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 2012-2013 academic year. This Catalog reflects policies, fees, curricula, and other information as of March 2013.
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.
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 alumni who have become leaders in business and the professions 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 bought. 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 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, in 1952.

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 the 21st century world.
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)
1902.01 Physics (Adolesc Ed/Mid Chldhd Ed)
1101.00 Teaching of a Second Language (French, Italian, Latin, Spanish)

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)
1701.01 Math (Adolesc Ed/Mid Chldhd Ed & Sp Ed)
2201.01 Social Studies (Adolesc Ed/Mid Chldhd Ed & Sp Ed)
0830.01 Literacy & Spec Ed (Early Chldhd /Chldhd)

Advanced Certificate (Post Masters)

Adolescence and Middle Childhood Certificate
0401.01 Biology (Adolesc Ed/Mid Chldhd Ed)
1905.01 Chemistry (Adolesc Ed/Mid Chldhd Ed)
1917.01 Earth Science (Adolesc Ed/Mid Chldhd Ed)
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)
1902.01 Physics (Adolesc Ed/Mid Chldhd Ed)
1101.00 Teaching of a Second Language 7 – 12 (French, Italian, Latin, Spanish)

The Arts
0831.00 Visual Arts Education
0832.00 Music Education

TESOL 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 Annotation (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
0506 Sport Business Management
0699 Integrated Marketing Communications
0513 International Management
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 Graduate and Professional Studies
The School of Graduate and Professional Studies offers the following programs: Master of Science in Finance, Master of Science in Leadership and Strategic Management, Master of Science in Organizational Management and Human Resource Development, Master of Science in Integrated Marketing Communications, 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 the following graduate degree programs: Master of Arts in Liberal Studies and 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.

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 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.) WebAdvisor cannot be used to fully withdraw from a semester. Students who wish to withdraw from the college must contact the academic advising office (undergraduates) or the dean’s office of the appropriate graduate program.

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 cancelations 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.
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 online securely through the WebAdvisor system or 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.
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. Exceptions: transcript remains open if there is pending grade appeal. 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.

Grades may not 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. Exceptions: transcript remains open if there is pending grade appeal. This applies to grad and undergrads.

Appeals

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.

Before bringing 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, using the Grade Appeal Form, 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 Form 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.

Grading and Evaluations

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.

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.

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 by the last day of classes 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, no grade is entered on the transcript. If the work is not completed by the stipulated deadline, the student receives a grade of F.

Other Grades

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 above. Cannot be awarded using online grading.

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).

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.

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.

- Before bringing 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, using the Grade Appeal Form, 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 Form 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.
Library Information Services
The Manhattanville College Library is the intellectual center of the College. Collections and services are shaped by the diverse information needs of Manhattanville students, faculty and community members. The Library is committed to preparing 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 recognizes Information Literacy as a core competency required for graduation. 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, throughout its six floors, nearly 250,000 volumes of books and journals. Our web site provides access to thousands of electronic journals and other multimedia resources. Computers, with Internet access, Microsoft Office and other educational software, are located in the Reference Commons, the Stacks, the Current Periodicals Room, the Cafe, two Library computer labs, and the Educational Resource Center (ERC). Laptops and digital cameras 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. Group study areas with blackboards are 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 teaching and children’s literature. The Library has music listening facilities for accessing one of the richest collections at Manhattanville. Video viewing areas are available for private or group use.

On the lowest floor is the Center for Computing Resources, which provides PCs and Macs with a printer for assignment preparation. The second floor lab has computers, a microform reader/printer and tables for 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 40,000 bound periodicals, the Library holds extensive audiovisual and microform collections. The Library currently subscribes to dozens of print journals, and, through various electronic services, has access to over 46,000 electronic journals. The Library also has thousands of electronic books, an exceptional array of online reference tools, indexes and abstracts, and full-text books, newspapers and journals. These can all be found on the Library’s web site, along with the CastleCat, the online catalog of materials owned by Manhattanville. CastleCat 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 may be kept at the Circulation Desk or made available electronically.

Expanded Hours
During the academic term, the library is open around the clock except for the first two weeks of each semester. Special schedules are implemented during holiday periods and summer sessions. The Library’s web page should be checked for updates.

Rare Book and Archives
The Rare Book Department 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, 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 on 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 special library card provided by the Purchase Public 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, which is obtained at the Library's reference desk, admits students to specialized libraries in the New York metropolitan area.

Reference
The Reference Commons houses a collection of thousands of volumes; the Library web site provides access to premier scholarly reference databases. There are encyclopedias, dictionaries, directories, and indexes. Reference librarians are available most days from 10:00 AM until 10:00 PM. The Library offers students text-based reference services during regular business hours, and online chat reference service 24/7.

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 online 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.

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.

Student Employment
All available jobs on campus are listed with the Center for Career Development. Federal Work-Study (FWS) and Campus Employment (Non-FWS) are the two programs which make up Student Employ-
ment. FWS is a financial award and is given as part of the financial aid package. Students who do not have an Federal Work-Study award may apply for jobs on campus under the campus employment program.

**Chapel**
The O’Byrne College Chapel was completed in 1963 due to the generosity of Manhattanville’s alumnas 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 a Buch Scientific Gas Chromatograph, a Perkin Elmer 1600 Series Fourier Transform Infrared Spectrophotometer, a Varian Cary 100 Bio UV-VIS Spectrophotometer, two Barnstead / Turner SP 830 Spectrophotometers, and a Varianaspect EM360 Nuclear Magnetic Resonance Spectrophotometer. The Department has a computer 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 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. Tower, 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 Graduate & Professional Studies 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 Writer’s Week 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 Master of Finance Program is a 36-credit program providing the tools and knowledge to the students who are seeking to enter the financial field and those who are looking to advance their careers. The program is designed for the working professional allowing the student to complete the course work on a part-time basis in a time frame of eighteen months to two years.

Today's rapidly-moving global companies demand from its financial professionals in-depth knowledge of financial concepts in order to remain viable and competitive organizations. Through its eight core courses and four electives the MS in Finance Program prepares its students to meet these challenges.

Potential students are:

• Students who recently completed their undergraduate degree and would like to go directly into a graduate business program.

• Professionals working in business enterprises and in financial organizations looking to gain additional knowledge and advance their careers.

• Entrepreneurs looking to start a company or with established companies.

• Professionals working in non-profit organizations looking to gain additional knowledge and advance their careers.

The program consists of:

• Core courses in:
  • Accounting
  • Finance
  • Economics

• Elective courses in:
  • Entrepreneurial finance
  • Finance for non-profit organizations
  • Enterprise risk management
  • Advanced courses in finance and investments

Courses are scheduled in the Fall, Spring and Summer semesters and meet on Saturday and Sunday mornings and selected weekday evenings. Students may enter the program prior to the start of any of the semesters.

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 Integrated Marketing Communications

This program is a 36-credit program that focuses on integrated marketing communications as a driver of an organization’s profit line. Students will earn the principles of effective communication in a global business setting and those issues involved in marketing, brand management and public relations. In addition, the program enables students to master the arts of critical thinking and effective oral and written communication. Manhattanville’s learning environment is highly interactive and experiential and faculty members are current practitioners in their fields.

Potential students are:

• Communications and marketing professionals who wish to improve their functional knowledge, and
- Managers who wish to improve their understanding of the elements and importance of business communications in gaining a competitive advantage

The program consists of:

**Core Courses (9)**
- Integrated Marketing Communications Techniques – 1
- Apply Integrated Marketing Communications Techniques – 2
- Financial and Investor Relations
- Communications Ethics and Law
- Marketing Research as a Communication Tool
- Communications
- Final & Effective Leadership
- Strategy and Communications
- Final Integrative Project

**Elective Courses (3)**
- Advertising, Sales Promotion, and Publicity Management
- Consumer Behavior
- Leading Change
- Delivery the Message: Written & Oral
- Managerial Finance
- Marketing Strategies in Public Relations
- Gaining Commitment: Communicating Internally
- Issues Management
- Managing the Communications Function
- Trends in Integrated Marketing Communications

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

**Master of Science in International Management**

This 36-credit program prepares business leaders to meet the evolving challenge of international management. Students will focus both on strategic and tactical global initiatives. An underlying premise of the program is that large multinational businesses are those most directly affected by globalization. However, even small, domestic businesses are impacted by global competition.

Potential students are:
- Managers and executives whose jobs involve international responsibilities
- MBA graduates who wish to add an international dimension to their previous education
- Aspiring working professionals who wish to broaden their business perspective

The program consists of:

**Core Courses (7)**
- Understanding the Global Business Environment
- Cross-Border Competitiveness
- Global Financial Markets and Risks
- International Law and Ethics
- Building a Global Culture
- Managing Processes and Projects across Borders
- Final Integrative Project

**Elective Courses (5)**
- Global Accounting
- Foreign Investment and Trade Policy
- Managing Global Teams
- Leading Change across Borders

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

**Master of Science in Leadership and Strategic Management**

This 39-credit program prepares business leaders to meet the evolving challenge of international management. Students will focus both on strategic and tactical global initiatives. An underlying premise of the program is that large multinational businesses are those most directly affected by globalization. However, even small, domestic businesses are impacted by global competition.

Potential students are:
- Corporate managers who are assuming or who wish to assume increased responsibility in their companies.
- Workers in the not-for-profit world who want to equip themselves with the principles and
- Small business owners who wish to develop planning and motivational skills and understand how to do business in global environment

The program consists of:

**Required Courses (8)**
- Organizational Leadership
- Global Economics
- Leadership & Teams
- Ethics & Social Responsibility
- Leading Change
- Communications & Effective Leadership
- Research Techniques, Writing and Oral Presentations
- Final Integrative Project

**Alternate Courses (5)**
- Managerial Finance or Advanced Philanthropy/Fundraising
- Strategic & Global Planning or Executive Leadership in Nonprofit Organizations
- Information Technology or Fundamentals of Marketing
- Entrepreneurship or Management in Nonprofit Organizations
- Critical Thinking & Creativity in Organizations or Strategic Negotiations or Employee Relations or Issues Management
- or Fundraising & Development for Nonprofits or Leadership and Organizational Behavior

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

**Certificate in Non-Profit Leadership**

The Certificate in Non-Profit Leadership is designed for those students who aspire to leadership positions in the nonprofit sector. Under the
guidance of executives and consultants currently working in the non-profit and private sectors, students will find this six course (18-credit) program targeted to the key concerns of nonprofit leaders with focus on application to day-to-day decisions. Certificate courses may be applied at full credit to the M.S. degree in Leadership and Strategic Management.

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
- Management Finance
- Management in Nonprofit Organizations
- Executive Leadership in Nonprofit Organizations
- Fundraising and Development for Nonprofit Organizations
- Advanced Philanthropy/Fundraising

**Master of Science in Organizational Management and Human Resource Development**

This 36-credit program focuses on the skills and knowledge necessary for human resource professionals to lead their organizations into the rapidly changing and global workforce environment of the 21st century. Emphasis is on a strong theoretical background as well as development of practical, administrative and management skills for individuals in industry, small business, government, education and the not-for-profit sector.

Potential students are:
- Current human resource practitioners who wish to acquire professional credentials while achieving greater breadth and depth of knowledge in their chosen field
- Employees seeking a career transition into the field of human resources
- Recent liberal arts graduates who have had some work experience

The program consists of:

**Core Courses (7)**
- Overview of the Human Resources Field
- Organizational Development and Behavior
- Legal Issues in Human Resource Management
- Human Resource Strategic and Global Planning
- Research Techniques, Report Writing and Communication Development
- Final Integrative Project
  - Thesis (6 credits)
  - Final Project (3 credits)

**Elective Courses (5, 4 if Thesis Option)**
- Career Development and Life Work Planning
- Training and Development
- The Diverse Workforce
- Ethical and Social Issues for Management
- Entrepreneurship
- Staffing and Recruitment
- Strategic Negotiations
- Information Technology Management
- Consulting in Human Resource Management
- Directed Research in Human Resource Development
- Creativity and Critical Thinking in Organizations
- Leading Change
- Human Capital Issues
- Total Rewards Management
- Project Management
- HR Information Systems
- HR Metrics
- Students are required to maintain a cumulative GPA of B.
- A five-year limit to complete each program is mandatory.

**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:

**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
- Strategic Negotiations
- Creativity & Critical Thinking in Organizations
- Leading Change
- Project Management
- Information Technology Management
- Communications & Effective Leadership
- Research Methods
- Sport Business and Technology in Global Markets (online course)
- The Business of Baseball
- Sport Communications
• 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 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. It consists of full-time involvement for an entire semester in appropriate settings. It is imperative that the student discuss his/her plans for a teaching environment is appropriate. It is important to know in advance whether the course competencies can be demonstrated in the course 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.

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.

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.

Advising Office and the NYS Education Department at http://www.nysed.gov.
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 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/or
• 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: Introduction to Quranic Arabic (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 Arabic in their daily devotions.

AFS 1016: Intermediate Quranic Arabic (3 cr.)
Arabic language instruction at the intermediate level.
Prerequisite: AFS 1015: Intro to Quranic Arabic

AFS 1017: Advanced Arabic (3 cr.)
This course explores the experiences of Arabic in the original texts while teaching advanced oral and written skills. Prerequisite: Intermediate Quranic Arabic
Prerequisite: AFS 1016: Intermediate Quranic Arabic

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 institutions and events from ancient times to the present. It aims to facilitate understanding 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 background 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 development. 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 multi-cultural stream.

AFS 2029: People & Cultures of Caribbean (3 cr.)
This course examines the people and cultures of the Caribbean during three periods: Pre-Columbian, Colonization, Independence. Various sociopolitical movements that erupted during these periods will be analyzed by using different countries as case studies. Major trends will be noted while paying attention to the unique characteristics of each country used as a case study.

AFS 3006: Arabic Literature (3 cr.)
This course explores Arabic literature in the original texts. Prerequisites: AFS 1015, AFS 1016 and AFS 1017 (Spring)

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.

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AFS 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 analyzes 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.

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American Studies Courses

AMS 1000: The American Dream (3 cr.)
This introductory-level course examines the quest for soul, character and personality in American writing, film, and visual art. Individuals whose lives and works are examined include Benjamin Franklin, Walt Whitman, Ralph Ellison, Ansel Adams, Thomas Merton, Alfred Kazin, Oliver Sacks, and Dorothy Day. Films include Citizen Kane and Zelig.

AMS 1050: American Voices (3 cr.)
This introductory-level course examines the quest for soul, character and personality in American writing, film, and visual art. Individuals whose lives and works are examined include Benjamin Franklin, Walt Whitman, Ralph Ellison, Ansel Adams, Thomas Merton, Alfred Kazin, Oliver Sacks, and Dorothy Day. Films include Citizen Kane and Zelig.

AMS 2021: American Places I: Cities on a Hill (3 cr.)
This interdisciplinary course examines the society, politics, and culture of particular American places: Salem, Massachusetts; Washington, D.C.; and Los Angeles, California. Our texts include novels, films, stories, historical works, journalism, and social commentary.

AMS 2022: American Places II: Frontier Nation (3 cr.)
This course continues the interdisciplinary study of cultural geography introduced in American Places I. It explores literature, film, histories, and critical writing on Thomas Jefferson’s Virginia; Texas; and Cyberspace.
AMS 3113: American Assassins: Political Murder In the United States (3 cr.)
This seminar examines political murder in the United States from the assassination of President Lincoln to the Unabomber killings. We investigate the motivations of American political killers, their justifications of their actions, governmental and corporate responses to them, and the growth of a popular conspiracy industry. Sources will include historical and interpretive readings, fiction, film and music.

AMS 3998: Senior Evaluation (3 cr.)

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. Topics to be studied include: the concept of culture, marriage and kinship, linguistics, exchange patterns, ethnography, and rituals.

ANTH 2062: Physical Anthropology & Archaeology
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 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 psychology, medical pluralism and global health issues such as AIDS.

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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. The second semester surveys both an area of non-Western art and Western art from the Renaissance to the present. Museum visits or papers may be required. ARH 1011 is now a prerequisite for ARH 1012. Because this represents a change of past practice, the Department Chair may, when requested, allow students to take the courses out of order. (Fall/Spring)
Prequsite: ARH 1011 History of Art I

ARH 1012: History of Art II (4 cr.)
The fall semester provides a chronological survey of Western art, primarily of Europe, from prehistoric times to the Renaissance. The second 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. ARH 1011 is now a prerequisite for ARH 1012. Because this represents a change of past practice, the Department Chair may, when requested, allow students to take the courses out of order. (Fall/Spring)
Prequsite: ARH 1011 History of Art I

ARH 1018: Age of Cathedral and 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 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.

ARH 2001: Contemporary Art (3 cr.)
The art of the present is the result of a series of revolutions in thinking and seeing. In 1903, the Wright brothers flew the first powered aircraft. In 1905, Albert Einstein indicated that matter could no longer be considered solid with his theory of relativity. Radical changes in art also emerged during the first decade of this century that set the stage for new philosophical and technical approaches to the making of art. Through slide lectures, selected readings and museum visits this course will examine some of the movements. Events and significant players in the evolution of a modernist aesthetic. Among the topics considered: Cubism, other forms of abstract art and the panorama of more recent movements such as Pop Art, Happenings, conceptual Art and Installation Art, Minimalism, Earth Art and Body Art, Photo-realism, Neo-expressionism, Post Modernism, video and Performance Art.

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.

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.

ARH 2013: American Art I (3 cr.)
A study of American art and architecture from its beginning in the 17th century through the early decades of the 19th century. Special emphasis is placed on its European roots and the gradual evolution of indigenous characteristics. Field study is encouraged.
ARH 2014: American Art II (3 cr.)
A study of major artists and movements in American art and architecture from the late Hudson River School through the mid-20th century. May be taken independently of ARH 2013.

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: Latin American Art of the 20th Century (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.

ARH 2025: Survey of African Art (3 cr.)
A survey of African sculpture and decorative arts from sub-Saharan Africa. Works will be examined within a cultural and historic context.

ARH 2038: Baroque Art & Architecture in Italy (3 cr.)
This lecture course introduces students to the painting, sculpture, and architecture produced in Italy during the seventeenth and eighteenth centuries. Lectures will examine cultural, political, and intellectual changes in seventeenth century Europe that make the art of this period distinctive. Topics to be explored include the emerging prominence of female artists; architecture and urbanism in Rome; the impact of the Counter-Reformation and Council of Trent on the arts; changing patterns of patronage; antiquarianism and art collecting. We will also examine the careers of individual artists in depth, including Bernini, Caravaggio, the Carracci, and Artemisia Gentileschi. There will be a midterm, final and one essay (2-3 pages).

ARH 2060: Roman Art (3 cr.)
A study of the art of Ancient Rome of the Republic and Empire, from the Etruscan Period to Early Christianity. It covers the architecture, sculpture and painting of Rome and her provinces from the 5th century B.C. to the 5th century A.D.

ARH 3042: 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. Prerequisite: Two art history course or permission of the instructor. Prerequisite: Two courses in Art History at the 1000 or 2000 level.

