For the purposes of defining an education record, the College also recognizes the following types of administrative records as educational and, hence, protected by the provisions of FERPA:
   a. Student Financial Records (Officers responsible: VP Finance and Director of Student Accounts)
   b. Admission Records [prior to transmitting files to the Registrar's Office] (Officer responsible: Vice President for Enrollment Management)
   c. Financial Aid Records (Officer responsible: Director of Financial Aid)
   d. Records Pertaining to Student Athletes; (Officer responsible: Director of Athletics)
   e. Student Health Records (Officer responsible: Director of Health Services). Health records and HIPAA policy may apply here as well.
   f. Cumulative Academic Records [former students; permanent transcript] (Officer responsible: Registrar)
   g. Disciplinary Records [Academic] (Officer responsible: Provost's Office)
   h. Disciplinary Records [Non-Academic and those records which are not "law enforcement unit records"] (Officer responsible: Director of Student Life)
   i. Records Pertaining to Student Academic Advisement: (Officer responsible: Dean of Academic Advisement Office)
   j. Learning Assistance Center Student Records (Officer responsible: (Director: Academic Resource Center)

B. INSPECTION & REVIEW OF RECORDS

1. Any student may inspect and review his/her educational records upon written request to the person in charge of the records, as listed above. If the written request is directed to any person other than the Registrar, a copy of that request must also be forwarded to the Registrar for inclusion in the student's academic file. That person is expected to comply as soon as possible; this must be done not later than 45 days after the request has been made and received.

2. The student has the right to review and inspect all the documents in his/her record EXCEPT:
   a. Confidential evaluations and letters of recommendation filed before January 1, 1975;
   b. Evaluations and recommendations after that date if the student has waived his/her right to see them;
   c. Financial records and statements of the student's parents or guardians submitted to assess eligibility for financial aid; and,
   d. Those documents classified by the law as non-educational. These include personal and procedural notes maintained by Faculty such as grade books, class room notes, etc.

3. If, after inspecting and reviewing his/her records, the student has any question about them, he/she may request an oral or written explanation and interpretation of them.

4. The student may also secure a copy of every document in the record which is open to him/her. These copies will be made by the Registrar or other designated officer under the same terms, conditions, and charges as for a copy of an official transcript at $8.00 for each request. Copies will be ready within 10 working days of the request. Copies will NOT be released if the student has an overdue debt owed the College.

5. The student has a right to file a complaint with the United States Department of Education over alleged failures by the College to comply with the requirements of FERPA; and
C. AMENDMENT OF AN EDUCATION RECORD
1. If, after inspecting and reviewing his/her records, the student believes that any information contained in them is inaccurate or misleading or violates his/her privacy or other rights, he/she may request, in writing to the Registrar, that the officer who is responsible for maintaining those records amend them. A copy of the request will be included in the student's file and in the record of inspection requests maintained by the Office of the Registrar.

2. That officer, in consultation with the Registrar, must reach a decision and inform the student of this decision in writing within a reasonable period of time after receipt of the request. A copy of this decision must also be forwarded to the Registrar for inclusion in the student's permanent academic record.

3. If the officer refuses to amend the record in accordance with the student's request, the student has the right to a hearing.

4. This hearing will be conducted by a committee appointed by the Provost and will consist of persons who do not have a direct interest in the outcome of the hearing.

5. The hearing will be held within a reasonable period of time after the student has made the request. The Provost's Office will provide the student with the date, place, and time of the hearing, reasonably in advance of the hearing.

6. The student will be afforded a full and fair opportunity to present evidence relevant to the issue raised, and may be assisted or represented by individuals of his/her own choice at his/her own expense, including an attorney. The hearing shall be presided over by a college official who shall not have a direct interest in the outcome of the hearing. The College may, in its discretion, decide to also have counsel present to assist the presiding officials.

7. The committee will make its decision in writing within a reasonable time period after the conclusion of its hearing.

8. The decision of the committee will be based solely upon the evidence presented at the hearing and will consist of a written statement given to all parties concerned, summarizing the evidence and stating the reasons for the decision.

9. If, as a result of the hearing, the committee supports the complaint of the student, the education records of the student will be amended accordingly, and the student will be so informed.

10. If the committee decides against the student, he/she has the right to place in his/her record a statement commenting on the information in the record and/or stating his/her reasons for disagreeing with the decision. This explanation will be maintained by the College in the office of the individual designated as custodian of the record in question as part of that education record of the student for as long as those records are maintained; and, whenever a copy of those records is sent to any party, the explanation will accompany it. A copy of this statement will also be forwarded to the Registrar for inclusion in the student's permanent file.

D. DISCLOSURE OF INFORMATION FROM RECORDS

1. No office maintaining an education record of a student will disclose any personally identifiable information from that record to anyone other than the student without the written consent of the student, except to the extent that FERPA authorizes disclosure without consent. Manhattanville College requires that every student who chooses to have the College release copies of grades, transcripts, or any other information relative to academic performance to either parents, guardians, bill-payers, prospective employers, or governmental agencies, must authorize the College to do so. Therefore, all requests either to secure or release these types of information must be accompanied by a written authorization which has been signed by the student. Without such authorization, the College will not release such information. This policy extends and applies to parents who request access and disclosure of their child's educational records. The student's written consent shall:

   a. Specify the records that may be disclosed
   b. State the purpose of the disclosure
   c. Identify the party or class of parties to whom disclosure may be made

2. The records of a student will be disclosed without his/her written consent to academic and administrative officers within the College who have a legitimate educational interest in the information. “Legitimate educational interest” means the demonstrated need to know by those persons who act in the student's educational interest or require such information to carry out their usual duties. These individuals include the following persons as well as their professional and clerical staff acting under their instruction: the President and Vice-Presidents; The Provost's office; the Registrar; the Finance and Student Accounts offices; the Director of Financial Aid; Divisional Deans; the Director of the Academic Resource Center; the Director of Student Life; the Director of Health Services; the Director of Athletics; the Director of Campus Safety; and any other faculty member or administrator to whom, or to whose office, the student has addressed an educational request, application, or inquiry, for the records as needed to prepare a reply.

3. The records of a student will be disclosed without his/her written consent to those federal and state government agencies and officials provided by law.

4. The records of a student will be disclosed without his/her written consent to an agency to which the student has applied for or from which he/she has received financial aid, or which has made decisions concerning eligibility, amount, conditions, or enforcement of terms of such aid.

5. The records of a student will be disclosed without his/her written consent to certain educational agencies and institutions, as permitted by law.

6. The records of a student will be disclosed without his/her written consent to comply with a judicial order or subpoena.

7. The records of a student will be disclosed without his/her written consent in a health or safety emergency, as provided by law.

8. DIRECTORY INFORMATION: The college reserves the right to disclose directory information to anyone inquiring without the student's consent unless the student, within ten days of the beginning of each semester, informs the Office of the Registrar, in writing, that any or all such information about him/her is not to be made public without his/her written permission: student's name, dates of attendance, classification, program of study, previous institution(s) attended, awards, honors, degree(s) conferred (including dates), and past and/or present participation in officially recognized activities.
9. A record of all disclosures will be maintained in the office of the education record with a copy of the disclosure sent to the Office of the Registrar. This record will be subject, upon written request by the student, to inspection and review.

10. **The Solomon Amendment** (10 U.S.C. § 982; 32 C.F.R. 216, 65 F.R. 2056) is not a part of FERPA, but it allows military organizations access to information ordinarily restricted under FERPA for the purpose of military recruiting. Specifically, the Solomon Amendment allows armed forces entities to recruit students 17 years old or older, and to obtain students' names, addresses, phone numbers, age, class, and degree program one or more times per year. Institutions are only exempt from these requirements if they do not collect this information, or if they do not normally provide this information to prospective employers. Institutions that violate the Solomon Amendment risk loss of funding from several federal agencies, including the Departments of Defense, Education, Health and Human Services, and Labor. If a component of the institution violates the Solomon Amendment, larger system funding may be affected.

E. RIGHT OF COMPLAINT
Students who believe that Manhattanville College is not complying with the requirements of FERPA or with the regulations issued by the Department of Education implementing that Act, may file complaints in writing with:

Family Policy and Regulations Office
U.S. Department of Education
Room 1087, FB6
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
Graduate Teacher Education Program

Manhattanville's commitment to Teacher Education is vividly exemplified by the quality instruction offered by our caring and experienced faculty. The College's concern for individual students is reflected in our personalized approach to teaching, advising and supporting students. All programs offered are New York State Education Department approved and registered.

This catalog is designed as a tool for planning a successful graduate Teacher Education program. It is the student's responsibility to read the catalog carefully since it articulates the requirements for all graduate education students, whether matriculated into a program or taking non-degree courses. Students are bound by the policies, procedures and the program requirements cited in the Catalog that is in effect on the date of their matriculation or, for non-matriculated students, registration. It is the student’s responsibility to ensure that s/he completes all program and certification requirements.

Every effort has been made to ensure the accuracy of the information in this catalog, however, courses, programs and schedules are subject to change, as are New York State Education Department requirements. Doctoral candidates must also consult the Educational Leadership Doctoral Program Student Handbook.

Master Programs

The Masters of Arts in Teaching (MAT) program was initiated in 1965. It was originally designed for graduates of liberal arts colleges who had little or no teaching experience and no prior academic study of education, while Masters of Professional Studies in Education (MPS) programs were originally aimed at those whose careers in education were already underway.

Now, most current programs are equally well suited to those with prior study of education and/or teaching experience. Programs stress the integration of educational research, philosophy and psychology with pedagogical training and practical teaching experience, to prepare ethically and socially responsible, caring and competent teachers.

It is expected that degree candidates enter the program with the appropriate liberal arts background essentially completed. Completion of a Masters program can lead to both a Masters degree and state teaching certification.

Languages or Social Studies), TESOL, Literacy, Music, and Art, and for already certified teachers, Bilingual Education.

Advanced Certification Programs

For candidates already holding a Liberal Arts Masters degree but with no prior educational preparation OR for certified teachers wishing to obtain certification in an additional title by having the college recommend them to NYSED, we offer Advanced Certification programs. Advanced Certification areas include: Special Education, Middle Childhood and Adolescence (English, Mathematics, Science, Second Languages or Social Studies), TESOL, Literacy, Music, and Art, and for already certified teachers, Bilingual Education.

The program is usually available for dual certification with Special Education in the areas of Childhood Education, Mathematics, Biology, Chemistry, Social Studies, and English, and for single certifications in Physics, Spanish, Visual Arts, TESOL and Physical Education. The School of Education will assist in locating opportunities to apply for positions in a variety of school districts. However, job placement is not guaranteed.

For processes for the Physical Education Internship certificate program, please consult the director of Physical Education.

Graduate Advising Office and NYSED at www.nysed.gov. Responsibility for certification resides strictly with NYSED. Advisement is offered in good faith.

Accelerated Teacher Internship Program (Jump Start)

This accelerated and intensive degree program is primarily designed for career changers, but may be appropriate in other circumstances. Jump Start is also open to those eligible to complete a Post-Masters certification program. Cohorts begin twice a year, in Fall and Spring. While completing approximately half of the Masters degree, participants conduct a job search with college guidance and may begin paid full-time teaching almost always in the Bronx and Manhattan, under a NYS internship certificate, in the Fall. While teaching, they complete all other requirements for degree or post-masters program and for certification, during the following semesters.

Certification Through Individual Evaluation

For those who are already certified and who wish to become certified in another area or grade level, we offer the opportunity to complete the coursework required for certification through individual evaluation by New York State. In these cases, under New York State regulations, candidates can apply for additional certification directly to NYS Education Department, using graduate courses they have taken at Manhattanville. All of the certification areas that we offer are available to these candidates. In addition to graduate coursework, additional Liberal Arts requirements and additional testing may be required. Careful and specific choices of courses is required for such certification and interested students are advised to consult with the Faculty. The College's concern for individual students is reflected in our personalized approach to teaching, advising and supporting students.
Master of Educational Studies
The M.ED. program offers opportunities for individuals with a baccalaureate degree who are seeking a masters degree in Education and are interested in career advancement in such education-related fields as publishing, journalism, counseling, museums, government, higher education, summer camps and youth sports, private school teaching, private industry, and working with students on the autism spectrum, for example. Coursework includes a variety of topics related to foundations of education, multicultural education, ethics, and technology; electives can be focused on the individual’s area of interest. Student teaching is not required.

This program does not lead to NYS teacher certification.

Doctor of Education in Education Leadership
On June 22, 2010, the Board of Regents of the State of New York approved an amendment to our master plan authorizing Manhattanville College’s first program at the doctoral level, an Ed.D. in Educational Leadership. The purpose of the doctoral program is to meet the needs of mid-career professionals who have leadership experience in public or private schools, community programs, governmental agencies, or NGOs with major education initiatives. This program builds on Manhattanville’s Educational Leadership Master’s and Professional Diploma certification programs for building level and/or district-level leadership.

Accepted students will have early career leadership experience and the initial licensure/certification/program requirements for their chosen career path as leaders in education. Students complete a three-year program of study that tightly integrates coursework, field experiences, and applied research (59 semester hours of post-master’s credit including dissertation). The focus is on preparing leaders to work in changing suburbs and small cities, and the signature pedagogy is problem-based learning. Doctoral program experiences are organized around five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. The program offers the option to do a three-article dissertation or a traditional five-chapter dissertation.

Executive Ed.D Track for “ABD’s”
The Executive Ed.D. program is designed specifically for those who were enrolled in a doctoral program and completed all requirements but the dissertation (also known as “ABD”). The Executive Ed.D.

NYS Public Accountability
Manhattanville students who have graduated or completed a degree or certification program achieved a 98% combined passing rate on the New York State Teacher Certification Examinations in 2011-2012.

Eligibility for Admission
Persons who may be eligible to matriculate in any graduate program must:

- Hold a Bachelors degree, or higher, from a regionally accredited institution and present a minimum cumulative undergraduate grade point average of 3.0 (A=4)
- Submit a completed application form including a 2-3 page typewritten essay stating their philosophy of education
- Submit official transcripts for ALL previous college coursework
- Submit two strong professional recommendations
- Exhibit a commitment to teaching
- Submit proof of certification, for admission to programs in Special Education, Literacy, or Bilingual Education

Rose Institute for Learning & Literacy
The Rose Institute for Learning and Literacy prepares practicing teachers to use a phonics-based multisensory approach to literacy and learning, based on the work of Samuel T. Orton. Students take two 3-credit methodology courses and one 7-credit year-long practicum, with twice-weekly mentoring by college faculty, to practice this methodology in their classrooms. Completion of the coursework provides students with an advanced certificate.

Coursework from the Rose Institute can be applied towards a Master’s degree in Literacy and Special Education.

- Complete Music audition and examination, for admission to programs in Music Education
- Provide evidence of all required immunizations. All students, matriculated or not, born after 1957, taking 6 or more credits within a semester or session, are required by state law to provide proof of immunization against measles, mumps and rubella. Contact the Health Center to submit evidence or to obtain further information.

An interview is not required, but is strongly recommended.

- International students must demonstrate English language proficiency by achieving a computer score of 300 or an IBT score of 85 on the TOEFL or an equivalent exam. International credentials will be evaluated under the guidelines used by NYS Education Department. A certified translation of international credentials and/or external evaluation of credentials must be submitted upon request.
Additional requirements for entrance into Education Leadership programs include:

- a writing sample and
- an interview with the program director.

**Doctoral Admissions**

For entrance into the Doctoral program, admissions requirements include all of the above and additionally:

- At least three years of successful experience in education or other appropriate setting after completing the Bachelor's degree
- A record of leadership as a teacher, leader, and/or manager. Two years of administrative experience are strongly preferred
- Administrative certification
- A letter of nomination focusing on the applicant’s commitment, determination, scholarly writing skills and communication skills, as well as research experience and/or potential

Holders of F- or J-class visas are not eligible for admission into programs at off-campus locations.

**Program Sequence and Length**

All Masters-level students not previously certified and matriculated into degree or certification programs must take the NYS ACADEMIC LITERACY SKILLS TEST during their first 6 credits. Students who do not achieve a satisfactory score on the test will be required to complete the Graduate Education Writing Tutorial and may continue in the graduate program on a probationary basis. Students who fail twice will not be permitted to take further Education courses until they pass the exam.

Once students have passed the required entry-level coursework or its equivalent, including the NYS ALS test and the Manhattanville Writing Assessment (see below), they enter intermediate level courses. These courses serve as foundations for capstone courses, which include seminars, practica and/or student teaching experiences.

Masters-level candidates have up to five years from the date of matriculation to complete their programs. A time extension, typically of one-to-two years, may be granted at the discretion of the Associate Dean for Graduate Programs. In such cases, additional Education courses may be required to update the student's program, as determined by the relevant department of the School of Education. Students will also have to meet any new or revised certification requirements imposed by NYSED.

Student or supervised teaching is a culminating experience, only undertaken when essentially all coursework and other requirements have been completed.

Doctoral candidates will take no more than three years to complete required coursework. Doctoral students can stay in the program for six years. Under exceptional circumstances and with approval from the Program Coordinator, doctoral students can stay a maximum of eight (8) years after they are officially admitted.

From the beginning of Year 4 on, all doctoral candidates are required to register for 2 credits every semester including summer, until the end of Year 8 when they will leave the program as ABDs or until they pass the final defense of their dissertations, whichever comes first. Payment for the credits enables a student to continue with dissertation supervision. The 8-year period includes any time during which a student may have withdrawn from the program.

Doctoral candidates must be continuously enrolled.

**ADDITIONAL REQUIREMENTS FOR THE JUMP START PROGRAM**

Before graduation and regular certification, Jump Start candidates must have completed all Masters degree and NYS certification requirements. Candidates who have not completed said requirements and are teaching under the internship certificate after they would normally have graduated and become certified are required to be mentored by the college and must pay a mentorship fee.

Jump Start students who do not or cannot complete their teaching placements will be required to join a regular Masters program and follow the coursework and student teaching schedule, and meet the prerequisites for student teaching, appropriate for that program. Such students must meet with the Office of Field Placement as soon as possible in their program.

**Rate of Work**

Nine (9) credits is considered full-time attendance for Masters-level students. A student enrolled for six (6) credits for student teaching is also considered full-time.

During the foundational phase of the doctorate, six (6) credits will be full-time, and three (3) credits will be half-time. During the dissertation phase of supervision, starting with EDAD 8190, two (2) credits will be full-time, and one (1) credit will be half-time.

**Additional Program Requirements for Certification**

Manhattanville College requires a course in Child or Adolescent Developmental Psychology as appropriate, as a pre-requisite for completion of most Masters degrees and Advanced Certification programs. This requirement must be satisfied prior to the first 18 credits of the student’s program. Students will not be allowed to student teach if they have not met this requirement. SSE 2025 or EDU 5344 will satisfy the requirement, but cannot be used as an elective in any degree or program leading to certification.

**Policies, Procedures & Examinations**

The College provides, insofar as is consistent with New York State requirements, flexible and individualized programs, academic guidance and planning, and carefully selected placements for student teaching. Advisement is critical for a successful experience; therefore, the School of Education requires all students to meet with an advisor on a regular basis. Students are responsible for meeting all relevant deadlines.

**Advising and Registration**
All graduate registrations must be approved by a full-time faculty member, a member of the Graduate Advising Office or the Doctoral Program Coordinator, by signature or electronically. Registration for student teaching courses must also be approved by the Office of Field Placement by signature. Upon matriculation, each student will be assigned an appropriate faculty advisor and informed of that assignment in November and March. Students are advised to register in a timely fashion for those courses they know they must take in a given semester. Graduate Education courses are closed with 25 students; however, some courses, including some methods courses, practica, seminars, Liberal Arts, and technology courses, are closed with fewer students.

Students who are not registered may not attend classes.

Adding, Dropping, and Withdrawing from Courses
Graduate students may add and drop courses during a specified period at the beginning of each semester/session. No courses may be added after this period. After the deadline, students may withdraw from courses up to a specified date near the end of each semester/session. Withdrawing from a course requires approval by the Associate Dean for Graduate Advising. Withdrawing from a course after the “Add/Drop Period” will be recorded as a “W” on the student’s official transcript. Students must officially drop or withdraw from courses; otherwise, courses will remain on transcripts with a grade of “F.”

A doctoral student who wants to withdraw for a semester or more must seek in writing permission to do so and will also need permission to reenter. Doctoral students who are allowed to withdraw and re-enter must make up any missed coursework during the next cohort. Approval for withdrawal and re-entry is not automatic.

All students who wish to drop or withdraw from courses are strongly urged to consult with the Office of Financial Aid.

Refunds of tuition in cases of dropping or withdrawing from courses are pro-rated downward beginning on the first day of the semester, not the first meeting of the class. Please see the Student Accounts refund policy.

Communications
All graduate students are given a Manhattanville e-mail address. All official communications with graduate students will occur through e-mail to the Manhattanville e-mail address. Registration can be carried out online through WebAdvisor on the college website, once a graduate student has contacted the appropriate advisor. Grades reports will be available only through WebAdvisor.

Field Experience
All programs leading to New York State certification must provide 100 hours of field experience for candidates. At Manhattanville, field experience hours are incorporated into course assignments for required courses. Students should be aware that many required courses require a time commitment beyond the time in the college classroom. A course which requires field experience cannot be passed unless the field experience hours are successfully completed. Field experience hours must be completed at specified grade levels in specified types of schools. These typically cover the full range of grades for the certificate being sought and schools with a diverse student body. Students are strongly encouraged to seek diverse experiences, including schools in New York City. Students must provide their own transportation to field experience sites.

Manhattanville Writing Assessment

All Master’s degree or Advanced Certification candidates must complete a writing assessment within the first six required education credits following matriculation. Arrangements to complete the assessment can be made through the Graduate Advising Office. On the basis of the results, students may be required to successfully complete the Graduate Education Writing Tutorial before continuing graduate coursework or while they pursue the degree or program, or the tutorial or other options for academic support may be recommended. Offered twice each semester, the Graduate Education Writing Tutorial is a non-credit bearing workshop; students register for the Tutorial through WebAdvisor or the Office of Graduate Advising. If there are exceptional extenuating circumstances, the results may be appealed once, with the approval of the student’s advisor, who will contact the Chair of the Writing Committee.

Students who do not pass the writing assessment will be required to retake the assessment following completion of the tutorial or other agreed upon academic support. Students who do not pass the writing assessment a second time will be required to develop an academic writing plan with the Chair of the relevant Department or Program Director.

Students in the BA/MAT program are exempt.

Student/Supervised Teaching
Student/supervised teaching is the culmination of all degree and post-masters certification programs. Student teaching consists of minimally one complete semester of 14 weeks, following a full-time school schedule, and includes a weekly seminar. The weekly seminar is an integral part of student teaching and all course assignments for the seminar must be completed as assigned. Professional behavior and deportment are critical to successful teaching and will be assessed during the student teaching experience.

Placement of teacher candidates in classrooms for student teaching is a complex process, necessitating finding appropriate schools and grade levels to fulfill certification and degree requirements. Considerable time is also required to ensure that each candidate will be placed in the most suitable seminar group.

Therefore, candidates for student teaching must schedule an appointment with the Office of Field Placement. Candidates for student/supervised teaching in Fall semester must meet with the Office of Field Placement by March 15 of the preceding Spring semester. Candidates for student/supervised teaching in Spring semester must meet with the Office of Field Placement by October 15 of the preceding Fall. Students who do not meet these deadlines must postpone student teaching.

Candidates for student/supervised teaching must also schedule a review by Graduate Advising before meeting with the Office of Field Placement. With approval of the Office of Field Placement, students who are employed as teachers in an accredited school and teaching in the area of their degree or post-masters program may be able to use their own classrooms as their student teaching sites. Students must be fully matriculated prior to beginning their student/supervised teaching.

All graduate Education courses, a Child or Adolescent Development course, all NYS liberal arts requirements for certification, and all required NYS workshops and certification exams must be completed before student/supervised teaching, except in exceptional circumstances.
Beginning with the Spring 2014 semester, all students will complete an electronic portfolio, the “edTPA,” as a requirement for successful completion of student teaching. For those seeking their first NY State teacher certificate, the edTPA must also be submitted to NYS ED. Thus, the edTPA will normally be completed during the student teaching semester.

Student teaching can be completed only in the Fall or Spring semesters; rare exceptions for certified, in-service teachers completing a Masters degree in a subject or grade level other than the one they are currently teaching are sometimes possible. No summer placement can be guaranteed.

Students must provide their own transportation to and from student teaching sites. Student teaching must be completed within a twenty-five mile radius from the college within Westchester, Rockland, Putnam, Fairfield, or Bronx Counties.

Successful completion of student teaching does not automatically entail that the candidate is eligible for certification.

For additional information, please refer to the Student/Supervised Teaching Handbook in the Field Placement Office or on the college website.

Independent Study
Courses in independent study format may be available in programs where courses may not be offered with regularity or where there are unavoidable course conflicts. Independent study courses are offered strictly with the approval of the faculty mentor and the Office of Graduate Advising or the Doctoral Program Coordinator. No more than two independent studies are typically allowed in a degree or certificate program. Exceptions may be made for students in programs with limited offerings or who have extensive backgrounds in the area of the degree.

Grade Requirements
Students in all Master-level programs must maintain a minimum average of B (a cumulative GPA of 3.00). Professional behavior and dispositions are an important part of teaching success and will be part of assessment of students in courses. Students receiving a grade of C or below in any course or whose cumulative Grade Point Average is below 3.00 at the end of any semester will be subject to review by the Graduate Academic Standards Committee. At the discretion of the committee, this review could result in a requirement that the student repeat one or more courses at the college or elsewhere or complete one or more equivalent courses or be denied permission to register for further study in the School of Education. Grades below C will not count towards a degree or advanced certificate Program. If a student receives a C or below in any course and re-taking the course is allowed and required, the course may be repeated only once.

The minimum acceptable grade in a doctoral course is C. No more than one course with a grade of C may be counted for credit in a student’s doctoral program. Doctoral students must maintain a cumulative GPA of 3.25 or above. Those whose cumulative grade point average drops below 3.25 or those who earn a C or less in two or more courses will be placed on academic probation. Once on academic probation, a student must meet with his or her academic advisor and make a plan for correcting the problem. The student will have one calendar year to implement the plan. Students who earn Cs or below in two courses must take at least one of those courses again at the next available opportunity and earn a B or above. Students who do not meet the requirements for removing themselves from academic probation within a year will be reviewed by the Doctoral Admissions Committee, which may expel the student or develop a new plan for remediation.

All courses applying towards certification and all courses counting towards a degree or Advanced Certificate program, with the exception of some internships, must be taken for a letter grade.

Students cannot apply for graduation or graduate while on academic probation or while any course is incomplete.

Repeating A Course
Graduate courses in which a grade above C has been earned may not be retaken for credit towards graduation. Repeated courses will not count towards cumulative credits. A non-matriculated student who is taking a course for purposes of teacher certification may retake a graduate course if he/she has received a grade of C+ or below. This will not count towards cumulative credits earned.

For repeated coursework, both grades earned will count towards the cumulative GPA.

Incompletes
An incomplete or "Grade Deferred" is granted by the Associate Dean for Graduate Advising or Doctoral advisor, as appropriate, with approval by the course instructor, for extraordinary reasons and for a limited and specified period of time, where there is a realistic probability of successful completion of the course and achievement of course learning objectives. This is typically not to exceed one semester and may not exceed one year. If the work is not completed by the time specified on the Incomplete form, the student’s grade automatically reverts to an “F.” An incomplete Grade Contract must be signed by the instructor, student, and Associate Dean or Doctoral advisor.

Transfer Credits
With the approval of Grad Advising, matriculated masters and advanced certification program students may transfer up to six graduate credits toward their degree from a fully and regionally accredited college, provided that the coursework was taken within the last five years, is determined by the faculty to be appropriate for their program, and a grade of B+ or better was received. Additional credits from selected regional institutions or for specific programs will be considered in limited instances at the discretion of the college.

No credits can be transferred to a Masters degree or advanced certification program from a Masters degree or certificate program completed at another institution. Credit for student teaching cannot be transferred from another institution.

Up to 12 credits of post-masters courses, taken at a fully and regionally accredited institution within the last ten (10) years may be transferred into the Doctoral degree to replace specified courses, with approval of the Doctoral Admissions Committee.

Students in the Executive Ed.D. in Educational Leadership for ABDs may transfer up to 39 credits into the 59-credit doctoral program, with approval of the Doctoral Admissions Committee.

Candidates must file a written request to have course credits approved for transfer. Masters-level students are strongly advised to request approval for coursework to be transferred from Graduate Advising before the course is taken. If this is not given, acceptance of the transfer credits cannot be guaranteed. Doctoral students will normally make this request and receive advisement and potentially approval for transfer during the second semester of the program.
In all cases, faculty may request a course description and/or a syllabus to facilitate review and potential approval. It is the student’s responsibility to verify that the coursework will earn/has earned official graduate-level credits from a regionally accredited institution and a letter grade. It is the student’s responsibility to ensure that the School of Education receives an official copy of the transcript for a transfer course. If transcripts are received later than 10 business days before the student’s graduation, that student’s graduation will be postponed until the following semester.

Professional Development Credit
Courses taken solely for purposes of professional development may be taken on a Pass/Fail basis. A grade of "Pass" will be awarded for work equivalent to a B- or above. Students taking graduate courses for professional development credit must complete all assigned work for the course. Participants should verify with their schools or school districts whether such credit is acceptable to the school or district.

Comprehensive Exam, Degree Portfolio or Final Project
All Masters degrees conferred in New York State must include a culminating experience. Depending on their programs, degree candidates are required to complete one or more culminating experiences as specified for the relevant program. SEE PROGRAM PLANS FOR SPECIFIC REQUIREMENTS.

Different programs require comprehensive examinations at differing points in the Masters degree. Comprehensive examinations are offered twice a year, during the Fall and Spring semesters. For students whose graduation would be substantially delayed, the examination may be offered in the Summer. Students must register for the examination by the beginning of the semester in which they will take it. Students who fail the comprehensive examination may retake it once and may be required to successfully complete the graduate education writing tutorial or other remediation approved by the program director or department chair before retaking the exam. Those who fail a second time will be required to substitute additional coursework which must include a substantial writing component and will be prohibited from registering for any other graduate education courses until this requirement has been satisfied. Students who fail the Special Education comprehensive examinations for the second time will be prohibited from continuing in the School of Education.

Final Projects in lieu of comprehensive exams will be due one month before the end of the semester of graduation. Students must register for final projects as they would for comprehensive exams. Students who fail the exams are not permitted to substitute a final project.

Culminating Experience Reports required for all Childhood programs will be due during the semester prior to student teaching, except in limited cases where students have not completed all pre-requisite courses.

Candidates in Teaching Languages Other Than English must also complete the Oral Proficiency Interview and Written Proficiency Test of the American Council for Teaching Foreign Languages, with scores of "Advanced-Low" or above. Registration materials are available in Graduate Advising. Candidates in Bilingual Education must complete the Oral Proficiency Interview.

Doctoral Portfolio
Doctoral students will submit a portfolio documenting progress in each of the major program activities, including in-class work, field work, and applied research projects.

Academic Conduct & Professional Dispositions
The School of Education strongly supports the college’s mission to “educate students to become ethically and socially responsible leaders for the global community.” Professional behavior, demeanor, and appearance are critical aspects of responsibility and leadership with children and colleagues. Professional conduct is expected of candidates at all times.

Academic Honesty
We promote and rely on mutual respect, civility, concern for others and academic integrity. Academic dishonesty undermines all of these. All forms of academic dishonesty, unfair advantage, and plagiarism will have consequences in all instances. For any act of academic dishonesty,
the School of Education may impose one or more of the following sanctions: Rewriting the assignment and/or failing the assignment, failing the course, taking an LIS workshop, not being recommended for certification, and/or being expelled from the graduate program. In all cases where academic dishonesty is suspected, both faculty members and students have the obligation to bring the matter to the attention of the relevant Department Chair. All students will be held accountable to this policy whether or not the course syllabus explicitly specifies a policy on academic integrity.

Dispositions
The School of Education values collaboration, emotional maturity, flexibility, honesty and integrity, professionalism, respect, responsibility, and reverence for learning.

These values are indicated by respectful action towards college faculty and classmates in classrooms and on-campus. We believe that a candidate’s ability to behave professionally and respectfully is diagnostic of his/her ability to behave professionally and effectively as an educator. We, therefore, expect candidates to model as graduate students the same behaviors they will follow in their own practice as educators. We expect and will observe and assess professionalism and respect in classrooms, at campus events, and in other professional settings.

Instances of unprofessional behavior which is not immediately rectified will be reported to and recorded by the appropriate Department Chair and/or the Office of Graduate Advising. Candidates who exhibit a serious, documented lack of professional dispositions will be subject to a range of sanctions including, but not limited to a course grade being lowered, failure of the course, denial of college recommendation for certification, and/or expulsion from the School of Education.

For further information, definitions, and adjudication and appeals processes, please consult the School of Education Graduate Student Code of Community Conduct. The Code of Conduct is available on the college website and in the Office of Graduate Advising.

It is each student’s responsibility to become familiar with these materials.

Please refer to the Manhattanville College Code of Community Conduct for the college’s policies on harassment, bias acts, and sexual misconduct, and confidentiality and academic freedom.

Absences
More than two absences can affect the course grade; individual courses may have more restrictive policies.

Grievance Procedure for Graduate Students
At Manhattanville, grievance procedures exist for students who feel they have received truly biased or unfair treatment by a faculty member or by the School of Education administration.

1. If the student and faculty member or administrator cannot resolve the problem through direct discussion in a mutually satisfactory manner, the student should bring the matter in writing to the attention of the appropriate department chair or the Office of Graduate Advising. This must happen within one semester of the claimed instance.