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 3072: Women Photographers (3 cr.)
Photography, the first art medium to be fully derived from the scientific and industrial revolutions, lacked the rigid hierarchy which existed in the rest of the art world. It was therefore accessible to women right from the start. This seminar investigates famous female photographers as well as women, virtually unknown today, who operated photographic studios. Students complete a research paper and present an oral report. Prerequisite: One art history course or permission of the instructor.

ARH 3077: Mexican Muralists: Picturing Revolution (3 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.

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.

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 (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 5063: 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.

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Arts (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 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 2023: Color I (3 cr.)**
Color theory and practice. The student is led through a series of projects focusing on color perception, interaction, structural relationships such as the color wheel and the color solid, color composition, and color expression. Emphasis will be on using color in various ways in works of art, and building a vocabulary of color design for the artist.

Three required hours of lab time per week.

ART 3004: 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 multimedia products. A wide variety of software packages, including Adobe Photoshop and Illustrator, Adobe Image Ready, Final Cut Pro, and Flash. Three required hours of lab time per week.

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 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, 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. 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 3040: Portfolio Preparation for the Visual Artist (3 cr.)**

This course is designed to teach students how to develop a strong portfolio for both exhibition and presentation, as well as how to deal with the business aspect of being a visual artist. The students will be required to read assigned text materials, create a body of work (10-12 pieces) for inclusion in a professional portfolio, participate in critiques and write a resume/artist statement. Each student's artwork will reflect his/her field of concentration. Research techniques, grant writing, design and proposal writing will be explored. There is a midterm exam. Three required hours of lab time per week.

*Junior or Senior Art Majors.*

**ART 3050: 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 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 3062: 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.

*Take ART 3064;

**ART 3064: Computer Graphics I (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.

**ART 3066: Multimedia Environments (3 cr.)** 

This course explores effective methods of communicating ideas and information through design and implementation of interactive continuous media projects. Text, drawings, audio, video, images, graphics, animation and other elements are brought together to create powerful communication projects. In addition to some consideration of the history, developmental stages and sweeping paradigm shifts in the communications industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products. A variety of software packages will be used.

**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 4001: Drawing/Advanced Drawing (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 in the natural landscape.

**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.

*Take ART 4007 or ART 3035;*
ART 4010: Photography: Intermed/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. Three required hours of lab time per week.
Take ART 4007;

ART 4016: Contemp 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 4028: Illustration (3 cr.)**
This course will stress creativity and the importance of developing a personal style. The students will be expected to derive their inspiration from imagination, 3-D objects, photographic material and the written word to fulfill the requirements of the class assignments.

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 4032: Adv Photo: Special Methods (3 cr.)**
This class is appropriate for intermediate and advanced level students, introducing a variety of contemporary and vintage photographic processes. Advanced black and white printing will address bleaching, toning, advanced contrast controls, personal determination of exposure & development controls and advanced print contrast controls. The 4x5 inch pin-hole camera will introduce the student to the negative and subsequently provide a negative suitable to the contact processes. Alternative Photographic Practices (Non-Silver printing) will introduce the student to the history and practice of various alternative printing processes including Cyanotype, Van Dyke Brown and Palladium.
Prerequisite: ART 3035 or ART 4007 Photography for Beginners

ART 4033: Interactive Design (3 cr.)**
The objective of Interactive Design is to learn the basics of design for the World Wide Web. Using the Adobe application GoLive, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or what you see is what you get. GoLive is a visual layout tool where the student can focus on the visual content as opposed to coding a page using html language. Students will create their own personal websites which will include digital images acquired via digital camera and/or scanners, interactive rollovers, hyperlinks, tables and simple animations.

ART 4035: 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 casserole, emphasizing design and special techniques. Three required hours of lab time per week.

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 4048: Beginning Photography: Color (3 cr.)**
Through the process of printing images, the student will explore the subtleties of color printing and how changing the enlarger's filtration pack alters the final colors in the photographic print. We will study color photography from a painter's point of view. The student will begin to use the color processor in the second class. The entire course will be devoted to the art of printing color negative film. Three required hours of lab time per week.

ART 4049: Intermediate & Advanced Photography: View Camera (3 cr.)**
This course covers the basic concepts and techniques concerning view cameras. It will include the use of tilts, swings, shifts, and rises. Assignments will vary from the use of light, still life, portraits, body-sculpture, architecture, and landscapes, and the problems and opportunities that each assignment presents. (Prerequisite: Beginning Photo and Intermediate/Advanced Photography, or equivalent courses.)

ART 4058: Expressive Techniques in the Two-Dimensional Arts (3 cr.)**
This course explores traditional and abstract expressions using the diverse methods of two-dimensional application of paint and paper to a flat surface. This course emphasized the study of narrative, content, and form. Experimentation is strongly encouraged in both conceptualization and the aesthetic process. Students will be encouraged to explore collage, drawing, painting, and assemblage. Advanced students will develop a portfolio of artwork for presentation at the end of the course.

ART 4059: The Book As Art (3 cr.)**
A course in the design and creation of a book as a 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. (Spring)

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 4063: 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.

Take ART 3064;

ART 4067: Digital Photography & Imaging (3 cr.)**
This course 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.

Take ART 3064;

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 4080: Exploration of Contemp Culture: Museums, Galleries and Sculpture Parks (3 cr.)**
Appropriate for Art Majors this class meets five hours weekly. The New York area is the center of the art world. Each session the students will visit various galleries, museums and sculpture parks. The course is based on the belief that traditional formal artistic skills must be supplemented not only with art historical relationships but also with a firsthand knowledge of the contemporary art scene. The student will be required to keep a journal documenting each experience and relating that to personal artistic discovery. An emphasis will be placed on development of an aesthetic dialog with contemporary art. The course is designed to benefit students in all of their art classes.

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 experimentation. 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.

Take 2 courses; From Subject ART;

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 4090: Art & Design for the Web (3 cr.)**
The objective of Art & Design for the Web is to learn the foundations of design for the World Wide Web. Using current web design applications, students will be introduced to the concepts of html page layout using what is referred to as WYSIWYG, or what you see is what you get. Students will focus on the visual content and compositional design of web pages. They will create their own personal website which will include digital images, interactive rollovers, hyperlinks, tables and simple animations. Three hours of required lab time per week. Prerequisite: Computer Graphics I.

ART 4095: Advanced Digital Seminar (3 cr.)**
Students in this seminar explore practical and theoretical issues that confront artists and graphic designers by creating hands-on designed responses to readings, discussions, lectures, and demonstrations. This class is a forum for students to discuss their design processed, develop
new skill, reinforce existing skill, and discuss the contemporary context of their work. Each student must choose a digital design process to focus on for the semester: print, interactive, or time-based design. For advanced students. Prerequisite: Computer Graphics I, and two other digital courses or their equivalent.

**ART 4096: Collagraph (3 cr.)**
In this course the student will make collagraph prints that are created from collages made of cardboard, paper and fabric. The prints will be made by hand, water or oil-based ink, press-printed relief, or intaglio. The relief press and the scanning of plates or prints into Photoshop can be done in the classroom. Personal expression is encouraged.

**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 casserole, 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 multimedia 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 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 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 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 5050: Ceramics I: Tiles (4 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 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 monotypes and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

**ART 5064: Computer Graphics I (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, and Adobe InDesign will be used. Three required hours of lab time per week.

**ART 5088: 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.

**Asian Studies Courses**

**ASN 1001: Japanese I (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 1002: Japanese I (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. Prerequisite: ASN 1001: Japanese I
An introduction to the Chinese language with an emphasis on the development of oral competence through practical dialogs, 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 dialogs, drills and controlled conversation.

Prerequisite: ASN.1016: Intro Chinese I

ASN 1045: Asian Religions (3 cr.)
An introduction to the major religions of India, China and Japan: Hinduism, Buddhism, Confucianism, Taoism and Shinto, by means of readings from the primary religious literature of each tradition plus visual evidence on video.

ASN 2001: Japanese II (4 cr.)
Enhancement and development of oral skills, with increased emphasis on written texts.
Take ASN.1001;

ASN 2002: Japanese II (4 cr.)
Enhancement and development of oral skills, with increased emphasis on written texts.
Take ASN.2001: Japanese II

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 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.

ASN 2026: Japanese Popular Culture (3 cr.)
Course will examine contemporary Japanese popular culture in terms of visual arts (manga, anime, film), pop songs, and mystery stories. Sociocultural aspects of Japanese social relations, religions, and overall world view as represented in popular culture will be analyzed.

ASN 2031: Chinese II (4 cr.)
Enhancement and development of skills acquired in Level One, with increased emphasis on written texts.
Take ASN.1016, ASN.1017.

ASN 2032: Chinese II (4 cr.)
Enhancement and development of skills acquired in Level One, with increased emphasis on written texts.
Take ASN.2031: Chinese II

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.

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.

ASN 2037: Monks & 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, to the modern era of Western exploration and imperialism. Attention will be given to the rich intermixing of these religions and cultures, the archaeological record of Buddhist art, the Mongols, and Marco Polo.

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.

ASN 3014: Creatures, Spirits & Aliens (3 cr.)
Course compares Japanese and American horror and science fiction films and stories, using visual arts (anime, manga, film) and literary genres (science fiction, folk stories). Among the topics covered are evil spirits and demons, alien encounters, science fiction adventure, supernatural creatures, and ghost stories.

ASN 3015: Scholars, Sages & Samurai: The Confucian Tradition in East Asia (3 cr.)
Asia's phenomenal success in recent times has been attributed to its Confucian roots. This tradition has profoundly affected the major cultures of China, Korea, Japan and Vietnam to this day. Course will examine its rise and development, starting with Confucius himself, and then look at the concrete ways it manifested itself in family life, the status of women, education, government service, and the business world of East Asia.

ASN 3025: Culture & Change in Southeast Asia (3 cr.)
Course will explore the religions, ethnic groups, and social structures of Southeast Asia, a region of rich religious and ethnic diversity. It will also examine its socio-economic development processes of the area's recent economic boom. IndoChinese and Indonesian societies constitute the main focus of the course.
Biology Courses

BIO 1000: Introduction to Biology (4 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. Evolutionary theory will be discussed as well as basic phylogenetic relationships 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, 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 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 animal 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 technical 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 pertains 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 prevention. 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 1015: Introduction to Human Disease (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 1016: Endangered Earth: Understanding Environmental Pollution (3 cr.)
Technological development in the last century has resulted in persistent 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 deforestation 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 1019: Introduction to Marine Environment (3 cr.)
This introductory class will provide an overview of both physical and biological aspects of the earth's oceans. Physical characteristics to be discussed will include area, depth, temperature, salinity, pressure and...
the importance of water movements. The biology of ocean communities will also be examined, ranging from primary production in phytoplankton communities to macroinvertebrates, fish and marine mammals. Emphasis will be placed on nutrient cycling and biological diversity within marine ecosystems. Not for major credit.

**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 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: Introduction to Geology (3 cr.)**
This course is an introduction to physical and historical geology and is open to all students. Topics covered will include basic minerals and rock structure, soil and water cycles, plate tectonics and earthquakes, volcanic activity, oceans, atmosphere and astronomy, sedimentary processes and stratigraphy, geologic time and radiometric dating, and will conclude with general concepts in evolutionary theory and paleontology (history of life on earth). Students interested in the environmental studies minor concentration, as well as students who are interested in earth science are especially encouraged to participate.

**BIO 2020: Special Topics: Biology of Cancer (3 cr.)**
Open to all students, this class introduces the basic, fundamental structure and pathogenesis of viruses, along with methods to control them. Viral classification, genome structure and molecular structure are reviewed. The principles of host defense and viral offense are also discussed. In addition, the principles of emerging viral infection and several important viral diseases, such as AIDS, SARS, Bird flu, etc., are discussed. The origins of these diseases and the developing treatments are also thoroughly discussed.

**BIO 2025: Special Topics: Aquatic Ecology (3 cr.)**
The goal of this course is to introduce the fundamental concepts of ecology within the context of freshwater and marine ecosystems and is open to all students. An introduction to the aquatic environment and the species that inhabit these environments will initiate the course. Topics will include community structure, food chains and webs, biogeography, nutrient cycles, diversity and species competition. Local areas such as the Hudson River Watershed, the Long Island estuary, and the Great Lakes will be examined. The African Lakes, Amazon Basin, Caribbean Sea and other specific areas will also be discussed. Students will investigate a specific aquatic ecosystem of their choice for their research paper, and will have the opportunity for some ‘hands-on’ experience with local ecosystems.

**BIO 2027: Special Topics: Dinosaurs (3 cr.)**
Dinosaurs! Who has not been fascinated with dinosaurs at some point? This course will provide an introduction to the basics of paleontology, fossils, the geologic record, taphonomy and cladistics. We will survey the anatomy, physiology and evolution of dinosaurs and swimming and flying reptiles and causes for extinction. This course fulfills the scientific reasoning general education competency requirement.

**BIO 3001: Compar Anat of Vertebr (4 cr.)**
This lecture/laboratory course will focus on the principals of the comparative method in studying anatomical structures as well as on the evolutionary relationships of animals. Lecture topics will include the evolution and structure of the major organ systems, study of homologous structures, phylogenetic reconstruction and systematic relationships, developmental pathways and the relationship between form and
function. In the laboratory, students will learn dissecting techniques as they compare invertebrate and vertebrate animals and their anatomy. The aim of the lab will be to examine these in a comparative framework, relating structure and form to function and evolutionary adaptation. Students will be responsible for a semester-long dissector journal that will encompass all of the material examined in the lab sessions.

Take BIO.1001, BIO.1002;

**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 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.

**Prerequisites:** BIO.1001 and 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 3012: Biostatistics (3 cr.)**
For upper level students, this course will cover quantitative methods used in biological investigation. Students will learn how statistics are used in biology, and how data are collected, summarized, and analyzed. Topics will include an introduction to descriptive statistics, basic probability, and differences between parametric and non-parametric tests. Various statistical methods will be covered, including ANOVA, regression analysis, correlation coefficients, as well as X-squared and frequency distributions.

**Prerequisites:** Principles of Biology I and II

**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 3018: Invertebrate Zoology (4 cr.)**
Invertebrate Zoology is the study of all animals not possessing a backbone - which is about 99% of all identified animal species! This course will focus on the phylogeny, anatomy, physiology and life strategies of various invertebrate phyla from the Protozoa to the Porifera, Platyhelminthes, Annelids, Molluscs, Arthropods, and Echinoderms. Laboratory material will supplement lecture material, and there will be numerous dissections and comparative analysis throughout the course.

**Prerequisites:** Principles of Biology I and II.

**BIO 3019: Nutr 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 3021: Special Topics: Advanced Mammalian Physiology (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 3024: Environmental Science (3 cr.) Accelerated BS Course Only**
All plants and animals are connected to one another and to the earth and atmosphere that surround them through an endless chain of relationships. Participants in this course study some of these relationships and the basic principles of contemporary ecology, including biochemical cycles, homeostasis, trophic levels, population characteristics, and succession.

**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 repre-
sents 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 3031: Aquatic Biology (4 cr.)
This one semester laboratory course will explore the morphology, physiology, and ecology of aquatic organisms from both marine and freshwater environments. The laboratory will involve extensive field work to observe aquatic organisms in their natural habitats, and to gain experience sampling physical, chemical, and biological factors in coastal, lacustrine, and river ecosystems. 

Prerequisites: Principles of Biology I and II

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 3039: Recombinant DNA Technology (4 cr.)
This one semester laboratory course focuses on the central questions in modern molecular biology, how cells work in molecular detail. The study of genetics is now facilitated by a collection of recombinant DNA techniques designed for direct manipulation and chemical analysis of the genetic material which controls the cell. The specific techniques used in this course include the specific cleavage of DNA with restriction endonucleases, nucleic acid hybridization, gel electrophoresis, and DNA cloning. This laboratory course is the complement to BIO 3030 Molecular Cell Biology and replaces the Genetics courses.

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. In addition, Molecular Cell Biology is strongly recommended.

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 3048: Biology of Health and Illness (3 cr.) Accelerated
BS Course Only
Special attention will be given to exploring the roots of our present health care system in nineteenth century institutions; the changing character of relationships between caretakers and ill persons; the importance of metaphoric conceptualizations of bodily and social well-being; the place of illness in social life, the question of medical practice as an art or science; and the meaning of knowledge, power, and responsibility in healing relationships and institutional contexts.

BIO 3049: Neuroanatomy & Neurophysiology (4 cr.)**
Various topics related to the structure and function of the central and peripheral nervous systems will be included in this course. Topics will include basic concepts in neurophysiology, neurodevelopment, and neurochemistry, gross and micro-neuroanatomy, neuropathology, and functional systems. Lecture material will be augmented by weekly laboratory sessions. Prerequisites: Principles of Biology I and II and Principles of Chemistry I and II. (Spring)

BIO 3051: Tropical Rain Forest Ecology (3 cr.)**
This course examines the interactions between plants, animals, humans, and the environment with special focus on the biological relationships found in the tropical rain forests. Topics covered will include; general ecology, ecology of the tropical rain forests, biodiversity, biological regimes, sustainable economics, environmentalism, the impact of bioprospecting, international conventions, and intellectual property rights. Prerequisites: Principles of Biology I and II, Foundations of Ecology is strongly recommended (Summer)

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: Human Biology & Evolution (4 cr.)
What is human? When and where did our ancestors originate? How old is Homo sapiens? Are Neanderthals our ancestors or cousins? How many hominin species are there? These are the questions of evolution and human ancestry. This course will cover the study of humans in their evolutionary, ecological and adaptational setting. Laboratory exercises will include an introduction to the human skeleton, a survey of modern human variation, adaptation and human genetics; a survey of the primate fossil record as well as study of the living primates; and a detailed examination of the evolutionary history of hominids and humans with particular emphasis on the biology of human evolution.

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 (3 cr.)
This class provides students with an in-depth understanding of how the scientific method is used to address questions in the filed 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.

Take BIO.1001, BIO.1002.

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 estuarine ecology, plankton communities, benthic ecology, deep sea biology, marine communities, and fisheries biology. In lab we will take a natural history approach to marine biology by taking advantage of our unique location near the Hudson River Estuary, the Long Island Sound, and the New York Bight.

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: 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 have previously 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.

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; Organic Chemistry I and II with Lab with grade of C or better.

BIO 3062: 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.

Prerequisite: BIO.3061

BIO 3064: 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 3065: 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.

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 3066: Tropical Ecology and Marine Biology Of Barbuda (4 cr.)
This is a 3-week course offered during January Winter session. Students will travel to the island of Barbuda in the Lesser Antilles Islands in the Caribbean to participate in terrestrial ecology and marine biology fieldwork and an independent research project. Topics will include basic ecology, island biogeography, diversity and vegetation succession, mangrove diversity, invertebrate and vertebrate diversity, and coral reef ecology. Exercises will involve a variety of field census, sampling, and identification techniques as well as development and execution of a novel research project and subsequent data analysis.

Prerequisites: Principles of Biology I, II with minimum grade of C. Winter. (4 cr.)