All appeals brought by students who have graduated must be made within 30 days of graduation.

2. If the matter cannot be resolved at this level, the student has the right to bring the issue in writing to the Office of Graduate Advising. This must be done within five business days of the latest communication with faculty or chair. The Office of Graduate Advising will present the material to the Graduate Academic Standards Committee, which will consult all parties, collect information, and seek a solution. The Office of Graduate Advising will communicate the results in writing to the student.

3. If the issue remains open, the student may appeal in writing to the Dean of the School of Education within five business days of receipt of communication from the Office of Graduate Advising. The Dean will form a grievance committee for a hearing, including the Provost, an Associate Dean, and one faculty member, either from the college or the School of Education. The Dean will serve ex-officio. The decision of the grievance committee will be conveyed by letter to the concerned parties.

4. The decision of the grievance committee may be appealed to the President only on the basis of procedural unfairness or new evidence that might result in a different decision. Such an appeal must be made in writing within 5 business days after receipt of the letter from the grievance committee.

Accommodations for Students with Disabilities
In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, the college strives to ensure that “no otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program administered by the college.”

Students with disabilities may voluntarily register with the Office of Disability Services at any time after acceptance to the college. Students may be asked to provide current documentation of their disability, which will be kept confidential. Students should consult the Director of Disability Services with any questions, and to register with the Office.

At the beginning of each semester, a student who is registered with the Office of Disability Services should request in writing from the Director that their professors be notified of accommodations. It is the students’ responsibility to make arrangements with the professor each time the accommodation is to be provided (e.g. before each test).

For further information, contact the Director of Disability Services.

State Teacher Certification
TEACHER CERTIFICATION IS CONFERRED BY NEW YORK STATE UPON APPLICATION BY THE STUDENT TO THE STATE EDUCATION DEPARTMENT FOLLOWING RECOMMENDATION BY THE SCHOOL OF EDUCATION ON BEHALF OF DEGREE OR PROGRAM COMPLETERS.
Specific coursework required for teacher certification is described in each program plan. This coursework must be completed prior to student teaching.

It is the responsibility of the candidate to be familiar with and to fulfill all of the Liberal Arts, testing, workshop and other requirements for certification.

New York State Liberal Arts Requirements

Initial certification in most subject areas requires the following Liberal Arts Prerequisites. These can be completed at any regionally accredited institution of higher education, must be reported on an official transcript, and must have earned a letter grade of C or better. Documentation of course content via a syllabus, course catalog or other means may be requested. Satisfaction of a content requirement granted by an accredited institution of higher education reported on an official transcript or official letter, by means other than coursework, may also satisfy these prerequisites.

New York State considers Liberal Arts courses to be those that are:

- Independent of specific application
- Theoretical as opposed to practical
- Not definitely directed toward particular career or specific professional objectives
- Not chiefly “how to” in manipulative skills or techniques
- Not “applied” aspects of a field

Courses offered in the areas of English, some Dance and Theater courses, Languages, Musicology and Music Theory, History, Art History and Theory, Philosophy, some Religious Studies, Area Studies, most Mathematics, Natural Sciences and Social Sciences, among others, are generally considered Liberal Arts.

Physical Education, Management and Finance, Business, Accounting, Education, Library Science, most Engineering classes, Criminal Justice and Law courses, many Communications courses, Journalism, Studio Art, Theatre Production, Music performance, applied sciences, many Computer Science courses, Fashion and Design, Counseling, Resource Conservation or Management, Recreation or Hospitality, Social Work, and Speech Therapy among others, are not considered Liberal Arts.

No courses graded Pass/Fail can be accepted toward coursework requirements, unless the creditgranting policies of the relevant college can be documented. Determination as to whether a specific course is acceptable in meeting this requirement will be made by the Associate Dean for Graduate Programs, in consultation with the faculty where needed. A course designated as meeting a specific distribution requirement by a college does NOT automatically qualify.

Coursework is required in:

- **Mathematics** – Most courses taught by a Mathematics department are acceptable.
- **Science** – Most courses taught by Science departments or under the heading of Natural or Physical Science are acceptable. APPLIED courses are NOT generally acceptable.
- **Literature** – Most courses taught by an English department are acceptable, EXCLUDING composition. Courses in world literatures, and comparative literature are generally acceptable.
- **Foreign Languages** – Any language other than English, including American Sign Language, is acceptable. Six credits or the equivalent in one or more languages are required; study at the intermediate level is accepted as an equivalent.
- **History** – Courses taught by a History department are acceptable. Historically-based courses in other social science areas may be acceptable when documented and will be evaluated on an individual basis. Courses in the history of a discipline or history of ideas or Art History are not acceptable.
- **Study is also required of:** Written Analysis and Expression; Visual and Performing Arts; Oral Communication (Communication is defined as practice in close and critical reading or research and conveying of information orally.)

Credit for Life Experience: Candidates who enter the graduate program with significant life experience in Visual or Performing Arts, Oral Communication, or Writing, although without formal college coursework in the subject, may petition for credit towards the relevant New York State certification pre-requisite. The petition will consist of an essay of 3-5 pages and documentation of the experience. This will be evaluated by the Associate Dean for Graduate Advising, in consultation with appropriate faculty. Documentation of the experience may take a variety of forms, including, but not limited to, copies of art work or published writing, recommendation by a mentor, published reviews, event programs, etc.

New York State Content Core Requirements

Every Manhattanville candidate for an initial teaching certificate must complete at least 30 credits in Liberal Arts including at least 18 credits in ONE Liberal Arts discipline. A major or course designated as Liberal Arts by a college does NOT automatically qualify.

For ALL Secondary subjects, Art, and Music, the candidate must present at least 30 credits outside of the Masters in the area of certification.

Specific content requirements for each secondary area are specified in the relevant program plan.

In certain certification areas, Manhattanville may have more rigorous requirements for content core courses than New York State. For details on Social Studies, Mathematics, Sciences, English and Foreign Language requirements at Manhattanville, see the relevant program plans in this catalog. In certain cases, these courses may be completed as part of the graduate program. Courses other than those specified may also be required by the Chair of the Art Department or the Director of Music, on the basis of the required portfolio review or audition.

New York State Examination and Portfolio Requirements

Candidates for NY certification must achieve qualifying scores on the appropriate tests in the New York State Teacher Certification Examination (NYSTCE) Program, including a performance assessment submitted electronically to NYS ED, known as edTPA.

Only candidates who are seeking NY State certification and who are not yet certified at all in New York must prepare and submit the edTPA to the NYS Education Department.

Candidates who do not successfully complete the edTPA during student teaching may seek additional mentoring through the School of Education before or after graduation, for which there will be an additional tuition charge. Such students must seek their own placements in schools as necessary.

For further information on specific tests for all certification titles, students can consult http://www.highered.nysed.gov/tcert and the Graduate Advising Office.
State-mandated Workshops

The New York State Education Department requires all candidates for certification to complete a two-hour seminar on identifying and reporting suspected child abuse and maltreatment, a two-hour seminar on school violence prevention and intervention, and a six-hour workshop on Bullying, Harassment, and Cyber-bullying. The seminars are offered by the college, for a fee. If the seminars are completed elsewhere, proof of completion must be provided to the college.

Fingerprinting

Fingerprinting is required prior to doing Field Experience and/or Student/Supervised Teaching. Information and electronic application for clearance and payment of fees are available at www.nysed.gov.

Application for Certification

The School of Education will submit a recommendation to NYS ED for those who have completed a degree or advanced certificate program and who have met all requirements for certification, in the area of the degree or program. Those seeking professional certification must notify the Certification Officer in the School of Education.

After the recommendation has been submitted by the college, the student must apply online at www.nysed.gov and pay the required NYS fee.

GRADUATION OR PROGRAM COMPLETION DOES NOT AUTOMATICALLY ENTAIL THAT THE COLLEGE WILL RECOMMEND A STUDENT FOR CERTIFICATION. THE COLLEGE RESERVES THE RIGHT TO WITHHOLD ITS RECOMMENDATION AT ITS SOLE DISCRETION.

Program Costs & Refund Policy

**Tuition Costs 2014-2015**

<table>
<thead>
<tr>
<th>Tuition Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate course tuition (per credit)</td>
<td>$895.00</td>
</tr>
<tr>
<td>Student Teaching Supervision Fee</td>
<td>$745.00</td>
</tr>
<tr>
<td>Registration Fee (Per semester/session)</td>
<td>$60.00</td>
</tr>
<tr>
<td>Culminating Experience Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Late Registration Fee (during Add/Drop)</td>
<td>$245.00</td>
</tr>
<tr>
<td>Late Registration Fee (after Add/Drop)</td>
<td>$415.00</td>
</tr>
<tr>
<td>Writing Tutorial Fee (if required)</td>
<td>$350.00</td>
</tr>
<tr>
<td>Late Payment Fee (per month)</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

Auditing fee $510.00

OTHER: parking permit (per semester/session) $15.00

Studio Art, Music, Science Lab, Practica and other courses may carry additional fees.

Refund Policy

Refunds of tuition charges are computed as of the date the student officially drops the course. Refunds are pro-rated downward beginning on the first day of the semester, regardless of the class schedule.

For the first two weeks of classes, a refund of 80% will be issued. For the third week, 60%. For the fourth week, 40%. For the fifth week, 20%. After the fifth week of classes, no refund will be issued.

Under exceptional circumstances, appeals may be made to the Bursar Appeals Committee. Guidelines and forms are available from the Bursar, the Office of Graduate Advising, and the college website.

School District Partnerships & Tuition Discounts

Full-time teachers, administrators, and paraprofessionals teaching in districts, schools, or networks with which the School of Education has a partnership may be eligible for a tuition discount, for any semester in which they are employed full-time by such an institution. Partnerships are subject to change.

Faculty in districts where Manhattanville maintains a professional development school are eligible for a 33% discount. Faculty in districts which belong to the Changing Suburbs Institute are eligible for a 20% discount. Faculty in districts belonging to the Teacher Center of Central Westchester are eligible for a 30% discount for up to 9 credits total. For a complete list of current partnerships, consult the college website or the Office of Graduate Advising.

Faculty and administrators who teach in accredited religiously-affiliated institutions, at Chuckhill School, Summit School, or at Keio Academy, and returned Peace Corps volunteers are also eligible for a tuition discount.

Those claiming eligibility for a discount must complete the "tuition verification form," available from Graduate Advising and must annually submit proof of employment. Due to federal reporting requirements, ALL requests for discounts for a semester must be made by the official ADD/DROP deadline for that semester and preferably before registration. Requests are made to the Office of Graduate Advising.

Alumni & Graduate Scholarships

Manhattanville alumni from 1999 on, whose final cumulative GPA is 3.00 or above, are eligible for scholarship aid of $1,000 per semester. Students must be registered full-time (9 or more graduate credits).

Manhattanville alumni who pursue full-time graduate study immediately after graduation are eligible for the Fast Start program which provides a 20% discount for all coursework. Fast Start students who have a 3.6 GPA are eligible for an additional $1,000 during the first semester.

Graduate scholarships will be awarded to any incoming graduate student possessing an overall grade point average of 3.2 or higher who registers for six credits or more for the first graduate semester. Students applying to and matriculated into the School of Education Graduate program may be entitled to one of the following academic scholarships for the first semester of study only:
GPA | SCHOLARSHIP | IF TAKING AT LEAST | AMOUNT
---|---|---|---
3.70 - 4.00 | Board of Trustees | 9 credits | $2,000
3.50 - 3.69 | Presidents | 9 credits | $1,500
3.20 - 3.49 | Merit Award | 6 credits | $1,000

Dual-degree (BA/MAT, BA/MPS, etc) students are not eligible for Fast Start, Alumni or Graduate scholarships.

A discount of one third is offered for “Teachers in Transition,” those teachers who are affected by layoffs due to financial exigency in a school or school district. This can be applied to any graduate Education credits accrued during the calendar year following unemployment. The discount is contingent on proof of unemployment due to fiscal exigency.

Scholarships and discounts may not be combined. Scholarships may not be applied if a student is receiving any other discount, is a Graduate Assistant, or is receiving tuition assistance from any employer including Manhattanville, except by prior agreement with that institution.

Kappa Delta Pi - Omega Chapter
Kappa Delta Pi is the international honor society in education. Students are eligible for selection if they meet criteria established by the society after completion of 6 education credits with an overall GPA of 3.25 and 3.4 in their education course work. Besides high academic achievement, an invitation to membership is based on a commitment to education as a career and a professional attitude which assures the member’s steady growth in the field of education. Initiation ceremonies are held twice a year. For further information, contact the Chapter Advisor.

Equal Employment Opportunity And Affirmative Action Policy
Manhattanville College does not discriminate on the basis of sex, sexual orientation, race creed, national origin, age, marital status or handicap. This policy applies to access to all activities and programs under the College sponsorship as well as to application and selection for admission, employment and all other personal procedures within the College. Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., Manhattanville College does not discriminate on the basis of sex in the conduct of its education programs or activities (including employment therein and admission thereto).

Inquiries on these matters may be referred to the Campus Title IX Coordinator or Deputy Title IX Coordinators:

Sharlise Smith-Rodriguez – Deputy Title IX Coordinator
Dean of Students
Berman Students’ Center – Main Floor
914-323-3134
Sharlise.Smith@mville.edu

Julene Fisher – Deputy Title IX Coordinator
Assistant Director of Athletics
Title IX Deputy Coordinator
Kennedy Gym – Main Floor
914-323-7285
Julene.Fisher@mville.edu

Stephanie Carcano – Deputy Title IX Coordinator
Finance Department Assistant/HR Coordinator
Manhattanville College
2900 Purchase Street
Purchase, NY 10577
914-323-5417
Stephanie.Carcano@mville.edu

Directions To Campus
Manhattanville College is 25 miles north of New York City, 5 minutes from White Plains and 15 minutes from Greenwich, CT.

Driving
From the South: Hutchinson River Parkway to Exit 27 (Route 120/Purchase St.), turn left onto Purchase St. to College entrance on left.
From the North: Merritt Parkway to Hutchinson Parkway in New York to Exit 27 Route 120/Purchase St. (not Exit 27 Route 120A in Connecticut) turn right onto Purchase St. to College entrance on left. Or Route 684 to Exit 1, Manhattanville Road. Turn left and go to Route 120, Purchase St. Turn left onto Purchase St. and continue to the College entrance on the left.
From the West: Cross Westchester Expressway to Exit 8E (Westchester Avenue), turn left on Anderson Hill Road to light at Route 120/Purchase Street, turn right onto Purchase St. to college entrance on right.

By Bus
Westchester County Bus #12 from White Plains Bus depot.

By Train
Harlem Division of Metro North to White Plains; Westchester County Bus #12 or taxi to campus.
Or, New Haven Division of Metro North to Rye; taxi to campus.

Directions to Offices of the School of Education:
Enter through Reid Hall (“The Castle”) to end, turn right, then left and follow the corridor that leads past the Chapel to Benziger Hall. The School of Education general administrative offices are on the main level and the Field Placement office is on the lower level of Benziger Hall.
Graduation Participation Requirements

Students must complete all program requirements in order to be eligible for graduation and participation in the commencement ceremonies. Only students who have received or will be receiving an actual degree are eligible to participate in commencement ceremonies. Individuals who have completed the required curriculum for a certification program or professional diploma will be listed in the commencement program, but are not eligible to participate in commencement. Official documentation of completion of a certificate program or a professional diploma is recorded on the student’s official transcript only. No other documents are provided.

Diplomas will be withheld from any student who has a financial obligation to the college.

School of Education Graduate Programs and Requirements

This chapter outlines all of the School of Education Graduate Programs and the required coursework and NYS requirements for each specific program.
**MAT (E102) Early Childhood Education (Birth – Grade 2) 36 Credits**

MAT (E102) Early Childhood Education (Birth – Grade 2)  
(36 Credits)

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5017</td>
<td>Foundations of Early Childhood Education</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5307</td>
<td>Observing, Assessing and Understanding Child Development: Birth – Grade 2</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
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<td></td>
<td>___ Take Manhattanville Writing Assessment</td>
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<td>___ Fingerprinting</td>
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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5217</td>
<td>Working with Parents in Inclusive Schools</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5413</td>
<td>Early Literacy</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5323</td>
<td>The Integrated Curriculum in ECE I: Math, Science and Technology</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5460</td>
<td>The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5367</td>
<td>Methods for Teaching Literacy and Language Arts: 1</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5472</td>
<td>Strategies for Teaching Young Children and Guiding their Behavior</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
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<tr>
<td></td>
<td>___ Take NYS EDUCATING ALL STUDENTS test</td>
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<td></td>
<td>___ Take NYS CONTENT SPECIALTY test for Early Childhood</td>
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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5425</td>
<td>Student Teaching and Seminar: Early Childhood</td>
<td>FA SP</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:

___ edTPA Student Teaching Assessment plus 3 seminars as follows:

___ Child Abuse  ___ Violence Prevention  ___ Bullying and Harassment Sem.
## MAT (E101) Childhood Education (Grades 1-6) 39 CREDITS

MAT (E101) Childhood Education (Grades 1-6)  
(39 Credits)  
Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>OR EDU 5211</td>
<td>Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
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</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5367</td>
<td>Methods for Teaching Literacy and Language Arts I</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5380</td>
<td>Curriculum, Management and Assessment in Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take N.Y.S. ACADEMIC LITERACY SKILLS test _ _ Take Manhattanville Writing Assessment</td>
<td>___ Fingerprinting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Entry Level

To be completed (at the college level) during the first 18 credits of the program:

- Complete EDU 5344 or other child development course  
- A course in Science  
- A course in Mathematics  
- Study of Written Analysis and Expression  
- One year or the equivalent of coursework in a Language other than English  
- 18 credit concentration in a single liberal arts area

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5130</td>
<td>Classroom Management: Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5107</td>
<td>Childhood Mathematics Methods Prerequisite: one semester of college mathematics</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5108/09</td>
<td>Childhood Science Methods/Drug Ed.</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5112/13</td>
<td>Childhood Social Studies/The Arts Methods</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5295</td>
<td>Teaching Health, Physical Education and Family/Consumer Education</td>
<td>FA WI SP SU</td>
<td>1</td>
</tr>
<tr>
<td>EDU 5295A</td>
<td>Childhood Drug Ed Methods 1-6</td>
<td>FA WI SP SU</td>
<td>0</td>
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<tr>
<td>EDU 5226</td>
<td>The Teacher as Researcher</td>
<td>FA SP</td>
<td>2</td>
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<tr>
<td>EDU 5553</td>
<td>Childhood Instructional Strategies for Inclusive Settings</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5274</td>
<td>Methods for Teaching Literacy and Language Arts II Prerequisite: EDU 5367</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591</td>
<td>Culminating Experience Report for Childhood</td>
<td>FA SP</td>
<td>0</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:

- ___ Take NYS EDUCATING ALL STUDENTS test  
- ___ Take NYS CONTENT SPECIALTY test for Childhood

### Intermediate Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5394</td>
<td>Student Teaching and Seminar: Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:

- ___ edTPA Student Teaching Assessment plus 3 seminars as follows:  
- ___ Child Abuse Seminar  
- ___ Violence Prevention Seminar  
- ___ Bullying and Harassment Sem
# MAT (E103) Early Childhood (Birth-Grade 2) & Childhood Ed (Grades 1-6) 49 Credits

MAT (E103) Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6) (49 Credits)

### Prerequisites:
- Bachelors Degree

### Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5307</td>
<td>Observing, Assessing and Understanding Child Development: Birth-Grade 2</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5380</td>
<td>Curriculum, Management and Assessment in Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take N.Y. S. ACADEMIC LITERACY SKILLS test
- Fingerprinting
- Take Manhattanville Writing Assessment

### Entry Level

- ___ Take N.Y. S. ACADEMIC LITERACY SKILLS test
- ___ Fingerprinting
- ___ Take Manhattanville Writing Assessment

- Complete EDU 5344 or other child development course
- And the following courses for a first certification:
  - ___ A course in Science
  - ___ A course in Mathematics
  - ___ Study of Written Analysis and Expression
  - ___ Study of Communication
  - ___ A course in History
  - ___ A course in Literature

- EDU 5393 | Foundations of Special Education | FA SP SU | 3 |
- EDU 5367 | Methods for Teaching Literacy and Language Arts I | FA SP SU | 3 |
- EDU 5217 | Working with Parents in Inclusive Schools | FA SU | 3 |
- EDU 5107 | Childhood Mathematics Methods | Prerequisite: one semester of college mathematics | FA SP SU | 3 |
- EDU 5108/09 | Childhood Science Methods/Drug Education | FA SP | 3 |
- EDU 5112/13 | Childhood Social Studies/The Arts Methods | FA SP | 3 |
- EDU 5323 | The Integrated Curriculum in ECE I: Math, Science and Technology | FA | 3 |
- EDU 5460 | The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety | SP | 3 |
- EDU 5295 | Teaching Health, Physical Education and Family/Consumer Education | FA WI SP SU | 1 |
- EDU 5295A | Childhood Drug Ed Methods 1-6 | FA WI SP SU | 1 |
- EDU 5274 | Methods for Teaching Literacy and Language Arts II | Prerequisite: EDU 5367 | FA SP SU | 3 |
- EDU 5590 | Masters Comprehensive Exam for Early Childhood (Semester before student teaching) | FA SP | 0 |
- EDU 5477 | Research Seminar in Early Childhood Education | FA SP | 3 |
- EDU 5591 | Culminating Experience Report for Childhood (Semester before student teaching) | FA SP | 0 |

### Intermediate Level

- ___ Take NYS EDUCATING ALL STUDENTS test
- ___ Take NYS CONTENT SPECIALTY tests for Childhood and Early Childhood

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5452</td>
<td>Strategies for Teaching Young Children and Guiding their Behavior</td>
<td>FA SP</td>
<td>3</td>
</tr>
</tbody>
</table>

### Capstone

- EDU 5452 | Strategies for Teaching Young Children and Guiding their Behavior | FA SP | 3 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5398</td>
<td>Student Teaching and Seminar: Early Childhood and Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:
- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
MAT (E203) MIDDLE CHILDHOOD/ ADOLESCENCE EDUCATION (GRADES 5-12) ENGLISH 39 CREDITS

MAT (E203) Middle Childhood/Adolescence Education (Grades 5-12) English (39 Credits)

Prerequisites: __ Bachelors Degree

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation:
__ 30 credits in English, which must include at least 3 courses in British Literature, 3 courses in American Literature, one course in non-western literature and one film course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>__ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>__ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5374 (or course in adolescent development)</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5407 (Prerequisite: EDU 5374)</td>
<td>English Curriculum and Methodology in Middle Childhood and Adolescence Education</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5406</td>
<td>Language, Literacy and Culture (Gr.5-12)</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>ENE 5516</td>
<td>The Linguistics of English</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>ENE 5005</td>
<td>Literature for Adolescents</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5527</td>
<td>Teaching with Technology in English, Math, Science or Social Studies</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>__ Take NYS EDUCATING ALL STUDENTS test</td>
<td>__ Take NYS CONTENT SPECIALTY test in English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ edTPA Student Teaching Assessment plus 3 seminars as follows:</td>
<td>__ Child Abuse Seminar __ Violence Prevention Seminar __ Bullying and Harassment Seminar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**MAT (E204) MIDDLE CHILDHOOD/ADOLESCENCE EDUCATION (GRADES 5-12) MATHEMATICS 39 CREDITS**

MAT (E204) Middle Childhood/Adolescence Education (Grades 5-12) Mathematics

(39 Credits)

**Prerequisites:** ___Bachelors Degree

Program and Certification Requirements:

*Note: The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Prerequisite undergraduate coursework as well as graduate mathematics or Math Education courses within this program may be used to meet this requirement._

- Calculus I and II
- Linear Algebra
- Finite or Discrete Math
- Geometry
- Fundamentals of Mathematics or Number Theory
- Probability/Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education / Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test ___ Take Manhattanville Writing Assessment</td>
<td>___ Fingerprinting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intermediate Level**

To be completed (at the college level) during the first 18 credits of the program:

- Complete EDU 5344 or course in adolescent development
- And the following courses for a first certification:
  - A course in Science
  - A course in Literature
  - Study of the Visual or Performing Arts
  - Study of Communication
  - Study of Written Analysis and Expression
  - A course in History or History-based Economics, Political Science or Sociology
  - One year or the equivalent of coursework in a Language other than English
  - 30 credits in Mathematics (see note above)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5403</td>
<td>Mathematics Curriculum and Methodology in Middle Childhood and Adolescence Education Prerequisite: EDU 5374</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5237 OR EDU 5569</td>
<td>Problem Solving in Mathematics OR Critical Pedagogy of Place</td>
<td>FA SU SU</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5200</td>
<td>Probability and Statistics</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>MAE 5163</td>
<td>Topics in Geometry</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5527</td>
<td>Teaching with Technology in English, Math, Science or Social Studies</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
</tr>
</tbody>
</table>

**Capstone Level**

To be completed by the start of semester prior to student teaching semester:

- Take NYS EDUCATING ALL STUDENTS test
- Take NYS CONTENT SPECIALTY test in Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>
To be completed by the end of student teaching semester:

<table>
<thead>
<tr>
<th>edTPA Student Teaching Assessment plus 3 seminars as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Child Abuse Seminar</td>
</tr>
</tbody>
</table>

MAT (E201, E202, E212) Middle Childhood/Adolescence Education Science (Biology or Chemistry Grades 5-12) or (Physics Grades 7-12) 39 Credits

MAT (E201, E202, E212) Middle Childhood/Adolescence Education Science (Biology or Chemistry Grades 5-12) or (Physics Grades 7-12) (39 Credits)

Prerequisites: ___Bachelors Degree

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate science or Science Education courses within this program may be used to meet this requirement.

Candidates in this program must meet with the program director during their first semester to discuss the requirements for EDU 5599 Science Education Professional Portfolio.

Biology: 30 credits in Biology including
One year of intro Biology with Labs
One year of intro Chemistry with Labs
A total of eight semesters of lab courses
Study of Genetics, Ecology, Molecular Biology, Evolutionary Biology
And also: Probability/Statistics or Calc I and II

Chemistry: 30 credits in Chemistry including:
One year of introductory Chemistry with Labs.
Lab courses in Organic, Inorganic Chemistry.
Study of Analytical Chemistry, Biochemistry
A total of eight semesters of Lab courses
One year of introductory Physics with labs
And also: Calculus I and II

Physics: 30 credits in Physics including:
Physics I and II with labs; Thermodynamics; Quantum or Atomic Physics; Mechanics;
Electromagnetism (Electricity, Light);
Bio I and II or Chemistry I and II; And also: Calculus I and II and Differential Equations

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td>FA SP SU FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>_ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>_ Take Manhattanville Writing Assessment</td>
<td>_ Fingerprinting</td>
<td></td>
</tr>
</tbody>
</table>

To be completed (at the college level) during the first 18 credits of the program:

_ Complete EDU 5344 or course in adolescent development
And the following courses for a first certification:
_ A course in Mathematics
_ A course in Literature
_ Study of the Visual or Performing Arts
_ Study of Communication
_ Study of Written Analysis and Expression
_ A course in History
_ One year or the equivalent of coursework in a Language other than English
_ 30 credits in Biology, Chemistry or Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
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<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td>FA SP SU FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>_ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>_ Take Manhattanville Writing Assessment</td>
<td>_ Fingerprinting</td>
<td></td>
</tr>
</tbody>
</table>

To be completed (at the college level) during the first 18 credits of the program:

_ Complete EDU 5344 or course in adolescent development
And the following courses for a first certification:
_ A course in Mathematics
_ A course in Literature
_ Study of the Visual or Performing Arts
_ Study of Communication
_ Study of Written Analysis and Expression
_ A course in History
_ One year or the equivalent of coursework in a Language other than English
_ 30 credits in Biology, Chemistry or Physics
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5377</td>
<td>Science Curriculum and Methodology in Middle Childhood and Adolescence Education Prerequisite: EDU 5374</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5569</td>
<td>Critical Pedagogy of Place</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5567</td>
<td>Education for Sustainability (or other graduate science content course)</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5568</td>
<td>Earth Citizenship (or other graduate science content course)</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5527</td>
<td>Teaching with Technology in English, Math, Science or Social Studies</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5599</td>
<td>Science Education Professional Portfolio (Semester before student teaching)</td>
<td>FA SP SU</td>
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</table>

- Take NYS EDUCATING ALL STUDENTS test
- Take NYS CONTENT SPECIALTY test in Biology, Chemistry, or Physics

**Capstone level**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:
- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
## MAT (E205) MIDDLE CHILDHOOD/ADOLESCENCE ED (GRADES 5-12)

### SOCIAL STUDIES 39 CREDITS

MAT (E205) Middle Childhood/Adolescence Education (Grades 5-12) Social Studies (39 Credits)

**Prerequisites:**
- **Bachelors Degree**

Program and Certification Requirements: The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

- **30 credits in Social Studies, including:**
  - __Economics__
  - __U.S. Government__
  - __Intro to Psychology__
  - __Sociology__
  - __18 credits in History & Geography including__
    - __9 credits of Non-Western History__
    - __US History__

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5211</td>
<td>Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
<td></td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Take N.Y. S. ACADEMIC LITERACY SKILLS test</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Take Manhattanville Writing Assessment</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fingerprinting</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Entry Level

- To be completed (at the college level) during the first 18 credits of the program:
  - And the following courses for a first certification:
    - __A course in Science__
    - __A course in Mathematics__
    - __Study of the Visual or Performing Arts__
    - __Study of Communication__
    - __A Literature course__
    - __Study of Written Analysis and Expression__
    - __One year or the equivalent of coursework in a Language other than English__
    - __30 Credits in Social Studies__

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5411</td>
<td>Social Studies Curriculum and Methodology in Middle Childhood and Adolescence Education Prerequisite: EDU 5374</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5389</td>
<td>Teaching Literacy Skills in Middle School through Collaborative Study of Social Identity</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5339</td>
<td>Teaching Geography in the Social Studies Classroom</td>
<td>FA SU</td>
<td>1.5</td>
</tr>
<tr>
<td>EDU 5375</td>
<td>Teaching Economics in the Social Studies Classroom Prerequisite: College Level Economics Course</td>
<td>FA SU</td>
<td>1.5</td>
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<tr>
<td>SSE 5__</td>
<td>Cultural Geography</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5527</td>
<td>Teaching with Technology in English, Math, Science or Social Studies</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
</tr>
</tbody>
</table>

### Intermediate Level

To be completed by the start of semester prior to student teaching semester:

- __Take NYS EDUCATING ALL STUDENTS test__
- __Take NYS CONTENT SPECIALTY test in Social Studies__
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence</td>
<td>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:
- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
## MAT (E206, E209, E207, E208)
### Adolescence Ed (Grades 7-12) Foreign Language (French, Spanish, Italian and Latin) 39 credits

MAT (E206, E209, E207, E208) Adolescence Education (Grades 7-12) Foreign Language (French, Spanish, Italian and Latin) (39 Credits)

Prerequisites: ___Bachelors Degree

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.
___ 30 credits in each language for which certification is sought: to include communication skills, culture, linguistics and literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ 30 credits in each language for which certification is sought: to include communication skills, culture, linguistics and literature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Entry Level**

To be completed (at the college level) during the first 18 credits of the program:
___ Complete EDU 5344 or course in adolescent development
And the following courses for a first certification:
___ A course in Science
___ A course in Mathematics
___ Study of the Visual or Performing Arts
___ A course in Literature
___ A course in History or History-based Economics, Political Science or Sociology
___ Study of Written Analysis and Expression

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5201</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education · General</td>
<td>FA SU</td>
<td>3</td>
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<tr>
<td>EDU 5202</td>
<td>Introduction to Linguistics</td>
<td>SU</td>
<td>3</td>
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<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5204</td>
<td>Methods and Materials for Second Language Instruction</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>EDU 5205</td>
<td>Integrating Culture, Literature and Literacy in Second Language Instruction</td>
<td>FA</td>
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<tr>
<td>___ 5 ___</td>
<td>Graduate Foreign Language</td>
<td>FA SP SU</td>
<td>9</td>
</tr>
<tr>
<td>___ 5 ___</td>
<td>Graduate Foreign Language</td>
<td>FA SP SU</td>
<td>9</td>
</tr>
<tr>
<td>___ 5 ___</td>
<td>Graduate Foreign Language</td>
<td>FA SP SU</td>
<td>9</td>
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<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>OR</td>
<td></td>
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<tr>
<td>OR EDU 5592</td>
<td>Final Project</td>
<td></td>
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</tr>
</tbody>
</table>

**Intermediate Level**

To be completed by the start of semester prior to student teaching semester:
___ Take NYS EDUCATING ALL STUDENTS test
___ Take NYS CONTENT SPECIALTY test in Foreign Language

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:
___ edTPA Student Teaching Assessment plus 3 seminars as follows:
| Ext. | EDU 5245 (for extension only) | Methods of Teaching Foreign Language in Elementary School (For those who wish to apply independently for Extension to Grades K-6) | FA | 3 |
**MAT (E301) VISUAL ARTS EDUCATION (ALL GRADES) 39 CREDITS**

MAT (E301) Visual Arts Education (All Grades)

(39 Credits)

Prerequisites: ___Bachelors Degree
___Art Department Portfolio Review

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education OR EDU 5211 Introduction to the Multicultural Classroom</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

Entry Level

__ Take N.Y. S. ACADEMIC LITERACY SKILLS test  
__ Fingerprinting  
__Take Manhattanville Writing Assessment

Intermediate Level

To be completed (at the college level) during the first 18 credits of the program:

- __Complete EDU 5344 or other child development course
- And the following courses for a first certification:
  - __Study of the Visual or Performing Arts
  - __Study of Communication
  - __A survey course in American History
  - __A course in Literature
  - __A course in Science
  - __A course in Mathematics
  - __Study of Written Analysis and Expression
  - __One year or the equivalent of coursework in a Language other than English
  - __30 credits in Art including 6 in Art History

EDU 5026 Literacy in the Content Areas FA SP SU 3
EDU 5391 Aesthetic Literacy FA 3
EDU 5379 Art Education Workshop - Early Childhood Through Adolescence FA SP 3
EDU 5316 Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher Prerequisites: EDU 5391 and EDU 5379 SP 3

ART 5__ Art Elective FA SP SU 12
ART 5__ Art Elective FA SP SU
ART 5__ Art Elective FA SP SU
ART 5__ Education Elective FA SP SU 3
EDU 5590 OR EDU 5392 Masters Comprehensive Exam (Semester before student teaching) OR Final Project FA SP 0

To be completed by the start of semester prior to student teaching semester:

__Take NYS EDUCATING ALL STUDENTS test  
__Take NYS CONTENT SPECIALTY test in Art

Capstone Level

EDU 5412 Student Teaching and Seminar: Art Education Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification FA SP 6

To be completed by the end of student teaching semester:

__edTPA Student Teaching Assessment plus 3 seminars as follows:
  __Child Abuse Seminar
  __Violence Prevention Seminar
  __Bullying and Harassment Seminar
MAT (E302) MUSIC EDUCATION (ALL GRADES)  40 CREDITS

MAT (E302) Music Education (All Grades)
(40 Credits)

Prerequisites:
__ Bachelors Degree
__ Music Department Audition and Written Examination
__ 36 credits in Music, including: four courses in Music History or Literature; four courses in Music Theory, one course in or competence in woodwind instrument performance, brass instrument performance, stringed instrument performance, percussion, and conducting.