BIO 3070: Cell Culture Techniques (4 cr.)
This lecture/laboratory course will provide students with a solid understanding of basic sterile cell culture techniques through the growth and maintenance of both normal and transformed adherent and suspension cell in culture. Topics include primary and explant culture techniques, trypsinization and media supplementation, cell counting, determining viability and growth curves in plate and well cultures, single cell cloning, transfection technologies, fluorescent analysis, photomicrography, and reporter assays, cryopreservation, cell cycle determinants and the induction of apoptosis. This course is strongly
recommended for those students who plan to do cell or tissue work in cancer or neuroscience research for their senior project. 

**Prerequisites:** Principles of Biology I and II with grade of C or better. BIO.3030: Histology or BIO.3030 Molecular Cell Biology 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 Lab) with grade of C or better; BIO.3099: Research Seminar 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 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 5018: Invertebrate Zoology (4 cr.)**

Invertebrate Zoology is the study of all animals not possessing a backbone - which is about 99% of all identified animal species! This course will focus on the phylogeny, anatomy, physiology and life strategies of various invertebrate phyla from the Protozoa to the Porifera, Platyhelminths, Annelids, Molluscs, Arthropods, and Echinoderms. Laboratory material will supplement lecture material, and there will be numerous dissections and comparative analysis throughout the course.

**Prerequisites:** Principles of Biology I and II.

**BIO 5019: Nutr 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.

Take BIO.1001, CHM.1001.

**BIO 5020: Tropical Rainforest Ecology (3 cr.)**

This course examines the interactions between plants, animals, humans, and the environment with special focus on the biological relationships found in the tropical rain forests. Topics covered will include: general ecology, ecology of the tropical rain forests, biodiversity, biological regimes, sustainable economics, environmentalism, the impact of bioprospecting, international conventions, and intellectual property rights. Prerequisites: Principles of Biology I and II, Foundations of Ecology is strongly recommended (Summer)

**BIO 5030: 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 5031: Aquatic Biology (4 cr.)**

This one semester laboratory course will explore the morphology, physiology, ecology of aquatic organisms from both marine and freshwater environments. The laboratory will involve extensive field work to observe aquatic organisms in their natural habitats, and to gain experience sampling physical, chemical, and biological factors in coastal, lacustrine, and river ecosystems.

**Prerequisites:** Principles of Biology I and II

**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 5036: Biochemistry II (3 cr.)**

This is a two-semester course designed to introduce students to the interrelatedness of molecular framework, bimolecular activities and functioning of living organisms. Structure and function of proteins, enzymology, bioenergetics, and gluco metabolism (Glycolysis, TCA cycle) are emphasized. Co-requisites: BIO 3037/3038.

**Prerequisites:** Principles of Biology I and II, Principles of Chemistry I and II, Organic Chemistry I and II, Juniors and Seniors or permission of instructor.
BIO 5039: Recombinant DNA Technology (4 cr.)
This one-semester laboratory course focuses on the central questions in modern molecular biology, how cells work in molecular detail. The study of genetics is now facilitated by a collection of recombinant DNA techniques designed for direct manipulation and chemical analysis of the genetic material which controls the cell. The specific techniques used in this course include the specific cleavage of DNA with restriction endonucleases, nucleic acid hybridization, gel electrophoresis, and DNA cloning. This laboratory course is the complement to BIO 3030 Molecular Cell Biology and replaces the Genetics courses.
Take BIO.1001, BIO.1002, CHM.1001, CHM.1002, or permission of the instructor. BIO.5030 (Molecular Cell Biology) is strongly recommended.

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.
Take BIO.1001, BIO.1002, CHM.1001, CHM.1002.

BIO 5048: Immunology (3 cr.)
Nature and mechanisms of acquired resistance including humoral and cellular immunity. Characteristics of antigens and antibodies and their interaction will be studied. The immune system and disease will be discussed.
Prerequisites: Principles of Biology I and II and Principles of Chemistry I and II.

BIO 5049: Neuroanatomy & Neurophysiology (4 cr.)
Various topics related to the structure and function of the central and peripheral nervous systems will be included in this course. Topics will include basic concepts in neurophysiology, neurodevelopment, and neurochemistry, gross and micro-neuroanatomy, neuropathology, and functional systems. Lecture material will be augmented by weekly laboratory sessions. Prerequisites: Principles of Biology I and II and Principles of Chemistry I and II. (Spring)

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 5055: Human Biology & Evolution (4 cr.)
What is human? Where and when did our ancestors originate? How old is Homo sapiens? Are Neanderthals our ancestors or cousins? How many hominid species are there? These are the questions of evolution and human ancestry. This course will cover the study of humans in their evolutionary, ecological and adaptational setting. Laboratory exercises will include an introduction to the human skeleton, a survey of modern human variation, adaptation and human genetics; a survey of the primate fossil record as well as study of the living primates; and a detailed examination of the evolutionary history of hominids and humans with particular emphasis on the biology of human evolution.
Take BIO.1001, BIO.1002.

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 5058: 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.
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 estuarine ecology, plankton communities, benthic ecology, deep sea biology, marine communities, and fisheries biology. In lab we will take a natural history approach to marine biology by taking advantage of our unique location near the Hudson River Estuary, the Long Island Sound, and the New York Bight.
Take 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 genetic engineering, gene therapy, cloning, stem cell research, and bioenvironmental policies will be examined.

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? Why 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, 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 fingerprinting, pathology used in identification, and toxicology. The course will also include an overview of 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 fingerprinting, pathology used in identification, and toxicology.

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. 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; Organic Chemistry I and II with (lab) grade of C or better.

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 5068: Tropical Ecology and Marine Biology Of Barbuda (4 cr.)
This is a 3-week course offered during January WinterSession. Students will travel to the island of Barbuda in the Lesser Antilles Islands in the Caribbean to participate in terrestrial ecology and marine biology fieldwork and an independent research project. Topics will include basic ecology, island biogeography, diversity and vegetation succession, mangrove diversity, invertebrate and vertebrate diversity, and coral reef ecology. Exercises will involve a variety of field census, sampling, and identification techniques as well as development and execution of a novel research project and subsequent data analysis. Prerequisites: Principles of Biology I, II with minimum grade of C-. Winter. (4 cr.)

BIO 5070: Cell Culture Techniques (4 cr.)
This lecture/laboratory course will provide students with a solid understanding of basic sterile cell culture techniques through the growth and maintenance of both normal and transformed adherent and suspension cell in culture. Topics include primary and explant culture techniques, trypsinization and media supplementation, cell counting, determining viability and growth curves in plate and well cultures, single cell cloning, transfection technologies, fluorescent analysis, photomicrography, and reporter assays, cryopreservation, cell cycle determinants and the induction of apoptosis. This course is strongly recommended for those students who plan to do cell or tissue work in cancer or neuroscience research for their senior project. Prerequisites: Principles of Biology I, II. Histology or Molecular Cell Biology is strongly recommended.

Take BIO.1001, BIO.1002. BIO.3003 or BIO.5030 (Histology or Molecular Cell Biology) is strongly recommended.

Chemistry Courses

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: Four years of high school mathematics. Recommended: High school chemistry. Corequisite: CHM 1003, unless a grade of C or better was previously earned. Note: Earning a C- or better in this course and in CHM 1003 fulfills both a Scientific Reasoning competency and Science Distribution requirement. (Fall & Summer Session I)

CHM 1002: Principles of Chemistry II (3 cr.)
Topics include Rate of Reaction; Gaseous Chemical Equilibrium; Acids and Bases; Equilibria 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: Earning a C- or better in this course and in CHM 1004 fulfills both 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: Earning a C- or better in this course and in CHM 1001 fulfills both 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 1002 and CHM 1003. Corequisite: CHM 1002, unless a grade of C- or better was previously earned. Note: Earning a C- or better in this course and in CHM 1002 fulfills both 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. Basic concepts of general chemistry, organic chemistry, environmental chemistry, and biochemistry will be covered. 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 2013)

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. 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 2012)

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; stereoisomers; overview of chemical reactions; alkenes: structure and reactivity; alkenes: reactions and synthesis; alkenes: 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 2001, 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 phenols; ethers, epoxides, thioles 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 (2 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 2002 and in CHM 2004. Corequisite: CHM 2001, unless a grade of C- or better was previously earned. (Fall & Summer Session I)

CHM 2006: Organic Chemistry II Lab (2 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. (Fall 2012)

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. (Spring 2013)

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 2013)

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 2013)

CHM 2016: Intermediate Inorganic Chemistry Lab (2 cr.)
This course involves a series of experiments involving the synthesis and characterization of inorganic compounds. The relationship between structure and spectra is demonstrated using IR, UV-Vis, GC, and NMR techniques. Prerequisites: Minimum grade of C- in CHM 2002 and CHM 2006. Majors are expected to take CHM 2015 as a corequisite. (Fall 2013)
CHM 2017: Special Topics: Organometallics (3 cr.)
This course provides a detailed look at transition metal organometallic chemistry. Bonding theory, periodic trends concerning structure and reactivity, and basic reaction mechanisms will be discussed. Applications of organometallic complexes in organic synthesis and industrial catalysis will also be introduced. Prerequisite: Minimum grade of C- in CHM 2002.

CHM 2018: Environmental Science (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. (Spring 2013)

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. (Fall 2013)

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. (Fall 2013)

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 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. (Fall 2012)

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 (1 cr.)
All majors must register for the Senior Evaluation in the Spring of their Senior year. For students in the Honors Program, the grade for the Senior Evaluation is based on the presentation/defense of the Honors thesis produced in connection with the Honors Research course (CHM 3071/4071). For students not in the Honors Program, the grade for Senior Evaluation is based on the Graduate Record Exam in Chemistry taken in the Fall of the Senior year or another comprehensive exam approved by the Department.

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 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 Studies Courses

COMM 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
COMM 2009: Oral Presentation and 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.

COMM 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.

COMM 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.

COMM 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.

COMM 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.

COMM 2035: Argumentation, Persuasion & Debate (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.

COMM 2037: Small Group Communication (3 cr.)
This course examines theories of group dynamics and the meaning of norms, goals and leadership styles in small, task-oriented groups. Topics cover techniques involved in effective group and intergroup communication: discussion, nonverbal issues, decision-making, conflict resolution, ethics, leadership, team building, meeting planning. Students participate in structured group experiences and apply concepts to the process of communication when working as a member of a team.

COMM 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.

COMM 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, Gerbner) 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 COMM.1001 with Minimum grade of C+ in that course

COMM 3030: History of Television & Radio (3 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.1001.

Prerequisite: COMM.1001

COMM 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 return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it, convey any accurate return on a marketing budget, evaluate the specific purpose of each marketing activity and measure the response to it. The first course will also explore the basic factors involved in the distribution of products.

COMM 3038: Narrative Approaches to Culture (3 cr.)
People often try to re-story experiences in order to share their significance. This advanced seminar examines the significance of narratives in interpersonal and cultural exchange. It will help students to define, understand and interpret culture via narrative approaches including interpretive, feminist, critical, postmodern, aesthetic and postcolonial perspectives. Students will apply methods including observation, interviewing, and writing field notes as well as interpretive analyses, including thematic, metaphorical and narrative analysis. A new wave in cultural exploration is encouraging scholars to undertake novel ways of expressing narratives (e.g., short stories, novels, documentaries). Exploring the narrative construction of culture, students will pursue a research project. Prereq: COMM.1001; COMM.2010 strongly recommended.
Take COMM.1001 COMM.2010;

**COMM 3044: Feminist Media Theory (4 cr.)**
This seminar explores feminist theory and its application to mass media. Lectures, discussions, and readings in first, second, and third wave feminism will help students to develop an understanding of historical, psychoanalytic, interpretive, and social scientific approaches to the study of media and communication. Research paper and presentation required. Prerequisite: COMM.1001 or instructor permission.

Prerequisite: COMM.1001

**COMM 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 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.1001.

Prerequisite: COMM.1001

**COMM 3048: Media Audiences: Fans & Beyond**
This seminar examines audiences — the experience of reading, viewing, using, listening to, and consuming media. We begin with a survey of earlier approaches to audience studies and an overview of three contemporary approaches to studying audiences (theoretical, historical, and ethnographic). We consider audiences in relation to such topics as identities (race, sex, age), fandom, taste hierarchies, pleasure, stars, and graphic violence/explicit sex. We examine qualitative methodological approaches associated with (or inspired by) the cultural studies tradition and case studies about diverse audiences. We also examine the difficulty of assessing what it is that people think and feel — consciously or unconsciously — about what they read, listen to, and see. Old media such as print (popular fiction, comics, and magazines), film, and television as well as new media such as the internet and video games will be considered. Students design and conduct their own audience study as the basis of a required research paper. Prerequisite: COMM.1001 (or instructor permission) with histories of cinema/broadcasting useful.

**COMM 3051: Mass Media & Society (3 cr.) Accelerated BS Course Only**
An examination of the social, political and economic contexts in which American mass media (broadcasters and publishers, advertisers and regulators, among others) and their audiences have developed and operate today. Topics may 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; and alternatives to the current structure of the media.

**COMM 3054: Ethnography/Identity/Culture (3 cr.)**
This seminar in interpersonal communication studies investigates underlying aspects of human identity and cultural politics in various contexts. Using ethnographic methods and theories from a variety of disciplines, we seek an understanding of the potent discourses created and sustained by messages often buried (and thus normalized) beneath interpersonal communication practices. Topics include issues of identity and culture, repetition and normalization, power and structure, subversion and possibility, each considered not only in our own lives, but also in the lives of others. Research papers, group projects, and class presentations are required. Pre-requisite: COMM.1001. Strongly recommended as background: COMM.2010.

Prerequisite: COMM.1001

**COMM 3060: Seminar in Communication and Management Concepts (3 cr.) Accelerated BS Course Only**
An overview of the field of communications, oriented towards management applications, this course will begin by covering basic theories and models of communication. After briefly introducing such fields as speech, writing, nonverbal communication and interpersonal, group and corporate communication, the course will examine the use of various media in the service of mass communication. Historical context will be considered in examining media technology from the printing press and publishing to cinema, radio, television and new media such as the Internet. The course will consider professional ethics and the kinds of work in planning, leadership and operations undertaken by managerial professionals in fields of communication including media production, advertising and public relations.

**COMM 3061: Oral Presentation & Communication (3 cr.) Accelerated BS Course Only**
This course will help students develop reliable vocal, nonverbal and listening techniques that will result in clear, healthy public presentation and communication. Through the study and oral presentation of formal and informal speeches, debate, work with famous literary texts from Shakespeare to Martin Luther King, and sample business situations, students will practice expression of ideas in a logical, persuasive, well-organized manner and engage in critical, constructive exchange.

**COMM 3062: Written Communications 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 written and oral communication 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.

**COMM 3064: Film & Media Aesthetics & 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.

**COMM 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.

COMM 3066: Multimedia Environments (3 cr.)** Accelerated BS Course Only
This course explores effective methods of communicating ideas and information through design and implementation of interactive continuous media projects. Text, drawing, audio, video, images, graphics, animation and other elements are brought together to create powerful communication projects. In addition to some consideration of the history, developmental stages and sweeping paradigm shifts in the communications industry, students will utilize the latest tools and the internet to plan, prototype, produce and deliver multimedia products. A variety of software packages will be used.

COMM 3067: Communication Industries and Information Technology (3 cr.)** Accelerated BS Course Only
Appropriate use of communication and information technologies can facilitate the coordination, control, and management of information. This historical, technological and cultural survey examines the businesses, practices and products that have communicated to mass audiences with the rise of modernity and their impact within the social system. Beginning with some consideration of the impact of the printing press on Western culture, the course moves to consideration of transmitted and telegraphed information before examining some of the key entertainment and informational technologies of the 20th century cinema, radio and television and the industries that nourished them. The Behavioral Studies course concludes with an introduction to recent information storage technologies and the Internet and its effects on communication via newsgroups, the World Wide Web and email.

COMM 3068: Interpersonal & Intercultural Communication (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.

COMM 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.

COMM 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.1001.

COMM 3072: Media Industries & Information Technology: From Gutenberg to the Internet (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.1001.

COMM 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.1001

COMM 3098: Final Integrative Project (2 cr.) Accelerated BS Course Only
COMM 3099: 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.

COMM 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 COMM.2050.

Castle Scholars Courses
CSCH 1030: 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.”  (Fall 2012)
CSCH 1040: Alienation in The United States (3 cr.)
This course will examine forms of alienation in the United States with particular emphasis on the intersection of Political theory, Feminist theory, Cultural studies, Environmental thought and Psychology. Examples will be drawn from art, literature and architecture. Concepts will include: individualism, choice, freedom and happiness. Specifically, we will analyze how these prevailing ideas support or undermine the “human condition,” as understood from antiquity to the present. We will consider the disparate manifestations of alienation such as drug abuse and addiction, and the increase in stress-related illnesses tied to the work environment. The literature to be examined in this course suggests that human nature is far less static and great deal more fragile than it is customary to assume, and so, the question emerges: Are we becoming alienated not only from nature but from what it means to be human as well?

CSCH 1050: International Museum & Gallery Studies (3 cr.)
International Museum and Gallery Studies is both a study of the historical, educational and aesthetic aspects of museums, galleries and cultural presentation sites, as well as a platform for students to engage in the study, research and staging of a variety of art and objects, ranging from material culture to art history and media. Students will explore the cultural and aesthetic programs that shape museums in the United States and abroad as well as how “cultural satellites” such as the Japan Society, Scandinavia House, the Asia Society and the United Nations Art Collections promote greater social awareness between nations by bringing “global” culture to America. Although presented through the lens of the visual arts and humanities, students from other fields will learn about research concept development and visual presentation in a way that could translate into their own discipline or future career. (Fall 2012)

CSCH 1210: 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. (Spring 2013)

CSCH 1220: The Salem Witch Trials (3 cr.)
This course will investigate the causes, course and consequences of the infamous witchcraft crisis that swept through Salem, Massachusetts in 1692. Students will critically analyze and evaluate primary source evidence and varying historical, psychological and socioeconomic interpretations as to how and why the Puritan community of colonial Salem fractured so catastrophically, and with such deadly consequences. Students will pay close attention to understanding Puritan religious beliefs, legal institutions and social and economic dynamics in the context of the trials. Students will also investigate their treatment in selected works of fiction and poetry. Students will visit Salem to critically evaluate the ways in which the events of 1692 are remembered, commemorated, forgotten, misinterpreted and/or exploited today.
The course includes a required field trip to Salem (Danvers), Massachusetts. Sites visited will include Gallows Hill, The Salem Witch Museum; The House of the Seven Gables; Rebecca Nurse House; the Salem Witchcraft Memorial. A Field Trip Paper and readings on contemporary Salem’s treatment and presentation of its past will be assigned in conjunction with the field trip. (Fall 2012)

CSCH 1230: Religion and Violence (3 cr.)
The class will begin with examples of religion and violence from September 11, the Crucifixion, and Plains Indian ritual. It will continue to contemporary theories on violence and the origins of religion. Later topics will include: sacrifice and hunting magic; ancient Holy War and nonviolence; origins of Islamic jihad; religious aspects of the Crusades; Native American ritual violence; religious wars of Europe from the Reformation to 1648; religion in the total wars of modern history; religious terrorism and nonviolent religious responses.