*Note: It is of critical importance that students meet with a music department advisor early in their programs to plan their music coursework.

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 5000  OR EDU 5211</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td></td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td></td>
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<tr>
<td></td>
<td>EDU 5393</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foundations of Special Education</td>
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<tr>
<td></td>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
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<tr>
<td></td>
<td>___ Take Manhattanville Writing Assessment</td>
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</tr>
</tbody>
</table>

To be completed (at the college level) during the first 18 credits of the program:

___ Complete EDU 5344 or other child development course

And the following courses for a first certification:

___ A course in Mathematics
___ A course in Communication
___ A course in History
___ A course in Literature
___ A course in Science
___ Study of Written Analysis and Expression
___ One year or the equivalent of coursework in a Language other than English
___ Complete remaining Music prerequisite credits

Take 2 of 3:

EDU 5026  Literacy in the Content Areas  FA SP SU  3
EDU 5367  Methods for Teaching Literacy & Language Arts I Aesthetic Literacy  FA SP SU  3
EDU 5391  Technology for Music Educators  FA  3
MUE 5051  History and Current Debates in Music Education  FA  3
MUE 5055  Technology for Music Educators  FA  3
MUE 5054  Music Curriculum and Pedagogy I: Childhood Prerequisite: All music prerequisites must be completed  FA  3
MUE 5057  Music Curriculum and Pedagogy II: Adolescence Prerequisite: All music prerequisites must be completed  SP  3
MUE 5058  Music in Schools and Community  SP  3
MUA 5___  Instruction on Major Performing Medium  FA SP SU  4
EDU /MUE 5___  Education or Music Education Elective  FA SP SU  3
EDU 5590  Masters Comprehensive Exam (Semester before student teaching) OR Final Project  FA SP  0

To be completed by the start of semester prior to student teaching semester:

___ Take NYS EDUCATING ALL STUDENTS test
___ Take NYS CONTENT SPECIALTY test in Music

To be completed by the end of student teaching semester:

EDU 5408  Student Teaching & Seminar: Music Education  Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification  FA SP  6

To be completed by the end of student teaching semester:

___ edTPA Student Teaching Assessment plus 3 seminars as follows:

___ Child Abuse Seminar  ___ Violence Prevention Seminar  ___ Bullying and Harassment Sem
# MAT (E303) Physical Education and Sport Pedagogy (All Grades) 39 Credits

**Prerequisite:** ___ Bachelors degree

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>MPE 5530</td>
<td>Pre-School and Elementary School Physical Education Content and Disciplinary Concepts</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>MPE 5531</td>
<td>Principles of Rhythms, Dance, and Gymnastics</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take NY S. ACADEMIC LITERACY SKILLS test</td>
<td>___ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Fingerprinting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To be completed (at the college or graduate level) during the first 18 credits of the program:

- 30 credits in a single or multidisciplinary liberal arts area

- The following prerequisite courses or their equivalent:
  - ___ Foundations of Education
  - ___ Child or Adolescent Development
  - ___ A Literacy Course
  - ___ Nutrition, or MPE 5546 Sports Nutrition
  - ___ 2 of the following: Human Anatomy, Physiology or Kinesiology (MPE 5542 - Applied Kinesiology, MPE 5545 - Applied Ex. Physio.)

And the following courses for a first certification:

- ___ Study of the Visual or Performing Arts
- ___ Study of Communication
- ___ A Course in History or History-based Economics, Political Science or Sociology
- ___ A Course in Science
- ___ A Course in Mathematics
- ___ A Course in Literature
- ___ Study of Written Analysis and Expression
- ___ One year or the equivalent of coursework in a Language other than English
- ___ A course in Information Retrieval

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>MPE 5532</td>
<td>Principles of Individual, Dual, and Leisure Sports</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>MPE 5533</td>
<td>Principles of Team Sports and Coaching</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>MPE 5534</td>
<td>Advanced Biophysical Concepts and Conditioning for Sports</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>MPE 5535</td>
<td>Sport Law and Safety Practices</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>MPE 5536</td>
<td>Play, Games, and Sports in Historical and Cultural Contexts</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>MPE 5537</td>
<td>Analyzing and Assessing Teaching Practices in Physical Education</td>
<td>FA SP SU</td>
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<tr>
<td>MPE 5538</td>
<td>Instructional Planning for Preschool and Elementary Physical Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>MPE 5539</td>
<td>Instructional Planning and Curriculum Models for Secondary School Physical Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>MPE 5540 OR EDU 5393</td>
<td>Instructional Planning for Inclusion in Physical Education and Sport OR Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:

- ___ Take NYS EDUCATING ALL STUDENTS test
- ___ Take NYS CONTENT SPECIALTY test in PE

To be completed by the end of student teaching semester:

- ___ edTPA Student Teaching Assessment plus 3 seminars as follows:
  - ___ Child Abuse Seminar
  - ___ Adventure Education
  - ___ First Aid/CPR
  - ___ Violence Prevention Seminar
  - ___ Bullying and Harassment Seminar

- ___ 6 Credits
# MPS (E402) Special Education: Early Childhood (Birth-Grade 2) 38 Credits

**MPS (E402) Special Education: Early Childhood (Birth-Grade 2) (38 Credits)**

Prerequisites:  
___Bachelors Degree  
___Evidence of Prior Certification in Early Childhood or Elementary Education  
___EDU 5393 Foundations of Special Education or equivalent  
___ EDU 5344 or other child development course

## Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavioral Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Prerequisite: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

___ Take N.Y. S. ACADEMIC LITERACY SKILLS test  
___ Take Manhattanville Writing Assessment  
___ Fingerprinting  
___ Take Special Ed Comp exam before completion of 18 credits

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
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<tr>
<td></td>
<td>EDU 5085</td>
<td>Instructional Strategies Prerequisite: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (Birth-Gr. 6)</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 5367</td>
<td>Methods for Teaching Literacy and Language Arts I</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 5217</td>
<td>Working with Parents in Inclusive Schools</td>
<td>FA SU</td>
<td>3</td>
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</table>

To be completed by the start of semester prior to student teaching semester:  
___ Take NYS EDUCATING ALL STUDENTS test  
___ Take NYS CONTENT SPECIALTY test in Special Education

<table>
<thead>
<tr>
<th>Capstone Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
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<td>EDU 5426</td>
<td>Student Teaching and Seminar: Special Education: Early Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
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</tbody>
</table>

To be completed by the end of student teaching semester:  
___edTPA Student Teaching Assessment plus 3 seminars as follows:  
___ Child Abuse Seminar  
___ Violence Prevention Seminar  
___ Bullying and Harassment Seminar
# MPS (E401) SPECIAL EDUCATION CHILDHOOD (GRADES 1-6) 38 CREDITS

**MPS (E401) Special Education Childhood (Grades 1-6)**
*(38 Credits)*

**Prerequisites:**
- ___Bachelors Degree
- ___Evidence of Prior Certification in Elementary or Childhood Education
- ___EDU 5393 Foundations of Special Education or equivalent
- ___EDU 5344 or other child development course

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavioral Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
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<tr>
<td></td>
<td>___Take Manhattanville Writing Assessment</td>
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<td></td>
<td>__ Fingerprinting</td>
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<tr>
<td></td>
<td>__ Take Special Ed Comprehensive Exam before completion of 18 credits</td>
<td></td>
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</tr>
<tr>
<td>EDU 5593</td>
<td>Special Ed Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
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<tr>
<td>EDU 5085</td>
<td>Instructional Strategies Prerequisite: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5013</td>
<td>Mathematics for the Learning Disabled Student</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (Birth-Gr. 6)</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction Prerequisite EDU 5402</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5217</td>
<td>Working with Parents in Inclusive Schools</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>To be completed by the start of semester prior to student teaching semester:</td>
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<tr>
<td></td>
<td>___ Take NYS EDUCATING ALL STUDENTS test</td>
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<tr>
<td></td>
<td>___ Take NYS CONTENT SPECIALTY test in Special Education</td>
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**Entry Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
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<tr>
<td>EDU 5427</td>
<td>Student Teaching and Seminar: Special Education: Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
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</tbody>
</table>

**Capstone Level**

To be completed by the end of student teaching semester:
- ___edTPA Student Teaching Assessment plus 3 seminars as follows:
  - ___ Child Abuse Seminar
  - ___ Violence Prevention Seminar
  - ___ Bullying and Harassment Seminar
**MPS (E403) SPECIAL ED EARLY CHILDHOOD AND CHILDHOOD (BIRTH – GRADE 6) 41 CREDITS**

MPS (E403) Special Education Early Childhood and Childhood (Birth – Grade 6) (41 Credits)

**Prerequisites:**
- Bachelor's Degree
- Evidence of Prior Certification in Elementary or Childhood Education
- EDU 5393 Foundations of Special Education or equivalent
- EDU 5344 or other child development course

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavioral Problems</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Prerequisite:</td>
</tr>
<tr>
<td></td>
<td>EDU 5088</td>
</tr>
<tr>
<td></td>
<td>__ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
</tr>
<tr>
<td></td>
<td>__ Take Manhattanville Writing Assessment</td>
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<tr>
<td></td>
<td>__ Fingerprinting</td>
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<tr>
<td></td>
<td>__ Take Special Education Comprehensive Exam before completion of 18 credits</td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
</tr>
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<td>EDU 5085</td>
<td>Instructional Strategies Prerequisite: EDU 5088</td>
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<td>EDU 5371</td>
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<td>Mathematics for the Learning Disabled Student</td>
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<tr>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (Birth-Gr. 6)</td>
</tr>
<tr>
<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction (Prerequisite EDU 5402)</td>
</tr>
<tr>
<td>EDU 5217</td>
<td>Working with Parents in Inclusive Schools</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:
- __Take NYS EDUCATING ALL STUDENTS test
- __Take NYS CONTENT SPECIALTY test in Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
</tr>
<tr>
<td>EDU 5428</td>
<td>Student Teaching and Seminar: Special Education: Early Childhood and Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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</table>

To be completed by the end of student teaching semester:
- __edTPA Student Teaching Assessment plus 3 seminars as follows:
- __Child Abuse Seminar
- __Violence Prevention Seminar
- __Bullying and Harassment Sem
# MPS (E406) Special Education: Grades 7-12 Generalist 35 Credits

MPS (E406) Special Education: Grades 7-12 Generalist  
(35 Credits)

Prerequisites:  
___Bachelors Degree  
___Evidence of Prior Certification at the Middle Childhood, Adolescent or Secondary Education grade level  
___EDU 5393 Foundations of Special Education or equivalent  
___EDU 5344 or other child development course

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5077</td>
<td>Adolescents w/Learning and Behavioral Problems</td>
<td>SU</td>
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<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>Pre-req: EDU 5077</td>
<td>FA SP SU</td>
</tr>
</tbody>
</table>

___ Take N.Y. S. ACADEMIC LITERACY SKILLS test  
___ Take Manhattanville Writing Assessment  
___ Fingerprinting  
___ Take Special Ed Comp exam before completion of 18 crs.

To be completed (at the college level) during the first 18 credits of the program:

___ 6 Credits in Science  
___ 6 Credits in Mathematics  
___ 6 Credits in English  
___ 6 Credits in Social Studies

<table>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDU 5593</td>
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<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite: EDU 5077</td>
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<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
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<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5134</td>
<td>Transition from School to Adult Life</td>
<td>FA</td>
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<tr>
<td>EDU 5406</td>
<td>Language, Literacy and Culture (Gr. 5-12)</td>
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<tr>
<td>EDU 5490</td>
<td>Literacy Development in Grades 5-12</td>
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To be completed by the start of semester prior to student teaching semester:

___ Take NYS EDUCATING ALL STUDENTS test  
___ Take NYS CONTENT SPECIALTY test in Special Education

<table>
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<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
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<td>EDU 5563</td>
<td>Student Teaching and Seminar: Special Education: Gr 7-12 Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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To be completed by the end of student teaching semester:

___ edTPA Student Teaching Assessment plus 3 seminars as follows:

___ Child Abuse Seminar  
___ Violence Prevention Seminar  
___ Bullying and Harassment Sem
**MPS (E701) Childhood Education (Grades 1-6) and Special Education: Childhood (Gr 1-6) 48 Credits**

MPS (E701) Childhood Education (Grades 1-6) and Special Education: Childhood (Gr 1-6) (48 Credits)

Prerequisite: ___Bachelors Degree

Program and Certification Requirements:

<table>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
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<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
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<td></td>
<td>Prerequisite: EDU 5088</td>
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<tr>
<td>EDU 5380</td>
<td>Curriculum, Management and Assessment in Childhood Education</td>
<td>FA SP SU</td>
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<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
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__ Take N.Y. S. ACADEMIC LITERACY SKILLS test
__ Take Manhattanville Writing Assessment
__ Fingerprinting
__ Take Special Ed Comp exam before completion of 18 credits

<table>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5344</td>
<td>or other child development course</td>
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<td></td>
<td>And the following courses for a first certification:</td>
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<tr>
<td></td>
<td>__ Study of the Visual or Performing Arts</td>
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<tr>
<td></td>
<td>__ Study of Communication</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>__ A course in History</td>
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<td></td>
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<tr>
<td></td>
<td>__ A course in Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ A course in Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ A course in Mathematics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>__ Study of Written Analysis and Expression</td>
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<td></td>
<td>__ One year or the equivalent of coursework in a Language other than English</td>
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<td></td>
<td>__ 18 credit concentration in a single liberal arts area</td>
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<tr>
<td>EDU 5393</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites:</td>
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<td>EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
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<td>EDU 5085</td>
<td>Instructional Strategies Prerequisite: EDU 5088</td>
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<td>EDU 5367</td>
<td>Methods for Teaching Literacy and Language Arts I</td>
<td>FA SP SU</td>
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<td>EDU 5107</td>
<td>Childhood Mathematics Methods Prerequisite: one semester of college mathematics</td>
<td>FA SP SU</td>
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<td>EDU 5108</td>
<td>Childhood Science Methods</td>
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<tr>
<td>EDU 5112/13</td>
<td>Childhood Social Studies/The Arts Methods</td>
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<td>EDU 5295</td>
<td>Teaching Health, Physical Education and Family/Consumer Education</td>
<td>FA WI SP SU</td>
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<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
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<td>EDU 5032</td>
<td>Collaboration and Consultation in Inclusive Settings</td>
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<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
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<tr>
<td>EDU 5591</td>
<td>Culminating Experience Report for Childhood</td>
<td>FA SP</td>
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<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5432</td>
<td>Student Teaching and Seminar: Childhood and Special Education</td>
<td>FA SP</td>
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</table>

Prerequisites: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification
To be completed by the end of student teaching semester:

- edTPA Student Teaching Assessment plus 3 seminars as follows:

| __ Child Abuse Seminar | __ Violence Prevention Seminar | __ Bullying and Harassment Seminar |
MPS (E709) Early Childhood (Birth-Grade 2) and Special Education: Early Childhood (Birth-Grade 2) (49 Credits)

Prerequisite: ___Bachelors Degree

Program and Certification Requirements:

<table>
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<th>Course</th>
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<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5017</td>
<td>Foundations of Early Childhood Education</td>
<td>FA SU</td>
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<tr>
<td>EDU 5307</td>
<td>Observing, Assessing and Understanding Child Development: Birth – Grade 2</td>
<td>FA SP</td>
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<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

__ Take N.Y. S. ACADEMIC LITERACY SKILLS test  
__ Take Manhattanville Writing Assessment

__ Fingerprinting

To be completed (at the college level) during the first 18 credits of the program:
__ Complete EDU 5344 or other child development course
And the following courses for a first certification:
- ___ Study of the Visual or Performing Arts
- ___ Study of Communication
- ___ A course in History
- ___ A course in Literature

__ A course in Science
__ A course in Mathematics
__ Study of Written Analysis and Expression
__ One year or the equivalent of coursework in a Language other than English
__ 18 credit concentration in a single liberal arts area

EDU 5083 Assessment of Students with Learning and Behavior Problems  Prerequisite: EDU 5088  | FA SP    | 3  |
EDU 5593 Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5088, EDU 5130, EDU 5083  | FA SP    | 0  |
EDU 5413 Early Literacy                                                                                     | FA SP SU | 3  |
EDU 5402 Language, Literacy and Culture (Birth-Gr.6)                                                         | FA SP    | 3  |
EDU 5323 The Integrated Curriculum in ECE I: Math, Science and Technology                                 | FA       | 3  |
EDU 5460 The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health and Safety             | SP       | 3  |
EDU 5298 Inclusive Practices in Early Childhood Education                                                    | SP       | 3  |
EDU 5217 Working with Parents in Inclusive Schools                                                            | FA SU    | 3  |
EDU 5371 Technology in Special Education                                                                      | FA SP SU | 2  |
EDU 5452 Strategies for Teaching Young Children and Guiding their Behavior                                  | FA       | 3  |
EDU 5590 Masters Comprehensive Exam (Semester before student teaching)                                      | FA SP    | 0  |
EDU 5573 Autism Spectrum Disorder and Other Low Incidence Disabilities                                      | SP       | 2  |

To be completed by the start of semester prior to student teaching semester:
__ Take NYS EDUCATING ALL STUDENTS test  
__ Take NYS CONTENT SPECIALTY tests in Early Childhood and Special Education

EDU 5431 Student Teaching and Seminar: Early Childhood and Special Education  Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification  | FA SP    | 6  |
To be completed by the end of student teaching semester:

- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
**MPS (E704A) English (5-9 & 7-12); Special Ed Generalist (7-12); SE English (7-12) 47 CREDITS**

MPS (E704A) English (5-9 & 7-12); Special Ed Generalist (7-12); SE English (7-12)  
(47 Credits)

Prerequisites: ___Bachelors Degree

Program and Certification Requirements:  
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation:  
___ 30 credits in English, which must include at least 3 courses in British Literature, 3 courses in American Literature, one course in non-western literature and one film course.

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<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5077</td>
<td>Adolescents w/Learning and Behavioral Problems</td>
<td>FA SU</td>
<td>3</td>
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<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Prerequisite: EDU 5077</td>
<td>FA SP</td>
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<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
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</tbody>
</table>

To be completed (at the college level) during the first 18 credits of the program:  
___ Take N.Y.S. ACADEMIC LITERACY SKILLS test  
___ Pass NYS CONTENT SPECIALTY Test in English  
___ Take Manhattanville Writing Assessment  
___ Fingerprinting

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5344</td>
<td>or course in adolescent dev. And the following courses for a first certification:</td>
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<tr>
<td>ENE 5005</td>
<td>Literature for Adolescents</td>
<td>FA</td>
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<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA SU</td>
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<td>EDU 5407</td>
<td>English Curriculum and Methodology in Middle Childhood/Adolescence Education</td>
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<td>ENE 5516</td>
<td>The Linguistics of English</td>
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<tr>
<td>EDU 5565</td>
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<td>ENE 5516</td>
<td>The Linguistics of English</td>
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<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
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To be completed by the start of semester prior to student teaching semester:  
___ Take NYS EDUCATING ALL STUDENTS test  
___ Take NYS CONTENT SPECIALTY tests in Special Ed

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
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<tr>
<td>EDU 5571</td>
<td>Student Teaching and Seminar: Adolescence and Special Education Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
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</table>

To be completed by the end of student teaching semester:  
edTPA Student Teaching Assessment plus 3 seminars as follows:  
___ Child Abuse Seminar  
___ Violence Prevention Seminar  
___ Bullying and Harassment Seminar
# MPS (E705A) Math (5-9 & 7-12); Special Ed Generalist (7-12); SE Math (7-12) 47 Credits

MPS (E705A) Math (5-9 & 7-12); Special Ed Generalist (7-12); SE Math (7-12)  
(47 credits)

**Prerequisites:** Bachelors Degree

**Program and Certification Requirements:**

The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate mathematics or Math Education courses within this program may be used to meet this requirement.

- Calculus I and II
- Linear Algebra
- Finite or Discrete Math
- Geometry
- Fundamentals of Mathematics or Number Theory
- Probability/Statistics

## Course Description Table

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
</tr>
<tr>
<td>EDU 5077</td>
<td>Adolescents w/Learning and Behavioral Problems</td>
<td>FA SU</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
</tr>
</tbody>
</table>

- Take N.Y. S. ACADEMIC LITERACY SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting
- Take Special Ed Comp exam before completion of 18 credits

### Entry Level

- __Complete EDU 5344 or course in adolescent development__
- And the following courses for a first certification:
  - __Study of Communication__
  - __6 Credits in Social Studies__
  - __6 Credits in Science__

### Intermediate Level

- EDU 5593 | Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077 | FA SP |
- EDU 5565 | Content Strategies SE Gr 7-12 Prerequisite EDU 5077 | FA SP SU |
- EDU 5371 | Technology in Special Education | FA SP SU |
- EDU 5374 | Curriculum and Methods in Middle Childhood/Adolescence - General | FA SU |
- EDU 5387 | Fundamentals of Middle Childhood Education | FA SP SU |
- EDU 5026 | Literacy in the Content Areas | FA SP SU |
- EDU 5403 | Mathematics Curriculum and Methodology in Middle Childhood/Adolescence Education Prerequisite: EDU 5374 | SP SU |
- EDU 5032 | Consultation and Collaboration in Inclusive Settings | FA SP |
- EDU 5237 | Problem Solving in Mathematics | FA SU |
- EDU 5569 | Critical Pedagogy of Place | SU |
- EDU 5590 | Masters Comprehensive Exam (Semester before student teaching) | FA SP |

### To be completed by the start of semester prior to student teaching semester:

- Take NYS EDUCATING ALL STUDENTS test
- Take NYS CONTENT SPECIALTY tests in Special Education

<table>
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<th>Description</th>
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<tr>
<td>EDU 5571</td>
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<td>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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</table>

To be completed by the end of student teaching semester:

- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
MPS (E702A, E703A) Science: Biology or Chemistry (5-9 & 7-12); Special Ed Generalist (7-12); SE Science (7-12) 47 Credits

Prerequisites: ___ Bachelors Degree

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate science or Science Education courses within this program may be used to meet this requirement.

Biology: 30 credits in Biology including:
One year of intro Biology with Labs
One year of intro Chemistry with Labs
A total of eight semesters of lab courses
Study of Genetics, Ecology, Molecular Biology, Evolutionary Biology
And also: Probability/Statistics or Calc I and II

Chemistry: 30 credits in Chemistry including:
One year of introductory Chemistry with Labs.
Lab courses in Organic, Inorganic Chemistry.
Study of Analytical Chemistry, Biochemistry
A total of eight semesters of Lab courses
One year of introductory Physics with labs
And also: Calculus I and II

<table>
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<tr>
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<td>Classroom Management in Special Education</td>
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<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Pre-requisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077</td>
<td>FA SP</td>
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<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite EDU 5077</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood/Adolescence – General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>EDU 5377</td>
<td>Science Curriculum and Methodology in Middle Childhood/Adolescence Education Prerequisite: EDU 5374</td>
<td>SP SU</td>
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<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
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<tr>
<td>EDU 5569</td>
<td>Critical Pedagogy of Place</td>
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<td>3</td>
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<tr>
<td>EDU 5599</td>
<td>Science Education Professional Portfolio (Semester before)</td>
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</table>
student teaching

To be completed by the start of semester prior to student teaching semester:
__ Take NYS EDUCATING ALL STUDENTS test
__ Take NYS CONTENT SPECIALTY test in Special Education

EDU 5550 Research Seminar in Special Education and Literacy FA SP 3
Student Teaching and Seminar: Adolescence and Special Education Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification

EDU 5571 __

To be completed by the end of student teaching semester:
__ edTPA Student Teaching Assessment plus 3 seminars as follows:
__ Child Abuse Seminar
__ Violence Prevention Seminar
__ Bullying and Harassment Seminar
MPS (E706A) Social Studies (5-9 & 7-12); Special Ed Generalist (7-12); SE Soc.St. (7-12) 47 CREDITS

MPS (E706A) Social Studies (5-9 & 7-12); Special Ed Generalist (7-12); SE Soc.St. (7-12) (47 Credits)

Prerequisites: ___Bachelors Degree
30 credits in Social Studies, including:
___Economics ___18 credits in History & Geography including
___U.S. Government ___9 credits of Non-Western History
___Intro to Psychology ___US History
___Sociology

Program and Certification Requirements: The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5077</td>
<td>Adolescents w/Learning and Behavioral Problems</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
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</table>

___Take N.Y. S. ACADEMIC LITERACY SKILLS test
___Take Manhattanville Writing Assessment
___Fingerprinting
___Pass NY S. CST Test in Social Studies
___Take Special Ed Comp exam before completion of 18 credits

Entry Level

To be completed (at the college level) during the first 18 credits of the program:

And the following courses for a first certification:
___6 Credits in Science
___6 Credits in Mathematics
___Study of the Visual or Performing Arts
___Study of Communication
___6 Credits In English
___Study of Written Analysis and Expression
___One year or the equivalent of coursework in a Language other than English

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077</td>
<td>FA SP</td>
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</tr>
<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite EDU 5077</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood/Adolescence - General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5411</td>
<td>Social Studies Curriculum and Methodology in Middle Childhood/Adolescence Education</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5339</td>
<td>Teaching Geography in the Social Studies Classroom</td>
<td>FA SU</td>
<td>1.5</td>
</tr>
<tr>
<td>EDU 5375</td>
<td>Teaching Economics in the Social Studies Classroom Prerequisite: College Level Economics Course</td>
<td>FA SU</td>
<td>1.5</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>3</td>
</tr>
</tbody>
</table>

Intermediate Level

To be completed by the start of semester prior to student teaching semester:
___Take NYS EDUCATING ALL STUDENTS TEST
___Take NYS CONTENT SPECIALTY tests in Special Educ

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Sp. Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
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</tbody>
</table>
EDU 5571 Student Teaching and Seminar: Adolescence and Special Education  
Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification  
FA SP 6

To be completed by the end of student teaching semester:
- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar

Prerequisites:  
- Bachelors Degree,  
- 30 credits in Social Studies, including:  
  - Economics  
  - U.S. Government  
  - Intro to Psychology  
- 18 credits in History & Geography including:  
  - 9 credits of Non-Western History  
- US History  
- Sociology

Program and Certification Requirements: The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5077</td>
<td>Adolescents w/Learning and Behavioral Problems</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
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</tr>
</tbody>
</table>

- Take N.Y.S. ACADEMIC LANGUAGE SKILLS test  
- Pass NY State CST Test in Social Studies

- Take Manhattanville Writing Assessment  
- Fingerprinting  
- Take Special Ed Comp exam before completion of 18 credits

Intermediate Level Entry Level

To be completed (at the college level) during the first 18 credits of the program:

And the following courses for a first certification:
- 6 Credits in Science
- 6 Credits in Mathematics
- Study of the Visual or Performing Arts
- Study of Communication

- 6 Credits In English
- Study of Written Analysis and Expression
- One year or the equivalent of coursework in a Language other than English
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites:</td>
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<td>EDU 5393, EDU 5130, EDU 5083, EDU 5077</td>
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<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite EDU 5077</td>
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<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood/Adolescence -</td>
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<td></td>
<td>3</td>
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<td></td>
<td>General</td>
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<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
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<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
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<td>EDU 5411</td>
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<td>Adolescence Education</td>
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<td>EDU 5134</td>
<td>Transition from School to Adult Life</td>
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<td>EDU 5339</td>
<td>Teaching Geography in the Social Studies Classroom</td>
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<tr>
<td>EDU 5375</td>
<td>Teaching Economics in the Social Studies Classroom</td>
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<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: College Level Economics Course</td>
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<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
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</table>

To be completed by the start of semester prior to student teaching semester:
- Take NYS EDUCATING ALL STUDENTS test
- Take NYS CONTENT SPECIALTY tests in Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Sp. Education and Literacy</td>
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<td>EDU 5571</td>
<td>Student Teaching and Seminar: Adolescence and Special Education</td>
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<td></td>
<td>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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</table>

To be completed by the end of student teaching semester:
- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
# MPS (E602) TESOL - Teaching English as a Second Language (All Grades) 39 credits

**Prerequisites:**
- Bachelors Degree
- All international students must demonstrate English Language Proficiency prior to admission.
- TOEFL exam with a computer score of 300 or above, or an internet-based score of 85 or above.

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5016</td>
<td>Foundations of ESL/Bilingual Education</td>
<td>SU</td>
<td>3</td>
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<tr>
<td>___</td>
<td>Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
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<tr>
<td>___</td>
<td>Take Manhattanville Writing Assessment</td>
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**Entry Level**

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDU 5000</td>
<td>Structure of English</td>
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<td>EDU 5017</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</td>
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<tr>
<td>EDU 5018</td>
<td>Introduction to Linguistics</td>
<td>SU</td>
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<tr>
<td>EDU 5020</td>
<td>Methods and Materials for Second Language Instruction</td>
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<tr>
<td>EDU 5025</td>
<td>Teaching ESL through the Content Areas</td>
<td>SU</td>
<td>3</td>
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<tr>
<td>EDU 5026</td>
<td>Cultural Perspectives for Educators</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5027</td>
<td>Teaching Literacy in ESL</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>EDU 5028</td>
<td>Testing and Evaluation in Second Language</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
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<td>OR</td>
<td>Final Project</td>
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**Intermediate Level**

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<tbody>
<tr>
<td>EDU 5365</td>
<td>Student Teaching and Seminar: TESOL</td>
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**Capstone Level**

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<th>Semester</th>
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<tr>
<td>EDU 5370</td>
<td>REQUIREMENT FOR Graduation: TESOL</td>
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MPS (E601) TESOL Adult and International Settings 36 Credits

MPS (E601) TESOL Adult and International Settings
(36 Credits)

Prerequisites:
___Bachelors Degree
___All international students must demonstrate English Language Proficiency prior to admission. This will be determined by completing the TOEFL exam with a computer score of 300 or above, or an internet-based score of 85 or above.

Note: This program does not lead to NYS K-12 Teaching certification.

Program Requirements:

<table>
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<th>Entry</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tr>
<td>Intermediate Level</td>
<td>EDU 5200</td>
<td>Structure of English</td>
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<td></td>
<td>EDU 5201</td>
<td>Principles of Language Learning and Teaching</td>
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<td>EDU 5204</td>
<td>Methods and Materials for Second Language Instruction</td>
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<td>EDU 5216</td>
<td>Cultural Perspectives for Educators</td>
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<td>EDU 5245</td>
<td>Methods of Teaching Foreign Language in Elementary School</td>
<td>FA</td>
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<td>EDU 5439</td>
<td>Teaching English in Adult and International Settings</td>
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<tr>
<td></td>
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<td>Graduate Course in American/Global Studies</td>
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<td>TESOL elective</td>
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<td>EDU 5590</td>
<td>Masters Comprehensive Exam</td>
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<td>OR</td>
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<td>EDU 5592</td>
<td>Final Project</td>
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<td></td>
<td>EDU 5238</td>
<td>Internship and/or Practicum in Teaching English to Speakers of Other Languages</td>
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</table>

Prerequisite: completion of all coursework and approval by the Director of Field Placement and Certification
## MPS (E505) Literacy Specialist (Birth – Grade 6) 37 Credits

### Prerequisites:
- Bachelor's Degree
- Evidence of Prior Certification in Early Childhood, Childhood, Elementary, Middle Childhood, TESOL and/or Special Education

### Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5630</td>
<td>The Writing Road to Reading 1</td>
<td>SU</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>An Arts Approach to Literacy</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>Fostering Literacy through Storytelling and Drama</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (Birth-Gr.6)</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5413</td>
<td>Early Literacy</td>
<td>FA SP SU</td>
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<tr>
<td>OR</td>
<td>The Writing Road to Reading 2</td>
<td>SP</td>
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<tr>
<td>OR</td>
<td>Prerequisite: The Writing Road to Reading 1</td>
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<tr>
<td>EDU 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites: EDU 5402 and EDU 5413)</td>
<td>FA SP</td>
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<tr>
<td>EDU 5494</td>
<td>Literacy Development in Grades 3-6</td>
<td>FA SU</td>
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<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5614</td>
<td>Writing Workshop for Teachers and Young People</td>
<td>SU SP</td>
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<tr>
<td>EDU 5611</td>
<td>Literacy Instruction of English Language Learners in the Classroom</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>EDU 5617</td>
<td>New Technologies and Critical Literacies</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>EDU 5615</td>
<td>Global and Multicultural Readings in Children’s Literature (Birth-Gr.6)</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>EDU 5503</td>
<td>Literacy Research Seminar</td>
<td>FA SP</td>
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**To be completed by the start of semester prior to capstone level semester:**
- Take NYS EDUCATING ALL STUDENTS test
- Take NYS CONTENT SPECIALTY test in Literacy

### Capstone Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5098</td>
<td>Literacy Practicum</td>
<td>FA SP SU</td>
<td>4</td>
</tr>
<tr>
<td>EDU 5414</td>
<td>Organizing and Leading Literacy Programs</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

**To be completed by the end of capstone level semester:**
- The ACADEMIC LITERACY Skills Test; plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
MPS (E507) LITERACY SPECIALIST (GRADES 5-12) 37 CREDITS

MPS (E507) Literacy Specialist (Grades 5-12)  
(37 Credits)

Prerequisites:    ___Bachelors Degree
                 ___Evidence of Prior Certification in Middle Childhood, Adolescence, Secondary, TESOL and/or Special Education

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>Take Manhattanville Writing Assessment</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>EDU 5610</td>
<td>An Arts Approach to Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>OR EDU</td>
<td>Fostering Literacy through Storytelling and Drama</td>
<td>SP SU</td>
<td></td>
</tr>
<tr>
<td>5618</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5406</td>
<td>Language, Literacy and Culture (Gr. 5-12)</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>taking Prerequisites EDU 5406 and EDU 5026)</td>
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</table>

**Fundamental Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>OR EDU</td>
<td>Prerequisites: EDU 5406 and EDU 5026</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5026</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENE 5005</td>
<td>Literature for Adolescents</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5611</td>
<td>Literacy Instruction of English Language Learners in</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>the Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5614</td>
<td>Writing Workshop for Teachers and Young People</td>
<td>SU SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5617</td>
<td>New Technologies and Critical Literacies</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5503</td>
<td>Literacy Research Seminar</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: EDU 5406, EDU 5026, EDU 5612</td>
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To be completed by the start of semester prior to capstone level semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>Take NYS EDUCATING ALL STUDENTS test</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>Take NYS CONTENT SPECIALTY test in Literacy</td>
<td>___</td>
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**Intermediate Level**

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 5098</td>
<td>Literacy Practicum</td>
<td>FA SP SU</td>
<td>4</td>
</tr>
<tr>
<td>EDU 5814</td>
<td>Organizing and Leading Literacy Programs</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>May be taken concurrently with EDU 5098, the Literacy</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Practicum</td>
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To be completed by the end of capstone level semester:

<table>
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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>The ACADEMIC LITERACY Skills Test; plus 3 seminars as</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>follows:</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>Child Abuse Seminar</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>Violence Prevention Seminar</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>Bullying and Harassment Seminar</td>
<td>___</td>
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</tbody>
</table>
MPS (E707) LITERACY (BIRTH-GRADE 6) AND SPECIAL EDUCATION CHILDHOOD (GRADES 1-6) 45 CREDITS

MPS (E707) Literacy (Birth-Grade 6) and Special Education Childhood (Grades 1-6) (45 Credits)

Prerequisites: ___Bachelors Degree
___Evidence of Prior Certification in Early Childhood, Elementary, Childhood or Middle Childhood Education
___EDU 5393 Foundations of Special Education or equivalent course
___Methods course(s) in teaching Literacy in Childhood Education

Program and Certification Requirements:
*Candidates may opt to take the 2-course Writing Road to Reading sequence EDU 5630 and EDU 5631.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>Pre-requisite: EDU 5088</td>
<td>FA SP</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5610 OR EDU 5630 *</td>
<td>An Arts Approach to Literacy OR The Writing Road to Reading 1 (and see EDU 5631 below)</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (Birth-Gr.6)</td>
<td>FA SP</td>
<td>3</td>
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</table>

Entry Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>___ Fingerprinting ___ Take Manhattanville Writing Assessment</td>
<td></td>
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</table>

To be completed (at the college level) during the first 18 credits of the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites: EDU 5610 and EDU 5402)</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5413 OR EDU 5631 *</td>
<td>Early Literacy OR The Writing Road to Reading 2 Prerequisite: EDU 5630</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5611</td>
<td>Literacy Instruction of English Language Learners in the Classroom</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction Prerequisites: EDU 5610, EDU 5402 and EDU 5413</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Instructional Strategies</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5614</td>
<td>Writing Workshop for Teachers and Young People</td>
<td>SU SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
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</tbody>
</table>

Intermediate Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5098</td>
<td>Literacy Practicum You must notify your advisor the semester before you plan to take this course</td>
<td>FA SP SU</td>
<td>4</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to the final semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ Take NYS EDUCATING ALL STUDENTS test</td>
<td>___ Take NYS CONTENT SPECIALTY tests in Literacy and in Special Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDU 5427  | Student Teaching & Seminar: Special Education: Childhood  | Pre-requisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification  | FA SP  | 3  

To be completed by the end of the program:
- ITPA Student Teaching Assessment, and The ACADEMIC LITERACY Skills Test; plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar

**MPS (E707) Literacy (Birth-Grade 6) and Special Education Childhood (Grades 1-6) incorporating courses from THE ROSE INSTITUTE FOR LEARNING AND LITERACY**

(45 Credits)

* This program includes the Rose Institute 4 course sequence that prepares candidates in a phonics–based multisensory approach to reading instruction.

**Prerequisites:**
- ___Bachelors Degree
- ___Evidence of Prior Certification in Early Childhood, Elementary, Childhood or Middle Childhood Education
- ___EDU 5393 Foundations of Special Education or equivalent course
- ___Methods course(s) in teaching Literacy in Childhood Education
- ___A signed permission form from their principal allowing them to receive twice-weekly mentoring in their building, and allowing the professor to observe and conduct demonstration lessons in the classroom.

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>Pre-requisite: EDU 5088</td>
<td>FA SP</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5630 *</td>
<td>The Writing Road to Reading 1 (and see EDU 5631 below)</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (Birth-Gr. 6)</td>
<td>FA SP</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take N.Y.S. ACADEMIC LITERACY SKILLS test
- Take Manhattanville Writing Assessment
- ___Fingerprinting
- ___Take Special Ed Comp exam before completion of 18 credits

**Intermediate Level**

To be completed (at the college level) during the first 18 credits of the program:

- Complete EDU 5344 or other child development course
- ___Take Literacy Comps (Prerequisites EDU 5402 and EDU 5610)
- ___Take Special Ed Comps after 9 credits but before 15 credits of Special Ed

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites: EDU 5610 and EDU 5402)</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5631 *</td>
<td>The Writing Road to Reading 2 Prerequisite: EDU 5630</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5611</td>
<td>Literacy Instruction of English Language Learners in the Classroom</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction Prerequisites: EDU 5610, EDU 5402 and EDU 5413</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Instructional Strategies</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5632 *</td>
<td>Reading Reform Foundation of NY Practicum I Prerequisite: EDU 5630</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to the final semester:

- Take NYS EDUCATING ALL STUDENTS test
- ___Take NYS CONTENT SPECIALTY tests in Literacy and in Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5633 *</td>
<td>Reading Reform Foundation of NY Practicum II Prerequisite: EDU 5630 and EDU 5632</td>
<td>SP</td>
<td>4</td>
</tr>
<tr>
<td>EDU 5427</td>
<td>Student Teaching &amp; Seminar: Special Education: Child Gr 1-6</td>
<td>Pre-requisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
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</table>

To be completed by the end of the program:
edTPA Student Teaching Assessment, and The ACADEMIC LITERACY Skills Test; plus 3 seminars as follows:

- Child Abuse Seminar
- Violence Prevention Seminar
- Bullying and Harassment Seminar
MPS (E708A) LITERACY 5-12; SPECIAL EDUCATION GENERALIST 7-12; SPECIAL ED SPECIALIST 7-12  45 CREDITS

MPS (E708A) Literacy 5-12; Special Education Generalist 7-12; Special Ed Specialist 7-12
(45 Credits)

Prerequisites:  ___ Bachelors Degree
___ Evidence of Prior Certification in Middle Childhood, Adolescence or Secondary Education
___ EDU 5393 Foundations of Special Education or equivalent course
___ Methods course(s) in teaching Literacy

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
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<tbody>
<tr>
<td>EDU 5077</td>
<td>Adolescents with Learning and Behavioral Problems</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Pre-requisite: EDU 5077</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5610</td>
<td>An Arts Approach to Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5406</td>
<td>Language, Literacy and Culture (Grades 5-12)</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

___ Take N.Y. S. ACADEMIC LITERACY SKILLS test
___ Take Manhattanville Writing Assessment
___ Fingerprinting
___ Take Special Ed Comp exam before completion of 18 credits

To be completed (at the college level) during the first 18 credits of the program:
___ Complete EDU 5344 or other child development course
___ Take Literacy Comps (Prerequisites EDU 5406 and EDU 5610)
___ 6 Credits English
___ 6 Credits Math
___ 6 Credits Science
___ 6 Credits Social Studies

To be completed (at the college level) during the first 18 credits of the program:
___ Take NYS EDUCATING ALL STUDENTS test
___ Take NYS CONTENT SPECIALTY tests in Literacy and in Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after taking Pre-requisites: EDU 5610 and EDU 5406)</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5077, EDU 5130, EDU 5083</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5134</td>
<td>Transition From School to Life</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction Prerequisites: EDU 5610, EDU 5406 and EDU 5026</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite EDU 5077</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
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</table>

To be completed by the start of semester prior to the final semester:
___ Take NYS EDUCATING ALL STUDENTS test
___ Take NYS CONTENT SPECIALTY tests in Literacy and in Special Education

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<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5098</td>
<td>Literacy Practicum You must notify your advisor the semester before you plan to take this course</td>
<td>FA SP SU</td>
<td>4</td>
</tr>
<tr>
<td>EDU 5563</td>
<td>Student Teaching &amp; Seminar: Special Education: Gr 7-12 Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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</table>
To be completed by the end of the program:
edTPA Student Teaching Assessment, and The ACADEMIC LITERACY Skills Test; plus 3 seminars as follows:

<table>
<thead>
<tr>
<th>Seminar Type</th>
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<tbody>
<tr>
<td>Child Abuse Seminar</td>
</tr>
<tr>
<td>Violence Prevention Seminar</td>
</tr>
<tr>
<td>Bullying and Harassment Sem</td>
</tr>
</tbody>
</table>
M.Ed. (E010) Educational Studies 30 Credits

M.Ed. (E010) Educational Studies
(30 Credits)

Note: This program does not lead to NYS classroom teaching certification.

Prerequisites: Bachelor's Degree

Program Requirements:

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA, SP, SU</td>
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<td>EDU 5211</td>
<td>Introduction to the Multicultural Classroom</td>
<td>FA, SP, SU</td>
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<th>Intermediate Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<td></td>
<td>EDU 5344</td>
<td>Child Development and Learning</td>
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<td>EDAD 5008</td>
<td>Ethics and Social Responsibility</td>
<td>FA, SP</td>
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<td></td>
<td>EDU 5___</td>
<td>Four Electives relevant to the area of interest and chosen in conjunction with an advisor</td>
<td>FA, SP, SU</td>
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<td>EDU 5___</td>
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<td>EDU 5___</td>
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<td>EDU 5529</td>
<td>Teaching with Technology</td>
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<td>EDU 5536</td>
<td>Action Research/Internship/Culminating Experience</td>
<td>FA, SP</td>
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CERT (E203) MIDDLE
CHILDHOOD/ADOLESCENCE EDUCATION
(Grades 5-12) English 30 credits

CERT (E203) Middle Childhood/Adolescence Education (Grades 5-12) English
(30 Credits)

Prerequisites: ___Masters Degree or above in a functionally related area

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.
___ 30 credits in English, which must include at least 3 courses in British Literature, 3 courses in American Literature, one course in non-western literature and one film course.

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<th>Course</th>
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<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>__ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>__ Fingerprinting</td>
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</table>

To be completed (at the college level) during the first 18 credits of the program:
___ Complete EDU 5344 or adolescent development course
___ A course in Science
___ A course in Mathematics
___ Study of the Visual or Performing Arts
___ Study of Communication
___ A course in History
___ Study of Written Analysis and Expression
___ One year or the equivalent of coursework in a Language other than English

To be completed during the first 18 credits of the program:
___ Take the NYS CONTENT SPECIALTY test in English

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<th>Semester</th>
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<tr>
<td>ENE 5005</td>
<td>Literature for Adolescents</td>
<td>FA</td>
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<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA</td>
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<tr>
<td>EDU 5407</td>
<td>English Curriculum and Methodology in Middle Childhood and Adolescence Education</td>
<td>SP SU</td>
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<td>EDU 5406</td>
<td>Language, Literacy and Culture (Gr. 5-12)</td>
<td>FA SP SU</td>
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<tr>
<td>ENE 5516</td>
<td>The Linguistics of English</td>
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To be completed by the start of semester prior to student teaching semester:
___ Take NYS EDUCATING ALL STUDENTS test

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<th>Course</th>
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<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence</td>
<td>FA SP</td>
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</table>

To be completed by the end of student teaching semester:
___ edTPA Student Teaching Assessment plus 3 seminars as follows:
___ Child Abuse Seminar
___ Violence Prevention Seminar
___ Bullying and Harassment Seminar
CERT (E204) MIDDLE CHILDHOOD/ADOLESCENCE EDUCATION (GRADES 5-12) MATHEMATICS 30 CREDITS

CERT (E204) Middle Childhood/Adolescence Education (Grades 5-12) Mathematics (30 Credits)

Prerequisites: ___ Masters Degree or above in a functionally related area

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Prerequisite Undergraduate coursework as well as graduate mathematics (MATH) or Math Education (MAE) courses within this program may be used to meet this requirement.

__ Calculus I and II
__ Finite or Discrete Math
__ Fundamentals of Mathematics or Number Theory
__ Linear Algebra
__ Geometry
__ Probability/Statistics

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<tr>
<th>Entry Level</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Term(s)</th>
<th>Credits</th>
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<tr>
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<td>EDU 5000</td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td>FA SP SU</td>
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<td>EDU 5211</td>
<td>Foundations of Special Education</td>
<td>FA SU</td>
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<td></td>
<td>EDU 5393</td>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
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Intermediate Level

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<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
<td>FA SU</td>
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<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5403</td>
<td>Mathematics Curriculum and Methodology in Middle Childhood and Adolescence Education Prerequisite: EDU 5374</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5237 OR EDU 5569</td>
<td>Problem Solving in Mathematics OR Critical Pedagogy of Place</td>
<td>FA SU SU</td>
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<tr>
<td>MAE 5___ OR EDU 5013</td>
<td>Math Ed Elective OR Mathematics for the Learning Disabled Student</td>
<td>FA SP SU</td>
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To be completed by the start of semester prior to student teaching semester:

__ Take NYS EDUCATING ALL STUDENTS test
<table>
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<tr>
<th>Capstone Level</th>
<th>EDU 5404</th>
<th>Student Teaching and Seminar: Middle Childhood and Adolescence</th>
<th>FA SP</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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<td>To be completed by the end of student teaching semester:</td>
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<tr>
<td></td>
<td>edTPA Student Teaching Assessment plus 3 seminars as follows:</td>
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</table>

- ___ Child Abuse Seminar
- ___ Violence Prevention Seminar
- ___ Bullying and Harassment Seminar
CERT (E201, E202, E212, E211) MIDDLE CHILDHOOD/ADOLESCENCE EDUCATION (GRADES 5-12) SCIENCE (Biology, Chemistry, Physics, Earth Science) 30 CREDITS

CERT (E201, E202, E212, E211) Middle Childhood/Adolescence Education (Grades 5-12) Science (Biology, Chemistry, Physics, Earth Science)
(30 Credits)
Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation. Undergraduate prerequisites and graduate science or Science Education courses within this program may be used to meet this requirement.

**Biology:** 30 credits in Biology including
One year of intro Biology with Labs
One year of intro Chemistry with Labs
A total of eight semesters of lab courses
Study of Genetics, Ecology, Molecular Biology, Evolutionary Biology
And also: Probability/Statistics or Calc I and II

**Chemistry:** 30 credits in Chemistry including:
One year of introductory Chemistry with Labs. Lab courses in Organic, Inorganic Chemistry.
Study of Analytical Chemistry, Biochemistry
A total of eight semesters of Lab courses
One year of introductory Physics with labs
And also: Calculus I and II

**Physics:** 30 credits in Physics including:
Physics I and II with labs; Thermodynamics; Quantum or Atomic Physics; Mechanics; Electromagnetism (Electricity, Light); Bio I and II or Chemistry I and II; And also: Calculus I and II and Differential Equations

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<tr>
<th>Course</th>
<th>Description</th>
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<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education OR Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
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</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
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</table>

To be completed (at the college level) during the first 18 credits of the program:

- Take N.Y. S. ACADEMIC LITERACY SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting

To be completed during the first 18 credits of the program:

- Complete EDU 5344 or adolescent development course
- A course in Mathematics
- A course in Literature
- Study of the Visual or Performing Arts
- Study of Communication
- Study of Written Analysis and Expression
- A course in History
- One year or the equivalent of coursework in a Language other than English
- 30 credits in Biology or in Chemistry
- See note above.

EDU 5374 Curriculum and Methods in Middle Childhood and Adolescence Education - General
FA SU 3
<table>
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<tr>
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<th>Course Title</th>
<th>Semester(s)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5377</td>
<td>Science Curriculum and Methodology in Middle Childhood and Adolescence Education</td>
<td>SP SU</td>
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</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> EDU 5374</td>
<td></td>
<td></td>
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<tr>
<td>EDU 5569</td>
<td>Critical Pedagogy of Place</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management</td>
<td>FA SP SU</td>
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To be completed by the start of semester prior to student teaching semester:

- Take NYS EDUCATING ALL STUDENTS test

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<tr>
<th>Course Code</th>
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<th>Semester(s)</th>
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<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence</td>
<td>FA SP</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> completion of all undergraduate and graduate coursework</td>
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<td></td>
<td>and approval by the Director of Field Placement and Certification</td>
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</table>

To be completed by the end of student teaching semester:

- edTPA Student Teaching Assessment plus 3 seminars as follows:
  - Child Abuse Seminar
  - Violence Prevention Seminar
  - Bullying and Harassment Seminar
CERT (E205) MIDDLE
CHILDBOOD/ADOLESCENCE EDUCATION
(GRADES 5-12) SOCIAL STUDIES 30 CREDITS

CERT (E205) Middle Childhood/Adolescence Education (Grades 5-12) Social Studies
(30 Credits)

Prerequisites: ___ Masters Degree or above in a functionally related area
Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.

30 credits in Social Studies, including:
__Economics __ 18 credits in History & Geography including
__ U.S. Government __ 9 credits of Non-Western History
__ Intro to Psychology __ US History
__ Sociology

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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</table>
| EDU 5000 | Foundations of Education
OR
EDU 5211 | Introduction to the Multicultural Classroom |
| EDU 5393 | Foundations of Special Education |
| ___ Take N.Y. S. ACADEMIC LITERACY SKILLS test | ___ Take Manhattanville Writing Assessment |
| ___ Fingerprinting |

To be completed (at the college level) during the first 18 credits of the program:

And the following courses for a first certification:
__ A course in Science __ A Literature course
__ A course in Mathematics __ Study of Written Analysis and Expression
__ Study of the Visual or Performing Arts __ One year or the equivalent of coursework in a Language other than English
__ Study of Communication __ 30 Credits in Social Studies

To be completed during the first 18 credits of the program:
__ Take the NYS CONTENT SPECIALTY test in Social Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
</tr>
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<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
</tr>
<tr>
<td>EDU 5411</td>
<td>Social Studies Curriculum and Methodology in Middle Childhood and Adolescence Education Prerequisites: EDU 5374</td>
</tr>
<tr>
<td>EDU 5389</td>
<td>Teaching Literacy Skills in Middle School through Collaborative Study of Social Identity</td>
</tr>
<tr>
<td>EDU 5339</td>
<td>Teaching Geography in the Social Studies Classroom</td>
</tr>
<tr>
<td>EDU 5375</td>
<td>Teaching Economics in the Social Studies Classroom Prerequisite: College Level Economics Course</td>
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To be completed by the start of semester prior to student teaching semester:
__ Take NYS EDUCATING ALL STUDENTS test __ Take NYS CONTENT SPECIALTY test in Social Studies

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<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
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</table>
To be completed by the end of student teaching semester:

edTPA Student Teaching Assessment plus 3 seminars as follows:

- Child Abuse Seminar
- Violence Prevention Seminar
- Bullying and Harassment Seminar
CERT (E206, E209, E207, E208)

ADOLESCENCE EDUCATION (GRADES 7-12)

FOREIGN LANGUAGE (FRENCH, SPANISH, ITALIAN, OR LATIN) 27 CREDITS

CERT (E206, E209, E207, E208) Adolescence Education (Grades 7-12) Foreign Language (French, Spanish, Italian, or Latin) (27 credits)

Prerequisites: ___Masters Degree or above in a functionally related area

Program and Certification Requirements:
The following courses or their equivalents must appear on a graduate or undergraduate transcript at the time of graduation.
___ 30 credits in each language for which certification is sought: to include communication skills, culture, linguistics and literature

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<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>___ Take ACTFL Oral Proficiency Interview (score Advanced.-Low)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Take Manhattanville Writing Assessment</td>
<td>___ Take ACTFL Writing Proficiency Test (score Advanced.-Low)</td>
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<tr>
<td>___ Fingerprint</td>
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</table>

Entry Level

To be completed (at the college level) during the first 18 credits of the program:
___ Complete EDU 5344 or course in adolescent development
And the following courses for a first certification:
___ A course in Science
___ A course in Mathematics
___ Study of the Visual or Performing Arts
___ Study of Communication
___ A course in Literature
___ A course in History or History-based Economics, Political Science or Sociology
___ Study of Written Analysis and Expression

Intermediate Level

To be completed during the first 18 credits of the program:
___ Take the NYS CONTENT SPECIALTY test in Foreign Language

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5201</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5374</td>
<td>Curriculum and Methods in Middle Childhood and Adolescence Education - General</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5202</td>
<td>Introduction to Linguistics</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5204</td>
<td>Methods and Materials for Second Language Instruction</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5205</td>
<td>Integrating Culture, Literature and Literacy in Second Language Instruction</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:
___ Take NYS EDUCATING ALL STUDENTS test

Capstone Level

To be completed by the end of student teaching semester:
___ edTPA Student Teaching Assessment plus 3 seminars as follows:
___ Child Abuse Seminar
___ Violence Prevention Seminar
___ Bullying and Harassment Seminar
| Extension | EDU 5245 (for extension only) | Methods of Teaching Foreign Language in Elementary School (For those who wish to apply independently for Extension to Grades K-6) | FA | 3 |
CERT (E301) VISUAL ART EDUCATION (ALL GRADES)  27 CREDITS

CERT (E301) Visual Art Education (All Grades)
(27 Credits)

Prerequisites:  Masters Degree or above in a functionally related area.
Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education OR OR Introduction to the Multicultural Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5211</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Take Manhattanville Writing Assessment</td>
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<td></td>
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</tr>
<tr>
<td>__ Fingerprinting</td>
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Entry Level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000</td>
<td>Foundations of Education OR OR Introduction to the Multicultural Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5211</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>__ Fingerprinting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intermediate Level:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5391</td>
<td>Aesthetic Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5379</td>
<td>Art Education Workshop - Early Childhood Through Adolescence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5316</td>
<td>Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher Prerequisites: EDU 5391 and EDU 5379</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:
__ Take NYS EDUCATING ALL STUDENTS Elementary test

To be completed by the end of student teaching semester:
__ edTPA Student Teaching Assessment plus 3 seminars as follows:
__ Child Abuse Seminar  __ Violence Prevention Seminar  __ Bullying and Harassment Sem
CERT (E302) MUSIC EDUCATION (ALL GRADES) 27 CREDITS

CERT (E302) Music Education (All Grades)  
(27 Credits)

Prerequisites:
__ Masters Degree or above in a functionally related area.

__ 36 credits in Music, including: four courses in Music History or Literature; four courses in Music Theory, one course in or competence in woodwind instrument performance, brass instrument performance, stringed instrument performance, percussion, and conducting.

*Note: It is of critical importance that students meet with a music department advisor early in their programs to plan their music coursework.

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education or Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

__ Take N.Y. S. ACADEMIC LITERACY SKILLS test  
__ Take Manhattanville Writing Assessment  
__ Fingerprinting

Entry Level

To be completed (at the college level) during the first 18 credits of the program:
__ Complete EDU 5344 or other child development course  
__ A course in Science  
__ A course in Communication  
__ A course in History  
__ A course in Literature  

__ A course in Mathematics  
__ Study of Written Analysis and Expression  
__ One year or the equivalent of coursework in a Language other than English  
__ Complete any remaining Music prerequisite credits

To be completed during the first 18 credits of the program:
__ Take the NYS CONTENT SPECIALTY test in Music

Take 2 of 3:  
EDU 5026  
EDU 5367  
EDU 5391  

EDU 5387 | Fundamentals of Middle Childhood Education | FA SP SU | 3 |

MUE 5054 | Music Curriculum and Pedagogy I: Childhood Prerequisite: All music prerequisites must be completed | FA | 3 |

MUE 5057 | Music Curriculum and Pedagogy II: Adolescence Prerequisite: All music prerequisites must be completed | SP | 3 |

Intermediate Level

To be completed by the start of semester prior to student teaching semester:
__ Take NYS EDUCATING ALL STUDENTS Elementary test

To be completed by the end of student teaching semester:
__ edTPA Student Teaching Assessment plus 3 seminars as follows:  
__ Child Abuse Seminar  __ Violence Prevention Seminar  __ Bullying and Harassment Sem

Capstone Level

EDU 5408 | Student Teaching and Seminar: Music Education Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification | FA SP | 6 |
## CERT (E602) TESOL – Teaching English as a Second Language (All Grades) 30 Credits

CERT (E602) TESOL – Teaching English as a Second Language (All Grades)  
(30 Credits)

**Prerequisites:**  
___Masters Degree or above in a functionally related area  
___All international students must demonstrate English Language Proficiency prior to admission. This will be determined by completing the TOEFL exam with a computer score of 300 or above, or an internet-based score of 85 or above.

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5200</td>
<td>Structure of English</td>
<td></td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td></td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Take Manhattanville Writing Assessment</td>
<td></td>
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</tr>
</tbody>
</table>

**Entry Level**

To be completed (at the college level) during the first 18 credits of the program:

___ Complete EDU 5344 or other child development course  
___ A course in Science  
___ A course in Mathematics  
___ Study of the Visual or Performing Arts  
___ Study of Communication  
___ Study of Written Analysis and Expression  
___ A course in History  
___ 18 credits in a single Liberal Arts area  
___ 12 credits in a Language other than English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5201</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5202</td>
<td>Introduction to Linguistics</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5204</td>
<td>Methods and Materials for Second Language Instruction</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 5215</td>
<td>Teaching ESL through the Content Areas</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5216</td>
<td>Cultural Perspectives for Educators</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5365</td>
<td>Teaching Literacy in ESL</td>
<td>SP</td>
<td>3</td>
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</tbody>
</table>

**Intermediate Level**

To be completed by the start of semester prior to student teaching semester:

___ Take NYS EDUCATING ALL STUDENTS Secondary test  
___ Take the NYS CONTENT SPECIALTY test in TESOL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5430</td>
<td>Student Teaching and Seminar: TESOL</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

**Capstone Level**

To be completed by the end of student teaching semester:

___ edTPA Student Teaching Assessment plus 3 seminars as follows:

___ Child Abuse Seminar  
___ Violence Prevention Seminar  
___ Bullying and Harassment Seminar
CERT (E402) SPECIAL EDUCATION: EARLY CHILDHOOD (BIRTH-GRADE 2) 29 CREDITS

Prerequisites:  
- Masters Degree in a functionally related area 
- Evidence of Prior Certification in Early Childhood or Elementary Education 
- EDU 5393 Foundations of Special Education or equivalent

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavioral Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

To be completed (at the college level) during the first 18 credits of the program:

- Take N.Y.S. ACADEMIC LITERACY SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting
- Take Special Ed Comp exam before completion of 18 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Instructional Strategies</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:

- Take NYS EDUCATING ALL STUDENTS test
- Take the NYS CONTENT SPECIALTY test in Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5426</td>
<td>Student Teaching and Seminar: Special Education: Early Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:

- edTPA Student Teaching Assessment plus 3 seminars as follows:
- Child Abuse Seminar
- Violence Prevention Seminar
- Bullying and Harassment Seminar
CERT (E401) SPECIAL EDUCATION:  
CHILDHOOD (GRADES 1-6) 17 CREDITS  

CERT (E401) Special Education: Childhood (Grades 1-6)  
(17 Credits)

Prerequisites:  
___Masters Degree in a functionally related area  
___Evidence of Prior Certification in Elementary or Childhood Education  
___EDU 5393 Foundations of Special Education or equivalent

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavioral Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>
| ___ Take N.Y. S. ACADEMIC LITERACY SKILLS test  
   ___ Take Manhattanville Writing Assessment  
   ___ Fingerprinting  
   ___ Take Special Ed Comp exam before completion of 18 credits |

Entry Level

Intermediate Level

Prerequisite: this course or its equivalent to be completed (at the college level) during the first 12 credits of the program:

___ Complete EDU 5344 or other child development course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Prerequisite: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Instructional Strategies Prerequisite: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
</tbody>
</table>

___ Take NYS EDUCATING ALL STUDENTS test  
___ Take the NYS CONTENT SPECIALTY test in Special Education

Capstone Level

To be completed by the end of student teaching semester:  
edTPA Student Teaching Assessment plus 3 seminars as follows:

___ Child Abuse Seminar  
___ Violence Prevention Seminar  
___ Bullying and Harassment Seminar
CERT (E403) SPECIAL EDUCATION: EARLY CHILDHOOD (BIRTH – GRADE 2) AND CHILDHOOD (GRADES 1-6) 29 CREDITS

CERT (E403) Special Education: Early Childhood (Birth – Grade 2) and Childhood (Grades 1-6) (29 Credits)

Prerequisites: ___ Masters Degree in a functionally related area
___ Evidence of Prior Certification in Early Childhood, Elementary or Childhood Education
___ EDU 5393 Foundations of Special Education or equivalent course

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5088</td>
<td>Introduction to Students with Learning and Behavioral Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Take Manhattanville Writing Assessment</td>
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<tr>
<td></td>
<td>Fingerprinting</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Take Special Ed Comp exam before completion of 18 credits</td>
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</tr>
</tbody>
</table>

To be completed (at the college level) during the first 18 credits of the program:

___ Complete EDU 5344 or other child development course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Instructional Strategies</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

To be completed by the start of semester prior to student teaching semester:

___ Take NYS EDUCATING ALL STUDENTS test
___ Take the NYS CONTENT SPECIALTY test for Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5428</td>
<td>Student Teaching and Seminar: Special Education: Early Childhood and Childhood Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
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</table>

To be completed by the end of student teaching semester:
___ edTPA Student Teaching Assessment plus 3 seminars as follows:

___ Child Abuse Seminar
___ Violence Prevention Seminar
___ Bullying and Harassment Sem
CERT (E406) SPECIAL EDUCATION: GRADES 7-12 GENERALIST 29 CREDITS

CERT (E406) Special Education: Grades 7-12 Generalist
(29 Credits)
Prerequisites: ___Masters Degree in a functionally related area
___Evidence of Prior Certification in Middle Childhood, Adolescence or Secondary Education
___EDU 5393 Foundations of Special Education or equivalent course

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5077</td>
<td>Adolescents w/Learning and Behavioral Problems</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Prereq: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take N.Y. S. ACADEMIC LITERACY SKILLS test</td>
<td>__ Fingerprint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Take Manhattanville Writing Assessment</td>
<td>__ Take Special Ed Comp exam before completion of 18 credits</td>
<td></td>
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</tr>
</tbody>
</table>

Entry Level

To be completed (at the college level) during the first 18 credits of the program:

- ___ Complete EDU 5344 or adolescent development course
- ___ 6 Credits in English
- ___ 6 Credits in Science
- ___ 6 Credits in Math
- ___ 6 Credits in Social Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5077, EDU 5130, EDU 5083</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite: EDU 5077</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5134</td>
<td>Transition from School to Adult Life</td>
<td>FA</td>
<td>3</td>
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</tbody>
</table>

Intermediate Level

To be completed by the start of semester prior to student teaching semester:

- ___ Take NYS EDUCATING ALL STUDENTS test
- ___ Take the NYS CONTENT SPECIALTY test in Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5563</td>
<td>Student Teaching and Seminar: Special Education: Gr 7-12 Prerequisite: completion of all undergraduate and graduate coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

Capstone Level

To be completed by the end of student teaching semester:

- ___ edTPA Student Teaching Assessment plus 3 seminars as follows:
- ___ Child Abuse Seminar
- ___ Violence Prevention Seminar
- ___ Bullying and Harassment Sem
ADV CERT (E020) EDUCATION FOR SUSTAINABILITY (16 CREDITS)

Note: All of the courses in this program may be applied to the M.Ed. program in Educational Studies. Neither the M.Ed. program nor this Certificate of Advanced Study program leads to New York State classroom teaching certification.

This program is for those who wish to become leaders for a sustainable future. Utilizing emerging, critical, place, and problem-based educational theories combined with the power of thinking and working across traditional discipline boundaries, this program seeks to increase the knowledge and skills necessary for students to become agents of change within their schools, organizations, communities and institutions.