CSCH 3010: Britain Past and Present (3 cr.)
Walter Bagehot, the great nineteenth-century British constitutional scholar, literary critic, and editor of The Economist, once said that “the practical choice of first-rate nations is between two forms of government by discussion – the presidential and the parliamentary.” America’s government is presidential; Britain’s is parliamentary. For all the important differences between these two types of regime, however, there are also major similarities between them. Moreover, the British system of common law and representative government directly influenced our own. A look at British law and government as it evolved through Britain’s unique and fascinating history can thus shed much light on our own constitutional government by discussion.

It is not only the student of American law and politics who can benefit from a study of Britain, however. Britain has produced some of the greatest literature the world has ever seen, from Chaucer and Shakespeare to the Romantic poets and Sherlock Holmes. Britain was also for many centuries a great imperial power, the center of a vast world empire on which “the sun never set.” Most of the paradoxes of the world today – both the triumphs and the tragedies – can in some measure be attributed to decisions made by British statesmen. A study of Britain and its development can thus be of immense value to the student of modern international relations, as well as to students of politics, law, and the humanities.

After a brief examination of the current British governmental and legal system and how it compares to our own, this honors seminar will survey the historical development of British government and culture – from Roman and Anglo-Saxon times, through the Middle Ages, through the revolutionary Tudor and Stuart periods, and through the eighteenth century, Victorian, and modern eras. Emphasis will be placed on political and legal (mainly constitutional) development, but considerable attention will also be given to cultural history, especially literature. (Spring 2013)

CSCH 3012: Seminar on Philosophy & Literature
Epicurean and Stoic Philosophers offered practical instruction on how to live your life. Thinkers cultivated new methods of self-reliance based on developing rational control over the body, emotions and desires, and anxieties of the mind. Humans are confronted by radical contingency and change in their culture and history. Literature read will deal with values, their transmission from cultures and civilizations, and about what you and your history stood for, examinations of the hopes and doubts of reason, self-consciousness and the realization of freedom. Philosophical writings from Epicurus, Epictetus, Marcus Aurelius, Emerson and novels by Pears, Stendhal, Gide, Youccaran, Piriz, Voilarte, Gardner, Camus, Barth.

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). (Fall 2012)

CSCH 3014: The Conservative Tradition (3 cr.)
This course will examine the history, philosophy, and political and legal implications of what it means to be a conservative. After a brief introduction focusing on what conservatism means today, the course will look back to philosophical roots of modern conservatism, in the political thought of the ancient Greeks and Romans, with emphasis on Aristotle, Polybius, and St. Augustine, and of the early moderns and moderns, with emphasis on Machiavelli, Hobbes, Locke, Burke, Bagehot, and Mill. Turning to conservatism in Britain and America, the course will focus on famous statesmen and jurists and their contributions to the conservative tradition, from Chief Justice John Marshall to Abraham Lincoln, Theodore Roosevelt, Justice Oliver Wendell Holmes, and Ronald Reagan. The course will aim to educate students about what have been and are considered to be conservative positions on issues of law and politics and to encourage them to come to their own views on such issues, views that are informed by a deeper knowledge of the philosophical and historical background that lies behind the positions taken. (Fall 2012)

CSCH 3015: Drawing in Museums (3 cr.)
This course is a museum drawing course. Classes will meet at various venues where students will select (or in some cases, be assigned) a work or architectural feature to sketch using proper drawing technique. The instructor will give on-site lessons in technique and terminology as the course progresses and will also direct discussions on the pieces or features to be considered at each meeting. Moreover, students will select and sketch their pieces with an eye towards the concept of transformationality, that is, how artists working in non-moving media are able to explore and convey the universal notion of the process of change and becoming. Sites will include, but not be limited to, traditional museums, gardens, places of worship, as well as outdoor locations where the architecture of the cityscape can be observed and drawn. In this way, students will be able to consider this idea of transformation as it manifests itself in the various dimensions of the human experience - biologically, physically, mentally, emotionally, socially and even spiritually. The student's goal will be to produce a portfolio of museum sketches as well as to prepare a paper and give an in-class presentation at the end of the course discussing the ways that artists are able to portray metamorphosis in their work and the various treatments that change is given. Students need not have prior experience or training in Studio Art.

CSCH 3016: Beatles in Their Context (3 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 3065: Power, Authority, Leadership and Ethics (3 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.” 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 3080: Castle Scholars Senior Retreat (1.5 cr.)
The Castle Scholars Senior Retreat 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. (Spring 2013)

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 Firstyear 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 2012/2013)

CSCH 3209: Genocide in Literature & Art (3 cr.)
Genocide has been part of human history since at least 146 B.C. and continues to the present, occurring now in Darfur. This course will survey genocide over time in literature written for young adults and adults, film, photography, art, music, and drama. Students will read several core texts on genocide, and will be responsible for choosing and reading texts on specific genocides, which they then synthesize and present to the rest of the class through venues of their choice. Literature and art are not only forms of expression of inhumanity, but also can contribute to the dehumanization of groups who become victims of genocide: How have those victims been depicted by the perpetrators? Guest speakers will provide perspectives from the social sciences, and field trips can be arranged to museums housing the artifacts and history of genocide. (Fall 2012)

CSCH 3210: Great Cities, Ideas & Law (3 cr.)
This course looks at three great capital cities in history, ancient Athens, ancient Rome, and London, and examines the interplay between law, politics, and culture in those cities at different times in the past. Readings in the history of law, politics, art and architecture, literature, philosophy, and music. Satisfies perspective requirement for Legal Studies and Criminal Law.

CSCH 3211: Genocide II: Gendercide (3 cr.)
Gendercide - the gender-selective mass killing and systematic targeting for murder of non-combatant “battle-age” males in various wartime
and peacetime contexts as well as gendered targeting of masses of females for killing and brutality is not well-known by most of the public. This course will survey gendercide over time through an interdisciplinary grounding in history, political science, sociology, international relations, queer studies, and human-rights activism, as well as its expressions - and engagement through literature and the fine arts (comprising film and documentary, photography, the visual arts, music, and drama). Literature and fine art are not only forms of expression in response to inhumanity, but also can contribute to the dehumanization of groups who become victims of gendercide: how have the perpetrators depicted those victims in literature and art? How have art and literature also become a means and way of scholarship and activism in engaging the public and international communities with the largely unknown aspects of gendercide? Also covered, and directly related to this, are the responses to gendercide in human rights activism, organizations, documentaries, and international legal tribunals, and international ‘accountability projects’.

**Classic Civilizations Courses**

**CSS 1010: Greek & Latin Root of English (3 cr.)**
This course will introduce 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.

**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.

**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.

Take 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.

**CSS 4495: Independent Study (3 cr.)**
Studies in specific authors, periods, genres, or stylistics. May be repeated with a change in topic. Prerequisite: Consult the department.

**Dance & Theater 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 introduction to Shakespeare texts. A series of critical readings on creativity, performance theory and techniques will inform the course. Students will submit written responses to assigned readings and live performances on campus and in New York. This course is the prerequisite for all required courses in the DTH Major with the exception of primary level Dance Technique courses, and should be taken in the freshman year. A performance fee is required.

**DTH 1001: Acting I (3 cr.)**
An introduction to dramatic interpretation, basic theories of acting and fundamental techniques including: voice and breath, expressive movement, theatre games and improvisation, memorization, monologues, beginning scene work and introduction to Shakespeare. 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 Acting For Non-Majors (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, working with partners, in groups, as well as in the solo form. No prerequisite. (Fall & Spring.)

**DTH 1007: Stage Combat Workshop (2 cr.)**
This course provides 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 (3 cr.)**
Stagecraft is the study of the theories and applications of building and painting scenery and properties for theatrical productions. This introductory course will cover practices of construction techniques, as well as a brief section on scene painting. Students will assist in the building and painting of departmental productions. Two hour class plus additional lab time. Take DTH.1000;

**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 (Relationship, Shape Architecture Topography, Gesture) and Time through exercises and structured compositions. Prerequisite: Creative Process

Prerequisite: DTH.1000. Creative Process

**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.
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 and DTH 4101: Modern Dance Tech I or equivalent such as DTH 4102: Modern Dance Technique II or DTH 4103: Modern Dance Technique III. Offered 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).
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 II (2 cr.)
Required for majors in the Junior year.
Prerequisite: DTH.2318: Junior Seminar I with a minimum grade of C

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 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 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 musculoskeletal 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 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 contem-
DTH 3331: 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 3331: Performance Seminar: Collaborative Process (3 cr.)
For performing artists and theatre makers of all kinds. This course will explore the nature and experience of creative collaboration between artists-dancers, actors, writers, visual artists and musicians. We will explore various languages of physical performance, non-dramatic texts (visual and plastic art, photographs, poetry, etc.) and the tradition of site specific performance. The course will integrate traditional academic research with hands-on experiential work in the studio. Prerequisite: Creative Process and one other technique course (Acting, Modern Dance, Voice & Speech, etc.) or Permission of Instructor.

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 Sem: 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

Praequisite: DTH 1000 or faculty consent

DTH 3244: Playwriting (3 cr.)
Prerequisite: DTH 1000 or faculty consent.

DTH 3310: Performance Seminar (3 cr.)
This seminar will focus on experimental dance and theater 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 3314: Performance Seminar: Collaborative Process (3 cr.)
For performing artists and theatre makers of all kinds. This course will explore the nature and experience of creative collaboration between artists-dancers, actors, writers, visual artists and musicians. We will explore various languages of physical performance, non-dramatic texts (visual and plastic art, photographs, poetry, etc.) and the tradition of site specific performance. The course will integrate traditional academic research with hands-on experiential work in the studio. Prerequisite: Creative Process and one other technique course (Acting, Modern Dance, Voice & Speech, etc.) or Permission of Instructor.

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 Sem: 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

Praequisite: DTH 1000 or faculty consent

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 theatre. 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 in the United States, Jan Cohen-Crur Arts 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 Weiger Uprooting Racism: How White People Can Work for Racial Justice, Paul Kivel

Praequisite: 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 Joos and Bill T. Jones. A studio component will allow students to explore whether theory holds up to the test of performance. Prep: 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.)

Praequisite: DTH 1000

DTH 3542: Stage Management (3 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.

Take DTH.1000 or DTH.4500.

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, scripting, 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 (2 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 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.

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

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, Del Close, Kim Johnson; Meriwether Publishing Improv by Keith Johnstone; Routledge/Theatre Arts Books Publishing Additional readings

DTH 4010: 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 4012: 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.
Take DTH.4012.

DTH 4013: 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.
Take DTH.4013.

DTH 4014: Ballet I (2 cr.)
Fundamentals of ballet technique for beginners.

DTH 4015: Ballet II (2 cr.)
Intermediate ballet technique.
Take DTH.4014

DTH 4016: African-Caribbean Dance (2 cr.)
An exploration of African and Afro-Caribbean dance styles, techniques and cultural influences.

DTH 4017: Jazz I (2 cr.)
An introductory level technique class that explores the roots and styles of Jazz Dance.

DTH 4018: Tap I (2 cr.)
An introduction to the techniques and style of Tap Dance.

DTH 4019: Flamenco I (2 cr.)
An exploration of Flamenco dance techniques, including historical and cultural influences.

DTH 4012: Yoga (1 cr.)
Systematic integrative study of the philosophy and practice for this ancient technique of bodymind education.

DTH 4013: 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 4104: 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.

Take DTH.4105;

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

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

**Prerequisite: DTH.4108;**

**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;

**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 Tai 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 Tai 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 4400: Performance Project: Theatre (2 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 (2 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. 1 credit for Non-Majors. No credit for Majors and Minors. No prerequisite, but requires instructor consent for registration. (Fall/Spring)

**Economics/Finance/Management Courses**

**ECO 1003: Entrepreneurship for Liberal Arts (4 cr.)**
This course provides liberal arts students with the knowledge and skill needed to plan and manage a business, especially when the business pertains to their liberal arts training. It covers basics, such as accounting, marketing, and human resource management, and shows how these are strategically combined to create a business plan. This course may not be taken in fulfillment of an economics, finance, or management major or minor.

**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.

ECO 2003: Investment Analysis (3 cr.)
This course describes the setting of investment decisions and the fundamental principles guiding them. Emphasis is on securities markets and investment strategies.
Take ECO.2003.

ECO 2004: Derivative Securities (3 cr.)
Derivative Securities introduces the basic structure of derivative contracts and the markets in which they trade. The course covers strategies for both hedging and speculating and will also build and apply pricing models for futures and options.
Take ECO.2003.

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, economy, as health care now comprises almost 15% of gross domestic

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: Principles of Economics II

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: Principles of Economics I

ECO 2016: Financial Markets (3 cr.)
This course will involve the study of Financial Markets and the role financial intermediaries play in this environment. Emphasis is on recent developments for the Federal Reserve, Investment Banks, Brokerage Firms, Insurance Companies, and Financial Service Conglomerates. The course will focus on the asset/liability management of Depositary and other Financial Institutions, and will provide an overview of commonly utilized financial instruments. Prerequisite: Principles of Economics I and II and Money & Banking.
Take ECO.2015 or ECO.3020

ECO 2017: Economics & Finance of Health Care Policy (3 cr.)**
This course examines an increasingly important sector of the US economy, as health care now comprises almost 15% of gross domestic product. Further, this sector is one of the least influenced by ordinary market forces, largely because public and private insurance cover more than 80% of health care spending. The result is a unique and complex challenge to public policy: to determine how best to finance and deliver health care, so that it is both efficiently provided and equitably distributed. Prerequisite: Principles of Economics II
Prerequisite: ECO.1012

ECO 2018: Corporation Finance (3 cr.)
This course looks at sources and uses of funds by corporations; the analysis and management of their funds, such as cash, inventories and accounts receivable, and the efficient selection of short, intermediate and long-term funding.
Take ECO.1011, ECO.1012, MGT.1002, ECO.2060.

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.

ECO 2022: Government and Industry (3 cr.)
An examination of how industrial market structure affects the conduct and performance of firms in the economy. Topics include the determinants of market structure, barriers to entry, price and non-price competition, government regulation and anti-trust policy.
Take ECO.2011, ECO.1012.

ECO 2026: Advanced Financial Functions of MS Office (3 cr.)**
The course will revisit the decision making theories of economics and finance and cover a number of related applications from the quantitative perspective. It will teach students how to implement financial analysis using Microsoft Excel and Access. The goal of the course is to enhance students’ understanding of the principles of Economics and Finance by applying them to real world problems. The course will cover the valuation process along with database management, data analysis, regression analysis, and the like. Prerequisites: MGT 1007 and ECO 2018.
Prerequisite: Take MGT.1007 ECO.2018

ECO 2032: Applied Game Theory (3 cr.)
People often make decisions in which the reactions of others must be anticipated and accounted for. Game theory represents a systematic way of thinking strategically. This course develops the basics of the field of game theory and applies this theory to a range of strategic decisions as diverse as those that involve: negotiating contracts; signaling the intent to enter a market; predatory pricing; acting crazy like a fox; finding and attracting the best feasible mate; arranging alliances; and establishing peace among nations. The conditions that produce both conflict and cooperation are explored. Prerequisites: Principles of Economics I and II.

ECO 2050: Women in Development (3 cr.)
This course will survey several countries where development strategies have followed different models while gender has played another role. Student projects will explore the question of whether any common
elements appear in the relations of gender, religion and economic development around the world.

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.

Take 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.

Take 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.

Take 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.

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

ECO 3016: International Trade (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.

Take ECO.1011, ECO.1012.

ECO 3017: International Finance & Global Economics (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.

Take ECO.1011, ECO.1012.

ECO 3020: Seminar in Money and Banking (3 cr.)
An examination of the nature of money, its history and its role in the economy in a seminar forum where students read articles, make oral presentations and write a short research paper. Additional topics covered include the Federal Reserve system, other financial institutions, financial markets and the structure of the financial sector of the economy.

Prerequisite: ECO.1011: Principles of Economics I

ECO 3035: Seminar in International Business (3 cr.)
This seminar will investigate the rapidly evolving business 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 3997: Senior Seminar in Economics/Finance/Management (3 cr.)
Students undertake research on a topic approved by the instructor and use management tools and techniques to reach conclusions. The results of the research project are presented in a senior thesis and discussed in a seminar format. A grade of C- is the minimum standard for a successful senior evaluation.

ECO 4497: Internship Economics (1-3 cr.)
Take ECO.1011 ECO.1012 ECO.3002

FIN 3030: Finance & Planning Process (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: Principles of Accounting I

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 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.

MGT 1003: Introduction to Marketing (3 cr.)**
Students are given a hands-on understanding of the tools of marketing. Marketing tools are integrated into the marketing system. Topics include consumer behavior, product design, segmentation, advertising, promotion, selling, pricing, distribution and financial feasibility.

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 1006</td>
<td>General HR Employment Practice (3 cr.)**</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 1007</td>
<td>Computer Concepts Business Applications (3 cr.)**</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 1008</td>
<td>Fundamentals of Accounting II (3 cr.)**</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 2006</td>
<td>International Marketing (3 cr.)**</td>
<td>3</td>
<td>Marketing principles are applied in different international environments. Topics include the introduction of new products, marketing channels, pricing policies and multinational marketing programs. Prerequisite: MGT.1003.</td>
</tr>
<tr>
<td>MGT 2007</td>
<td>International Management (3 cr.)**</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 2015</td>
<td>Organizational Behavior (3 cr.)**</td>
<td>3</td>
<td>This course presents an overview of industrial, social and organizational psychology applied within the business environment. Students learn how to develop team plans, how to implement teams within the organization and how to develop ways to evaluate and reward individuals and teams within a cooperative environment. Attention will be given to scheduling and computer based planning as tools to facilitate more effective and efficient team functioning. H.R. concentration majors must have taken MGT.1005.</td>
</tr>
<tr>
<td>MGT 2016</td>
<td>Integrated Marketing Communications (3 cr.)**</td>
<td>3</td>
<td>The development of effective communication strategies. 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.1003.</td>
</tr>
<tr>
<td>MGT 2017</td>
<td>Internet Marketing (3 cr.)**</td>
<td>3</td>
<td>Students will explore and evaluate the implications of the internet for the marketing of goods and services and understand the critical success factors for marketing on the internet. Prerequisites: MGT.1003 and MGT.1007.</td>
</tr>
<tr>
<td>MGT 2021</td>
<td>Compensation and Benefits (3 cr.)**</td>
<td>3</td>
<td>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 the importance of communicating the system to the business firm’s employees. Prerequisites: MGT.1001, MGT.1005.</td>
</tr>
<tr>
<td>MGT 2024</td>
<td>Consumer Behavior (3 cr.)**</td>
<td>3</td>
<td>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.1003.</td>
</tr>
<tr>
<td>MGT 2026</td>
<td>Environmental Business Management (3 cr.)**</td>
<td>3</td>
<td>This course focuses on successful practices for the management of our environmental resources within businesses and the effect these practices have on the economic and social bottom line.</td>
</tr>
<tr>
<td>MGT 2027</td>
<td>Management of Workforce Diversity (3 cr.)**</td>
<td>3</td>
<td>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. Corerequisite: MGT.1001 and MGT 1005</td>
</tr>
<tr>
<td>MGT 2028</td>
<td>Business Start-Up (3 cr.)**</td>
<td>3</td>
<td>Student teams will start and operate a campus based business. The business will have a one-semester duration and must have an exit strategy. Prerequisite: MGT.1004.</td>
</tr>
<tr>
<td>MGT 2030</td>
<td>Project Management (3 cr.)**</td>
<td>3</td>
<td>Topics will include development, implementation and evaluation of project control techniques and management science techniques necessary for planning and resource control. Prerequisite: MGT.1005 and one of the following: MGT.1007 or MAC.1075.</td>
</tr>
<tr>
<td>MGT 2035</td>
<td>Intermediate Accounting I (3 cr.)**</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 2036</td>
<td>Intermediate Accounting II (3 cr.)**</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MGT 2037</td>
<td>Fundamentals of Taxation (3 cr.)**</td>
<td>3</td>
<td>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 and MGT 1008.</td>
</tr>
</tbody>
</table>
MG T 3020: Business Policy (3 cr.)** Accelerated BS Course Only
This course deals with the process of formulating and structuring to achieve objectives in organizations. Students will develop a mission and policies for a company, analyze the external environment and their capabilities for dealing with it, brainstorm possible markets and their competitive advantage for serving those markets, choose a strategy for success, and structure their organization to achieve that strategy.

MG T 3023: Entrepreneurship (3 cr.)** Accelerated BS Course Only
This course provides an in-depth study of the elements involved in converting ideas and concepts into a successful business venture. Topics will include: the personality of the entrepreneur, developing ideas for entrepreneurial ventures, testing the feasibility of ideas, evaluating the impact on lifestyle, preparation of business and marketing plans, seeking expert advice, securing financing, use of outside professionals, and avoiding pitfalls.

MG T 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.

MG T 3031: Economic Forecasting & Decision Making (3 cr.)** Accelerated BS Course Only
This course gives the student an understanding of the various tools and techniques used in making a scientific forecast and a rational business decision. Using a real-life problem solving approach, it starts with a study of quantitative methods such as real numbers, algebraic relationships, fractions, and graphs. This course explores statistical analysis, including concepts, validity testing, and probability and sampling theory. Research methods, including design and data collection, and quantitative analysis, including classical decision theory are explained. Prerequisite: Basic Algebra

MG T 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.

MG T 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.

MG T 3096: Final Integrative Project (2 cr.)**
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.

MG T 4497: Internship (1-3 cr.)**

Education Courses
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 be placed upon 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 it 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 negotiation 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: Understanding and Using Qualitative And Quantitative Research in Schools (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 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 em-
barking 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 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 5222: Practical Leadership Skills in Learning Organizations (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 5225: National Principals Leadership Institute (3 cr.)
In this age of accountability, standards, and highstakes 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 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. 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 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.

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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. 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 5506: Education Leadership Portfolio (0 cr.)
EDAD 8050: 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 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 & Pedagogical Quality (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). 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
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 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, proposing 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, 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.

Education Courses

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 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 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.

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 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 student's 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
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 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 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.

Conceit: 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 State 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.

Conceit: 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 popu-
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 music 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, repertoire, 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.
Completion of all education courses, PSY.2001, PSY.2002, and approval by the Office of Field Placement, Certification and Community Outreach.

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.
An introduction to the historical, philosophical, and cultural roots of individuals who require instructional modifications and do not clearly fit early childhood education including traditional, current and innovative practices. Developing 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. (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)

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**
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**
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use different instructional methods 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 ways 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 Education Course (1 cr.)**
Explore the field of contemporary museum education and link curriculum development with actual works 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 & Materials Sec Lang I (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 the relationship between schools and museums. Focus on the relationship between schools and museums.
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/Pacticum & 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)
Corequisites: 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, 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 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. First, we will study the history of PBL, the various forms of PBL, and the history of inquiry. Second, we will study the role of the teacher in the PBL process.

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-K. 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(See, 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.

**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 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 musicians-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, repertoire, 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, phonic 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 (4-6 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/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 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, ini-
tiate 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 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 relief, 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 ongoing 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 ongoing 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
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 your 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 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 III: Practicum in Clinical Applied Behavior (2 cr.)**
This course is designed to provide 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 II: Clinical Applied Behavior Analysis. The focus of intervention will be in special education settings.

Special Ed Course)

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
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 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 Institutes'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 curriculum 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 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 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 for writers craft; reading; writing in various genres and about various subjects; motivating and designing curriculum and instruction.

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.

EDU 5566: Education for Sustainability (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 foundations 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 thinking, 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 5567: Education for Sustainability (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 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 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 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 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 understandings 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, metacognition, comprehension, 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 communicating 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 curriculum 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 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 constructional 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)

**English Composition Courses**

**ENC 2000: Critical Research & Composition (3 cr.)**
This course provides intensive instruction in elements of research, persuasion and advanced composition. The course covers analysis of primary and secondary sources, methods of citation, techniques for analysis and argumentation, and approaches to the construction bibliographic essay. Several sections of the course are offered as discipline-specific and several are offered as across the curriculum.

Prerequisite: ENC 4010, with a grade of C or better.

**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 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 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 depended 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.

English Courses

ENG 1012: Intro to Medieval & Renaissance English Lit (4 cr.)
This course introduces students to major authors and the dominant genres of English literature in the medieval (to ca. 1485) and Renaissance (1485-ca. 1660) 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. Works will include Beowulf and “Sir Gawain and the Green Knight,” as well as writings of Chaucer, Malory, Spencer, Shakespeare, Donne, Herbert, Marvell, and Milton. This course is designed to develop students’ fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

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 the novelists Bronte, Dickens, and Woolf, and the poets Tennyson, Browning, Arnold, Rossetti, Hardy, Auden, Eliot, and Yeats. This course is designed to develop students’ fundamental college-level skills in critically analyzing
and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

**ENG 1016: Introduction to American Literature (4 cr.)**
This course introduces students to major authors and the dominant genres of American literature in the colonial, Civil War, Gilded Age, and modern eras, which roughly span the years 1776-1960. Students will read literary works that shed light on what literature was understood to be in these historical 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 the novelists Nathaniel Hawthorne, Mark Twain, Edith Wharton, Ernest Hemingway, and Ralph Ellison, the poets Anne Bradstreet, Walt Whitman, Emily Dickinson, Robert Frost, Langston Hughes, Allen Ginsberg, and Sylvia Plath, political writing by the authors of the Declaration of Independence, Abraham Lincoln, Thomas Jefferson, and Martin Luther King, Jr., and essays and memoirs by Benjamin Franklin, Ralph Waldo Emerson, Margaret Fuller, and Harriet Jacobs. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

**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 will 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, culminating in the writing and revision of an argumentative, analytical essay.

**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. 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 may include the novelists and prose fiction writers Defoe, Swift, Johnson, and Mary Shelley, the dramatist John Gay, and the poets Pope, Wordsworth, Coleridge, Shelley, and Keats. Attention will also be paid to visual artists Hogarth and Turner. This course is designed to develop students' fundamental college-level skills in critically analyzing and writing about literature, culminating in the writing and revision of an argumentative, analytical essay.

**ENG 2004: Exploring Fantasy Worlds (3 cr.)**
Fantasy fiction offers not only the pleasure of escape, but also new perspectives that help us make sense of complicated worlds, internal and external. Sharing the heroes' adventures enables us to discover how we could, should, and would act in situations that threaten our values, our lives, and our communities. Through the works of Tolkien, Rowling, Le Guin, and others, we will examine the power of word magic to create complex and compelling worlds that challenge our imagination, thought, self-knowledge, and compassion. NOTE: This counts as a genre course.

**ENG 2011: English I: Medieval Literature (3 cr.)**
English I studies a selection of masterpieces from the Dark and Middle Ages: Beowulf, Sir Gawain and the Green Knight, Le Morte D’Arthur, Piers Plowman, The Canterbury Tales, and early English drama. Through these works we observe how individuals learn to live with God, their neighbors, and themselves as well as how women and the lower classes gain new importance. Though many works will be read in translation, during the course the student will learn to read Middle English.

**ENG 2007: Masters of the Short Story (3 cr.)**
This course covers a wide range of culturally diverse short fiction. Emphasized are interpersonal relations, narrative voice, imagery, symbolism, and other aspects of short story telling. Included are Raymond Carver, Anton Chekhov, Ralph Ellison, Louise Erdrich, Gail Godwin, Zora Neale Hurston, Bernard Malamud, Gabriel Garcia Marquez, Alice Munro, Flannery O’Connor, Leslie Silko, Richard Wright and others. Goals are improved critical reading, writing and speaking. Required: open class discussions, organized critical presentations, regular writing assignments. NOTE: this counts as a genre course.

**ENG 2020: English II: Renaissance Literature (3 cr.)**
In an age of discovery, Renaissance writers explored the rewards and dangers of reaching into new areas of experience, of questioning the accepted social and moral order, of concentrating on their desires instead of God’s. A selection of masterpieces by Shakespeare, Marlowe, Spenser, Donne, Milton and others reveals their insight, imagination and power over language as well as the possibilities and problems considered by sixteenth and seventeenth century writers.

**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 that produced Shakespeare and in which Shakespeare produced. 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 and Lear. As students become familiar with the quartos and folios, they will also learn how academic editors create singular texts from these multiple sources. 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 by reading plays in which performance is a primary theme—Love’s Labours Lost, Henry IV, part 1, Richard III, and The Winter’s Tale. 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. Prerequisite: Completion of one 1000 level English course.

**ENG 2022: Shakespearean’s Outsiders (3 cr.)**
In many of Shakespeare’s plays the main character, though interacting with others, remains an outsider, set apart by creed or color, deformity or age. Instead of rejecting him as society does, the playwright gives him
a voice and a context to explain his acts and feelings. Studying his plays reveals that whether the outcast seems alien and monstrous, or all too human, Shakespeare asks us to see through this character and recognize the outcast in ourselves. Note: This counts as a major author course.

Prerequisite: ENG 1009: Approaches to Literature.

ENG 2023A: English III, Pt. 1: Neoclassical Lit. (2 cr.)
This course is divided into two parts, A and B, each of which runs for one-half semester and carries a value of two (2) credits. The course as a whole will examine the transition that took place in literature from the Neoclassical period of the early and mid-18th-century to the Romanticism that emerged in the late-18th and early-19th-centuries. Emphasis will be placed on comparing and contrasting these two different approaches to literature and art. Authors studied in part A will include Defoe, Swift, Gay, Pope, Goldsmith, Johnson, and Sheridan, among others. Part B will cover Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats, among others. Students may register for either a full semester or half a semester, but must ultimately take both parts in order to count as a core course or an elective for the English major or minor.

ENG 2023B: English III, Part 2: Romantic Lit. (2 cr.)
This course is divided into two parts, A and B, each of which runs for one-half semester and carries a value of two (2) credits. The course as a whole will examine the transition that took place in literature from the Neoclassical period of the early and mid-18th-century to the Romanticism that emerged in the late-18th and early-19th-centuries. Emphasis will be placed on comparing and contrasting these two different approaches to literature and art. Authors studied in part A will include Defoe, Swift, Gay, Pope, Goldsmith, Johnson, and Sheridan, among others. Part B will cover Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats, among others. Students may register for either a full semester or half a semester, but must ultimately take both parts in order to count as a core course or an elective for the English major or minor.

ENG 2035: English IV: Victorian Literature (3 cr.)
This course offers an introduction to key authors, 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. Novelists include Charlotte Bronte, Charles Dickens, and George Eliot; poets include Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, and Matthew Arnold.

ENG 2036: English V: The Modern Age (3 cr.)
This course is an introductory survey of British and postcolonial literature since 1900, covering some of the important novelists, poets, and dramatists of the past hundred-plus years, with an emphasis on the first half of the century. We will approach this period by way of several thematic units in order to explore a number of interrelated questions: the impact of World War One on the national psyche and on literary form; the unique emergence of Ireland as a hotbed of artistic and political rebellion; the relationship of new ideas of sexuality to modernist fiction; the mid-century response to modernist poetry; the dismantling of Britain as a colonial power and the resistance to standard English through local dialects; the use of experimental dramatic structures as a clue to the self-reflexive mindset of the 20th century. Throughout this course, we will seek to understand literature as a medium that articulates particular national, aesthetic, and sexual ideologies while often providing the resources from which these discourses can be challenged or reformed. Readings will be selected from among the following authors: Sassoon, Owen, Pound, Eliot, Ford, Yeats, Friel, Joyce, Auden, Larkin, Lawrence, Forster, Lessing, Woolf, Conrad, Orwell, McKay, Braithwaite, Gordimer, Rhys, Naipaul, Beckett, Stoppard, Rushdie, Hornby. *Note: ENG 1009 is a pre-requisite for admission into this course.

ENG 2047: The Jazz Age (3 cr.)
This course examines the literature produced in and about New York during the Roaring 1920’s. F. Scott Fitzgerald wrote that in New York City the restlessness ‘reached hysteria,’ and the course explores how this hysteria affected literary works. The course includes literature that escorts us to Midtown, Harlem, Greenwich Village and Brooklyn and brings us into ballrooms, speakeasies and tenement buildings. Offered in New York City during the semester, and at Manhattanville during the summer.

ENG 2050: American Literature I: Puritans (3 cr.)
The course examines American writers from the colonial period to the Civil War, including Bradstreet, Taylor, Edwards, Franklin, Irving, Emerson, Poe, Douglass, Hawthorne, Melville and Whitman. These writers helped to define the American identity by exploring conflicts and contradictions that still shape our American experience: the conflicts between spirituality and materialism, individualism and community, idealism and pragmatism, economic opportunity and economic exploitation, romanticism and realism.

ENG 2051: American Literature II: Realism (3 cr.)
This course will focus on literature from the Civil War to the Great War, roughly the 1860s to the 1920s, a volatile time in American social and literary history. We will make broad reference to the influence of new technologies (factories, trains, the telegraph, electric lights), the growth of urbanization, changing gender roles and attitudes toward sexuality, the increasingly unequal distribution of wealth, and representations of slavery, race, and ethnicity. Against the backdrop of these shifts in political and cultural history, we’ll focus on stylistic innovations such as the invention of free verse and the deployment of vernacular modes of American speech, the use of impressionistic, unreliable, or repetitive narration, as well as the impact of literary movements like sentimentalism, realism, naturalism, and modernism. Reading list will likely include many of the following authors: Twain, Howells, London, Chesnutt, Crane, Wharton, Dreiser, Whitman, Dickinson, Chopin, Gilman, James, Stein, Frost, Anderson, Hemingway. *Note: ENG 1009 is a pre-requisite for admission into this course.

ENG 2052: American Literature III: 20th Century (3 cr.)
This course surveys American literature written from the end of WWI to the present, a span of years that includes the triumphs and disillusionments of two world wars, several massive economic slumps, ongoing fears of nuclear destruction, the end of Jim Crow, the achievements of the civil rights, feminist, and gay rights movements, and the increasing diversity of ethnic identities in the United States. The writers of this period were remarkably alert to these social changes and sought to respond through innovative formal techniques: modernist authors introduced difficult modes of allusion, myth, and stream of consciousness, as well as incorporating the fresh rhythms of jazz and vernacular slang; mid-century authors embraced an autobiographical mode of witness that straddles the boundary between confession and performance; and recent authors call our attention to the artificiality of storytelling as a discourse and the importance of personal identity in constructing literary voice. We will discuss these formal developments in relation to a variety of thematic concerns: the relationship between economic and erotic desire in the 1920s, modernist form and the history of violence, the rise of “beats” and “freaks” as voices of rebellion and conscience; the relationship between gender, geography, and racial identity in post-war America; and the infiltration of mass media into the domain of the literary. The reading list will likely include many of
the following authors: Fitzgerald, Cather, Eliot, Hughes, Faulkner, O’Connor, Plath, Ginsberg, Nabokov, Ellison, Salinger, Morrison, Kingston, Robinson, Lahiri, Fynchon, Barth, Ashbery, Saunders, Díaz. *Note: ENG 1009 is a prerequisite for admission into this course.

ENG 2057: Reading Shakespeare (3 cr.)
This course will focus on close reading of three 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 cultural 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. NOTE: This counts as a major author course.

ENG 2065: Images of Women in Literature (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 2072: International Literature II (3 cr.)
This course is designed to familiarize students with great works of world literature written outside of England and the United States since the eighteenth century. Literature from a variety of regions and backgrounds will be examined, with special emphasis on works outside the western European tradition.

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, Shau na Singh Baldwin’s What the Body Remembers.

ENG 2076: American Literature After 1945 (3 cr.)
The purpose of this course is to introduce students to a diverse range of American literature written between 1945 to the present; to consider what is postmodernist about the form and content of these works; and to situate them in relation to their historical and cultural contexts. We will discuss social changes and formal developments in relation to a variety of thematic concerns: postmodernist irony vs. the documentary truths of the information era, the rise of “beats” and “freaks” as voices of rebellion and conscience, the relationship between gender, geography, and cultural identity in post-war America; and the infiltration of mass media into the domain of the literary. Where possible, we will read literature alongside significant historical documents and artifacts from this period. Authors to be drawn from the following: Bishop, Brooks, Bellow, Ellison, Ginsberg, Lowell, Plath, Nabokov, Percy, Salinger, O’Connor, Roth, Barth, Morrison, Ashbery, O’Hara, Ammons, Graham, Gluck, Delillo, Wallace, Saunders, Robinson, Eggers, Lahiri, Díaz, Foer, Eisenberg. Prerequisite: Completion of one 1000 level English course.

ENG 2087: The English Novel (3 cr.)
This course examines the literary tradition of the English novel, which took shape in the 18th century, entered a golden age in the 19th century, and has continued to evolve in the modern and contemporary periods. Students will read major novels that demonstrate the evolution of the genre in England and will consider those works in historical and social context as well as in light of influential theories of the novel. Novelists will include Fielding, Richardson, Austen, Brontë, Eliot, Forster, Woolf, and McEwan; theorists will include Forster, Watt, McKeon, and Smiley. 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. Key assignments will include a comparative essay about two novels and a contextual essay that applies relevant theory and knowledge of history and tradition to the original analysis of a major English novel.

ENG 2092: Postmodernism & the Late 20th Century (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 postmodernism: 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 3020: Jane Austen & Popular Culture (3 cr.)
This seminar examines the status of the Regency writer Jane Austen, often considered one of England’s finest novelists, in our own popular culture. Readings will include a biography of Austen, four of her novels, selected scholarly articles on her current popularity, and creative responses to her work in the realms of fiction and non-fiction. We will also view several recent film adaptations of her novels. NOTE: This course counts as a major author course. Prerequisite: Completion of one previous English course.

ENG 3026: Shakespeare on Film (3 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 Concentration. NOTE: this counts as a major author course. Prerequisite: Completion of one prior English course, or permission of the department.

ENG 3041: Modern Love Poetry (3 cr.)
Twentieth-century and contemporary treatments of intimacy in poems from various traditions in English and in translation from other lan-
guages. Emphasis is on tenderness, erotic attraction, courtship, “falling in love”, addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. In-class readings required. Some strong language. NOTE: this counts as a genre course. Prerequisite: Completion of one previous English course.