When they have completed this program, students will be able to:

- Define a vision for a sustainable future that includes changes that need to be made to achieve this vision, and articulate a rationale for the role of education and educators in achieving the vision.
- Demonstrate an understanding of the interconnectedness of significant changes occurring with and among local to global ecological, economic and social systems.
- Evaluate natural and human systems for sustainability by
  - applying basic principles and tools of systems seeking and testing methodologies,
  - employing trans-disciplinary methods of inquiry and analysis
  - using geographic understanding to describe and analyze ecological, economic, social and historical relationships.
- Develop and present a proposal for action to address a change that needs to be achieved for a sustainable future.
- Implement and evaluate the proposal.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5567</td>
<td>Education for Sustainability: Making a case for change</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5568</td>
<td>Earth Citizenship: Qualities for contributing to a sustainable future</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5569</td>
<td>Critical Pedagogy of Place: Curriculum &amp; Instruction for a sustainable future</td>
<td>SU I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5570</td>
<td>Sustainability Action Project: Project Development Prerequisite: Critical Pedagogy of Place</td>
<td>SU II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5536</td>
<td>Action Research/Internship/Culminating Experience: Sustainability action project implementation, evaluation and reflection Prerequisite: Sustainability Action Project</td>
<td>FA</td>
<td>4</td>
</tr>
</tbody>
</table>
ADV CERT (E509) SCIENCE OF READING: MULTISENSORY INSTRUCTION – THE ROSE INSTITUTE FOR LEARNING AND LITERACY 13 CREDITS

ADV CERT (E509) Science of Reading: Multisensory Instruction – THE ROSE INSTITUTE FOR LEARNING AND LITERACY (13 credits)

This program is a 4-course sequence that prepares practicing teachers to use a phonics—based, multisensory approach to learning to help children with literacy development, based on the work of Dr. Samuel T. Orton.

Note: This program does not lead to a college recommendation for NYS certification.

Prerequisites: ___Bachelors Degree
___Evidence of Prior Certification in Early Childhood, Elementary, Childhood or Middle Childhood Education, TESOL and/or Special Education.
___A signed permission form from their principal allowing them to receive twice-weekly mentoring in their building, and allowing the professor to observe and conduct demonstration lessons in the classroom.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5630</td>
<td>The Writing Road to Reading 1</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5631</td>
<td>The Writing Road to Reading 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: EDU 5630</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5632</td>
<td>Reading Reform Foundation of NY Practicum I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: EDU 5630</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5633</td>
<td>Reading Reform Foundation of NY Practicum II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite: EDU 5630 and EDU 5632</td>
<td>SP</td>
<td>4</td>
</tr>
</tbody>
</table>
ADV CERT (E909) ADMINISTRATION OF PHYSICAL EDUCATION, ATHLETICS AND SPORT PEDAGOGY 12 CREDITS

ADV CERT (E909) Administration of Physical Education, Athletics and Sport Pedagogy (12 Credits)

Note: This program does not lead to a college recommendation for NYS certification.

Program Prerequisites:

__ Masters degree from an accredited institution
__ Two letters of recommendation, one from a school leader
__ Writing Assessment
__ Interview with the Program Director

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPE 5560</td>
<td>Issues and Trends in Athletic Administration</td>
<td>SU, FA</td>
<td>1</td>
</tr>
<tr>
<td>MPE 5561</td>
<td>Ethics in Athletic Administration</td>
<td>FA</td>
<td>1</td>
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<tr>
<td>MPE 5562</td>
<td>Technology for Athletic Administration</td>
<td>SP, SU</td>
<td>1</td>
</tr>
<tr>
<td>MPE 5563</td>
<td>School Health Promotion for Athletic Directors</td>
<td>WI, FA</td>
<td>1</td>
</tr>
<tr>
<td>MPE 5564</td>
<td>Safety, Risk Management and Injury Prevention programs</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>MPE 5565</td>
<td>Administrative Issues in Urban Physical Education and Athletics</td>
<td>SP</td>
<td>1</td>
</tr>
<tr>
<td>EDAD 5000</td>
<td>Schools as Learning Organizations</td>
<td>FA, SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5051</td>
<td>Communications and Public Relations</td>
<td>WI</td>
<td>1</td>
</tr>
</tbody>
</table>
ADV CERT (E305) HEALTH & WELLNESS SPECIALIST 18 CREDITS

ADV CERT (E305) Health & Wellness Specialist
(18 Credits)

Note: This program does not lead to a college recommendation for NYS certification.

Prerequisites:  ___ Masters Degree
               ___ Prior Certification in Physical Education or Biology Education

Admission Requirements:
___ Two letters of recommendation, one from a school leader
___ Writing Assessment
___ Interview with the Program Director

Program and Certification Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 5050</td>
<td>Human Sexuality</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>HLT 5100</td>
<td>Drug and Substance Abuse</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>HLT 5350</td>
<td>Consumer Health</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>HLT 5200</td>
<td>Community Health</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>HLT 5250</td>
<td>Analysis of Human Disease</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>HLT 5400</td>
<td>Environmental Health (subject to approval)</td>
<td></td>
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</table>

Additional courses to be taken as needed to meet certification requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>HLT 5150</td>
<td>Advanced Personal Health</td>
<td>FA or SP or SU</td>
<td>3</td>
</tr>
<tr>
<td>HLT 5300</td>
<td>Mental Health &amp; Emotional Well-being</td>
<td>SU</td>
<td>3</td>
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</tbody>
</table>
MPS (E901) Educational Leadership 36 Credits

MPS (E901) Educational Leadership 36 credits
Leading to Certification in School Building Leadership

Program Prerequisites:
- Minimum of 3 years classroom teaching experience
- Bachelors degree
- Two letters of recommendation, one from a school leader
- Writing Assessment
- Interview
- Assessment of technology skills

Program and Certification Requirements:
This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and two internships (internship total 400 hours).

Mandatory New Leadership Student Orientation

Course Description
Semester Cr

Entry Level

EDAD 5000 Schools as Learning Organizations (This course must be taken first) FA and/or SP 3
EDAD 5200 Issues and Trends in Curriculum, Instruction and Supervision FA 3

Formal matriculation must be completed

Additional Required Courses

EDAD 5210 Ethically and Socially Responsible Supervision FA SP 3
EDAD 5220 School Law FA 3
EDAD 5221 Human Resources SU 3
EDAD 5222 The Principalship FA 3
EDAD 5050 School Finance SU 3
EDAD 5009 Technology for Administrators SP SU 3

Required Internships
Submission of internship proposals
(Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)

EDAD 5501 Community Internship
Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220 FA SP SU 2
Building Internship I

EDAD 5502 Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220, EDAD 5221 FA SP SU 2
Building Internship II

EDAD 5502 Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220, EDAD 5221 FA SP SU 2

Elective Courses: Select 6 credits
Elective courses: Select 6 credits from the following courses:

EDAD 5051 Communications and Public Relations WI 1
EDAD 5051 Understanding and Using Research WI 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5596</td>
<td>Exit Leadership Portfolio Review</td>
<td>FA SP SU</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5217</td>
<td>Working with Parents in Inclusive Schools</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5016</td>
<td>Understanding and Applying Data I</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>5052</td>
<td>Other Educational Leadership course, with department chair's approval</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Capstone Level

Final Program Completion Requirements:
- __Child Abuse Seminar__
- __Violence Prevention Seminar__
- __Bullying and Harassment Seminar__
- __Exit Leadership Portfolio__
- __Take NYS Certification Exams:__
  - __CST - School Building Leader__
  - __Educating All Students Test__

__Final Interview Contact Advising Office__
# Professional Diploma (E902)

## Educational Leadership (SBL) 30 Credits

Professional Diploma (E902) Educational Leadership (SBL)  
(30 Credits) Leading to Certification in School Building Leadership

**Program Prerequisites:**
- Minimum of 3 years classroom teaching experience
- Masters degree
- Two letters of recommendation, one from a school leader
- Writing Assessment
- Interview

**Program and Certification Requirements:**
- This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and three internships (internship total 400 hours).
- Mandatory New Leadership Student Orientation

### Course Details

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 5000</td>
<td>Schools as Learning Organizations (This course must be taken first)</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5200</td>
<td>Issues and Trends in Curriculum and Instruction</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Formal matriculation must be completed</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Required Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 5210</td>
<td>Socially Responsible Supervision</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5220</td>
<td>School Law</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5221</td>
<td>Human Resources</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5222</td>
<td>The Principalship</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5009</td>
<td>Technology for Administrators</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5050</td>
<td>School Finance</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Internships</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Submission of internship proposals</em></td>
<td>Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 5501</td>
<td>Community Internship Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDAD 5502</td>
<td>School Building Internship I Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220, EDAD 5221</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDAD 5502</td>
<td>School Building Internship II Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220, EDAD 5221</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDAD 5596</td>
<td>Exit Leadership Portfolio Review</td>
<td>FA SP SU</td>
<td>0</td>
</tr>
</tbody>
</table>

**Final Program Completion Requirements:**
- Child Abuse Seminar
- Violence Prevention Seminar
- Bullying and Harassment Seminar
- Final Interview (Contact Graduate Advising Office)
- Exit Leadership Portfolio Review
- Take NYS CONTENT SPECIALTY test for SBL
- Take NYS Educating All Students Test
# Professional Diploma (E906)
## Educational Leadership (SBL and SDL)
### 36 Credits

Professional Diploma (E906) Educational Leadership (SBL and SDL)  
(36 Credits)

Leading to Certification in School Building Leadership and School District Leadership  
Program Prerequisites:  
____ Minimum of 3 years classroom teaching experience and initial certificate in classroom teaching or pupil personnel services  
____ Current leadership position/responsibility within a school district or organization  
____ Masters degree  
____ Two letters of recommendation, one from a school leader  
____ Writing Assessment  
____ Interview  

Program and Certification Requirements:  
This program requires the completion of a professional portfolio, at least 80 hours of course-related field experiences and 400 hours of internships.  
____ Mandatory New Leadership Student Orientation  

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDAD 5000</td>
<td>Schools as Learning Organizations (This course must be taken first)</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5200</td>
<td>Issues and Trends in Curriculum and Instruction</td>
<td>FA</td>
<td>3</td>
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</tbody>
</table>

____ Formal matriculation must be completed

<table>
<thead>
<tr>
<th>Additional Required Courses</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDAD 5210</td>
<td>Ethically and Socially Responsible Supervision</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5220</td>
<td>School Law</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5221</td>
<td>Human Resources</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5222</td>
<td>The Principalship</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5009</td>
<td>Technology for Administrators</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5050</td>
<td>School Finance</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDAD 5016</td>
<td>Understanding and Applying Data I OR EDAD 5040</td>
<td>SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

____ Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)  

<table>
<thead>
<tr>
<th>Required Internships</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
</table>
|                       | EDAD 5501 | Community Internship  
Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220 | FA SP SU | 2 |
|                       | EDAD 5502 | School Building Internship  
Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220, EDAD 5221 | FA SP SU | 2 |
|                       | EDAD 5503 | School District Internship  
Prerequisites: EDAD 5000, EDAD 5200, EDAD 5220, EDAD 5221 | FA SP SU | 2 |
|                       | EDAD 5596 | Exit Leadership Portfolio Review | FA SP SU | 0 |

Final Program Completion Requirements:  
____ Child Abuse Seminar  
____ Violence Prevention Seminar  
____ Exit Leadership Portfolio Review  
____ Bullying and Harassment Seminar  
____ Final Interview (Contact Graduate Advising Office)  
____ Take NYS CONTENT SPECIALTY test SBL  
____ Pass NYS CONTENT SPECIALTY test SDL  
____ Take NYS Educating All Students Test
A passing score on the New York State SDL Content Specialty
CERTIFICATE OF ADVANCED STUDY (E904)  
TEACHER LEADERS  15 CREDITS

Certificate of Advanced Study (E904) Teacher Leaders  
(15 Credits)

Note: This program does not lead to NYS classroom teaching certification.

Program Overview:
This program hopes to support Teacher Leaders who are in formally designated leadership positions, those who assume informal leadership roles, and those teachers who would like to assume a leadership role in their schools.

Program-Specific Admissions Requirements:
Individuals must meet the following Admissions requirements:
1. Hold a bachelors degree in the field of education from an accredited institution of higher education and be a provisionally certified educator.
2. Substantiate leadership potential or past leadership role through two letters of recommendation from an organizational leader and a colleague.
3. Prepare an initial program application essay that demonstrates leadership involvement to support teaching and learning in schools.
   In addition, please see “Eligibility for Admission” in the front of the Graduate Catalog

Program Prerequisites:
__New York State Teacher Certification

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5002##</td>
<td>Teacher Leader within the Learning Organization</td>
<td>FA or SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5005##</td>
<td>Supporting Student Learning as a Teacher Leader</td>
<td>FA or SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5003*</td>
<td>Communicating Effectively as a Teacher Leader</td>
<td>SP or SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5010##</td>
<td>Monitoring Student Learning as a Teacher Leader</td>
<td>FA or SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5011*</td>
<td>The Teacher Leader: Making Effective Decisions and Solving Problems</td>
<td>SP or SU</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course may be transferred into Educational Leadership Masters program for School Building Leaders
#Course may be transferred into Educational Leadership Professional Diploma program

EDAD 5010 may be counted as equivalent to EDAD 5016 in those programs.
EDAD 5005 may be counted as equivalent to EDAD 5200 in those programs.
EDAD 5002 may be counted as equivalent to EDAD 5000 in those programs.

EDAD 5003 may be counted as an elective in the Masters program for School Building Leaders.
EDAD 5011 may be counted as an elective in the Masters program for School Building Leaders.
CERTIFICATE OF ADVANCED STUDY (E908)
SCHOOL DISTRICT LEADER  11 CREDITS*

Certificate of Advanced Study (E908) School District Leader
(11 Credits *)

Program Overview:
This program is designed for candidates who hold SAS or SBL certificates, who are in
formally designated leadership positions, and who have remained current in their own
professional development. The program prepares candidates for SDL certification.

Program-Specific Admissions Requirements:
Individuals must meet the following Admissions requirements:
1.  Hold a Masters degree in the field of education from an accredited college
2.  Submit proof of SAS or SBL certification
3.  Substantiate leadership potential or leadership roles through two letters of
    recommendation, one from a current school leader
4.  Complete a writing assessment
5.  Have an interview focusing on prior experience and currency of preparation
6.  Submit evidence of administrative or teacher leader position

* Note: The admissions process will entail an individualized transcript review to determine
each candidate's program requirements.

Program Requirements:
- Individualized transcript review
- 150 internship hours and 50 field hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5050</td>
<td>School Finance</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5052</td>
<td>Understanding and Using Research</td>
<td>WI</td>
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<tr>
<td>EDAD 5051</td>
<td>Communications and Public Relations</td>
<td>WI</td>
<td>1</td>
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<tr>
<td>EDAD 5220</td>
<td>School Law</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5009</td>
<td>Technology for Administrators</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5221</td>
<td>Human Resources</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5200</td>
<td>Issues and Trends in Curriculum and Instruction</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>EDAD 5503</td>
<td>District Internship (150 hours)</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>EDAD 5210</td>
<td>Ethically and Socially Responsible Supervision</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>EDAD 5016</td>
<td>Understanding and Applying Data I</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>EDAD 5040</td>
<td>The Superintendency</td>
<td>SP SU</td>
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<tr>
<td>EDAD 5596</td>
<td>Exit Leadership Portfolio Review</td>
<td>FA SP SU</td>
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Additional Completion Requirements:
- Complete Final Interview
- Pass NYS CONTENT SPECIALTY test SDL
Certificate of Advanced Study (E604) Bilingual Education (Childhood/Spanish) (15 credits)

Certificate of Advanced Study (E604) Bilingual Education (Childhood/Spanish) (15 credits)

Leads to Bilingual Extension Annotation for individuals certified at any level in Childhood or Elementary Education in Spanish.

Program Overview:
This program is designed for candidates who have a valid NYS certificate in Elementary or Childhood Education, are fluent in Spanish and hold a Masters degree, who want to become eligible to teach in bilingual classrooms in Spanish.

Program-Specific Admissions Requirements:
- A Masters degree
- Proof of certification in Elementary or Childhood Education
- Score of Advanced Low or above on ACTFL OPI.

Program and Certification Requirements:
- Manhattanville Writing Assessment

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<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5016</td>
<td>Foundations of Bilingual Education</td>
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<tr>
<td>EDU 5216</td>
<td>Cultural Perspectives for Educators</td>
<td>FA SU</td>
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<tr>
<td>EDU 5365</td>
<td>Teaching Literacy for English Language Learners</td>
<td>SP</td>
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<td>EDU 5554</td>
<td>Teaching in a Bilingual Context</td>
<td>FA SU</td>
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<tr>
<td>EDU 5555</td>
<td>Teaching Content in a Bilingual Context</td>
<td>SP SU</td>
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Additional Certification Requirements: NYS Bilingual Education Assessment

If not previously completed:
- Fingerprinting
- Child Abuse Seminar
- School Violence Prevention Seminar
- Bullying and Harassment Seminar
Doctoral Program in Educational Leadership (Doctor of Education or EDD degree)

On June 22, 2010, the Board of Regents of the State of New York approved an amendment to our master plan to authorize Manhattanville College to offer its first program at the doctoral level, an Ed.D. in educational leadership. The purpose of the doctoral program is to meet the needs of mid-career professionals who already have leadership experience in public or private schools, in community programs, in governmental agencies, or in NGOs with major education initiatives. This program builds on Manhattanville’s educational leadership master’s and Professional Diploma certification programs for building level and/or district-level leadership. Accepted students will have both early career leadership experience and the initial licensure/certification/program requirements for their chosen career path as leaders in education. Students complete a three-year program of study that tightly integrates coursework, field experiences, and applied research (59 semester hours including dissertation). The focus is on preparing leaders to work in changing suburbs and small cities, and the signature pedagogy is problem-based learning. The doctoral program experiences are organized around five themes: leading learning organizations, becoming a sophisticated practitioner-scholar, developing self and others, participating in professional and policy-making communities, and facilitating responsive education programs. The program offers the option to do a three-article dissertation or a traditional five-chapter dissertation.

In the case of conflict, the Doctoral Handbook supersedes this catalog.

Admission requirements: To be considered for admission an applicant should: Have a Bachelor’s degree and a relevant Master’s degree; Have at least three years of successful experience in education after completing Bachelor’s degree; Have a record of leadership as a teacher, leader, and/or manager. Administrative certification and 2 years of administrative experience are strongly preferred. Application materials include: 1) EdD Application and Application fee; 2) Current CV or Resume; 3) A statement of purpose essay; 4) A sample of scholarly writing or publication, such as a research paper for a recent graduate program; 5) Two reference letters focusing on leadership potential and scholarly communication abilities; 6) One nomination letter; 7) Copies of transcripts of all undergraduate and graduate work and official copy of the highest academic degree; 8) GRE scores on the Verbal, Quantitative, and Analytical tests or Miller Analogies Test (MAT) scores or equivalent (for international students, TOEFL is required in lieu of GRE or MAT). Admission materials can “trickle” in.

Required courses (59 credits)
- Leadership: Self Assessment & Self Management (3-credit)
- Developing & Influencing Education Policy (3-credit)
- Research & Scholarship: Changing Suburbs & Small Cities – Quantitative Research (3-credit)
- Linking theory, Research/Scholarship, and Professional Practice – Qualitative Research (3-credit)
- Curricular & Pedagogical Quality (3-credit)
- Developing Human Resources and Teams (3-credit)
- Culture, Politics, and Educational Change (3-credit)
- Change and Innovation: The Social and Political Dynamics of Organizations (3-credit)
- Emerging Financial and Legal Issues in Education (3-credit)
- Facilitating Change through Organizational Research (3-credit)
- Using Information Technologies in Leadership & Scholarship (3-credit)
- Community Relations and Education (3-credit)
- Summer Capstone Experience: Education and Changing Suburbs & Small Cities (2-credit)
- Dissertation Proseminar (2-credit)
- Dissertation Proseminar (3-credit)
- Professional and Scholarly Communication (4-credit)
- Dissertation Supervision (a minimum of 12-credit in total)
- Credit transfer: Up to 12 credits of post-master level courses taken at a regionally accredited institution within the last ten (10) years may be transferred into the doctoral program. Limited Doctoral Teaching Fellowships and Graduate Assistantships are available to qualified candidates.

Course Descriptions

EDAD 5000: Schools As Learning Organizations (3 cr.)
This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge’s five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants’ organizational contexts.

EDAD 5002: Teacher Leader Within the Learning Organization (3 cr.)
This course introduces the basic vision of the Educational Leadership program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Specific emphasis is placed on leadership self-assessment, means to develop and support productive teams, practical application in facilitating effective meetings, and the ability to differentiate roles and responsibilities in leading school improvement work.

EDAD 5003: Communicating Effectively As a Teacher Leader (3 cr.)
This course supports the development of effective communication and human relations skills that are crucial to the Teacher Leader role by examining the practical interplay between the two in a variety of situations. Specific attention will be directed to understanding the theory and practice of conflict resolution and adult learning theory. Through case simulations and field-based work, Teacher Leaders will apply their understanding to support day-to-day communications and interactions with colleagues and other school community constituents.

EDAD 5005: Supporting Student Learning As a Teacher Leader (3 cr.)
This course examines contextual issues, current trends, and research-based educational practices that teacher leaders must consider when engaged in school improvement efforts that target curricular and instructional innovations. Through action research, teacher leaders will study the effectiveness of targeted best practices in their school settings. Individuals will examine their leadership roles and practice different ways to support their colleagues’ instructional effectiveness in the classroom.
EDAD 5008: Ethics & Social Responsibility (3 cr.)
This course examines the ethical foundations of educational activity, the relationship between school and society, the role of ethical judgment in educational decisions, and the relationship of ethics and social responsibility to organizational performance. Emphasis is placed on authentic, contemporary problems experienced in education, business, and society through the use of case studies, role-playing and simulation. Students will develop a character education school action plan.

EDAD 5009: Technology for Administrators (3 cr.)
This course strives to prepare current/prospective K-12 administrators to use information technologies effectively and efficiently in order to support student learning and professional productivity. This hands-on course is designed to move participants from theory to practice and to assist them in the application of technology skills and knowledge that will support the needs of their current school communities and future leadership settings.

EDAD 5010: Monitoring Student Learning As a Teacher Leader (3 cr.)
This course provides teacher leaders with a vision and an understanding of their roles in supporting their colleagues to improve student performance through appropriate structures that foster collegial exchange and ongoing assessment that informs instructional practice. Specific attention will be directed to principles behind authentic, performance-based assessment, skills in developing standards-based performance tasks, implications for curriculum planning and school improvement, and formal and informal techniques for collecting and analyzing student work. Simulating grade-level meetings, students will work in teams to analyze student assessment practices, to create assessment tasks, and to develop assessment guided programs.

EDAD 5011: Teacher Leader: Making Decisions & Solving Problems (3 cr.)
This course views the Teacher Leader as a change agent who has the potential to impact the school system when equipped with specific knowledge and skills that are often limited to administrator preparation. After laying a foundation of an effective problem solving and decision making process, case application will support issues that teacher leaders are confronting in their school sites. Integral to making effective, ethically sound decisions, is enhancing understanding of the implications of statutory and regulatory requirements and related school policies in the day-to-day operation of schools. Knowledge and application of budget development and resource allocation will support Teacher Leaders as they initiate special curricular or instructional projects at their schools.

EDAD 5012: Critical Issues: Legal/Financial (1 cr.)
Given the current financial constraints that school districts are encountering, the question becomes, How can we maintain quality while making necessary reductions in the budget to satisfy the overburdened taxpayer? This institute will take a problem-based approach that draws upon participants experiences and concerns, focusing on how to make effective decisions that involve key constituents in the process. Attention will placed on the interaction between pressing fiscal and legal challenges that include: special education services, contractual constraints, restructuring and evaluation, shortfalls in revenue including reductions in state aid and the interpretation of recent cases and regulations.

EDAD 5019: Human Resource Issues (1 cr.)
This institute will take a problem-based approach, drawing upon current issues that school leaders are encountering. Specific focus will be placed on the impact of the current fiscal environment and significant budget cuts on organizational personnel. Legal issues will be integrated in the discussion, especially as relates to recruitment and selection of employees. Case scenarios will provide direction for making effective decisions and related HR communications. The institute will include an interactive labor relations component addressing issues of negotiations and grievances. Participants will be prepared to deal with discipline and employee discharge cases.

EDAD 5030: Integrating Information and Academic Technologies Into Educational Practice And Professional Life (3 cr.)
Students will explore how information technologies can be effectively used in PK-12 education and how leaders can support technology integration in schools. Students will investigate the use of technology to support student-centered teaching and learning and to support school and district level planning and evaluation. Students will begin to master a set of computer-based tools that support the professional work of teachers and education leaders, including Sakai, Moodle, WordPress, Blackboard, collaborative writing tools, project management and collaboration tools, electronic search tools, social network tools, and information search tools.

EDAD 5035: Change and Innovation in Dynamic Suburbs and Small Cities (3 cr.)
An exploration of the major conceptual and theoretical frameworks for leading efforts to support change and innovation in educational institutions. Students will conduct case studies and create a plan for change in an educational organization.

EDAD 5050: District Leadership:Resource Allocation & Financial Accountability (3 cr.)
This seminar will involve other district leaders in the field who will address current workplace challenges related to resource allocation and fiscal accountability. Emphasis will be placed on developing sound business practices and policies that are consistently applied throughout the district. Emphasis will be placed on involving and empowering all school and district leaders in the creation and monitoring of the district finances and resources to support effective and equitable use of time, money and human resources. Other related areas of concentration will include negotiating and collective bargaining, facilities management, and management of transportation, food services and purchasing. Case study analysis will provide a primary tool to support fiscal accountability and ethical decision making.

EDAD 5051: Enhancing Communications and Public Relations With a Diverse Constituency (1 cr.)
With education receiving increasing public attention and decreasing local fiscal support, public relations becomes a critical area of importance for school district leaders. This course will examine both internal and external communications by utilizing a problem-based approach to analyzing specific current issues and developing a strategic communications plan. Through the use of case studies, mock simulations, and role play, Leadership Candidates will apply exemplary communications models and practices that are drawn from business and education.

EDAD 5052: Applied Research Seminar (1 cr.)
The research seminars will be taken early in the program in conjunction with courses that have field assignments that require application of varied research methodologies that will be useful for school districts.

EDAD 5053: District Leadership Institute (1 cr.)
District Institutes will provide highly interactive, practical forums that bring together practitioners and Leadership Candidates from the SDL program. Each institute will target role-like professionals to promote dialogue and problem solving around common issues.
EDAD 5100: Improving Student and Teacher Performance: Assessment in the Learning Organization (3 cr.)
This course provides school leaders with a vision and an understanding of their role in assessing and improving teacher and student performance. Specific attention will be directed to principles behind authentic, performance-based assessment, skills in developing standards-based performance tasks, implications for curriculum planning and school improvement, and formal and informal techniques for collecting and analyzing student work and measuring teacher effectiveness. Students will work individually and in teams to analyze current teacher and student assessment practices, to create assessment tasks, to develop assessment guided programs, and to demonstrate understanding of differentiated teacher evaluation practices.

EDAD 5200: Issues & Trends in Curriculum, Instruction & Supervision (3 cr.)
This course examines contextual issues, current trends, and promising educational practices that school leaders should consider when embarking on curricular and instructional design changes. Curriculum development will be examined by evaluating the structure and content of the curriculum, the effectiveness of the delivery system, its overall alignment with the school system’s learning priorities, and the corresponding relationship between curricular priorities and teacher professional development and supervisory practices. Effective instructional design that supports differentiation, integrates learning and child development theories, and proven best practices will be emphasized.

EDAD 5201: Schools, Finance & Personnel Management (3 cr.)
This course is designed to familiarize students with the basic legal principles governing the structure and operation of public and non-public schools and the legal problems encountered in the day-to-day operation of schools. It is designed to give students an understanding of statutory and regulatory requirements of schools as well as the ethical standards required for effective leadership. Students will be exposed to practical implementation of the law through policy development and other strategies to resolve conflict and effect change.

EDAD 5202: School Law (3 cr.)
This course is designed to familiarize students with the basic legal principles governing the structure and operation of public and non-public schools and the legal problems encountered in the day-to-day operation of schools. It is designed to give students an understanding of statutory and regulatory requirements of schools as well as the ethical standards required for effective leadership. Students will be exposed to practical implementation of the law through policy development and other strategies to resolve conflict and effect change.

EDAD 5220: School Law (3 cr.)
This course is designed to familiarize students with the basic legal principles governing the structure and operation of public and non-public schools and the legal problems encountered in the day-to-day operation of schools. It is designed to give students an understanding of statutory and regulatory requirements of schools as well as the ethical standards required for effective leadership. Students will be exposed to practical implementation of the law through policy development and other strategies to resolve conflict and effect change.

EDAD 5221: The Principalship (3 cr.)
This course develops practical management and human relations skills that are crucial to successful leadership in the field. Current leadership theories will be studied and applied to an analysis of workplace needs. Using case studies as a tool for analysis, students will work both individually and as a member of a team to develop their problem solving skills, to enhance their understanding of group dynamics and teamwork, to strengthen their skills at negotiating and to experience the realities of the change process.

EDAD 5222: National Principals Leadership Institute (3 cr.)
In this age of accountability, standards, and high-stakes testing, the challenges for school leaders have become even greater. The National Principals Leadership Institute will address these concerns by connecting superintendents, district staff, principals, assistant principals, and aspiring leaders with nationally prominent presenters in a problem-based learning model. The Institute will be held at Fordham University’s Lincoln Center Campus. In order to take this course for credit, requirements include completion of prior class work during May/June and commitment to attend and actively participate during the week of the Institute in July.

EDAD 5501: Community Internship (2 cr.)
The Community internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will work a minimum of 100 hours in a community setting and attend seminars.

EDAD 5502: Building Internship (2-4 cr.)
The School internship experiences provide substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, head of school, or superintendent.

EDAD 5503: District Internship (2-4 cr.)
The District internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting at the level of the school district. Students in full-time employment should be able to complete this requirement in their own districts by arranging a special schedule with their principal and/or superintendent.

EDAD 5504: Athletic Director Internship (2 cr.)
The Athletic Director internship experience provides substantial, sustained, standards-based opportunities for leadership candidates to apply leadership competencies in real settings. During the internship, the leadership intern is supported by the college internship supervisor and the cooperating administrator. Bi-monthly seminars provide an opportunity for leadership interns to discuss their experiences, to relate them to best practices and theory, and to offer support and suggestions to one another. Students will complete a minimum of 300 hours in a public or non-public school setting, in a project involved with physical education and the athletic directorship. Students in full-time employment should be able to complete this requirement in their own schools or districts by arranging a special schedule with their principal, athletic director and/or superintendent.

EDAD 5505: Leadership: Self Assessment & Self Management (3 cr.)
Examine your own beliefs, patterns of behavior, and preferred leadership models. Investigate your leadership effectiveness and soft skills. Develop / perfect a vision that can guide an approach to leadership,
and begin to explore and develop an ethical and moral compass for decision making. The experience involves discussions, readings, case studies, use of selected tools for self-assessment, analysis, planning, and management. A major leadership assessment center activity will help each participant formulate a professional growth plan.

EDAD 8051: Developing & Influencing Education Policy (3 cr.)
Use case studies to explore the education policy landscape of contemporary America on three levels. At the national/international level we will look at the debates, issues, and efforts to change education policy using case studies that reflect proposals from differing political and influence groups. At the state level we will explore the effectiveness of varied approaches to bring about change in public policy within the state. At the local level we will again explore ways of changing policy and reforming education.

EDAD 8052: Professional & Scholarly Communication I
Communication I (2 cr.)
Develop strong written, spoken, and presentation skills in both professional and scholarly contexts. This course will support tasks and assignments that are required in other courses. Master the skills needed to write and present professional and scholarly personal narratives; write and present scholarly and professional papers based on qualitative data, quantitative research, scholarly work and communications of professional practice knowledge. Learn to understand and critique both traditional 5-chapter dissertations and innovative dissertation models such as the three-article dissertation (TAD) and determine which format is appropriate for your own dissertation scholarship. (Note: This is a 4 semester hour course taught over the Fall and Spring of the first year.)

EDAD 8053: Quantitative Research (3 cr.)
In this course, students will learn how to synthesize and use many forms of evidence and knowledge when making both policy and professional practice decisions. With accountability, fiscal integrity, and quality as driving concerns, the course focuses on what education leaders need to understand, know, and do, to facilitate informed decision making. A core component of the course involves developing an understanding of the major meta-theoretical positions in education, philosophy, and social science that influence policy and practice in education, positivism/postpositivism, interpretive theory, and critical theory. The three meta-theories lead to different research questions, different research methodologies, different types of data, different ways of analyzing data, and different ways of linking theory to research and practice. Students will develop and defend a position on both the question of meta-theory/ideology and the way theory, research, and practice should be linked. At a real-world, practical level, students will learn to critically interpret simple and complex quantitative research in the experimental, correlational, and survey traditions. Further, they will learn about standard qualitative research methods (e.g., ethnography, interviews, case studies, historiography, participatory action research, instructional design, and emancipatory research).

EDAD 8054: Human Resources and Team (3 cr.)
This is an advanced doctoral course in human resource development (HRD) in education. The primary goal is to extend knowledge and experience in four aspects of HRD: (1) recruiting and selecting quality leaders and teachers, (2) creating/changing the culture/climate of a school, district, or agency to better support the mission of educating a diverse student body to successfully live in and contribute to a diverse, pluralistic, and democratic society, (3) creating and deploying innovative and successful staff support and development activities, and (4) using participatory methods of development in education (e.g., participatory action research). Students will study competing theories of HRD as well as look at theories, models, and case studies of HRD and professional development in education. Students will learn a range of development activities including team development, collaboration, conflict resolution, effective communication, effective feedback systems, and professional development methods. Cases and examples will be drawn from education, business and industry, and agencies/NGOs with a focus on real world issues and problems presented by education organizations in the region.