ENG 3050: American Poetry (3 cr.)
This seminar in 19th century, 20th century, and contemporary poetry traces the transition from “Romantic” to “Modern” sensibility from Emerson to T.S. Eliot and beyond to living poets of the Americas. Discussion of forms and technique, but emphasis is on reading well, finding distinct voice and dramatic context in each poem. Includes Whitman, Dickinson, Frost, Langston Hughes, Sylvia Plath, Pablo Neruda, Derek Walcott, Sharon Olds, Julia Alvarez, Billy Collins and others. Required recitations, analyses and writing assignments. Some strong language. NOTE: this counts as a genre course. Prerequisite: Completion of one prior English course, or permission of the department.

ENG 3057: Hawthorne, Melville, Poe (3 cr.)
This seminar examines in depth the short stories and the novels of Hawthorne, Melville, and Poe, focusing on their shared literary techniques and their relationship to earlier American thought. Special emphasis will be placed on the ways in which they developed or diverged from Emerson’s use of symbolism as a literary technique and as a means of shaping one’s understanding of reality. NOTE: this counts as a major author course. Research paper.

ENG 3065: Visions of Hell (3 cr.)
This course examines how the conception of Hell evolved from that of an afterworld where the dead dwell, to a place of diabolically appropriate punishment, to a state of mental and moral torment, to a useful incentive for impeccable behavior, to a means of revealing the nature of God and Heaven. Authors studied include Dante, Milton, Sartre, Joyce, and C.S. Lewis. Students need to be able to consider objectively the religious beliefs or disbeliefs assumed by the works.

ENG 3071: Laughter: Definitions of Comedy (3 cr.)
This seminar will explore the nature of comedy in its various forms from classical times to the present. It will examine comedy’s appearance in various genres: drama, fiction, and film. At each of the weekly meetings, the course will pair a reading with a film. Seminar sessions will be organized around reports and discussion. A research paper is required for this course. 
Prerequisite: Completion of one previous English course.

ENG 3083: Literary Theory & 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 to 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.

ENG 3085: Images of the City in US Literature (3 cr.)
A study of the images of the city in representative fiction and poetry of the United States. The course will pursue a variety of imagined cities in our literary history from the construction of the city as an arena of decadence and failed expectation to the imagination of the city as an icon of progress and beacon of the future. Authors to be considered will include Cather, Dreiser, Ellison, Fitzgerald, Pynchon, Henry Roth, and Nathanael West.

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 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 re-define 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, Anna 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 3108: Victorian Novels of Vocation (3 cr.)
This course examines the importance of vocation—a call to meaningful work in the world, which sometimes takes the form of a particular profession—in the novels by Charlotte Bronte, Charles Dickens, George Eliot, and Thomas Hardy. We will also attend to other key themes and to evolving techniques of narration, characterization, and description; contextual reading will include brief biographical selections and some criticism. Recommended: ENG 2035 (Victorian Literature). NOTE: this counts as a genre course. Prerequisite: Completion of one prior English course, or permission of the department.

ENG 3117: Text, Image, Sound, Web: Imagining Media in 20th c. Literature
This course will stage a series of confrontations between key works of 20th century literature and other arts and media. How and why do poems and novels of this period turn to forms of aesthetic experience that are primarily non-verbal, graphic, sonic, or based on moving images or hyperlinks, and what does this imply about the fate of reading in the present era? What special pleasures and compensations might literature offer when viewed in relation to popular forms of communication (radio, phone, television) and digital entertainment (internet, video games)? We will seek to answer these questions through units that focus on literature’s relationship to painting and photography, film, sound, and the Internet. We will also devote some attention to theoretical concepts like remediation, narrative networks, digital property rights, and medium specificity. Authors are likely to include: Dos Passos, Strand and Sheeler, Agee and Evans, Hughes, O’Hara, Bechdel, Delillo, Larsen, Shyngteng, Egan, Latham, Saunders, D.F. Wallace. This seminar is intended for advanced English majors or those with an interest in visual culture, mass communication, or media theory. Prerequisites: ENG 1009 and a minimum of one 2000-level course in English or one of the following departments: American Studies, Art History, Communication, History, Studio Art, or Communication.

ENG 3118: Major Modern Authors (3 cr.)
This course leads advanced students of literature in an intensive analysis of a small number of influential modern writers. It also prepares students to pursue independent critical research in the form of a lengthy term paper. For the Fall 2012 semester, we will explore the
ENG 3119: 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 3998: Senior Thesis Literature (1-3 cr.)
This capstone course supports students' original research on a topic related to the literature seminar with which this course is corequisite. Both courses are led by the same instructor, who in this course acquaints thesis students with the elements and format of a senior-level research essay and guides thesis students in appropriate research techniques and the writing process.

ENG 3999: Senior Honors Project (3 cr.)
Students nominated by the faculty may be invited to do the Senior Honors Project, usually a major research paper. Further information may be found in the description of the departmental Honors Program.

ENG 5020: Jane Austen & Popular Culture (3 cr.)
This seminar examines the status of the Regency writer Jane Austen, often considered one of England's finest novelists, in our own popular culture. Readings will include a biography of Austen, four of her novels, selected scholarly articles on her current popularity, and creative responses to her work in the realms of fiction and non-fiction. We will also view several recent film adaptations of her novels.

ENG 5026: Shakespeare on Film (3 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, but not required.

ENG 5041: Modern Love Poetry (3 cr.)
Twentieth-century and contemporary treatments of intimacy in poems from various traditions in English and in translation from other languages. Emphasis is on tenderness, erotic attraction, courtship, “falling in love”, addiction, martyrdom, obsession, compulsion, fantasy, loving the self, living with loss and living together. Discussion of problems in communication, education, censorship. In-class readings required. Some strong language.

ENG 5057: Hawthorne, Melville, Poe (3 cr.)
This seminar examines in depth the short stories and the novels of Hawthorne, Melville, and Poe, focusing on their shared literary techniques and their relationship to earlier American thought. Special emphasis will be placed on the ways in which they developed or diverged from Emerson's use of symbolism as a literary technique and as a means of shaping one's understanding of reality. NOTE: this counts as a major author course. Research paper.

ENG 5065: Visions of Hell (3 cr.)
This course examines how the conception of Hell evolved from that of an afterworld where the dead dwell, to a place of diabolically appropriate punishment, to a state of mental and moral torment, to a useful incentive for impeccable behavior, to a means of revealing the nature of God and Heaven. Authors studied include Dante, Milton, Sartre, Joyce, and C.S. Lewis. Students need to be able to consider objectively the religious beliefs or disbeliefs assumed by the works.

ENG 5071: Laughter: Definitions of Comedy (3 cr.)
This course will explore the nature of comedy in its various forms from classical times to the present. It will examine comedy's appearance in various genres: drama, fiction, and film. At each of the weekly meetings, the course will pair a reading with a film. Seminar sessions will be organized around reports and discussion. A research paper is required for this course.

ENG 5075: Film Theory (4 cr.)
This course will examine the range of contemporary theory about film through readings and viewings of selected films. The writings of earlier film theorists such as Eisenstein, Kracauer, Deren, and Bazin will provide a base for the examination of more recent theories rooted in genre studies, semiotics, Marxism, psychoanalysis, and feminism.

ENG 5076: Women's Film (3 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 ENG 2080: American Film.

ENG 5077: American Poetry (3 cr.)
The primary aim of this seminar is to help you understand and appreciate some of the most innovative, challenging, and exciting American poetry of the late 19th and early 20th centuries. In particular, we will
try to answer the following questions: What is Modernism? What is (or was) Postmodernism? What, if anything, makes American poetry distinctively American? As a result of taking this course, you should possess the skills and historical background to appreciate many varieties of twentieth-century and contemporary poetry. This course will also offer some exposure to the methods and uses of professional literary criticism. The reading list is likely to include most of the following poets: Whitman, Hughes, Crane, Williams, Rukeyser, Oppen, Brooks, Ginsberg, Ammons, Graham. Note: this course is intended for advanced English majors and graduate students who have some familiarity with basic poetic techniques and forms. Pre-requisites for undergraduates: ENG 1009 and a minimum of one 2000-level course in English that has focused in some detail on how to read poetry.

ENG 5085: Images of the City in US Literature (3 cr.)
A study of the images of the city in representative fiction and poetry of the United States. The course will pursue a variety of imagined cities in our literary history from the construction of the city as an arena of decadence and failed expectation to the imagination of the city as an icon of progress and beacon of the future. Authors to be considered will include Cather, Dreiser, Ellison, Fitzgerald, Pynchon, Henry Roth, and Nathanael West.

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 5108: Victorian Novels of Vocation (3 cr.)
This course examines the importance of vocation as a call to meaningful work in the world, which sometimes takes the form of a particular profession or other avocation. The course will begin with the novels of Charlotte Bronte, Charles Dickens, George Eliot, and Thomas Hardy. We will also attend to other key themes and to evolving techniques of narration, characterization, and description; contextual reading will include brief biographical selections and some criticism.

This course will stage a series of confrontations between key works of 20th century literature and other arts and media. How and why do poems and novels of this period turn to forms of aesthetic experience that are primarily non-verbal, graphic, sonic, or based on moving images or hyperlinks, and what does this imply about the fate of reading in the present era? What special pleasures and compensations might literature offer when viewed in relation to popular forms of communication (radio, phone, television) and digital entertainment (internet, video games)? We will seek to answer these questions through units that focus on literature’s relationship to painting and photography, film, sound, and the Internet. We will also devote some attention to theoretical concepts like remediation, narrative networks, digital property rights, and medium specificity. Authors are likely to include: Dos Passos, Strand and Sheeler, Agee and Evans, Hughes, O’Hara, Bechdel, Delillo, Larsen, Shyntengart, Egan, Lethem, Saunders, D.F. Wallace. This seminar is intended for advanced English majors or those with an interest in visual culture, mass communication, or media theory. Prerequisites: ENG 1009 and a minimum of one 2000-level course in English or one of the following departments: American Studies, Art History, Communication, History, Studio Art, or Communication.

ENG 5118: Major Modern Authors (3 cr.)
This course leads advanced students of literature in an intensive analysis of a small number of influential modern writers. It also prepares students to pursue independent critical research in the form of a lengthy term paper. For the Fall 2012 semester, we will explore the major novels and short story collections of F. Scott Fitzgerald and Ernest Hemingway, as well as their letters, essays, and memoirs, in order to undertake an in-depth look at two iconic American prose stylists. In addition to assessing their individual careers, we will consider the relevance of critical labels such as modernism, expatriates, The Jazz Age, and The Lost Generation. Prerequisite: at least one 2000-level course in English, preferably one or more of the following: The English Novel, The Age of Realism, American Modernism, or American Literature after 1945. Students who lack this preparation should email the professor to discuss their interest in the course and to discuss its applicability to their course of study.

ENG 5124: Exploring Fantasy Worlds (3 cr.)
This seminar will explore the use of alternate realities and fantastic locales in literature from medieval times to today. We will discuss the historical roots of modern fantasy, stylistic elements common in fantasy literature, and archetypal themes. We will study subgenres, discuss the differences between high and low fantasy, and examine the growing importance of fantasy in popular culture. Students will also engage with critical texts about the fantasy genre and the specific works covered in the course. Students will complete several short essay assignments, and ultimately produce a longer final essay that incorporates secondary sources.

English Film Studies Courses
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 and film clips inside and outside of class that shed light on how cinema has been 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 subject analysis. This course is designed to develop students’ fundamental college-level skills in critically analyzing and writing about cinema, culminating in the writing and revision of an argumentative, analytical essay.
ENF 2076: 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. Previously offered as ENG 2079; students who earned credit for ENG 2079 previously may not take ENF 2076 for credit.

ENF 2080: American Film (4 cr.)
This course begins with an examination of representative American film genres, such as the western, the gangster, 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. Previously offered as ENG 2080; students who earned credit for ENG 2080 previously may not take ENF 2080 for credit.

ENF 2088: History of Cinema I: The Beginnings to WWII (4 cr.)
Topics include pre-20th century protohistory; the cinema of attractions; the development of narrative, features, stars and the classical Hollywood studio system; French impressionism; Weimar expressionism; Scandinavian naturalism; Soviet montage; documentary and avant-garde cinema; early Asian film; the changeover to sound; censorship; French poetic realism; developments in British, German and Latin American film. Students are not required to take part 2. Previously offered as ENG 3028 and ENG 2088; students who earned credit for ENG 3028 or ENG 2088 previously may not take ENF 2088 for credit.

ENF 2089: History of Cinema II: WWII to Present (4 cr.)
We begin with the war years, Italian neorealism, film noir, the decline of the Hollywood studio system, and new documentary and avant-garde approaches. International art cinemas from Europe and Japan in the 50s and 60s, such as the French New Wave, are considered. Other key movements, from Brazilian Cinema Novo to New German Cinema, African and Indian cinema and other postcolonial cinemas also receive attention. We consider Hollywood's revival and its increasing commercialism, as well as China's "Fifth Generation," feminist and other independent practice, and films from Australia, the Middle East, Hong Kong and elsewhere. Part 1 is not a prerequisite. Previously offered as ENG 3029 and ENG 2089; students who earned credit for ENG 3029 or ENG 2089 previously may not take ENF 2089 for credit.

ENF 2075: Film Theory (4 cr.)
This course will examine the range of contemporary theory about film through readings and viewings of selected films. The writings of earlier film theorists such as Eisenstein, Kracauer, Deren, and Bazin will provide a base for the examination of more recent theories rooted in genre studies, semiotics, Marxism, psychoanalysis, and feminism.

ENF 3075: Film Theory (4 cr.)
This course will examine the range of contemporary theory about film through readings and viewings of selected films. The writings of earlier film theorists such as Eisenstein, Kracauer, Deren, and Bazin will provide a base for the examination of more recent theories rooted in genre studies, semiotics, Marxism, psychoanalysis, and feminism.

ENF 3173: Queer Film & Media Studies (4 cr.)
This seminar explores "queer theory" as applied to one of its key texts, the mass media. 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 now-mainstream gay representations on TV and the internet; documentaries and news coverage; New Queer Cinema; controversial artists in photography; and other U.S. and international expressions of queer politics and culture. Research paper required. Prerequisite: COMM 1001 or one previous ENG course in film studies.

ENF 3998: Senior Thesis Film Studies (1-3 cr.)
This capstone course supports students' original research on a topic related to the literature or film seminar with which this course is corequisite. Both courses are led by the same instructor, who in this course acquaints thesis students with the elements and format of a senior-level research essay and guides thesis students in appropriate research techniques and the writing process.

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." 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. Prerequisite: One other film studies course or Instructor's permission. Previously offered as ENG 4010; students who earned credit for ENG 4010 previously may not take ENF 4010 for credit.

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 response, generic evolution and 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 film, science fiction, Westerns, film noir, documentary, comedy, melodrama. Prerequisite: One film studies course, or permission of instructor. Previously offered as ENG 4020; students who earned credit for ENG 4020 previously may not take ENF 4020 for credit.

ENF 4030: National & Regional Cinemas (4 cr.)
This course considers one or, for comparative

Prerequisite: ENF1001: Intro to Film Studies
study, two cinemas in historical, cultural, aesthetic and political contexts. Key filmmakers receive attention, and concepts of identity, the nation and Diaspora are interrogated. Cinemas to be studied might include Asian, German and Scandinavian, French, International Jewish, Pan-African, British and Irish, Soviet/Russian, Italian film or others. Prerequisite: One film studies course, or permission of instructor. Previously offered as ENG 4030; students who earned credit for ENG 4030 previously may not take ENF 4030 for credit.

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.

ENF 5173: Queer Film & Media Studies (4 cr.)
This seminar explores “queer theory” as applied to one of its key texts, the mass media. 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 now-mainstream gay representations on TV and non-English language filmmaker represented.

English 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. Students read, study and critique published and peer work, with later classes introducing the workshop method.

ENW 2016: Narrative Studies (3 cr.)
Students continue the work begun in Approaches to Creative Writing, a prerequisite, 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.

ENW 2040: Writing for the Media (3 cr.)
Oriented towards social science and business media, this creative nonfiction course examines issues of style, history, ethics and practice in writing for media research and criticism, public relations, advertising and the internet. Types of writing to be covered could include copy editing, position papers, proposals, releases, “backgrounders” and new media copy. Previously offered as ENW 3005; students who earned credit for ENW 3005 previously may not take ENW.204 0 for credit.

ENW 3007: Narrative Writing (3 cr.)
A seminar in the practice of writing forms other than expository. Through experimentation in various genres including short story, dramatic dialogue, autobiographical sketch and creative non-fiction, students develop critical sensitivity to technique in their own and others’ work as well as awareness of their own authorial voice. The class fully explores the question: what is Narrative? Writing efforts are supported by conference with the instructor and seminar readings and discussions. Prerequisite: ENW 2030 Approaches to Creative Writing completed with a grade of C+ or better, or permission of the instructor. (Fall)(Spring)

ENW 3013: Expository Writing & Literature (3 cr.)
Accelerated BS Course Only
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. The finished manuscript will demonstrate the student's mastery of language and form, therefore students should include work in only one or two genre.

ENW 3998: Senior Writing Portfolio (3 cr.)
The student's work in the Creative and Professional Writing concen-

ENW 4003: 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 4004: Screenwriting Workshop II (3 cr.)  
Students continue their work begun in ENW 4003. Students work intensely on their own projects, workshopping scenes and sequences. Class lectures involve 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 feature film script draft of at least 90 pages.

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.

ENW 4011: Journalism I (3 cr.)  
Students will learn about news, feature and article writing as well as plan and carry out reporting assignments on topics of current interest. The course will include discussion of such issues as objectivity, ethics, investigation and interpretation. Occasionally the class will visit or be visited by working journalists.

ENW 4012: Journalism II (3 cr.)  
Students continue study begun in Journalism I. This class looks at works of extended journalism. Students are expected to write and study features, profiles, and investigative pieces, as well as submit material to the campus newspaper, Touchstone. Prerequisite: Grade of B or better in ENW 4011.

ENW 4020: Fiction Workshop (3 cr.)  
Through readings, discussion and critique, students will hone their skills and refine their literary judgment. A minimum of 40 pages of manuscript during the semester is required; this may take the form of drafts of a single story, several shorter pieces, or an extended work.  
Take ENW.2030 or ENW.3007; minimum grade C+

ENW 4030: Advanced Fiction Workshop (3 cr.)  
In this advanced seminar class, admitted students will look deeply at voice, character, plot and language in both published and peer work. Students will be expected to produce new work, in the form of short stories and/or novel excerpts. This course is writing and reading intensive. Prerequisite: ENW 4020: Fiction Workshop, with minimum grade of B.

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 5012: Screenwriting Workshop Two (3 cr.)  
Students continue to practice 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 ’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 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 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.

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.

ENW 5120: Contemporary Publishing (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 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 study the fundamentals of critical pedagogy as it pertains to creative writing. Student who complete this course will have an opportunity to teach in a community-based creative writing workshop the following semester (offered as ENW 5997: Graduate Internship), if desired.

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. Reading list: Coming int 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 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 nearprimal 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.)