EDAD 8055: Curricular Practice-Qualitative 2 (3 cr.)
The purpose of this course is to prepare doctoral level education leaders to ask three core questions that relate to the mission of schools. It will accomplish this purpose by acting on an assumption about curriculum and learning that curriculum situated in the context of the challenges and problems of learning in classrooms will increase the likelihood that course participants will appreciate the relationship between curriculum theory, qualitative research on teaching and learning and classroom practice. By the end of the course, students will be able to analyze qualitative research data, relate it to a problem of classroom practice, transfer this learning to new problems and situations. This course will be organized around three critical questions that effective school and district leaders should be proficient in asking: What should children learn? How should children learn? And, How do we know if children are learning at optimal levels? Course participants will engage these questions by investigating classroom-based challenges raised by members of their cohort. Full day site visits to schools will provide students to apply qualitative research methods learned in EDAD 8057 by collecting data relevant to the challenges identified by other participants. Students will analyze the data collected, discuss their interpretations of the data and present constructive, specific suggestions to improve learning. Students who may be collecting qualitative research for their dissertations may also enroll in this course to obtain support and assistance in the data analysis process.

EDAD 8056: Culture, Politics, Change (3 cr.)
In this course, we will explore both reflective approaches to leadership and the theoretical foundations that support a mission of social justice. This exploration will include the question of what constitutes ethical behavior and policy making in American education. Because all teaching and learning contexts are complex and ill-structured, solutions to problems must be modified and adapted before they can support and serve the local context. One of the projects associated with this course is the development of local knowledge about a school or community.

EDAD 8057: Theory & Qualitative Research (3 cr.)
Learn how to synthesize and use many forms of evidence and knowledge when making both policy and professional practice decisions. With accountability, fiscal integrity, and quality as driving concerns, the course focuses on what education leaders need to understand, know, and do, to facilitate informed decision making. A core component of the course involves developing an understanding of the major meta-theoretical positions in education, philosophy, and social science that influence policy and practice in education-positivism/postpositivism, interpretive theory, and critical theory. At a real-world, practical level, you will learn to critically interpret simple and complex quantitative research in the experimental, correlational, and standard qualitative research methods (e.g., ethnography, interviews, case studies, historiography, participatory action research, instructional design, and emancipatory research). Through analyses of research, scholarship, and sources of professional practice knowledge, you will explore different models for making informed policy and practice decisions.

EDAD 8058: Community Relations (3 cr.)
What role should school leaders play in community
leadership? In what ways should school leaders endeavor to bring community agencies together to coordinate their work in order to enhance the quality of life for children and all residents? To what extent has there been a “disconnect” between what educators and the general public perceive as the purpose of public education? What strategies can leaders employ to reconnect schools to the communities they serve? How should leaders shape the mission of the school given the public’s “mixed messages” about its purposes and priorities? This course will engage students in readings, discussion, and a field-based community project to answer these questions.

**EDAD 8059: Social & Political Dynamics of Organizations (3 cr.)**

The purpose of this course is to prepare leaders to utilize advanced multivariate statistics to better understand the interrelationships of the correlates of academic achievement. The students will analyze quantitative studies that have used social capital theory, as espoused by James S. Colman and Robert Putnam, as their theoretical frameworks for explaining academic achievement. The students will learn how to how to analyze large datasets containing student demographic and achievement data with SPSS statistical software using the following procedures: factor analysis, simple regression, multiple regression path analysis, logistic regression and multilevel modeling. The students will learn the conceptual and statistical tools for operationalizing social constructs, like social capital and socioeconomic status, into relevant indices that can be controlled for in multivariate analyses. The students will learn how to apply each statistical technique learned in the most appropriate and defensible fashion, and by the end of the course will know how to use their new knowledge to best parse out the individual-level, school-level, and district-level effects on individual-level student outcomes.

The students will use the information learned in this course to either set up the methodology section of their dissertations, analyze data for their dissertation, or both. Classroom and home exercises will include hands-on analysis of actual student and professor provided datasets. Class readings will include research studies that have employed the statistical procedures learned in class.

**EDAD 8152: Professional & Scholarly Communication II (2 cr.)**

Develop strong written, spoken, and presentation skills in both professional and scholarly contexts. This course will support tasks and assignments that are required in other courses. Master the skills needed to write and present professional and scholarly personal narratives; write and present scholarly and professional papers based on qualitative data, quantitative research, scholarly work and communications of professional practice knowledge. Learn to understand and critique both traditional 5-chapter dissertations and innovative dissertation models such as the three-article dissertation (TAD) and determine which format is appropriate for your own dissertation scholarship. (Note: This is a 4 semester hour course taught over the Fall and Spring of the first year.)

**EDAD 8170: Conference and Research 1 (1 cr.)**

A major focus of the doctoral program in educational leadership involves linking theories, ideologies, and applied research to professional practice in changing suburbs and small cities. This course is one of the experiences that focuses on the linking process and provides students with an opportunity to learn about contemporary problems and solutions. Doctoral students will have three options: 1) to participate in School of Education Research Day to show their own research projects; 2) to organize and manage a one-day summer conference on Changing Suburbs and Small Cities, and to solicit academic and professional presentations on relevant academic and professional topics; 3) to choose to make presentations at the academic conference or to conduct scholarly workshops based on their applied research and field work (need prior approval of the instructor). This course may be repeated as needed.

**EDAD 8180: Dissertation Proseminar (1 cr.)**

Part of this course will be online and part will be face-to-face. The primary purpose of this support course is to help doctoral candidates develop a solid dissertation research agenda and complete the introduction chapter of the dissertation. However, in the educational leadership doctoral program at Manhattanville College, a student's dissertation research should be an example of the type of research and scholarship and education leader might engage in while working in a professional setting. Therefore, virtually all the content and work in this course will be applicable to work well beyond the dissertation. This course is also a continuation of the Scholarly and Professional Communication course doctoral candidates take in the first year of doctoral work. Doctoral candidates are expected to continue to refine and develop research skills as a practitioner-scholar, and become a disseminator of scholarship and applied research. This course may be repeated as needed. Credits may vary.

**EDAD 8190: Dissertation Supervision (1-3 cr.)**

In this course doctoral candidates will explore and then work through the steps in the process of doing dissertation research on a topic relevant to educational leadership and approved by the dissertation supervision committee. The process includes selecting a topic, ensuring that the research work meets ethical and professional standards, preparing a proposal, conducting and writing a literature review, collecting and analyzing data, developing conclusions and implications, selecting a format for your dissertation (e.g., traditional 5-chapter empirical, modified 5-chapter qualitative, or an innovative format such as the three-article dissertation). This course may be repeated as needed. Credits may vary.

**EDAD 8195: Financial and Legal Issues (3 cr.)**

The sometimes overlapping areas of law and finance now assume a central and crucial stance in the scope of every school district administrator’s responsibility and success. Much can be learned from examining the principles and problem solving approaches that underlie certain of today’s controversies, in preparation for the continuing challenges that inevitably will unfold. With the expectation that the doctoral student has an established foundation in the fundamentals of both law and finance, this class will provide for in-depth study of broad-based economic/legal issues, as designated by the class and instructor in the first session. Our focus will be on the processes through which the leader can best
address such issues, beginning with research and analysis, then followed by the development of a response that is aligned with one's own particular organizational context and theory of action.

EDU 0010: Writing Tutorial in Education**
This course refreshes the student's knowledge of the basics. In a small group and individualized setting, critical issues pertaining to writing essays of the type considered standard in the teaching profession are revisited. Writing skills fundamental to the successful completion of both the ATS-W and the School of Education Comprehensive Examination are sharpened.

EDU 2000: Fundamentals of Schools and Teaching (3 cr.)**
Develop the knowledge, skills and attitudes necessary to benefit from a full-time, field-centered, competency-based program of teacher education. Explore the history, philosophy and role of education as well as the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators and others. Focus on philosophical, social and psychological issues in contemporary education from theoretical and practical perspectives. Field experience required.

EDU 2010: Educating Children With Diverse Needs (3 cr.)**
This course provides an overview of the field of special education with a focus on educational laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that educate children within the least restrictive environment under the umbrella of IDEA and NCLB. The course provides an overview of teaching strategies that addresses students with a broad spectrum of disabilities in multi-cultural school environments included under IDEA. Sixteen hours of field experiences in diverse settings provide teacher candidates with opportunities to integrate educational theory with instructional practices.
Pre requisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3003: American Sign Language (3 cr.)**
Discover the unique visual language of sign. Learn the basics of manual communication: signs, finger spelling and the use of body language, mime and gesture. Receive a historical perspective on the use of sign and discuss considerations on the use of sign language in schools. Note: This course may be used to help fulfill the New York certification requirement for a language other than English.

EDU 3004: American Sign Language II (3 cr.)**
Continue to gain mastery of the basics of manual communication. Further explore issues related to the use of Sign Language in schools and society. Note: This course may be used to help fulfill the New York certification requirement for a language other than English, but does not count toward the Manhattanville College foreign language distribution requirement.
Pre requisite: EDU 3003: American Sign Language I

EDU 3012: Observing, Assessing and Understanding Child Development: Birth - Grade 2 (3 cr.)**
Investigate formal and informal methods of assessing students' learning, including observational techniques; and evaluate one's own instructional practice. Develop skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.
Pre requisite: EDU.2000 or EDU.3017 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3016: The Integrated Curriculum in ECE I: Math, Science and Technology (3 cr.)**
Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Explore ways of teaching young children about health, physical education, and family and consumer sciences. Examine numerous research-validated instructional strategies for teaching students with the full range of abilities. Fieldwork is required.
Pre requisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3017: Foundations of Early Childhood Education (3 cr.)**
This course is an introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Fieldwork is required.

EDU 3020: Social Studies Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for Social Studies education. Become familiar with the New York State Learning Standards in Social Studies. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students' academic success.
Take EDU.2000.

EDU 3021: English Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for English Language Arts. Become familiar with the New York State Learning Standards in Language Arts. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students' academic success.
Take EDU.2000.

EDU 3022: Mathematics Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels in Mathematics education. Become familiar with the New York State Learning Standards in Mathematics, Science, and Technology. Prepare lesson plans for Algebra, Geometry and Probability lessons. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for mathematics. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students' academic success.
EDU 3023: Science Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescent levels for Science education. Become familiar with the New York State Learning Standards in Math, Science, and Technology. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for your discipline. Emphasis will be placed on methods of reading enrichment and/or remediation to assure students' academic success.
Take EDU.2000.

EDU 3024: Curriculum & Methodology in Middle Childhood and Adolescence Education: General (3 cr.)**
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the adolescent level. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Focus on the critical need to integrate methods of reading enrichment and remediation across the middle childhood curriculum.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3027: Student Teaching & Seminar: Early Childhood Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the early childhood level. Fulfill your requirements for New York State initial certification.
Completion of all education courses, PSY.2001, approval of the Office of Field Placement, Certification and Community Outreach.

EDU 3028: Second Language Curriculum and Methodology (grades 5-12) (3 cr.)**
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing.
Take EDU.2000.

EDU 3030: Emergent Literacy: Methods And Materials for Beginning Literacy (3 cr.)**
Examine current approaches to beginning reading instruction, familiarizing the student with specific materials and methodology. Explore the concepts of emergent literacy, reading readiness, sign word recognition, schema building, phonics, phonemic awareness, structural analysis, configuration clues, programmed instruction and language experience approach. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3032: Student Teaching & Seminar: Childhood Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification.
Completion of all education courses, PSY.2001, and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 3033: Art Education Workshop: Early Childhood Through Adolescence (3 cr.)**
As an art education student, analyze the creative aesthetic process from early childhood through adolescence and learn from an overview of the objectives of contemporary art education.
Take EDU.2000.

EDU 3039: Student Teaching & Seminar: Early Childhood/Childhood Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at divided between working with youngers from birth to grade 2 and from grades 1-6. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all methods courses, PSY.2001 and approval by the Office of Field Placement, Certification and Community Outreach.
Completion of all methods courses, PSY.2001, and approval of the Office of Field Placement, Certification and Community Outreach.

EDU 3040: Theatre Education: Early Childhood/Elementary (3 cr.)**
This course explores theories and methods of teaching drama in the elementary classroom. The primary focus will be on drama as an experiential link between subject areas. Emphasis will be placed on the design, structure, teaching, and evaluation of drama lessons as well as classroom management.

EDU 3041: Theatre Education: Grades 7-12 (3 cr.)**
This course explores theories and methods of teaching drama in high school settings, including exploration of a range of possible dramatic experiences. Emphasis is placed on the design, teaching, and evaluation of classroom lessons that use drama effectively as well as classroom management structures that support successful teaching. Prerequisite: DTH 1000 Creative Process and EDU 2000 Fundamentals of Schools and Teaching

EDU 3045: Student Teaching Seminar: Theater Education (12 cr.)**
Develop your teaching skills in a full-time, twelve week, supervised student teaching experience. Fulfill your requirements for New York State Initial certification. Prerequisites: successful completion of all appropriate methods courses, and approval by the Office of Field Experiences and Student Teaching.

EDU 3107: Math Methods for Childhood Education Methodology: Grades 5-12 (3 cr.)**
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3108: Childhood Science Education Methods Methodology: Grades 5-12 (3 cr.)**
Learn process skills and content for elementary science programs. Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
EDU 3112: Childhood Social Studies Methods Methodology: Grades 5-12 (3 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3113

EDU 3113: Childhood Art Methods Methodology: Grades 5-12**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3112

EDU 3205: Integrating Culture, Literacy and Literature in Second Language Instruction (3 cr.)**
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of second language/culture. Prepare required lesson and unit plans for teaching culture, literacy and literature.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3237: Problem Solving in Mathematics Methodology: Grades 5-12 (3 cr.)**
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between solving problem solving, listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3245: Methods of Teaching Foreign Language in The Grades (3 cr.)**
Explore theory and methods of teaching foreign language and culture in childhood education programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion and early middle school programs.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3273: Teaching Literacy Skills in the Middle School Through Collaborative Study Of Social Identity (3 cr.)**
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3278: Literacy in the Content Areas (3 cr.)**
Focus on the strategies needed to improve the listening, speaking, reading and writing skills of students within the full range of abilities, including those who are English language learners, at the middle childhood and adolescence levels in the areas of English, Social Studies, Mathematics and Science. Learn methods of teaching study skills, comprehension, vocabulary development, listening and organizational skills. Learn the skills and strategies required to read, evaluate and write text incorporating laboratory procedures, graphs, charts, tables and equations. Prerequisite: EDU.2000. Field experience required. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3295: Teaching Health Education, Physical Education, and the Family and Consumer Education (1 cr.)**
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science.
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3295A

EDU 3295A: Childhood Drug Ed Methods 1-6 (0 cr.)**
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as household products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.

EDU 3316: Beyond Teaching: Organizational and Management Strategies for the Beginning Art Teacher (3 cr.)**
Become familiar with resources that will help teach to the New York Standards for the Visual Arts, including museums, the internet, and professional organizations. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and promote the arts in the schools. Create lesson plans for teaching art history as well as various art techniques.
Prerequisite: EDU.2000.

EDU 3339: Teaching Geography in the Social Studies Classroom (1.5 cr.)**
Must be taken in conjunction with EDU 3375. Learn methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of cognitive skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global-including
the distribution of people, places and environments over the Earth's surface.

Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.
Corequisite: EDU.3375

EDU 3359: Problem-Based Learning Mathematics, Science and Technology (3 cr.)**
In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek through reflection on personal experiences with and analysis of selected readings on PBL to better understand the value of Problem-Based Learning and ways in which it can be implemented in the secondary school context.
Prerequisite: EDU.2000.

EDU 3367: Methods Teaching Literacy and Language Arts I (3 cr.)**
Examine language acquisition and literacy development by native English speakers and students who are English language learners. Study instructional strategies, and the theories upon which they are based, for developing listening, speaking, reading and writing skills among all students. Field experience required. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3369: Methods Teaching Literacy and Language Arts II (3 cr.)**
Review literacy and the reading process with a focus on alignment with New York State standards. Topics include: balanced literacy; strategies for constructing meaning; meeting the literacy needs of diverse populations; assessment; technology and literacy; and classroom organization and management. (Literacy Course)
Prerequisite: EDU.2000 with minimum grade of B. For School of Education students only. Requires written permission from Associate Dean of Undergraduate Advising in School of Education.

EDU 3370: Aesthetic Literacy (3 cr.)**
Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation.
Prerequisite: EDU.2000.

EDU 3375: Teaching Economics in the Social Studies Classroom (1.5 cr.)**
Must be taken in conjunction with EDU 3339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.
Prerequisite: EDU.2000.
Corequisite: EDU.3339

EDU 3376: Fundamentals of Middle Childhood Education (3 cr.)**
Focus on the sociological and academic factors that have resulted in the creation of a new learning environment. Develop successful strategies for motivation, instruction, assessment and classroom management in a middle school environment. Learn how to create a success guidance structure and explore ways of facilitating collaboration and communication among students, teachers, staff and parents. Study alcohol, tobacco and other drug abuse prevention strategies, as well as fire and arson prevention.
Prerequisite: EDU.2000.

EDU 3380: Curriculum, Management & Assessment In Childhood Education (3 cr.)**
Examine ways for childhood educators to develop curricula, plan and implement instruction for students within the full range of abilities. Learn to use technology (including assistive technology), examine methods of assessing student learning and ways to use assessment data for planning and modifying instruction. Prerequisite: EDU.2000. Field experience required.

EDU 3384: Student Teaching & Seminar: Middle Childhood/Adolescence Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescent levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses, PSY 2002, and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 3387: Student Teaching & Seminar: Music Education (12 cr.)**
Full semester (15 weeks) of the guided teaching and learning of music in a classroom setting divided between an elementary placement (grades preschool through upper elementary) and a secondary placement (middle school or high school). Designed for both precertified music education majors (student teachers) and newly appointed musicians-educators (supervised teachers). One placement in an urban setting and the other in a suburban setting. Placements in general music, choral music, and instrumental music to fit the direction of the educator-in-training. Seminar discussion of philosophy, praxis (pedagogy and process), performance as process, the music class as performance, repertory, classroom management, ideology of the profession, and the student teaching experience as a passage from the academy to the field. Sharing from the field of the teaching of activities followed by group critique—singing games, dances, instrumental pieces and accompaniment, reading and writing lessons, etc. Curriculum development based on sequenced elements and units of study. Discussion of successes and problems of the field, including student behavior, achieving artistry through the classroom as a reflective practice, etc. Reflection on national and New York State standards. Preparation and review of Manhattanville College School of Education student/supervised teacher log, lesson plans, rubrics, etc. Prerequisite: MUE 3054/5054 and MUE 3057/5057 and all other undergraduate music education required course work.
Completion of all education courses, PSY.2001, PSY.2002, and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 3390: Student Teaching & Seminar: Art Education (12 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.
EDU 3452: Strategies for Teaching Young Children And Guiding Their Behavior (3 cr.)**
This course will focus upon the application of developmentally appropriate theories of teaching and behavioral guidance to practice in the infant, toddler and early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional equipment and materials, grouping for instruction, teaching style, child guidance and management techniques.

Prerequisite: EDU.2000 or EDU.3017.

EDU 3460: The Integrated Curriculum in Ece II: Social Studies, Expressive Arts, Health and Safety (3 cr.)**
Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the early childhood classroom. Focus will be on the study, design and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, safety, health and ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Fieldwork and case study methods will be used for practical application of concepts and principles.

Prerequisite: EDU.2000 or EDU.3017.

EDU 5000: Foundations of Education (3 cr.)**
This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.

EDU 5013: Mathematics for the Learning Disabled Student Special Education Course (3 cr.)**
This course is for both regular and special educators, and will explore topics in understanding the nature of math disabilities, construction and administering assessment instruments, developing instructional strategies and materials, evaluating the results of instruction, and managing the classroom. (Special Ed Course)

EDU 5016: Foundations of Bilingual- Bicultural Education (3 cr.)**
Develop a basic understanding of language and cultural diversity including aspects of sociolinguistics and multicultural education. Learn specifically about social and pedagogical issues regarding bilingual and total immersion curricula in the United States.

EDU 5017: Foundations of Early Childhood Education (3 cr.)**
An introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Field experience required.

EDU 5026: Literacy in the Content Areas (3 cr.)**
Learn to integrate literacy with English, Social Studies, Science, Mathematics and The Arts so that students can effectively construct meaning from informational texts. Teachers develop strategies based on current theory and practice to teach comprehension, vocabulary and study skills. Students acquire an integrated and balanced approach for improving literacy at the elementary, middle and high school levels. (Literacy Course)

EDU 5027: Advanced Practicum: Teaching Literacy To Students With Learning & Behavior Problems (3 cr.)**
This course focuses on the literacy problems of special education students. Participants will assess, develop instructional goals and objectives, plan and implement lessons with a student with literacy learning problems, and evaluate and reflect upon that instruction. Class discussion content will include informal instruments to assess reading and writing, the instructional methods to address student needs, and the articles and research that relate to that instruction. (Literacy and Special Ed Course)

EDU 5032: Collaboration and Consultation in Inclusive Setting Spec. Ed. Course (3 cr.)**
The course will examine the need for collaboration between teachers of children with both typical and special education needs. Students will become knowledgeable of state and federal laws which establish special education services (NCLB) as well as accommodations for those individuals who require instructional modifications and do not clearly fit into one of theIDEA classifications (section 504). They will become familiar with the characteristics of the major disability areas identified by law and the modifications of instruction and classroom setting necessary to meet the individual's needs. This will include those practices for planning and designing co-teaching and collaboration which have been shown to be effective in the collaborative setting. Classroom management needs and individualization of instruction of children in the inclusive setting will be addressed with emphasis placed upon the importance of using positive behavioral supports.

EDU 5033: The Arts in Education (3 cr.)**
Select and maximize appropriate arts experiences from the full range of cultural resources available. Explore a variety of art forms to infuse arts activities into the curriculum.

EDU 5077: The Adolescent With Learning and Behavior Problems Special Education Course (3 cr.)**
The course will examine the academic, social and emotional needs of the adolescent with learning and behavioral problems. The focus will be on remediation, program development, compensatory techniques and social adjustment. Field experience required. (Special Ed Course)

EDU 5083: Assessment of Students With Learning And Behavioral Problems Special Education Course (3 cr.)**
This course is designed to provide an intensive study of the assessment process as it relates to the special education teacher. Students will learn the purpose of assessment, measurement concepts and technical adequacy and experience how to administer and interpret test data. Students will explore ways to communicate assessment information and assessment issues related to I.D.E.A. The focus will be on a combination of formal and informal assessment strategies. Teacher candidates will prepare a final report dealing with a comprehensive assessment to include the creation of an I.E.P. for a student with a disability. As part of a formative process, the required portfolio will be reviewed as part of the course. Field experience required. (Special Ed Course)

EDU 5085: Instructional Strategies for Students With Learning And Behavior Problems - Spec. Ed. (3 cr.)**
Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social interaction, alternative evaluation techniques and criteria. (Special Ed Course)

EDU 5088: Introduction to Students With Learning And Behavior Problems - Special Education Course (3 cr.)**
This course will provide an introduction to the field of learning disabilities and behavior problems for classroom teachers and psychologists in both regular and special education. We will identify the social,
mental models, shared vision, and team learning) are explored in depth
in participants the ability to view schools and school districts as systems
This course introduces the basic vision of the MPS program: to develop
EDU 5128: Dynamics of a Middle School (3 cr.)**
Focus on the integration of elementary school social studies and fine
EDU 5120: Expository Writing Instruction Special Education Course (1 cr.)**
Learn strategies for teaching expository writing skills as presented in the
EDU 5110: Childhood Drug Methods (0 cr.)**
Learn process skills and content for elementary science programs.
Develop a science unit.
EDU 5109: Childhood Mathematics Methods (3 cr.)**
Focus on methods and materials for teaching mathematics to elementary
students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathemathic education research in the classroom.
EDU 5112: Childhood Methods for Social Studies (3 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.
Corequisite: EDU.5113
EDU 5113: Childhood Methods for the Arts (0 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.
Corequisite: EDU.5112
EDU 5128: Dynamics of a Middle School (3 cr.)**
This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge's five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants organizational contexts.
EDU 5130: Classroom Management: Special Ed Special Education Course (3 cr.)**
This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required. (Special Ed Course)
EDU 5134: Transition From School to Adult Life Special Education Course (3 cr.)**
Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required. (Special Ed Course)
EDU 5157: Expository Writing Instruction Special Education Course (1 cr.)**
Learn strategies for teaching expository writing skills as presented in the Basic Writing Skills program. Topics include the development of complex sentences, outlines, paragraphs and compositions as well as revising and editing. (Offered at Windward School). (Special Ed Course)
EDU 5160: Problem Solving and Language Acquisition (1 cr.)**
Learn process skills and content for the Basic Writing Skills program. (Special Ed Course)
EDU 5158: Learning Disabilities (3 cr.)**
Focus on methods and materials for teaching mathematics to elementary
students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematics education research in the classroom.
EDU 5107: Childhood Mathematics Methods (3 cr.)**
Focus on methods and materials for teaching mathematics to elementary
students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematics education research in the classroom.
EDU 5108: Childhood Science Methods (3 cr.)**
Learn process skills and content for elementary science programs.
Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit.
EDU 5109: Childhood Drug Methods (0 cr.)**
Learn process skills and content for elementary science programs.
Participate in direct hands-on experiences as well as lecture and discussion. Develop a science unit. Examine a drug education segment, which conforms to the New York State Curriculum regulations. Field experience required.
EDU 5112: Childhood Methods for Social Studies (3 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context.
Corequisite: EDU.5113
EDU 5113: Childhood Methods for the Arts (0 cr.)**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required.
Corequisite: EDU.5112
EDU 5128: Dynamics of a Middle School (3 cr.)**
This course introduces the basic vision of the MPS program: to develop in participants the ability to view schools and school districts as systems that have the capacity to become Learning Organizations. Researcher Peter Senge's five disciplines (systems thinking, personal mastery, mental models, shared vision, and team learning) are explored in depth with practical applications for participants organizational contexts.
four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5205: Cult & Lit in Comm Curr (3 cr.)**
Focus on developing methods for sensitizing and guiding students from awareness to appreciation of a second language/culture. Prepare required lesson and unit plans for teaching both culture and literature. Field experience required.
Take EDU.5204.

EDU 5207: Testing and Evaluation in a Second Language (3 cr.)**
In this course we will explore recent developments in both standardized and classroom testing and evaluation for both foreign languages and English as a Second Language. Topics will include Standards and oral proficiency testing, alternative assessment, including rubrics, informal assessment and classroom test design, among others.

EDU 5211: Intro to Multicultural Classroom (3 cr.)**
Evaluate the influence of race, gender, ethnicity, religion, and economic status on teaching and learning. Design strategies for developing curriculum, instructional materials, teacher behaviors, and school climate more supportive of the objectives of multicultural education and for providing all students with a global perspective. Field experience required.

EDU 5215: Teaching ESL in Content Areas (3 cr.)**
Focus on second language teaching techniques to improve an LEP student's proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

EDU 5216: Cult Perspectives for Educators (3 cr.)**
Utilize basic anthropological, psychological and historical principles for understanding cultural problems faced by non-native learners of English. Investigate the cultural background of various communities represented in New York State including selected Asian, Mediterranean and Spanish-speaking societies. Field experience required.

EDU 5217: Working With Parents in Inclusive Schools Special Education Course (3 cr.)**
This course will develop strategies for more effective parent involvement in school programs. The focus will be on the particular needs and concerns of the parents of students with disabilities and will address broader parent involvement issues such as home/school communication and parent involvement. Field experience required. (Special Ed Course)

EDU 5225: Supervising Teaching: a Collaborative Approach to Student Teaching Prep (3 cr.)
As a teacher seeking professional development, learn from a classroom teacher, a school administrator and a college faculty member. Consider a collaborative model for student teacher supervision and learn from collaborative teaching. With an interest in serving as a supervising teacher and upon completion of this course, you will be included in the student teacher placement directory which is distributed to participating colleges.

EDU 5226: The Teacher As Researcher (2 cr.)**
Focus on the importance of research in the improvement of educational practice. Examine basic and applied research in the context of research methods. As a consumer of research, gain an understanding of the practical application of the scientific method and other forms of disciplined inquiry to the process of dealing with everyday problems in the classroom. The study and application of research to educational problems in a particular classroom setting will be conducted for the purpose of trying to improve local classroom practices.

EDU 5237: Problem Solving in Mathematics (3 cr.)**
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required.

EDU 5238: Internship/Practicum & Sem ESL (3-6 cr.)**
As a matriculated student in the MPS in ESL program, option 2, experience fieldwork in ESL classrooms coupled with a weekly seminar. Explore how to integrate ESL programs into private, adult and non-American settings. Prerequisites: Completion of all required courses in program (one elective may be taken concurrently) and approval of the Director of Field Placement, Certification and Community Outreach. Note: Plans must be made a semester in advance. Individual evaluation determines number of credits.

EDU 5240: Teach Writing:a Process Approach Literacy Course (3 cr.)**
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom. Special emphasis will be placed on personal writing experiences, including: topic selection; drafting; conferencing; revising; editing and publishing. Other topics include: responding to student writing and evaluation; writing in various genres and about various subjects; motivating student to write; and management of writing workshops. Field experience required.

EDU 5245: Methods of Teaching Foreign Language In the Grades (3 cr.)**
Explore theory and methods of teaching foreign language and culture in elementary school programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses, which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion, and early middle school programs. This 45-hour NYS-approved course is required for extension of second language certificates to K-6. Field experience required.

EDU 5258: Young Writers Workshop Literacy Course Childhood Through Adulthood Special Education & Literacy Course (2 cr.)**
This Summer Session course is designed to provide hands-on experience in the developmental teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which the developmental needs of the child are always considered. Young people will explore topics of their own choosing and learn exciting techniques for creating, developing, revising and editing their own work. Student work will be published in a course booklet. This course serves as a writing practicum for Manhattanville teachers.

EDU 5260: Seminar on Child Abuse**
In a two-hour seminar, students will develop skills enabling them to recognize and report child abuse.
EDU 5272: The Holocaust in the English & Social Studies Classroom (3 cr.)**
Examine pedagogical approaches to the Holocaust for educators at the middle and high school levels. Gain a historical overview and introduction to the vocabulary of the Holocaust, and discuss various uses of survivor testimony, sample assessments, and the literary responses to the Holocaust. Address the relevance of the Holocaust for students in the twenty-first century and evaluate the suitability of various Holocaust texts for classroom use. Examine texts, videos and resources of the United States Holocaust Memorial as you learn how to create and implement a Holocaust instructional unit.

EDU 5274: Methods Teaching Literacy II (3 cr.)**
The second part of Literacy methods courses that provides an understanding of research-based best practices in literacy instruction. Apply strategies and materials used in a comprehensive, balanced literacy program. Examine models of thematic units that integrate literacy with content areas. Construct a unit of study that demonstrates the ability to evaluate and select strategies that integrate a variety of texts across disciplines to meet the needs of diverse learners. (Literacy Course)

EDU 5295: Teaching Health/Physical Education And Family/Consumer Education (1 cr.)**
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required. (Special Ed Course)

Corequisite: EDU.5295A

EDU 5295A: Childhood Drug Ed Methods 1-6 (0 cr.)**
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as household products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.

EDU 5297: Information Literacy for Educators (1 cr.)**
Learn ways to effectively access information using computerized indexes, full text databases, book resources and the Internet. Develop skills to critically evaluate each information source and to implement search strategies to narrow the focus of research. Upon completion of the course, continue to use your knowledge of information literacy for lifelong professional and personal pursuits.

EDU 5298: Inclusive Practices in Early Childhood Education (3 cr.)**
This course will explore historical antecedents to early childhood education and trace their influences on contemporary inclusive classrooms. This course will examine instructional programs and practices to include classroom management techniques, designed to provide a challenging learning environment to children with diverse learning characteristics. Collaborative models will be discussed. An Individual Family Service Plan will be designed. Field experience required. (Special Ed Course)

EDU 5307: Observing, Assessing and Understanding Child Development: Birth -Grade 2 (3 cr.)**
Investigate formal and informal methods of assessing student's learning including observational techniques; and evaluate one's own instructional practice. Develop Skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.

EDU 5316: Beyond Teaching: Organizational And Management Strategies for the Beginning Art Teacher (3 cr.)**
Become familiar with resources that will help teach to the New York Standards in the Visual Arts, including museums, the Internet and professional organizations. Develop strategies for organizing the art classroom and managing student learning and behavior. Learn how to develop budgets for elementary and secondary art programs and arguments for promoting the arts in the schools. Create lesson plans for teaching art history as well as various art techniques. Field experience required.

EDU 5323: The Integrated Curriculum in ECE I: Math, Science and Technology (3 cr.)**
Examine the evolving early childhood curriculum. Focus on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Examine numerous research-validated instructional strategies for teaching students with the full range of abilities. Field experience required.

EDU 5327: Writing Workshop for Teachers (3 cr.)**
The Writers Workshop for Teachers establishes a community of writers with a common purpose: to create a supportive environment where teachers can work and write in the company of published authors. Based upon the belief that professional writers can make a unique contribution to the teaching of writing, teachers learn to use writer’s tools more effectively and heighten their sensibilities to form and craft by examining the work of contemporary authors. With the instructors and peer writers in this intensive workshop, students will learn how to invent, develop and revise material as well as to write for publication. Students develop a repertoire of techniques to take into real field assignments in EDU 5259 (Young Writer’s Workshop). Teachers develop a portfolio of work-in-progress and publish in the Workshop literary magazine.