This course investigates the principles and practical techniques that constitute the interdisciplinary activities that occur between genres with an emphasis on work that both engages and avoids the public space. Throughout this course, we will explore intermedia practices in three ways: 1. History: we will define the terms intermedia art and social practice and study texts and other mediums to gain an understanding of how these terms are utilized. 2. Art: We will examine a range of media: literary, cinematic, visual, performative works that may or may not be considered intermedia practices. 3. Projects: We will propose intermedia projects that explore how avenues for self-expression and collaborative practice might deal with items of social justice and the environment. These proposals will involve artist statements that can include anything from poetry, dance, installations, scripts, video and sculpture.

ENW 5994: 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 can not be completed in one semester.
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.)
Writing is writing, no matter the genre. This multi-genre workshop will delve into fiction, creative non-fiction, and writing for children/young adults. We'll examine how writers benefit from the ability to move fluidly between genres, to take what is learned in one and apply to another. We will also investigate what it means to be a writer: why do we do what we do? What is the responsibly of the writer in society?
Throughout the semester, we’ll create new work rooted in specific genres as well as work that dwells in the rich spaces between them. We'll discuss categories of literature, where genres overlap, and writing that resists traditional labels and structures. Authors such as Michael Ondaatje, Anne Carson, Chimamanda Ngozi Adichie, John Berger, Grace Paley, Naomi Shihab Nye, Edward P. Jones, Amitava Kumar, Annie Dillard, W.B. Sebald, and Victoria Redel will be discussed. Multi-media (photographs, films, etc.) will be used to energize critical thinking and help discover new ways of giving voice, finding form, creating characters, and being a writer.)
Please consult graduate program website for information on upcoming sections.

ENW 5900: Thesis Project (3 cr.)

ENW 5994: Final Project (2 cr.)
Intermediate French I and II enhances students’ foundation in French helping them improve their listening ability, their ability to communicate orally, to read fictional and non-fictional texts, and to express themselves in writing. Special stress on fundamentals of grammar.
Prerequisite: FRN 2001

FRN 2002: Intermediate French II (3 cr.)
Intermediate French I and II enhances students' foundation in French helping them improve their listening ability, their ability to communicate orally, to read fictional and non-fictional texts, and to express themselves in writing. Special stress on fundamentals of grammar.
Prerequisite: FRN 2001

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 that will help them converse in a number of specific situations—looking for a job, interviewing for a job, speaking about the future, the environment, global issues, advances in technology, and articulating points of view about the role of the media and advertising. They will also be introduced to current events in France and the Francophone world through newspaper articles, the Internet, video clips, films, and songs.
In addition, students will practice using French in specific situations through mock job interviews and debates. 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 over the telephone, arrange meetings, make travel plans and hotel reservations, look for jobs and write the curriculum vitae, interview, write business letters and e-mails, and make formal presentations.
Students will also examine the economic challenges facing French businesses in the age of globalization. The course will offer extensive grammar review. Students will read articles related to business in French print and non-print media, and analyze authentic documents from the business world.
Prerequisite: FRN.2002;

FRN 2011: Advanced French Conversation (3 cr.)
The course is a continuation of FRN 2008, French Conversation. It will concentrate on improving speaking and listening skills. Students will learn the vocabulary and language structures that will help them converse in a number of concrete and abstract situations and will be introduced to current events in France and the Francophone world through newspaper and magazine articles, the Internet, video clips, films, and songs. In addition, students will practice using French in specific situations through class presentations, skits, and debates. Prerequisite: FRN 2008, French Conversation, or its equivalent.
Prerequisite: FRN 2008

FRN 2055: French Cinema: From the New to Banlieue (3 cr.)
This course will conduct a thematic and stylistic analysis of French films from the late 1950s through the 1990s and examine the images of French society that emerge. Filmmakers to be studied will include Francois Truffaut, Jean-Luc Godard, Agnes Varda, Louis Malle, Bertrand Blier, Jean-Jacques Beineix, Colline Serreau, Medhi Charef, Mathieu Kassovitz, and Bertrand Tavernier. In English. Does not fulfill language distribution requirement.

FRN 2055A: French Cinema: Reading and Discussion (1 cr.)
This 1-credit course is offered in conjunction with FRN 2055: French Cinema: From the Nouvelle Vague to the cinema de banlieue, is a required corequisite for FRN 2055 for French majors and minors. In addition to attending the regular class meetings for FRN 2055, this

French Courses

FRN 1001: Introductory French I (4 cr.)
An introduction to French language, grammar, vocabulary, 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.

FRN 1002: Introductory French II (4 cr.)
An introduction to French language, grammar, vocabulary, 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: FRN.1001.

FRN 2001: Intermediate French I (3 cr.)
Intermediate French I and II enhances students’ foundation in French helping them improve their listening ability, their ability to communicate orally, to read fictional and non-fictional texts, and to express themselves in writing. Special stress on fundamentals of grammar.
Prerequisite: FRN.1002.
course will consist of discussions in French of the films and include additional readings in French.

Prerequisite: FRN.2002: Intermediate French II
Corequisite: FRN.2055

FRN 3003: Advanced French Language and Culture (3 cr.)
This is a transitional course between language and literature courses. It is designed for students who have completed FRN 2002, Intermediate French II, and who wish to improve their oral, written and comprehension skills. In addition to a grammar review, students will read cultural (newspaper and magazine articles, songs) and literary (short stories, poems, and novels) texts, and watch films.

Prerequisite: FRN.2002.

FRN 3012: 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 Honore 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.3024

FRN 3017: 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 Negritude 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 Ba, Maryse Conde, Tahar Ben Jelloun, Assia Djebar, and Ousmane Sembene, among others.

Prerequisite: FRN.3024.

FRN 3021: 20th Century French Theatre (3 cr.)
In this course students read and analyze French plays by 20th century dramatists including Jean Anouilh, Samuel Beckett, Aime Cesaire, Marguerite Duras, Jean Giraudoux, Eugene Ionesco, 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.3024, Introduction to the Analysis of French Texts, or its equivalent.

Prerequisite: FRN.3024, Introduction to the Analysis of French Texts, or its equivalent.

FRN 3024: Introduction to Analysis of French Text (3 cr.)
This course refines the skills acquired in FRN 3003, Advanced French Language and Introduction to Literature. We will continue to review French grammar and read, analyze, and write about French novels, short stories, plays and films.

Prerequisite: FRN.3003.

FRN 3027: French Comedy (3 cr.)
This course studies the development of French comedy from the medieval period to the twentieth century. Plays to be read with include the medieval farce Maistre Pathelin and Ionesco’s absurd play La Cantatrice chauve. We will study comedies by Moliere, Marivaux, Beaumarchais, Musset, and Ionesco. In addition to the study of character, style and themes, we will examine how the playwrights use comedy to reflect on their particular historical periods while commenting on the social and political situation of their times.

Prerequisite: FRN.3024.

FRN 3031: French and Francophone Culture Through Lit & Film (3 cr.)
In this course we examine contemporary French and Francophone culture through literature and film. The literary works and films to be analyzed will revolve around 5 themes: family and childhood, women, cities, immigration, and urban alienation. We will read works by Raymond Queneau, Calixthe Béjala, Joseph Zobel and Mehl Charef among others, and watch films by Francois Truffaut, Louis Malle, Jean-Jacques Beineix, Cedric Klapisch, Mathieu Kassovitz, Mehd Charef, Jean-Pierre Jeunet, Euzhan Palcy, Claire Denis, and Agnes Varda.

FRN 3032: 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 discuss 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.

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’Ingenu (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 Literature and Film (3 cr.)
In this course we examine contemporary French and Francophone culture through literature and film. The literary works and films to be analyzed will revolve around 5 themes: family and childhood, women, cities, immigration, and urban alienation. We will read works by Raymond Queneau, Calixthe Béjala, Joseph Zobel and Mehd Charef among others, and watch films by Francois Truffaut, Louis Malle, Jean-Jacques Beineix, Cedric Klapisch, Mathieu Kassovitz, Mehd Charef, Jean-Pierre Jeunet, Euzhan Palcy, Claire Denis, and Agnes Varda.

Prerequisite: FRN.3024.

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
FRN 3122: City of Lights: Paris Through the Ages (3 cr.)
Paris has been the center of art and literature, culture and politics from the Middle Ages to the present. Through an examination of historical and literary texts, as well as painting and film, this course will follow its progress from a medieval town to an urban conglomerate that typified modernity in the 19th-century and internationalism in the twentieth. The focus will move from the narrow cobbled streets of the medieval period to the glittering salons of the 18th-century Enlightenment; from the great boulevards of Baron de Haussman to the pleasure palaces of the fin de siècle; from the intellectual and revolutionary hothouse of Montesquieu’s Lettres persanes (1721) to Voltaire’s L’ Inginu (1767) and analyze their role within the social and political context of 18th-century French society. prerequisite: FRN.3024.

FRN 3998: Senior Evaluation I (1.5 cr.)
FRN 3999: Senior Evaluation II (3 cr.)
Take FRN.3998; min grade C

FRN 4495: Independent Study (3 cr.)

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 Honore 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.3024.

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 Decadent 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 Ba, Maripe Conde, Tahar Ben Jelloun, Assia Djebar, and Ousmane Sembene, among others. prerequisite: FRN.3024.

FRN 5021: 20th Century French 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, Eugene Ionesco, 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 3024, 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 and Introduction to Literature. We will continue to review French grammar and read, analyze, and write about French novels, short stories, plays and films.

FRN 5027: French Comedy (3 cr.)
This course studies the development of French comedy from the medieval period to the twentieth century. Plays to be read with include the medieval farce Maistre Pathelin and Ionesco’s absurd play La Cantatrice chauve. We will study comedies by Moliere, Marivaux, Beaumarchais, Musset, and Ionesco. In addition to the study of character, style and themes, we will examine how the playwrights use comedy to reflect on their particular historical periods while commenting on the social and political situation of their times. prerequisite: FRN.3024.

FRN 5029: 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 image of the exotic other, both real and imaginary, in novels and short stories from Montesquieu’s Lettres persanes (1721) to Voltaire’s L’ Inginu (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 5031: French and Francophone Culture Through Literature and Film (3 cr.)
In this course we examine contemporary French and Francophone culture through literature and film. The literary works and films to be analyzed will revolve around 5 themes: family and childhood, women, cities, immigration, and urban alienation. We will read works by Raymond Queneau, Calixthe Beyala, Joseph Zobel and Mehdi Charef among others, and watch films by Francois Truffaut, Louis Malle, Jean-Jacques Beineix, Cedric Klapisch, Mathieu Kassovitz, Mehdi Charef, Jean-Pierre Jeunet, Euzhan Palcy, Claire Denis, and Agnes Varda.

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 discuss 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.

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.

FRN 5122: City of Lights: Paris Through the Ages (3 cr.)
Paris has been the center of art and literature, culture and politics from the Middle Ages to the present. Through an examination of historical and literary texts, as well as painting and film, this course will follow its progress from a medieval town to an urban conglomerate that typified modernity in the 19th-century and internationalism in the twentieth. The focus will move from the narrow cobbled streets of the medieval period to the glittering salons of the 18th-century Enlightenment; from the great boulevards of Baron de Haussman to the pleasure palaces of the fin de siècle; from the intellectual and revolutionary hothouse of the 1950s and the 1960s to the multicultural crucible that it is today. This interdisciplinary course that will use literature and history as a primary lens but will also draw upon the academic disciplines of art, history, architecture, music, film, and sociology. In English

**First Year Program Courses**

**FYP 1001: First Year Seminar I (2 cr.)**
The First-Year Seminar sequence is designed to provide an intellectually stimulating experience that allows first-year students to discover the intellectual liberation afforded by the liberal arts and develop foundational critical reasoning skills. Each First-Year Seminar section is organized around a special topic or theme and incorporates instruction the learning objectives of the General Education Critical and Analytical Reasoning Competency credit requirement. First-Year Seminars do not count toward any major or minor program of study. Students enrolled in each section of First-Year Seminar I and II must also enroll in the coordinating section of First-Year Writing I and II.

Conerequisite: FYP 1003

**FYP 1002: First Year Seminar II (2 cr.)**
The First-Year Seminar sequence is designed to provide an intellectually stimulating experience that allows first-year students to discover the intellectual liberation afforded by the liberal arts and develop foundational critical reasoning skills. Each First-Year Seminar section is organized around a special topic or theme and incorporates instruction the learning objectives of the General Education Critical and Analytical Reasoning Competency credit requirement. First-Year Seminars do not count toward any major or minor program of study. Students enrolled in each section of First-Year Seminar I and II must also enroll in the coordinating section of First-Year Writing I and II.

FYP.1003: First Year Seminar I, with minimum grade of C-

Conquisite: FYP 1004

**FYP 1003: First Year Writing I (2 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.

Conquisite: FYP.1001

**FYP 1004: First Year Writing II (2 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.

FYP.1003: First Year Writing I, with minimum grade of C-

Conquisite: FYP.1002

**FYP 4001: College Skills (2 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 two-credit course. It is open only to students who have finished their first year but have not completed First-Year Seminar FYP 1002 and/or First-Year Writing FYP 1004 by earning the General Education grade requirement of C- or above.

**German Courses**

**GER 1001: Introductory German I (4 cr.)**
This course applies a four skills (speaking, listening, reading, writing) approach to the learning of German. Class and lab attendance are mandatory.

**GER 1002: Introductory German II (4 cr.)**
This course applies a four skills (speaking, listening, reading, writing) approach to the learning of German. Class and lab attendance are mandatory.

Prerequisite: GER 1001.

**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, Margareth von Trotta, Werner Herzog and Wim Wenders Films are in German with English subtitles. Lectures and supplementary readings are in English.

**GER 3012: German Culture in Context (3 cr.)**
This course examines culture in the modern Germanspeaking 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.
Byzantine lands, uniting the long-divided Middle East in their new 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 Byzantine 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 Byzantium, and that of the Safavids, who resurrected in Islamic form the ancient Persian empire.

**GER 4001: Improving German Reading & Writing (3 cr.)**
This repeated course is intended for 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 fluency 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.

**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 Byzantine lands, uniting the long-divided Middle East in their new empire. By the year 650 C.E., the region was united under Arab rule.

**HIS 1021: History of the Caribbean (3 cr.)**
This course provides an introduction to the history of the Caribbean since the early nineteenth century. It is organized around the concept of a dialogue between national political histories—this is, the formation of independent states after centuries of Spanish colonial rule and the heterogeneous experiences and histories of workers, farmers, peasants, artisans, slaves, and women. Within this framework we will also examine aspects of the social and cultural history and economic development of the region, including the study of land and labor systems, gender relations, religion, race and ethnicity, community and class formation, and state formation.

**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 cultures, and it addresses issues as slavery, colonialism, the role of the Catholic Church, the colonial societies, punishment and cooperation, 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 I: Before 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 1050: Traditional Europe (3 cr.)**
This course discusses the making of a specifically European civilization in its social, economic, political, religious and intellectual aspects. Attention will be focused on ancient Greece and Rome, the development of Christianity, the High Middle Ages, the Renaissance and early modern Europe.

**HIS 1051: Modern Europe: 1648 to Present (3 cr.)**
The transformation of Europe from the middle of the 17th century to the present is the subject of this course. Emphasis will be given to those ideas, personalities and institutions that have helped shape the modern world from political, socioeconomic and cultural perspectives.

**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 fluency 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.

**Prerequisite: GER.2002: Intermediate German II, or GER.4002: Building German Proficiency.**
HIS 2005: Recent American History (3 cr.)
This class examines United States post-World War II history. Topics include the origins, development and conclusion of the Cold War, the civil rights revolution and other social movements it inspired, the development of a suburban civilization, and the aftermath to the crisis of the 1960s.

HIS 2009: The American Civil War (3 cr.)
This course examines the origins and consequences of the most important event in the history of the United States (Levine), exploring the political, economic, social, and moral significance of the course of events for Americans Northern and Southern, free and enslaved, rural and urban, on the battlefields and at home. Investigations will focus on selected writings from the era, interpretive sources, and documentary film.

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 2023: Twentieth Century Europe (3 cr.)
The course will focus on the major developments in European history during one of the most tumultuous of centuries. Emphasis will be placed on the two major wars, the Cold War, the growth of a more united Europe as well as the cultural, artistic, and literary achievements of the century. The course will end hoping to answer the following questions: What will Europe look like by the middle of the twenty-first century? Will there be (can there be) a United States of Europe?

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 2036: History of New York City (3 cr.)
Why does New York City look the way it does? How have its physical appearance and spatial organization changed over the last 200 years? What are the economic, political, and cultural dynamics that have shaped this city’s development? What have been the visions for the city? How have its residents and visitors experienced its physical organization? This course seeks to answer these and other questions. Its main focus is on the history of the city’s public and private architecture, physical design and use of natural and material resources. We will look for answers in readings, documentary films and on required field trips into New York City.

HIS 2045: Making of the British Isles (3 cr.)
This course addresses 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 face of the Celtic countries, the growth of empire, industrialization, and finally the emergence of devolution movements in the nineteenth and twentieth centuries.

HIS 2048: American Places I (3 cr.)
This interdisciplinary course examines the society, politics, and culture of particular American places: Salem, Massachusetts; Washington, D.C.; and Los Angeles, California. Our texts include novels, films, stories, historical works, journalism, and social commentary.

HIS 2052: Russian History to 1917 (3 cr.)
This course surveys the development of Kievan Rus, the Mongol Yoke, the reigns of Ivan the Terrible, Peter the Great, and Catherine the Great, the rise of the Russian state to Great Power status and the development of the revolutionary movement in the nineteenth century.

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 2057: Wars of the Modern Middle East (3 cr.)
This course endeavors to provide a clearer perspective on the origins of the conflict between the Jewish State and the Arab Awakening by considering a symmetrical investigation of the intense historical claims to territory by both Jews and Arabs. A detailed analysis of the modern wars between Israel and the Arabs since 1948 and their effect on international relations will be included.

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
HIS 2063: 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.

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 political institutions, as well as its intellectual and cultural traditions. China’s relations with other Asian countries and peoples will also be treated.

HIS 2074: History of Mexico (3 cr.)
This course will provide students with a concentrated introduction to the social, political, and economic history of Mexico. We will explore how regional identities, gender relations, and political and economic struggles informed Mexico’s path to independence, the struggles between liberalism and conservatism in the formation of the state in the nineteenth century, peasant struggles over land and sovereignty, modernization; authoritarian rule and struggles for democratization; the Mexican Revolution; relations with the United States; women’s movements, populism; the post-revolutionary state; the rise and decline of the Revolutionary Institutional Party (PRI), and recent reformist and revolutionary challenges to the state and neo liberal policies.

HIS 2075: History of Modern Egypt (3 cr.)
This course will explore the cultural, political, social, and economic history of modern Egypt from the late eighteenth century to the present. We will explore Egypt under the Ottomans and the Mamluks, the institution of slavery in Egypt, Napoleon’s unsuccessful attempt to colonize Egypt despite leaving a lasting French cultural legacy there, the foundation of the modern state under Muhammad ‘Ali Pasha, the British occupation of the country, and its thorny relationship with its southern neighbor, Sudan. This course delves into the political, social and cultural foundations of Egyptian nationalism (and its often close relationship with women’s movements) from the end of the nineteenth century through Gamal abd al-Nasir’s Pan-Arab movement, to the public discontent that brought down Hosni Mubarak’s dictatorship. We will also investigate Egypt’s wars and peace with Israel, and its complicated relationship with the United States.