EDU 5331: The Middle School: New Insights (3 cr.)**
Examine factors that affect the middle school learner's success and methods that facilitate this success. Topics will include the physical, emotional, moral and cognitive changes that occur in early adolescence, the middle school curriculum, learning styles in early adolescence, the school as a learning community, team teaching, classroom management, and the organizational behavior and structure of the middle school.

EDU 5339: Teaching Geography in the Social Studies Classroom (1.5 cr.)**
Learn about methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live local, national and global including the distribution of people, places and environments over the Earth’s surface.

Corequisite: EDU.5375

EDU 5344: Child Development and Learning (3 cr.)**
Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/ social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make. Satisfies prerequisite requirement.

EDU 5352: Historical Linguistics (3 cr.)**
By learning and applying the fundamental methods of linguistic reconstruction, participants investigate the history of languages and extrapolate into their futures. Concentration will be on the In-
do-European language family and within that, the Germanic branch that includes English. Depending on class interest, other families (Romance, Japanese, etc.) can and will be discussed. There will be a survey of languages of unusual histories: mixed languages, pidgins and creoles, lingua francas, signed languages, and others. From Proto-World to Proto-Indo-European to World Englishes. (Review the structure of language and your grammatical terms along the way!)

EDU 5359: Problem-Based Learning (3 cr.)**
In this course, we will explore the promises and challenges of Problem-Based Learning (PBL) as an instructional strategy in secondary science education. In doing so, we will pursue two lines of inquiry. The first line of inquiry involves immersing ourselves in the PBL process by working in collaborative teams to address real world problems regarding issues related to climate change, clean water, natural resource depletion, green building and in general, sustainability in Westchester County. In the second line of inquiry we will seek/through reflection on personal experiences with and analyses of selected readings on PBL to better understand the value of Problem-Based Learning and ways in which it can be implemented in the secondary school context.

EDU 5365: Teaching Reading in ESL Math, Science and Technology (3 cr.)**
Survey and investigate methods for teaching reading to LEP students in the ESL classroom and in the mainstream. Learn how to assess reading attainment, adapt curriculum and techniques and help develop academic language proficiency. Field experience required.
Not counted as Liberal Arts

EDU 5367: Methods Teaching Literacy I (3 cr.)**
The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required. (Literacy Course)

EDU 5371: Technology in Special Education (2 cr.)**
This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required. (Special Ed Course)

EDU 5373: School Violence Prevention**
This course will give an overview of violence in schools in America. Topics will include: early warning signs, protective and risk factors, and how to set up a classroom and school as a safe learning environment.

EDU 5374: Curriculum and Methods in Grades 5-12: General (3 cr.)**
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the middle childhood and adolescence levels. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Field experience required.

EDU 5375: Teaching Economics in the Social Studies Classroom (1.5 cr.)**
Must be taken in conjunction with EDU 5339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.
Corequisite: EDU.5339

EDU 5377: Science Curriculum & Methods Gr 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Science education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Science. Field experience required.

EDU 5379: Art Education Workshop: Early Education Through Adolescence (3 cr.)**
Examine the creative aesthetic process from early childhood through adolescence based upon an overview of the objectives of contemporary art education. Field experience required.

EDU 5380: Curriculum, Management and Assessment In Childhood Education (3 cr.)**
Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.

EDU 5387: Fundamentals of Middle Childhood Education (3 cr.)**
This course will focus on the sociological and academic factors that have resulted in the creation of the modern middle school concept. The course will emphasize how active learning, team structures, and lesson design can support the social, emotional and intellectual development of students in the middle grades. We will develop strategies for motivation, instruction, assessment, and classroom management. We will also explore how to create a collaborative environment among students, colleagues, and parents and examine the effects of state standards and mandated testing. Students are expected to be active participants in the conception and creation of lessons.

EDU 5389: Teaching Literacy Skills in the Middle School Thru Collaborative Study of Social Identity (3 cr.)**
Learn to teach literacy skills at the middle school level through study of autobiography as a tool to understand the development of the individual in a cultural setting. Involve written and oral uses of language to discover and express cultural and social points of view. Learn to use strategies including online research, role-play, group discussion and debate to assist students as they explore the development of the individual in diverse cultural and social settings. Field experience required. (Literacy Course)

EDU 5391: Aesthetic Literacy (3 cr.)**
Focus on integrating reading, writing and the arts (including literary, visual and performing arts). Explore the theory and rationale behind this approach and develop a variety of instructional methods for classroom implementation. Field experience required.
EDU 5393: Foundations of Special Education (3 cr.)**
This course is designed to provide an overview of the field of special education. The objectives are to make the teacher-candidate more aware of federal and state special education laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that provide for educating the child in the least restrictive environment (LRE) under the umbrella of IDEA and NCLB. The importance of inclusive education and the use of Response to Intervention (RTI) are also addressed. The course provides an overview of theories, diagnostic procedures, and remedial teaching strategies which address students with the broad spectrum of disabilities including: learning disabilities, emotional and behavioral disorders, physical disabilities, autism spectrum disorders, intellectual disabilities, other health impaired, and low incidence disabilities (deaf/hearing impaired, blind/visually impaired). Teacher candidates learn about effective practices for planning and designing co-teaching and collaboration with peers, individualizing instruction, and applying interventions to address student and classroom management needs. Fifteen hours of field experience in diverse settings is an integral component of the course in order to assist the course participant in linking the classroom didactic with life experiences in the schools and agencies providing education and intervention.

EDU 5394: Student Teaching & Seminar: Childhood Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification.

EDU 5396: Theoretical and Historical Foundations Of Literacy (3 cr.)**
Examine the foundations of literacy instruction from historical, linguistic, social psychological, cognitive and curricular perspectives. This course will provide the theoretical base for literacy methodology courses. Explore the relationships between learning theory and various methods of teaching literacy. Apply theory and research to instructional practices.

EDU 5398: Student Teaching & Sem: Early Childhood And Childhood Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the childhood level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5402: Language, Literacy and Culture (Birth - Grade 6) (3 cr.)**
This course will examine language development and its relationship to the development of reading and writing strategies, skills, and dispositions for students. This course will introduce students to a sociocultural perspective of language acquisition and development, and the ways in which oral language ability supports learning. The influence of culture on language and literacy development will be examined and students will participate in engagements designed to be associational bridges (Gee, 2002) that potentially span Discourses. The class format will include lecture, discussion, and student-led presentations. Students will be evaluated on class participation and several assignments and presentations. (Literacy Course)

EDU 5403: Mathematic Curriculum and Methodology: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Mathematics education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Mathematics. Field experience required.

EDU 5404: Student Teaching & Sem: Early Childhood And Adolescence Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the middle childhood and adolescence levels. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

Completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5406: Language, Literacy and Culture (Grades 5-12) (3 cr.)**
This course will examine language development and its relationship to the development of proficient reading skill throughout the middle school and the high school years. This course will introduce students to theoretical approaches to language acquisition, the course of language development, and the ways in which oral language ability supports the improvement of literacy skills. The impact of culture on language and literacy development will be examined. Students will be exposed to research-based practices that foster the development of both language and literacy proficiency. The class format will include lecture, discussion, and student-lead presentations. Students will be evaluated on class participation and several assignments and presentations. (Literacy Course)

EDU 5407: English Curriculum and Method: Grades 5-12 (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for English education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for English. Field experience required.

EDU 5408: Student Teaching & Seminar: Music Education (6 cr.)**
Full semester (15 weeks) of the guided teaching and learning of music in a classroom setting divided between an elementary placement (grades preschool through upper elementary) and a secondary placement (middle school or high school). Designed for both precertified music education majors (student teachers working with an on-site cooperating musician-educator) and newly appointed music-educators (supervised teachers teaching with other on-site music-education faculty and supervised by a music education professor from Manhattanville College). One placement in an urban setting and the other in a suburban setting. Placements in general music, choral music, and instrumental music to fit the direction of the educator-in-training. Seminar discussion of philosophy, praxis (pedagogy and process), performance as process, the music class as performance, repertory, classroom management, ideology of the profession, and student teaching experience as a passage from the academy to the field. Sharing from the field of the teaching of activities followed by group critique—singing games, dances, instrumental pieces and accompanying, reading and writing lessons, etc. Curriculum development based on sequenced elements and units of study. Discussion of successes and problems of the field, including student behavior, achieving artistry through the classroom as a reflective practicum, etc. Reflection on national and New York State standards. Preparation and review of
EDU 5411: Social Studies Curriculum & Methodology In Middle Childhood and Adolescence Education (3 cr.)**
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Social Studies education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Social Studies. Field experience required.

EDU 5412: Student Teaching & Seminar: Art Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience divided between the childhood and middle childhood/adolescent levels. Fulfill your requirements for New York State initial certification.

EDU 5413: Early Literacy (3 cr.)**
Students will acquire the theoretical and practical knowledge needed to guide the literacy development of young children. They will explore the developmental influences on preschool learning and examine the role of language in supporting literacy development and consider research-based early literacy activities such as book reading, writing activities using invented spelling, storytelling, children's literature, as well as other activities that foster phonemic awareness, print concepts, phonics skills, vocabulary development, and comprehension. Students will consider the role of families in supporting the literacy development of young children. They will also examine methods and materials to support literacy development. (Literacy Course)

EDU 5414: Organizing & Leading Literacy Programs (3 cr.)**
This course is designed to assist in the development of the literacy specialist as an instructional leader. This course is for educators involved in planning, implementing, administering/leading and evaluating literacy programs. Historical development, cultural understanding, and standards for curriculum and instruction will be examined. Students will gain skills that support teachers and paraprofessionals in maintaining and increasing the effectiveness of their instruction through cultural understanding and communication. This course will help students better understand the issues, choices, procedures and requirements for effective literacy programs while understanding that effective programs are always situated. Students will develop strategies for organizing and planning for effective instruction, especially with regard to the use of global multicultural literature, occasioning professional learning, leading reading/language arts programs, consulting with school personnel, and assessing programs. Special emphasis will be given to identifying characteristics of practice that maximize student achievement across diverse populations and the use of integrations of technology into the literacy program.

EDU 5420: Site-Based Teaching Internship (1-3 cr.)**
A field-based, supervised teaching experience. Requires approval by Associate Dean one full semester in advance.

EDU 5421: Multisensory Reading Instruction (PAF) Part 1 Literacy and Special Ed Course (2 cr.)**
This course will train participants to use the Orton-Gillingham based reading program, Preventing Academic Failure (PAF). Current research, teaching techniques for the elementary classroom, lesson plans, materials, curricula and English orthography will be addressed. (Literacy and Special Ed Course)

EDU 5422: Multisensory Reading Instruction (PAF) Part II Literacy and Special Ed Course (2 cr.)**
This course is for participants who have completed Multisensory Reading Instruction: Part I and currently use the program. An in-depth review of prior topics and the introduction of syllabication, spelling rules, grammatical concepts and comprehension are provided. (Literacy and Special Ed Course)
Take EDU 5421.

EDU 5425: Student Teaching & Seminar: Early Childhood Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5426: Student Teaching & Seminar: Special Education (Early Childhood) (3-6 cr.)**
This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted.

EDU 5427: Student Teaching & Seminar: Special Education (Childhood) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5428: Student Teaching & Seminar: Special Education (Early Childhood/Childhood) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5429: Student Teaching and Seminar: Special Education (Middle Childhood) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5430: Student Teaching & Sem: TESOL Education (All Grades) (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5432: Student Teaching & Seminar: Childhood And Special Education (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5433: Student Teaching & Seminar: Middle Childhood and Adolescence Education and Special Education (3-6 cr.)**
This course consists of required fieldwork in special education as well as a weekly seminar. The seminar is designed to encourage students to ask questions, discuss issues and share feelings as well as gain further information and skills to enhance their teaching. The focus of student teaching is to help students become reflective teachers who can use self-evaluation to guide their decision-making and problem solving. The final portfolio will be submitted.
EDU 5439: Teaching English As a Foreign Lang: An Overview of International & Adult Settings (3 cr.)
The course explores the range of TESOL settings and methods outside school systems, within and beyond the U.S.A. Students will become familiar with program models for ESL instruction for meeting a range of objectives, including Adult Basic Education, English for Specific Purposes, adult literacy, and others. Students will explore motivational and affective differences between adults and children. Students will learn methods for improving adult learning and for assessing needs. Students will investigate the status of English and language education, in selected countries.

EDU 5452: Strategies for Teaching Young Children And Guiding Their Behavior (3 cr.)**
This course will focus upon the application of theories of teaching and behavioral guidance to practice in the inclusive early childhood classroom. Students will be introduced to theoretical concepts and principles and shown how they may be integrated into the early childhood classroom by the use of specific methods and strategies. Topics include classroom organization, planning, instructional methods, instructional materials, grouping for instruction, teaching style, child guidance and management techniques. Field experience required.

EDU 5460: The Integrated Curriculum in ECE II: Social Studies, Expressive Arts, Health And Safety (3 cr.)**
Based upon current child development theories and principles, this course will examine methodology and resources applicable to teaching in the infant, toddler and early childhood classroom. Focus will be on the study, design and evaluation of developmentally appropriate curriculum in the areas of social studies, expressive arts, physical education, safety and health and ways in which these areas may be integrated with other areas of the curriculum. Emphasis will include fostering skills of inquiry, problem-solving and creative thinking in young children through discovery and play. Students will do classroom observations, create and execute lesson plans, develop curriculum units and conduct case studies for practical application of concepts and principles. Field experience required.

EDU 5477: Research Seminar in Early Childhood Education (3 cr.)
This course will focus on reviewing, analyzing, interpreting and evaluating selected research in the field of Early Childhood education through study of its conceptual and methodological bases. Students will review and summarize research, generate research proposals, initiate and conduct pilot research projects and submit written reports at the end of the term.

EDU 5490: Literacy Development Gr 5-12 (3 cr.)
The purpose of this course is to prepare reading specialists to work collaboratively with content area and grade level teachers. The content of the course includes the analysis of the language demands of texts, the skills needed to read texts with advanced language and to identify and implement strategies to enable students to meet those demands. Differentiation of instruction is a significant part of the course. The collaborative process will be discussed and skills will be developed. Pre-requisites: EDU 5026, EDU 5028 and EDU 5243. Field experience required. (Literacy Course)

EDU 5494: Literacy Development Gr 3-6 (3 cr.)**
Study the relationship among reading, writing, speaking and listening in the context of the elementary classroom. Investigate a variety of methods and strategies that strengthen vocabulary, comprehension, word study and fluency for diverse learners. Readers’ and writers’ workshop strategies will be emphasized as a means to structure the language arts curriculum and to provide authentic literacy experiences. Strategies to assess classroom work in order to inform differentiated instruction will be applied to an interdisciplinary unit that also includes technology. Students will complete a literacy profile on one student. (Literacy Course)

EDU 5500: Multicultural Classrooms and Communities (1 cr.)**
This course presents the issues of multicultural education and diverse populations in classrooms and communities. Students will explore a variety of media and formats to investigate the problems, assess the impact of the changing demographics in suburban school districts and formulate the solutions to improve the educational opportunities of the culturally and linguistically diverse populations found in the suburbs. Students will attend the CSI Annual Education Forum and class seminar.

EDU 5502: Multisensory Reading Practicum (2 cr.)**
The Windward Summer Practicum is a three-week program. Participants will use Preventing Academic Failure, an Orton-Gillingham based reading program. Participants will write lesson plans to incorporate multisensory techniques, administer ongoing assessments to measure student progress and reevaluate planning techniques with supervision. Participants will work one-on-one with students and have scheduled time for discussion and feedback with the instructor. (Literacy and Special Ed Course)

EDU 5503: Literacy Research Seminar (3 cr.)**
This course provides students with an in-depth view of the process and products of research in the field of literacy. Students will become familiar with the range of methodologies employed in literacy education research and learn to critically examine studies related to reading and writing. Students will also design and carry out their own research project and share their findings in both oral and written form. This course is designed to provide future reading specialists with the skills needed to effectively evaluate literacy research, engage in teacher research, share research findings in a professional manner with colleagues and use research to inform one’s practice of literacy education. (Literacy Course)

EDU 5505: Organizing and Supervising a School Literacy Program (3 cr.)**
Study the role of the administrator and literacy specialist in literacy programs. Develop strategies for organizing and planning for effective instruction, implementing professional development programs, supervising reading/language arts programs, consulting with school personnel, program assessment, practice in professional writing and speaking on current issues in the field of literacy. Examine procedures designed to achieve various purposes: creating new developmental programs, academic intervention services; parental and public relations; grant writing and fiscal needs of program planning. Special emphasis will be given to identifying characteristics of programs that maximize student achievement across diverse populations and the integration of technology into the literacy program. (Literacy Course)

EDU 5506: Language and Learning: Relation to Academic Success (1 cr.)**
Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom. (Literacy and Special Ed Course)

EDU 5509: Methods of Printmaking (1 cr.)**
Learn to use printmaking techniques for Kindergarten through grade 12. Learn to create and use monotypes, cardboard reliefs, linocut,
EDU 5512: Reading and Writing Practicum I (3 cr.)**
The first half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the first half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisite: EDU 5421, Multisensory Reading, Part I). The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School. (Literacy and Special Ed Course)

Prerequisite: EDU.5421.

EDU 5514: Reading & Writing Pract II (3 cr.)**
The second half of a year-long course, this clinic is located at The Churchill School and Center in an established after-school reading program. Learn how to screen children for inclusion in a literacy program that uses an Orton-Gillingham based methodology. Write lesson plans to incorporate techniques with supervision. Administer on-going curriculum-based assessments to measure student progress. Learn to communicate effectively with parents. This is the second half of a one-year commitment to work directly with a child twice a week from 4:30 to 6 p.m. during the school year. Certified teachers can receive monetary compensation. (Prerequisite: EDU 5421, Multisensory Reading Part I, and Reading and Writing Practicum Part I) The combination of the three courses EDU 5421 and Reading and Writing Practicum Parts I and II can be substituted for EDU 5027 and EDU 5252. This course is offered at the Churchill School. (Literacy and Special Ed Course)

Take EDU.5421, EDU.5512.

EDU 5527: Teaching With Technology in Math, Science, English Or Social Studies (3 cr.)**
This course will prepare you to use technology to acquire and teach new content knowledge about important topics in your program content area: English, Math, Science, or Social Studies. Learn to use the Internet, research, media and software tools to deepen your knowledge of a significant topic in your content area and plan for classroom instruction building on that knowledge. Learn to use current best practices for teaching with technology in your area. Course requirements include a research project relating to a specific topic of your choice, followed by preparation and presentation of a related unit plan appropriate for middle or secondary students, using current technological teaching tools.

EDU 5529: Teaching With Technology (2 cr.)**
The vast array of high-speed networks makes it possible to redefine the way one attains information, the format of this material and the pace at which it is received. Technology can offer more individualized content, addressing one’s unique style of learning, and can be provided upon demand virtually at any time and at any place. Such a paradigm shift offers new and exciting possibilities in education. This course will prepare you to understand how technology influences teaching and learning. In addition, technology is a powerful tool in researching educational issues. As you learn about such topics as networks, the Internet, media literacy, and digital technologies, you will become more knowledgeable about teaching with technology to address your particular interests and professional goals.

EDU 5533: Issues and Strategies in Educational Technology (3 cr.)**
In this course we will focus on current issues and trends that educators need to be aware of in the 21st century. Using technology in your lesson planning will engage the minds of young learners while meeting the New York State Learning Standards. The main focus of this course will be to demonstrate to educators how to integrate technology into the curriculum through hands-on projects and journal articles. Thinkfinity and all of its resources will be utilized to research lessons that will make planning more efficient. Hands on science, math lessons, writing websites, reading resources and social studies projects will all be discussed and participants will be creating task cards for students to use in the classroom and out! We will learn how to include parents in technology initiatives, create scavenger hunts, explore electronic field trips and reflect on our own learning styles. We will figure our everything we need to know about YouTube, Face book, Twittering, text languages and many more current issues that teacher will face in school.

EDU 5536: Field-Based Educational Research (4 cr.)**
This course provides an opportunity for students to understand the fundamental methods of qualitative educational research. Issues in current educational research are explored and implications for practice are outlined. Students develop and complete an original research project in relation to fieldwork/internship experience in an education-based setting. This course is a seminar and requires significant student participation, fieldwork, research, and writing. Fieldwork required.

EDU 5541: Ethical Considerations (1 cr.)**
This course will cover the concept of ethics itself. An objective of this course is to teach students to be prepared to act ethically in the absence of guidelines, or even when their actions are in conflict with guidelines or instructions. This course will teach that Ethics are not addressed in one course, but ethics permeate all courses. This course will examine the ethical and professional standards of applied behavior analysis and all the issues that must be considered as a teacher and/or behavior analyst.

EDU 5542: Behavior Analysis in Education (3 cr.)**
The focus of this course is education, schooling, and behavior analysis. It includes a review of different educational theories and philosophies, instructional strategies, classroom management, assessment, direct instruction, precision teaching, personalized system of instruction, and teacher preparation. The overall emphasis is on research-based education. The course will cover behavior change procedures and systems support, and applications of behavior analysis in the education of children with autism.

EDU 5543: Behavior Analysis II: Practicum (3 cr.)**
The focus of this course is education, schooling, and behavior analysis. It includes a review of different educational theories and philosophies, instructional strategies, classroom management, assessment, direct instruction, precision teaching, personalized system of instruction, and teacher preparation. The overall emphasis is on research-based education. The course will cover behavior change procedures and systems support, and applications of behavior analysis in the education of children with autism.

EDU 5544: Behavior Analysis II: Clinical Applied Behavior (3 cr.)**
This course is the first in a sequence of two courses addressing the principles of Applied Behavior Analysis from the perspective of...
changing behaviors that interfere with adaptive functioning. Most notably, we will review the philosophical, procedural, and ethical aspects of functional behavior assessment. Course content will include tasks in the following areas: Principles, processes, and concepts, Behavioral Assessment, Selecting intervention outcomes and strategies, Behavior change procedures.

**EDU 5545: Behavior Analysis III: Practicum in Clinical Applied Behavior (3 cr.)**
This course will allow the participant the opportunity to complete functional behavioral assessments, develop interventions, and implement and evaluate the effectiveness of those interventions. A prerequisite for this course is EDU 5544 Behavior Analysis III: Clinical Applied Behavior Analysis. The focus of intervention will be in special education settings.

Prerequisite: EDU 5544

**EDU 5546: Teaching ELL's With Special Needs (3 cr.)**
Students will review methods and materials for teaching English as a Second Language to K-12 students with learning disabilities and/or other special needs to meet learning standards in all four areas (listening, speaking, reading, writing) and to assist these students in achieving academic success. Students will develop competencies in appropriate formal and informal assessment techniques for ELL's disabilities. Performance outcomes will include knowledge of instructional planning for IEP objectives and PLEP statements.

**EDU 5548: Teaching ESL Through an Arts-Integrated Approach (3 cr.)**
This course is an inclusive study of how the arts can be conduits of self-expression and language development while providing opportunities to build knowledge of the content areas for English Language Learners. Students will explore the use of visual art, music, drama, expressive movement, and poetry to help develop language across the content areas. Students will explore art as a source of a safe, risk-free learning environment. Students will learn how to successfully integrate the arts in the content areas while teaching language that has at its core authentic use and meaningful purpose.

**EDU 5549: Sustainability Education Institute (3 cr.)**
The Institute for Sustainability Education is an intensive collaborative experience designed to build a community of K-12 educators who are sustainability education leaders and practitioners. The Institute features focused strands for grades K-5, 6-8 and 9-12. Participants will build content knowledge including sustainable development, ecological footprint, Green Chemistry, ecological economics, energy technology, and related topics. Participants will explore and create resources and curricula integrating concepts of sustainability into existing standards-based math, social studies, science and ELA curricula, applying interdisciplinary problem-based, inquiry-based, constructivist learning and systems thinking. Extensive action-oriented resources will be provided. Program evaluation support for participants will continue throughout the year to assess the Institute's impacts on student achievement.

**EDU 5550: Research Seminar in Special Education And Literacy (3 cr.)**
This course should be taken near the end of the teacher-candidate's sequence of courses as it draws upon a broad understanding of the disability laws that govern the education of children with special educational needs and instructional strategies. Course participants will be required to expand upon their current level of knowledge by investigating literature reviews of contemporary data to develop either a research project or a grant that would enhance the quality of instruction and life for individuals with disabilities. Ethical considerations with regard to research and education of vulnerable populations will be emphasized. The purpose of the course is also to make students more aware of their social responsibility and the need to continue as life long learners in working with individuals where current strategies for intervention are constantly emerging. Literacy/Special Education dual candidates will conduct the research project in an area relating to teaching literacy to students with special needs.

**EDU 5551: Environmental Concepts & Design For Middle School (1 cr.)**
Participants explore a middle school unit that integrates standards in earth science, biology, and physics. Topics and concepts explored include food chains and biomagnification, entropy, energy & recycling, polymers & biodegradation, product life cycles and materials use, price and cost, organic, sustainability & more. Participants learn how to help middle schoolers build literacy and analytical skills leading to informed decision-making and meaningful action.

**EDU 5552: Behavior Management That Work (2 cr.)**
Participants in this course will explore Tricks of the Trade for effective classroom management of student behavior. We will investigate behavior management techniques through websites that provide new innovative ideas, free printouts and materials. This will help teachers build solutions for students to become successful in the classroom. We will also look at positive behavior support techniques and give teachers some methods to use in all types of situations. Teachers will create a bag of tricks to use in their classrooms for various situations. All teachers will leave this course with a fresh way to look at Behavior Management and a classroom full of clear expectations.

**EDU 5553: Childhood Instructional Strategies For Inclusive Settings (3 cr.)**
This course will focus on specific instructional approaches used in childhood education to meet the academic diversity of a range of students including non-classified at risk students with special needs, English language learners, and gifted and talented students in elementary classrooms. Topics include the teacher as a reflective practitioner, standards-based instruction, curriculum design, backward design, curriculum mapping, differentiating instruction, questioning skills, active learning strategies, and integrating technology and instruction.

**EDU 5554: Teaching in a Bilingual Context (3 cr.)**
Students will focus on second language teaching techniques to improve English Language Learners’ attainment in understanding content area subjects, including learners with special needs. They will become familiar with NYS Learning Standards in the Content Areas and explore strategies for developing and promoting English and Native Language literacy through content. They will learn how to adapt content area materials and to use appropriate strategies for working with English Language Learners in content classrooms. They will develop lessons and units, using English and the native language, aligned with standards (NYS and national.) They will learn techniques for assessing content knowledge in English and the native language. (Field experience hours required)

**EDU 5555: Teaching Content in Bilingual Context (3 cr.)**
Students will explore strategies for teaching English Language Learners through the native language and culturally-appropriate curriculum which promotes transfer of knowledge. They will learn methods for developing and promoting native language literacy and language arts and for advancing content area knowledge through the native language. They will survey and learn to choose appropriate native language curriculum materials and appropriate assessments of native language at-
tainment, content knowledge, and literacy, including for those with special needs. (Field experience hours required.)

EDU 5556: Teaching With the Smart Board (1 cr.)**
This class provides an introduction to the SMART board interactive whiteboard, an emerging centerpiece in many classrooms. The focus will be on developing the knowledge and skills necessary to use the SMART board to create effective, dynamic lessons. We will also explore the vast SMART board content readily available for use and/or modification. Students should bring a USB flash drive to class.

EDU 5557: Education for Sustainability Institute For K-5 Educators: Connecting Children With Nature and Community (2 cr.)**
This Institute prepares K-5 educators to integrate sustainability content and themes into existing math, social studies, science and ELA curriculum and tie them to New York State standards. It provides an introduction to Education for Sustainability (EFS), a growing, international approach that links teaching of social, environmental, and economic systems to foster the knowledge, inquire, and action needed to build a healthy future for communities, both local and global.

EDU 5561: Classroom Management & Middle Childhood/Adolescence Education (3 cr.)**
This course will focus on merging theory with practice in order to design a thoughtful and practical approach to classroom management and organization in middle childhood and adolescence. We will read and discuss various pedagogical theories related to schooling and attempt to apply them to real life classroom situations. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multi-level instruction, managing learning groups, behavioral intervention plans and the role of the teacher in establishing the culture and climate of the classroom. The final project requires a hypothetical plan for the policies and procedures you hope to institute in your own classroom. Eighteen hours of field experience are required for this class.

EDU 5562: Administering Children’s Programs in Early Childhood Education (3 cr.)**
This course is designed to provide early childhood program administrators with the leadership and management skills needed to ensure appropriate human and material resources are in place to provide a high quality program for young children. Candidates will learn methods that provide organizational structure for young children's programs; development of effective personnel policies and procedures. Candidates will also learn to implement policies that promote collaboration among programs, families and communities. Candidates will use a variety of investigative techniques to learn about administering high quality programs in their communities.

EDU 5563: Student Teaching and Seminar: Special Education 7-12 (3-6 cr.)**
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5565: Special Education Content Strategies For Grades 7-12 (3 cr.)**
This course will provide the candidate with instruction in teaching skills pertinent to each of the secondary content areas; specifically, social studies, English language arts, the sciences, and mathematics. Further, candidates will learn about theory and practice as they relate to teaching students with exceptional learning needs (ELN) and English Language Learners (ELL). In addition to learning pedagogical approaches for teaching students with ELN the fundamental skills of reading, written expression, and mathematics, candidates will gain knowledge of social skills development, behavior management, executive function and the design and implementation of alternative assessment. 12 hours of Field Experience Required. Prerequisite: EDU 5077.

EDU 5567: Education for Sustainability (3 cr.)**
In this course, students work to conceptualize sustainability as a social imperative and critical context for 21st Century learning. Through careful consideration of beliefs about the Earth’s preferable versus probable future, students will develop a clear vision for a sustainable future and articulate changes that need to be made by individuals, local communities and countries if that vision is to be achieved. Students will use these needs analyses to assess current education policies, make policy recommendations and develop authentic school or program charters that can be used to guide curriculum development and instructional strategies within formal and informal educational settings.

EDU 5568: Earth Citizenship (3 cr.)**
This course focuses on creating Earth citizens who have the values, skills and knowledge necessary for contributing to a sustainable future. Students will actively engage with driving questions about the foundation they need, the kind of citizen they should be, and the understandings and capabilities they should have for contributing to sustainability. Course readings, activities, discussions and projects facilitate students’ exploration and acquisition of wellness as the foundation and aspiration of sustainability, global citizenship, biosphere custodianship, change agency, world viewing, systems seeking and futures thinking. And finally, students will examine the ways in life is a function of ecosystems, society is a part of the biosphere constrained by limits and humans belong to and have responsibilities within local, national and global communities.

EDU 5569: Critical Pedagogy of Place (3 cr.)**
In this course, sustainability is developed as an urgent and unique context for motivating and designing curriculum and instruction. Armed with their vision for sustainable future and their understanding of the values, skills and knowledge required for making the changes required to achieve this vision, students will learn how to assess existing curriculum for supporting or integrating sustainability. They will also use this framework to guide their development and implementation of curriculum and instruction that facilitate effective civic engagement for sustainable communities. Students in this course will experience and learn how to use classroom community development, critical pedagogy of place and problem-based learning in the development of curriculum and instruction for sustainability.

EDU 5570: Sustainability Action (3 cr.)**
In this course, students will demonstrate their motivation and capacity for being agents of change for sustainability. Using their understanding of ecological and human systems combined with their capacity for world viewing and systems and futures thinking, students will develop sustainability action proposals that demonstrate their conviction that communities, practices and products can be assessed for and changed toward a sustainable future. Students will have the opportunity to further develop their change agency capabilities as they present their sustainability action proposals to and receive feedback from a group of highly invested stakeholders. Once revised to incorporate critical feedback, these sustainability action proposals will serve as the basis for the EFS program culminating project.
EDU 5571: Student Teaching & Seminar: Adolescence Education and Special Education (3-6 cr.)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience at the adolescence level. Fulfill your requirements for New York State initial certification. Prerequisites: completion of all education courses and approval by the Office of Field Placement, Certification and Community Outreach.

EDU 5572: Current Trends in Early Childhood Education (3 cr.)**
A study of current topics is the field of early childhood education. This course will give an overview of issues and trends in early childhood education, focusing on one topic in depth during the semester. Sample topics include: children's rights and child advocacy, literacy and the arts and international programs in early education. This summer the course will focus on technology and its use in the early childhood classroom. The course will highlight research in the area and examine ways to use tools such as the Smart Board, IPAD, websites and software in developmentally appropriate and effective ways with young children.

EDU 5590: Masters Comprehensive Exam**
Capstone examination requiring synthesis of coursework, use of content knowledge, and analysis of teaching situations. To be taken in the next to last semester.

EDU 5591: Childhood Ed Culminating Experience Report**
Capstone compilation of student's original work, synthesizing education theory and practice, relevant to the grades K-6 curriculum. Prerequisites or corequisites: EDU 5083, EDU 5226, EDU 5274, EDU 5380.

EDU 5592: Masters Final Project**
Capstone presentation of substantial, mentored original research and/or development of curricular materials, relevant to the student's program.

EDU 5593: Special Education Comp Exam**
Midpoint examination demonstrating secure foundational knowledge of theory, practice, history, and legal underpinnings of teaching Students with Disabilities. Prerequisites or corequisites: EDU 5393 or the equivalent, EDU 5088, EDU 5085, EDU 5130.

EDU 5594: Literacy Comprehensive Exam**
Midpoint examination demonstrating secure foundational knowledge of theoretical approaches to Literacy, including writing, and of practice and history of teaching Literacy.

EDU 5610: An Arts Approach to Literacy (3 cr.)**
This foundational and introductory course explores interdisciplinary readings on the arts and literacy, especially the proficient reader research and comprehension. Experiential learning is also emphasized. (Literacy Course)

EDU 5611: Literacy Instruction of the English Language Learner in the Classroom (3 cr.)**
This course focuses specifically on the literacy needs of English Language Learners in the regular education classroom, with special attention to comprehension, fluency, vocabulary, phonemic awareness, phonics, and writing. Culturally responsive pedagogy is discussed and demonstrated. (Literacy Course)

EDU 5612: Assessment and Intervention in Literacy Instruction (3 cr.)**
This course is the first part of a two-part practica sequence. Candidates work with students to learn and apply techniques for assessing the literacy abilities and needs of students, and designing effective interventions based on learner needs, including dyslexia, in the areas of word recognition skills, fluency, vocabulary, metacognition, comprehension, and writing. Candidates examine and analyze a broad array of formal and informal assessment techniques and their application to literacy instruction. They apply strategies for effectively communication assessment results to parents, caregivers, and school personnel. (Literacy Course)

EDU 5613: Teaching Writing & Thinking (3 cr.)**
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts for writers' craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives. (Literacy Course)

EDU 5614: Writing Workshop for Teachers and Young People (3 cr.)**
This summer session course takes place in two phases. In the first phase, a Writing Workshop for Teachers establishes a supportive community where teachers work as writers, explore their own writing process, look critically at writing craft, receive response to work in progress through writing conferences, and discuss the implications of this engagement for their teaching. Based upon the belief that engaging in writing can make a unique contribution to the teaching of writing, teachers learn to use a writer's tools more effectively and heighten their sensibilities to form and craft by examining the work of other authors. With the instructor and peer writers in this intensive workshop, students will learn how to invent, develop and revise material, as well as develop a repertoire of techniques to share with young people. The second phase of the course is a field experience in the teaching of writing, which mirrors phase one. It is designed to provide hands-on experience in the teaching of writing to elementary and secondary students. Emphasis is placed on building inviting, creative, interactive environments in which young people explore with teachers topics of their own choosing to create, develop, revise, edit, and publish their own work. This field experience will provide students with a model for conducting a writing workshop in their classrooms and for interacting with writers in conferences. The goal of this course is to develop a repertoire of techniques for teaching writing and a personal understanding of the idiiosyncratic nature of writing. (Literacy Course)

EDU 5615: Global and Multicultural Readings in Children's Literature (Birth Through 6) (3 cr.)**
The course examines a variety of children's literature, with an emphasis on multicultural and international literature, to cultivate student interest in books and to develop methods for incorporating literature to enhance literacy development. Criteria for selecting children's books are included. (Literacy Course)

EDU 5616: Study of Literature 5-12 (3 cr.)**
This course provides a foundation for global literature; students learn how to interrogate literature with multiple critical perspectives, how to identify and contextualize the historical and cultural environment that surrounds production of literature, and how to respond critically to literature. (Literacy Course)

EDU 5617: New Technologies and Literacy (3 cr.)**
This course serves to introduce students to new technologies and critical literacies. Grounded in the work of critical theorists, this course examines literacy development from a critical perspective: Who is left out? Marginalized? Who benefits? What does it mean to be literate? By whose measure? For what purpose? Students deepen their under-
involved in creating strategies for effective instruction.

EDU 5618: Literacy, Storytelling, Drama (3 cr.)**
This course explores drama and storytelling as art forms in the classroom, as well as drama and storytelling's contributions to other subject areas, especially literacy and the language arts (reading, writing, listening, speaking, and viewing). The course is designed to give participants the opportunity to understand the power and importance of story and enactment of story. Students encounter a wide variety of stories for performance and/or dramatization from many different cultures, develop skills in telling and enacting stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. The research base connecting storytelling, drama, and literacy development is shared. (Literacy Course)

EDU 5619: Literacy Research Seminar II (3 cr.)**
This course is the second semester of a year long course to provide students with an in-depth view of the process and products of research in the field of literacy as well as the opportunity to design and conduct an action research project. The first semester is designed to provide students with the opportunity to become familiar with the types of research in this field and the range of methodologies employed in literacy education research. Students learn to critically examine studies related to reading and writing. Students begin to explore topics of interest that arise in their practice. During the second semester, students design and carry out their own action research project and share their findings in both oral and written form. The course is designed to provide future literacy specialists with the skills needed to evaluate literacy research, communicate research findings in a professional manner to colleagues, engage in teacher research, and use research to inform their own practice of literacy education over the span of two semesters. Prerequisite: EDU 5503.

EDU 5699: Capstone Project (3 cr.)**
In this final course, participants select their own projects, their own way of culminating this master's degree program. They initiate plans for their own learning, identify their resources, develop and evaluate their own projects. Projects must demonstrate aspects of organizing and enhancing literacy programs. (Literacy Course)

ENE 3005: Literature for Adolescents (3 cr.)
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students the opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

ENE 3010: The Linguistics of English: Past, Present and Future (3 cr.)
In this course students first explore the major structures of English at all levels of language, from sound system through word formation to phrase and sentence—the present. Then they will briefly survey the development of English from a small, countrified offshoot of the Indo-European family to its status as world language—the past. Finally they will investigate the current status of English as a world language—the future—and the role of language policy in both core and periphery of the English-speaking world.

ENE 5005: Literature for Adolescents (3 cr.)
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students the opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

ENE 5007: Poetry for Young Adults (3 cr.)
This course focuses on reading, analyzing, selecting, evaluating, and encouraging the informed enjoyment of poetry by young adults. In this course you will look closely at poetic structures and language, engage in close readings of poems by a variety of poets, and expand upon their understanding of the relationship of poetry, illustration, music, and other art forms. Course will cover classic poets such as Emily Dickinson, Robert Frost, Rudyard Kipling, Henry Wadsworth Longfellow, Edgar Allan Poe, Carl Sandburg, Geoffrey Chaucer, William Shakespeare, Robert Louis Stevenson, Walt Whitman, Langston Hughes, and others. Other topics to be studied will include the poetry of underrepresented people, and the room for inventiveness and self-expression within a single verse form (such as the haiku). Assignments will consist of compiling a short anthology of poems for a specific grade, and connecting the anthology of poems to music, art, film, drama and other forms of expression including speech and other media. The anthology will be accompanied by original illustration or illustrations (can be computer art, pen and ink, crayon, or other media) for a selected poem. Students will also write several short reaction papers to professional journal articles, participate in in-class and web-based discussion.

ENE 5010: Law and Justice in Adol Literature (3 cr.)
An introduction to the concepts and themes related to law, the justice system, violence, conflict and resolution, freedom and censorship, children's rights, copyright and plagiarism issues, etc. through the use of literature with adolescents as primary characters and depicts conditions and experiences familiar to them. The course highlights and analyzes recent publications as well as significant, earlier texts. Students will gain knowledge of both middle school- and high school-appropriate literature that reflects these themes and will learn to wield not only literary theory but also knowledge of the law in a concrete, useful fashion for adolescents from middle through high school age. Students will also learn to think about the ways in which adolescent literature may reflect significant aspects of human culture, history, human rights, legal issues and codes of justice.
ENL 5012: Short Fiction and Drama for Young Adults (3 cr.)
This course is designed to introduce students to works of short fiction and drama that depict experiences familiar to adolescents. Many of the works feature young adults as primary characters or explore the dynamics of family, in particular the relationships between children and parents; others examine the broader culture young people inhabit. The selections, both contemporary and classic, are representative of literature frequently read in middle school and secondary classrooms. Most importantly, we will examine strategies for effective instruction and criteria for making age-appropriate choices for reading. Students are expected to be active participants.

ENL 5516: The Linguistics of English: Past, Present & Future (3 cr.)
This course explores the past, present, and future of English within the universe of human languages and societies. Students will review the major linguistic structures of English (the present) at all levels of language-phonology, morphology, and syntax-with an eye towards those which are pedagogically useful. After an overview of the ubiquitous processes of language change, students will explore the history of English (the past) from its Indo-European and Germanic roots through the rise of Modern English in the age of science. Students will then consider the ways in which English is used and therefore varies by ethnicity, class, and gender, within contemporary society. Students will finally turn to investigating the current status of English as a world language (the future) and the role of language policy in both core and periphery of the English-spreading world.

HLT 5050: Sexuality in Modern Society (3 cr.)
This course will provide the student with a variety of experiences geared toward understanding human sexuality, healthy decision-making and creating positive health goals. The course will offer a health education view of the social, genetic, and public influences on human sexual behavior and risk-taking. The course will stress deterrence and early detection of adverse outcomes. Examine a variety of biological and psychological influences on well-being and will offer students the tools and methods to make well-thought-out decisions about their sexual experiences. Furthermore, the course will allow the student to obtain and evaluate information on common STDS/STIs present in modern U.S. communities. Upon completion of the course the student will be able to integrate sex education curriculum into the content of each grade level and, in so doing, will meet New York state standards in Health Education.

HLT 5100: Drugs, Alcohol & Tobacco: Use & Abuse And Prevention (3 cr.)
This course will examine the use and abuse of drugs in the adolescent population. The various categories of drugs will be explored both in terms of how they affect the adolescent mind and growth of the body. Individuals will examine: narcotics, depressants, stimulants, over-the-counter drugs, alcohol, sedatives, and hallucinogens. These categories of drugs will be researched, discussed and reviewed throughout the semester. Each individual will use research articles, book chapter reviews, and guest lectures to formulate a holistic perspective on drug use in school-aged children. The guest lectures and group discussion format will help individuals examine: diverse cultural beliefs, legal and governmental viewpoints, and religious views of drug use and abuse. Various perspectives on the care of drug dependent adolescents will be interwoven into the exploration of each class of drugs examined. Furthermore, the graduate student will explore common school-based deterrent programs and compare and contrast effective programs to non-effective programs.

HLT 5150: Advanced Personal Health (3 cr.)
This course will explore the theories and concepts of individual health and wellness, including the relationship between the concept of self-responsibility and personal health goals. This concept will be utilized in the areas of psychological and physiological health, which include: nutrition, fitness, stress, substance abuse, and overall lifestyle. The lab, lecture, and group discussion format offers opportunities to share opinions regarding the cohesive concepts of health. Specifically, students will consider the physical, mental, emotional, social, spiritual, and environmental factors that influence an individual’s health status. Furthermore, students will gain practical experience through conducting various labs with friends and family. Upon the completion of this course, the student will be able to integrate various methods for determining individuals’ health status.

HLT 5200: Community Health (3 cr.)
This course is designed to help students become familiar with comprehensive community health program planning and development. Additionally, students explore health promotion programs in a variety of work settings, including: health care service providers, schools, hospitals, and community based care organizations. Students will consider how the structures of these organizations allow them to endure as organizations promoting healthfulness in disparate communities. During class sessions, students will explore methods for developing and conducting health promotion programs in various educational and community settings. Students will draw upon what they learn in this course to create a sustainable community health project that can be used by a diverse collection of health care groups.

HLT 5250: Analysis of Disease (3 cr.)
The purpose of this course is to allow students to learn a systemic approach to the study of human disease. An assortment of diseases will be examined, with specific focus placed on different areas of the human body affected by infectious and non-infectious diseases. The underlying causes of infectious and non-infectious disease will be explored so students may learn to determine how treatment and prevention of the diseases can be accomplished. Microorganisms such as bacteria, fungi and viruses will be identified and researched so students may gain a clear understanding of their effects on each body system. Students will partake in numerous projects and panel discussions to develop a holistic approach to understanding disease and its effects on the human body.

HLT 5300: Mental/Emotional Health (3 cr.)
This course will explore the emotional dimension of health. Specifically, it will focus on the role of self-esteem and mental health. This course addresses multiple theories of care and treatment of mental health in modern society. The topics will cover various disorders, such as: personality, anxiety, eating, behavioral, sleep, and mood disorders. Special emphasis will be placed on the role of communication and stress as applied to self-esteem and mental wellness. Bullying in school-aged children and the role of bullying on adolescent self-esteem will be addressed during the duration of the course. Throughout the course, students will use frameworks set forth by the National Mental Health Association.

HLT 5350: Consumer Health (3 cr.)
This course is designed to help students become familiar with a variety of health products that play a role throughout the lifespan. As a consumer of myriad of health products, issues of cost, availability, and quality of health care are found at various life stages. The student will examine how variables may change, but the
basic strategies for making informed consumer decisions do not. Furthermore, the course will examine national, regional, and local health buying trends, which may influence the socio-economic status of the consumer targeted by the manufacturer. The student will explore consumer strategies for choosing medicine, doctors, as well as non-traditional health products. By the conclusion of the course, the student will determine quackery from research-based decision making.

MAE 5163: Topics in Geometry (3 cr.)
Examine a variety of geometry topics selected from Euclidean and non-Euclidean geometries, constructions, transformational geometry, analytic geometry, solid and projective geometry, geometric probability and others. Learn how geometric thinking can be developed according to the Van Hiele model. Explore the nature of conjecture and proof, and learn to use the geometer's sketchpad to do independent research.

MAE 5200: Topics in Probability and Statistics (3 cr.)
Learn about fundamental concepts and major tools in the mathematics of chance. Topics to be explored include understanding, representing and exploring linear and non-linear data; combinatorics; randomness; central tendency and standard deviation; binomial distributions; sampling and estimation. Applications will be examined that connect theory with examples relevant to secondary students.

MAE 5354: Topics in History of Math (3 cr.)
Learn how the history of mathematics can be used in the classroom to develop mathematical concepts and understanding. Examine mathematics through historically significant problems across a range of cultures. Use the Internet to access historical sites and information.

MAE 5162: Topics in Calculus Using Graphing Calculator (3 cr.)
This course will investigate in depth topics from differential and integral calculus, using the T183 graphing calculator (Regular, Plus or Silver edition). The following topics will be covered: limits, continuity, definition of the derivative, shortcuts to the derivative, product, quotient and chain rules, derivatives of the transcendental functions, applications of the derivative, integration, the fundamental theorem of calculus and applications of the integral. Students will analyze difficulties and misconceptions often experienced by secondary calculus teachers and will examine applications that connect theory with examples relevant to secondary students.

MAE 5530: Pre-School and Elementary School Physical Education Content and Disciplinary Concepts (3 cr.)
Select, retrieve and compile disciplinary concepts and content for preschool and elementary school physical education, using approved content standards for physical activity in the development of an in-depth resource unit.

MAE 5531: Principles of Rhythms, Dance, and Gymnastics (3 cr.)
Explore pedagogical content knowledge needed to select, teach, and perform rhythmic activities and dance, and a variety of gymnastic skill progressions for ages three through adolescence.

MAE 5532: Principles of Individual, Dual, and Leisure Sports (3 cr.)
Display the ability to analyze advanced motor and sport skills reflecting individual, dual, and leisure sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, methods for inclusion, and tools to assess student learning are also included.

MPE 5533: Principles of Team Sports and Coaching (3 cr.)
Demonstrate the ability to analyze advanced motor and sport skills reflecting a variety of team sports for increased physical activity. Fundamentals of technical and tactical skills, practice strategies, corrective feedback, coaching skills, methods for inclusion, and tools to assess student learning are also included.

MPE 5534: Advanced Biophysical Concepts and Conditioning for Sports (3 cr.)
Articulate and apply biophysical concepts from anatomy, kinesiology, physiology, biomechanics, and social-psychological theories to health-related fitness learning experiences and sport-related fitness and conditioning activities.

MPE 5535: Sport Law and Safety Practices (3 cr.)
Become familiar and debate current physical activity and coaching issues and laws as they relate to safety practices and risk management, torts, and negligence actions in physical education classes, school playgrounds, and extra-curricular sport activities. Gender issues are also included.

MPE 5536: Play, Games, and Sports in Historical And Cultural Contexts (3 cr.)
Acquire a historical and cross-cultural perspective of play, games, and sport beginning with the phenomenon of play and game forms of primitive man, the early Middle Eastern Civilizations, the early games and sport in Ancient Greece and Rome, the Middle Ages, the English Renaissance, and the Colonial period in the USA through contemporary society with the expansion of international sports. Techniques for historical research and technology are included.

MPE 5537: Analyzing and Assessing Teaching Practices in Physical Education (3 cr.)
Provides means to observe, analyze, and assess current pedagogical practices in preschool through secondary schools physical education classes, and acquire an understanding of individual and group motivation and behavior management. (100 hours of field observation is required).

MPE 5538: Instructional Planning for Pre-School and Elementary Physical Education (3 cr.)
Conveys an in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

MPE 5539: Instructional Planning and Curriculum Models for Secondary School Physical Education (3 cr.)
Delivers a comprehensive understanding of curriculum models common to secondary physical education. Attention is also given to learning how to plan progressions and sequence activities in order to teach advanced motor and sport skills, and ways to motivate older students to become lifelong participants in physical activity.

MPE 5540: Instructional Planning for Inclusion in Physical Education and Sport (3 cr.)
Reveals instructional strategies, techniques for individualized programming, federal and state special education laws that provide for the identification of individuals with disabilities within the physical activity setting, and assessment procedures for students having learning disabilities, emotional/behavioral disorders, and physical disabilities. Content also addresses integration and inclusion, modifications to sport and game rules, equipment, facilities, and classroom management.
interventions. Considerations for coaches and collaboration with other teachers and school personnel will be addressed.

MPE 5541: Student Teaching Seminar in Physical Education (3-6 cr.)
Individuals develop their teaching skills in a full-time twelve-week, student teaching experience at the elementary and middle/secondary level in conjunction with weekly seminars. Also contains several New York State workshops that are required of all teacher candidates for initial certification.

MPE 5542: Applied Kinesiology for Physical Education and Sport Performance (3 cr.)
Individuals develop an understanding of kinesiology and related movement experiences through physical activity. Anatomical concepts involved in producing movement are explored at the cellular, molecular and body systems level. Also examined are the structural functions of these body systems (musculoskeletal, circulatory, respiratory, digestive, nervous, etc.) and the conceptual framework of the human body. Consideration is also given to the relationships between human anatomy and physical activity.

MPE 5543: Applied Exercise Physiology for Physical Education and Sport Performance (3 cr.)
Individuals will develop an understanding of physiological terminology, concepts and principles, and their application for effective physical education and sports programs. Among the topics to be covered are: Neuromuscular Basis of Movement, Aerobic and Anaerobic Metabolism, Acute and Chronic Response to Exercise, Adaptations to Training, Designs for Effective Training Programs, Environmental Conditions, Nutritional Concerns for Activity and Training, Body Composition, Weight Control, Health-related Issues and Cardiovascular Disease, and physiological concerns for children and seniors.

MPE 5544: Applied Exercise Physiology for Physical Education and Sport Performance (3 cr.)
This course is designed to advance the individual's knowledge of sports nutrition and its effect on athletic performance for a variety of age levels. Individuals will examine through scientific inquiry the fundamentals of macro and micronutrients, fluids, ergogenic and vitamin supplementation, weight management, energy planning for specific sport implementation, and the effects of proper nutrition on physical activity. Special attention will be given to understanding key scientific factors that influence individualized and group programming.

MPE 5545: Leadership Issues & Trends in Pe & Athl Admin, Programming & Facility Mgt (1 cr.)
This course identifies local, state, and national regulations and policies related to leadership issues and trends in physical education and athletics in public, private, independent, and parochial school settings. It also discusses the function and organization of leagues and athletic associations in New York State. Additional topics include programming strategies, ways to assess personal and professional standards of the teacher and coach as an educational leader, how to enhance community relations, developing comprehensive budgets and purchasing strategies, schedule facility usage, and other contemporary responsibilities confronting district-wide leaders in athletic administration.

MPE 5546: Ethics and Social Responsibility in PE And Athletic Administration (1 cr.)
This course advances the individual's understanding of ethics, student rights, public relations and social responsibilities of interscholastic athletic administrators. Individuals will develop a personal philosophy and a professional code of ethics through the use of case studies, role playing, and simulation. Issues reflecting ethical considerations in the organization and management of practices and officiating methods for specific sports will be addressed.

MPE 5542: Advanced Uses of Technology in PE & Athletic Administration (1 cr.)
This course advances the individual's understanding of the contemporary tools that are available in scheduling, creating physical education/athletic budgets, designing new or enhancing existing programs, developing a website, maintaining student attendance, as well as introducing a variety of technology tools common to physical activity and curriculum development. Emphasis is placed on the application of technology skills and obtaining the knowledge of how these tools can support the current program and district-wide decision making.

MPE 5563: Exercise Sci & Sch Health Promotion For District Leaders in Pe & Athl Admin (1 cr.)
This course explains the differences in the effects of physical activity on fitness across age, gender, and ethnic groups; describing how various systems of the human body respond to physical activity; illustrating the relationship between physical activity and health concerns such as obesity, diabetes, cancer, and mental health; offering guidance for determining the proper amount and type of exercise to be undertaken; and suggests new directions for research. It also focuses on the prevention of diseases, quality of life, and well being as well as the training and conditioning of athletes and presents an account of how the body adapts its performance capabilities in the presence of fatigue, strength, and injury. References to new federally mandated wellness policies and how to convey disease prevention through physical activity and nutrition are also included.

MPE 5564: Safety, Risk Management & Injury Prevention Programs for Physical Education (3 cr.)
This course identifies a variety of respected safety and risk management programs for physical education teachers, athletic directors and school administrators that have been successfully used at the local, state, and national levels. Importance is placed on injury prevention and sport safety for ages 5-14, decreasing the risks of sport-related eye injury, spectator sports safety as well as security and safety regulations for bleachers, playing fields, and athletic facilities, emergency care for personal and community safety training, schoolyard safety, and particular attention on high school athletic weight training room safety. Sport Law and risk management terminology concerning school liability coverage and the prevention of student bodily injury is also included.

MPE 5565: Administrative Issues in Urban Physical Education & Athletics (1 cr.)
The course examines the major problems encountered in the administration and supervision of an urban physical education and interscholastic athletic program. Suggestions for culturally responsive teaching practices, strengthening one's teaching demeanor, conveying life skills, responding to individual behavioral management problem, and implementing protocols for large class sizes is emphasized. Ways to address the high incidence of social problems such as teen alcoholism, teenage pregnancy, bullying, teenage suicide, drug abuse, as well as high student absenteeism and the dropout rate through successful athletic and afterschool programming are also included.

MUA 1003: Voice Class Instruction (1 cr.)
An introduction to the study of voice at the college level in a classroom/workshop setting. Required of Musical Theater majors, the classes may substitute for private music lessons during a student's first year of study. Enrollment is limited. Not to be taken with MUA 4610 or MUA 4611.
MUA 1004: Voice Class Instruction II (1 cr.)
An introduction to the study of voice at the college level in a classroom/workshop setting. Required of Musical Theater majors, the classes may substitute for private music lessons during a student's first year of study. Enrollment is limited. Prerequisite: MUA.1003 Voice Class I

MUE 5058: Music in Schools and Community (3 cr.)**
Exploration and negotiation of the historical, sociological, and theoretical domains of making music (“comprehensive musicianship”) through the media of performance of choral song and accompaniment and instrumental ensembles. Experience in the teaching and learning of voice pedagogy as choral practice, choral repertory, music literacy and interpretation within the choral rehearsal, chorus management for children, adolescents, and adults, and the extension of choral pedagogy to instrumental learning (band and orchestra). Eight hours of observation of elementary, middle school, and high school musicians-educators.

MUE 2067: Instrumental Rudiments III: Brass (2 cr.)**
Students select one of the brass instruments for study during the semester, with the aim of understanding the fundamentals of correct playing. There will be solo and ensemble playing. The rudiments of percussion technique will also be introduced.

MUE 2068: Instrumental Rudiments IV: Wood (2 cr.)**
Continuation of MUE 2067, Students select one of the woodwind instruments for study during the semester, with the aim of understanding the fundamentals of correct playing. There will be solo and ensemble playing. The rudiments of percussion technique will also be introduced.

MUE 2069: Instrumental Rudiments I: Percussion (2 cr.)**
Students shall develop sufficient facility on pitched and non-pitched percussion instruments to be able to play and teach beginning and intermediate level percussion. Students will be required to play solos and play in small ensembles. Students will examine techniques and materials for class instruction. They shall develop lesson plans and evaluation tools which may be used in teaching beginning through advanced percussionists. Prerequisite: Ability to read music.

MUE 2070: Instrumental Rudiments II: Strings (2 cr.)**
This course helps the student to develop sufficient facility on violin, viola, cello and bass to be able to play and teach basic string skills.

MUE 2079: Teaching Beginning Strings (2 cr.)**
This course helps the student to develop sufficient facility on violin, viola, cello and bass to be able to play and teach basic string skills.

MUE 2085: Piano for Classroom Teacher (1 cr.)**
This course provides training for the use of the piano as a tool in music education. Students will examine techniques for classroom instruction, the accompanying of class materials and the keyboard as an aid for theory and music rudiments. Prerequisite: 4 semesters of piano lessons and MUE 2044: Keyboard Harmony IV.

MUE 2090: Conducting (2 cr.)**
This course will meet twice weekly, once for work with recordings and cassettes to refine baton technique, interpretation and score reading; and once for a limited number of students in the regular orchestra class. During the latter, students will conduct the orchestra, and the semester will conclude with a formal concert conducted by students.

MUE 2091: Choral Conducting (2 cr.)**
This course will explore the basic skills of choral conducting, rehearsal techniques, program building, and score reading. Emphasis will be on the full range of choral repertoire, including sacred and secular choral materials. Weekly conducting assignments and lab work with chorus will be required. Examinations on score reading and conducting skills.

MUE 3054: Music Curriculum and Pedagogy I: Childhood (3 cr.)**
Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff. Training of the body (thinking, feeling, moving) through music —from traditional (folk) musics and dance leading to musics and dance of the world (including Western art music and other composed musics). Pedagogy and performance on the soprano (descent) and alto (treble) recorders in preparation for experience on the chest of recorders. Use of the Orff instrumentarium and traditional instruments in the classroom. Music oracy to literacy for children by design of curricular sequencing of music elements and domains using the tools of rhythm syllables and movable tonic solfege. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Choral literature and its pedagogy for young voices. In-class teaching with critique. Twelve hours of observation of preschool and elementary musicians-educators required. Prerequisite: Open to music education majors or others by permission of the Department. Should be completed as a preparation for EDU.3387: Student Teaching and Seminar: Music Education.

MUE 3055: Technology for Music Educators (3 cr.)**
An introduction to music education technology. Students will learn how to use technology to create teaching materials, both in printed and interactive formats, and will learn basic programming skills relating to music education. Students will create projects appropriate for various age and skill levels.

MUE 3057: Music Curriculum and Pedagogy II: Adolescence (3 cr.)**
Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. The teaching and learning of music as an inductive-deductive cycle (emphasis on experience, description, and analysis leading to concepts that can be used in the encounter of further experiences). Curriculum development of eleven domains of music learning—voice pedagogy, comparatives (timbre/tone color/tone quality, dynamics, tempo, duration, pitch, texture, articulation), beat/meter/rhythm, melody/interval/scales, simultaneity, form, listening, instruments, movement, improvisation, and composition. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy and performance of the recorder chest available for the classroom [Garklein flöte, soprano, soprano (descant), alto (treble), tenor, and bass]. Choral literature and its pedagogy for adolescent voices. In-class teaching with critique. Twelve hours of observation of middle school and high school musicians-educators. Prerequisite: MUE.3054 or permission of the Department. Should be completed as a preparation for EDU.3387: Student Teaching and Seminar: Music Education. Not counted as Liberal Arts

MUE 5051: History and Current Debates in Music Education (3 cr.)**
History and current debates of philosophy, praxis, and materials for the transmission (teaching and learning) of music at elementary and sec-
MUE 5054: Music Curriculum and Pedagogy I: Childhood (3 cr.)**

Philosophy and praxis of the transmission (teaching and learning) of music by students preschool through grade 4. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff. Training of the body (thinking, feeling, moving) through musicizing—from traditional (folk) musics and dance leading to musics and dance of the world (including Western art music and other composed musics). Pedagogy and performance on the soprano (descant) and alto (treble) recorders in preparation for experience on the chest of recorders. Use of the Orff instrumentarium and traditional instruments in the classroom. Music oracy to literacy for children by design of curricular sequencing of music elements and domains using the tools of rhythm syllables and movable tonic solfege. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Readings of monographs and articles about current debates in music education; reaction papers to these readings assigned. In-class teaching with critique. Twelve hours of observation of preschool and elementary musicians-educators required. Prerequisite: Open to music education majors others by permission. Should be completed as a preparation for EDU.5408: Student Teaching and Seminar: Music Education.

MUE 5055: Technology for Music Educators (3 cr.)**

An introduction to music education technology. Students will learn how to use technology to create teaching materials, both in printed and interactive formats, and will learn basic programming skills relating to music education. Students will create projects appropriate for various age and skill levels.

MUE 5057: Music Curriculum and Pedagogy II: Adolescence (3 cr.)**

Philosophy and praxis of the transmission (teaching and learning) of music by students grades five through twelve. Emphasis on the work of Émile Jaques-Dalcroze, Zoltán Kodály, and Carl Orff, and the use of world musics in the classroom. The teaching and learning of music as an inductive-deductive cycle (emphasis on experience, description, and analysis leading to concepts that can be used in the encounter of further experiences). Curriculum development of eleven domains of music learning—voice pedagogy, comparatives (timbre/tone color/tone quality, dynamics, tempo, duration, pitch, texture, articulation), beat/meter/rhythm, melody/intervals/scales, simultaneity, form, listening, instruments, movement, improvisation, and composition. Curriculum projects using five curriculum parts—beginning point, song list, yearly flow chart, daily lesson plan, and activity plan (strategy). Pedagogy, performance, and literature of the recorder chest available for the classroom [Garklein fluteline, soprano, soprano (descant), alto (treble), tenor, and bass]. Choral literature and its pedagogy for adolescent voices. In-class teaching with critique. Readings of monographs and articles about current debates in music education; reaction papers to these readings assigned. Twelve hours of observation of middle school and high school musicians-educators. Prerequisite: MUE.5054 or permission of the Department. Should be completed as a preparation for EDU.5408: Student Teaching and Seminar: Music Education.

SCE 5029: Issues Oriented Science (3 cr.)

What are the environmental issues that face us as we enter the 21st century? How can we understand scientific issues and make evidence-based decisions regarding public health, pollution, waste management, and energy use? This is a lab-based, hands-on course where you will learn to use science to research environmental issues. Topics include chemical testing, materials science, energy, environmental impact and sustainability. Examine the latest environmental curriculum and develop resources for the classroom.

SCE 5030: The Nature of Science (3 cr.)

In thinking about the nature of science, we might raise such questions as: How is science done? Why is science done? Who gets to practice science? Does it matter who is doing it? Does nature have anything to say on its own behalf? Or is it constructed and negotiated by scientists? What is the relationship among science, technology and society? In this course, we will explore these questions through contemporary ideas in the history, philosophy, and social studies of science. Candidates taking this course will learn about the historical and cultural development of science and the evolution of knowledge in their discipline. They will develop understandings of the philosophical tenets, assumptions, goals and values that distinguish science and technology from other ways of knowing and they will engage in the critical analysis of false or doubtful assertions made in the name of science.

SCE 5179: Nano Science: The Very Small (2 cr.)**

This course provides a comprehensive introduction to the rapidly developing field of nanoscience and nanotechnology. The course presents the conceptual scientific background for and the latest achievements in nanometer scale materials and devices. Selected examples of nano levels for physics, chemistry, molecular biology, medicine and materials science are studied. Topics studied include nano-imaging, carbon nanotubes, nano DNA, nanomachines such as molecular motor proteins, nanomagnetism, nanofabrication and governmental policy regarding nanotechnology.

SCE 5181: Chemical Biology (3 cr.)

Chemical Biology is intervention in cells based on chemical principles. The concepts and methods of chemistry are used to solve problems in molecular and cellular biology. The fundamental chemical principles that govern all biological systems are studied. One theme of the course is signal transduction which is the flow of information in biological systems. The course describes some ways chemistry can intervene at each step in this process to both control and elucidate the flow of information. Another theme of the course is the use of small molecules to probe biomacromolecules. Topics covered include chemical proteomics, chemical genomics, chemical genetics, small biological catalysis and bioorganic chemistry.

SCE 5185: Astroscience (3 cr.)

Astroscience is the study of chemistry, physics and biology from a cosmic viewpoint. It is an extension of the study of chemistry, physics and biology beyond earth’s atmosphere and beyond our solar system into interstellar space. Interdisciplinary studies of astrobiology, astrochemistry, astrophysics and astronomy will cover topics such as extra-terrestrial life, terraforming Mars, polycyclic aromatic hydrocarbons in interstellar space, analysis of CCD astronomical images, near earth asteroids and interplanetary space travel. Field trips to nearby sites of cosmic interest.
SCE 5192: Science and Society (3 cr.)**
In this course we investigate some of the ways in which the natural sciences (i.e. biology, chemistry and physics) have permeated the fabric of modern society. Science and Society consists of a combination of lectures, videos and tutorials (in which active student participation is expected) geared to stimulate thought-provoking discussions. In our examination of the impact of science and technology on society, students will examine commonly shared beliefs and misconceptions. Topics may include: bioscience research and the public good, global climate change, energy resources and management, clean air and water, the ramifications of scientific fraud and the prevalence of pseudoscience in the modern age. Students will thus be better equipped to continue their particular studies in such fields as education, medicine, journalism, science and others.

SSE 2025: Child Development & Learning (3 cr.)**
Learn about the developmental milestones of childhood and adolescence. Explore ways in which the cognitive, emotional/social, motor and linguistic aspects of student development influence the curricular and instructional choices that teachers make.

SSE 5521: Teaching Global Studies (3 cr.)**
Teaching Global Studies is a course planned for teachers who would be teaching social studies in the high school. The course covers the major highlights of the current NYS Social Studies curriculum as it pertains to global studies. Students will be preparing lesson plans in those major areas, will examine the resources to properly teach this content, and will teach aspects of global studies to their colleagues. Each student will also prepare unit plans covering the global studies curriculum.

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