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 2076: Spies and Secret Agents: Espionage in the 20th Century (3 cr.)
This course examines the history of espionage in the United States, Great Britain, the Soviet Union, Germany, and Israel throughout the twentieth century and holds that such an investigation into the world of spies and secret agents opens up the “secret diaries” of these nations and reveals a great deal about not only the true nature of their governments, but also their value systems. The course further investigates how the CIA, NSA, MI-5, MI-6 Cheka, KGB, Mossad and other secret government agencies around the world struggled to balance their needs to maintain secrecy and provide reliable intelligence for government leaders and policymakers with public accountability. By probing into these tensions, the course will add to the continuing debate on the propriety, utility, effectiveness, and accountability of intelligence activities in modern societies. It will also look at covert operations as a major tool for furthering foreign policy goals and objectives with particular attention to the Cold War conflict as well as to the more recent “War on Terror.”

HIS 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. Also counts for credit toward the African Studies minor.

HIS 3001: California & The American West (3 cr.)
This course focuses on developments in the United States in the 1970s 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 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 transfor-
mation 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 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 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. (Spring)

**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 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 rights, 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 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,ocracy, and constitutionalism in the shadow of petroleum and the Great Powers. It 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 arisinng 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, Islamic societies and look in particular at 19th- and 20th-century Egypt. We will look at how modernization, colonization, independence and radicalism have affected women's real, lived experiences and contributed toward the manufacture of idealized, female behavior. Also counts for credit toward the African Studies minor.

**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 Arab 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 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 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 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 3107: Holy Sites & Pilgrimages Study Trip to Rome (3 cr.)
This seminar examines the relationship between holy sites and pilgrimage 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; spirituality; initiation; evolution. This course does not have a prerequisite 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 denials 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 Hatti Sharif, the Hatt-i-Humayun, the intrusion of Europe, the Young Ottomans, World War I, and their rise of Ataturk.

HIS 3116: Topics in the History of Business (3 cr.)
This course considers human economic enterprise as it has unfolded historically in various settings of the world, with a special emphasis on the modern period from the Industrial Revolution forward that has seen a spectacular rise in human productivity affecting all aspects of society. Topics will include methods of production, issues of organization, financial innovations, human entrepreneurs, economic thought, political economy, and globalization both old and new.

HIS 3118: Women, the State & Politics in African History (3 cr.)
This course examines the formal and informal participation of African women in politics, their interaction with the state and their role in society. Themes will include: reconstructing the role of women in pre-colonial African society, women’s responses to colonial intervention and rule, African women in the independence struggle, African women in the post-colonial political economy, women and the military, and women's contemporary political and social activism.

HIS 3125: Europeans and Americans Through African Eyes (3 cr.)
Most of the literature about the relations between Africans and Westerners is about the West’s views. Therefore little is known about what Africa and Africans think about Europe. This is due partly to the fact that most scholars rely heavily on European and American materials, and partly to an unconscious Europe centered perspective. This course
addresses the issue of how Africans viewed Europe and North America through time.

**HIS 3126: Europe and Its Empires (3 cr.)**
This course looks at Europe's expansion from the fifteenth century through the twentieth. The focus will be on comparing European colonial regimes in America, Asia, and Africa, and their differing impacts, covering the times of exploration, the conquest phase, and the colonial period. Keywords will include: nationalism, capitalism, imperialism, assimilation, association, globalization, hegemony, domination, chauvinism, indigenous, expatriate, missionary, emancipation, sequestration, culture, civilization, religion, and race.

**HIS 3135: 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.

**HIS 3136: Crusades & Jihad: Holy War & Holy Peace (3 cr.)**
Is today's conflict between Muslims and Christians a direct result of The Crusades? This seminar will explore the medieval scene in Europe and the Holy Land to find out how tensions developed and perpetuated to divide our world into an East and a West. We will examine the controversial issues surrounding the origins of crusade and Jihad, explore both Eastern and Western perspectives on the major events of the Crusades, and attempt to understand the course of the ever-changing crusading movement and its legacy on both the Eastern and Western worlds.

**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 great 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 nationalist 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 postcolonial context, students 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 3161: Senior Honors Thesis (3 cr.)**
Thesis work is conducted under the supervision of a faculty advisor. Students work with faculty to design and pursue an independent research project. This work focuses on research, writing, and editing of a thesis. Consultation with a faculty member is required. Final drafts must be approved by the student’s advisor. Some recent examples of independent study include: history 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 3162: 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 3163: Senior Honors Thesis (3 cr.)**
Thesis work is conducted under the supervision of a faculty advisor. Students work with faculty to design and pursue an independent research project. This work focuses on research, writing, and editing of a thesis. Consultation with a faculty member is required. Final drafts must be approved by the student’s advisor. Some recent examples of independent study include: history 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 3998: Senior Evaluation (3 cr.)**
The course will examine the story of the twentieth century from one global perspective 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 5003: The Twentieth Century (3 cr.)**
This course will examine the story of the twentieth century from a the course will examine the story of the twentieth century from a global perspective 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 5006: 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 ascendency, 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 5014: African-American History (3 cr.)**

This course is a survey of African-American history from the earliest times to the present. Topics will include the African background, slavery and the trans-Atlantic slave trade, American slavery in the colonial period, Blacks and the Revolutionary War, the making of Black communities, Black revolts and radicalism, the abolitionist movement and emancipation, the Civil War and Reconstruction, Black economic and civil rights struggles, Black migrations to the North, the Harlem Renaissance, political nationalism, the New Deal to World War II, the civil rights movement, Black nationalism, political, economic, social and cultural developments of the present.

**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 feminist movement and women's rights, 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 5051: 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 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 5072: 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 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 revolt 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 nonelite 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 5093: 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 5107: 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; spirituality; 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 5114: History of the Ottoman Empire (3 cr.)**

This course seeks to provide comprehensive coverage of the social, political, and cultural history of the Ottoman Empire from its emergence as a global power spanning three continents to its demise after the First World War. The course also emphasizes the importance of Ottoman history in shaping the modern Middle East.

**HIS 5116: Topics in the History of Business (3 cr.)**

This course considers human economic enterprise as it has unfolded historically in various settings of the world, with a special emphasis on the modern period from the Industrial Revolution forward that has seen a spectacular rise in human productivity affecting all aspects of society. Topics will include methods of production, issues of organization, financial innovations, human entrepreneurs, economic thought, political economy, and globalization both old and new.

**HIS 5137: 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
HIS 5141: 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 great 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.

Holocaust Studies Courses

HOLC 3035: The Third Reich (3 cr.)
This course will examine 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.

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.

HOLC 3095: 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.

Interdisciplinary Studies Courses

IDS 3010: Career & Life Work Planning (1 cr.)** Accelerated BS Course Only
The course curriculum is designed to serve as an assessment tool re-establishing 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 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 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 films and television programs 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 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.

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 interconnections between nations. The course presents the intuition of relevant economic theories and applies them to the many controversies surrounding globalization and development.

INS 2001: World Cultures Through Literature and Film (4 cr.)
This course will examine selected literary texts both as expressions of specific national identities and in their intercultural relatedness. Though historical roots will be treated, emphasis will be on contemporary manifestations of the intellectual and cultural heritage of Western and Eastern Europe, Latin America, Asia and Africa. (Fall)

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.

INS 2052: Contemporary Wars in Literature & Film (4 cr.)
This course will plumb the insights of writers and filmmakers to better understand the issues of armed conflicts that have plagued the world community from the second half of the 20th century to the present, from full scale, government sponsored wars to rebel insurgencies. The selected texts and films will contribute to a view of these conflicts that goes beyond media presentations, one that is powerful, intimate and thought-provoking, espousing deeper understanding by exposing previous distortions through lack of information or media manipulation. They also depict the universality of the harrowing experience of war, its psychological impact on civilians and combatants alike, and often suggest means for overcoming conflict and achieving peace. Special attention will be given to unusual and experimental ways of treating the subject matter, including postmodernist treatments (Heiner Muller's The Task), film animation (Folman's Waltz with Bashir) and cartoon novels (Sacco's Palestine and Safe Area Gora de). After examining the various reasons for armed struggles (ideological, imperialist, class, religious and ethnic struggles, as well as civil war, wars against oppression, wars over disputed land and wars of independence) and enlisting the aid of various theoretical texts on the origins and reasons for war (such as Franz Fanon's Wretched of the Earth and Crane Brinton's Anatomy of Revolution), we will turn to the depiction of specific conflicts as addressed by native filmmakers and writers.

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 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.

INS 3057: Culture & Change in Southeast Asia (3 cr.)
Course will explore the religions, ethnic groups, and social structures of Southeast Asia, a region of rich religious and ethnic diversity. It will also examine its socio-economic development processes of the area’s recent economic boom. Indochinese and Indonesian societies constitute the main focus of the course.

INS 5057: Culture & Change in Southeast Asia (3 cr.)
Course will explore the religions, ethnic groups, and social structures of Southeast Asia, a region of rich religious and ethnic diversity. It will also examine its socio-economic development processes of the area’s recent economic boom. Indochinese and Indonesian societies constitute the main focus of the course.

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

ITAL 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.

**ITL 1002: 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.
Prerequisite: ITL 1001.

**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.
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.
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: Intermediate Italian or permission of the instructor.

**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 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.
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.
Prerequisite: ITL 3001.

**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)

**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 3009: 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.
Prerequisites: ITL 3001 ITL 3002

**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 Prandelli 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 rein-
force 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.

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.

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 one-credit course will take you beyond web searching and provide students with an overview of a large variety of information locating tools including catalogs, subscription databases, and reputable web resources. Emphasis will be placed on accessing, critically evaluating, and citing these resources in order to create lifelong information retrieval skills. It is recommended that an LIS course be taken with a W/R designated course. The final project for this is a cumulated annotated bibliography that will demonstrate knowledge of a variety of information locating sources. This course fulfills the Information Literacy requirement for graduation. This course may not be taken if the student has previously received credit for either LIS 1001 or LIS 2002.

LIS 2004: Foundations of Library Research In Communication and Media (1 cr.)**
This course focuses on library research methods in the field of communication and media. Since communication and media are highly influenced by context and source, this class will emphasize the accessing, evaluating, and citing of resources specific to this field. It is recommended that an LIS course be taken with a W/R designated course. The final project for this class will be a presentation. Fulfills the Information Literacy requirement for graduation.

LIS 2005: Foundations of Library Research: Social Science (1 cr.)**
This course focuses on library research methods for the social sciences including psychology, anthropology, political science, sociology, economics, and education. This class will emphasize accessing, evaluating, and citing resources specific to the field. It is recommended that an LIS course be taken with a W/R designated course. The final project for
This is an annotated bibliography. Fulfills the Information Literacy requirement for graduation.

LIS 2006: Foundations of Library Research in Art History (1 cr.)**
This course aims to refine information literacy skills and create the foundation for lifelong learning. It introduces the art history student to advanced concepts of information retrieval, relevant techniques for accessing, collecting and synthesizing information, and the essential components of computer and information ethics and security. An integral part of the course is the introduction to the principle bibliographic tools in art historical research including using Chicago style citation. Students will be exposed to a wide range of research resources, including printed sources, online databases, ArtSTOR, and auction house catalogs. Students are advised to take this course if they are writing research papers or preparing for their thesis. Fulfills the Information Literacy requirement for graduation.

LIS 2007: Foundations of Library Research in the Humanities (1 cr.)**
This five session class focuses on library research methods for the humanities, including religion, philosophy, literature, art history, and interdisciplinary fields such as American Studies. The ability to use a library effectively is particularly important for humanities research, in which a primary work is often reviewed, evaluated and interpreted over time. It is recommended that an LIS course be taken with a W/R designated course. Fulfills the Information Literacy requirement for graduation.

LIS 2010: Business Information Resources (1 cr.)**
This five session course introduces the student to core business tools for advanced studies in the various fields of business literature. Its focus is on research resources, including databases and websites. Emphasis is on critically analyzing and evaluating business sources. Students will produce a literature review on a chosen business topic, after exploring basic business research methodologies. Fulfills the Information Literacy requirement for graduation, and may be taken either online or as a regularly scheduled class.

LIS 2015: Foundations of Library Research in Psychology (1 cr.)**
This course will focus on library research methods (not empirical research) for Psychology. This class will emphasize locating, accessing, evaluating, critically analyzing and citing scholarly resources specific to the field. Emphasis will be placed upon researching and analyzing a Literature Review. This class is open to any student and supports the Psychology Department curriculum. Students will learn to use and cite properly each information source according to the APA bibliographic formatting style. It is recommended that an LIS course be taken with a W/R designated course. Fulfills the Information Literacy requirement for graduation.

LIS 2017: Library Research: Education (1 cr.)**
This course will focus on the development and use of library research methods for preservice education majors. The class will emphasize accessing, evaluating, and citing resources specific to the field. Students will be encouraged to critically analyze their information sources in order to locate credible resources for their research and information needs. Emphasis will be placed on citing sources in order to demonstrate ethical and legal use of information as well as knowledge of the APA bibliographic format style required for work done in the SOE of Manhattanville College. The students in this course will become familiar with using SMARTboard and Notebook its accompanying software and with finding information on various education web sites such as (but not limited to) the New York State Department of Education, the U.S. Department of Education, and the National Center for Education Statistics.

LIS 2095: Fundamentals of Online Research (1 cr.)**
This course will combine online instruction with three face-to-face class sessions. In this course students will explore the resources of the Manhattanville College Library that are available online and in the library building. Students will consider how these resources can be used to support projects and assignments that college students are expected to prepare. Students will apply the standardized method of citing resources in scholarly works. Students will use citations to support a point of view in a research project or will create an annotated bibliography.

Leadership & Strategic Management (Graduate Program) Courses

LSMP 5001: Organizational Leadership (3 cr.)
The purpose of this course is to introduce students to the field of organizational leadership. An effective understanding of organizational leadership begins with: (1) knowledge of the rapidly changing external environment in which organizations currently operate; (2) an understanding of the operating environment within organizations that are necessary to respond to these changing external forces; (3) an introduction to the type of leadership that is required in order for our organizations to meet today's challenges.

LSMP 5003: Global Economics (3 cr.)
This course focuses on the primary principles that affect the firm's position in the global marketplace. The salient characteristics of capitalism, the role of government in international trade and finance, and the role of the firm in a global environment are considered. The course covers the basics of capitalism, supply and demand, international trade and finance, money and banking, fiscal and monetary policy and those factors that will influence the economic future. Students will have a strong grasp of domestic and global economic issues and related public policy decisions that are affecting today's business environment and decisions by business leaders.

LSMP 5004: Leadership and Teams (3 cr.)
This course will provide students with a deeper understanding of individual and collective behaviors in an organizational context. It will examine the relationship between teams and leaders both where they are in physical proximity, and when working from afar. More importantly, they will learn how to apply this understanding in leading diverse teams and larger organizational units to higher levels of productivity and effectiveness.

LSMP 5007: Strategic and Global Planning (3 cr.)
An ever-increasing complex and global marketplace demands that the manager and leader develop the planning skills necessary for economic progress. This module is designed to assist business leaders in developing solutions to bridge the gap between domestic and international business responsibilities.

LSMP 5008: Ethics and Social Responsibility (3 cr.)
This course will develop a strong foundation regarding how the values of individuals and organizations relate to organizational effectiveness and the larger communities around them. Most importantly, it will focus on the essential ingredients, long overlooked, in the development of organizational leaders, namely personal values and authenticity.
LSMP 5017: Management in Nonprofit Organizations (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. Topics include effective recruitment and retention strategies for paid staff and volunteers, legal, regulatory and policy issues; theories of motivation; problem performance analysis; coaching and counseling; and development of personnel policies.

LSMP 5027: Marketing Management (3 cr.)
This course provides a general introduction and overview to the topics, concepts and principles of marketing. The course looks at the role that the marketing system plays within a company and for the company. The course also provides a working, practical understanding and application of marketing concepts. Topics include market analysis, competitive analysis, the 4 Ps of marketing (product, price, place, promotion), the value proposition, brand/image, and strategy.

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 3D 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 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: Programming and Graphics in Java (4 cr.)
This is an introduction to problem-solving methods and algorithm development as well as Java programming in a visual environment. 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. All other students are encouraged to first complete Programming in Visual BASIC (MAC 1000) if they have not had previous programming experience.

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 the 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 1010: Programming and Multimedia in Java (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 and Graphics in Java

MAC 1015: 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.1010: Programming and Multimedia in Java

MAC 2017: Bldg Search Engines & Other Software Tools (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 finding paths and spanning trees, techniques of design and analysis for (internal and external) sorting, merging and searching, algorithms for hashing, garbage collection and compaction. Prerequisite: MAC.2010: Programming and Multimedia in Java

MAC 2020: Introduction to Mobile Robotics (3 cr.)
This course introduces students to programming autonomous, mobile robots; these are Create mobile robots, produced by iRobot, makers of the Roomba robotic vacuum cleaner. The course begins with a one-day introduction to the robotic programming language/environment, which the students will then use to program these mobile robots for the duration of the course. The lab will be open for seven (7) hours per day, during which the student may work to complete the required course hours. These mobile robots are autonomous. Therefore, the students, working in teams of two download the program to the robot via a USB connection. The connection is then disconnected, and the robot is allowed to autonomously use its programmed behavior to interact with its environment and carry out the pre-determined task. Prerequisite: MAC.2010: Programming and Multimedia in Java, or
MAC.1010: Programming and Graphics in Java with a grade of B or better.

MAC 2022: Web 2.0: Bidg Dynamic Web Sites (3 cr.)**
Is your web site 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, JavaScript, 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 3010: Intro to Compiler Design (3 cr.)
This course provides a formal treatment of programming language translation and compiler design concepts. Topics covered include: organization of a compiler including symbol tables, lexical scan, syntax scan, object code generation and optimization techniques.

Prerequisite: MAC.2010: Programming and Multimedia in Java

MAC 3011: Creating Android Apps II (1.5 cr.)
An elective course for Computer Science (CS) majors. The course uses the Java programming language along with the Eclipse Integrated Development Environment (IDE) along with the Google Android Developer Tools (ADT) plugin for Eclipse to develop applications (apps) for devices using the Android operating system (OS). In this course, students specifically build apps such as games, and apps using wireless communication.

MAC 3014: How to Build Computer Games (1.5 cr.)**
This course begins with the introduction of fundamental game theory, then shows the application of this theory to the construction of computer games using the Java programming language, of which prior knowledge is assumed. Game theory includes such concepts as the design of game sprites, as well as the realization of fundamental animation. Prerequisite: Programming & Multimedia in Java (MAC 2010) (every third year)

Prerequisite: MAC.2010: Programming and Multimedia in Java

MAC 3016: How to Build Games for Your Cell Phone (1.5 cr.)**
In this follow-up to How to Build Computer Games, students apply game theory to constructing games for mobile devices (e.g., Blackberry, Palm OS, and Java-enabled cell phones). The course also includes an introduction to the Java Mobile Edition (ME), assuming a prior working knowledge of the Java programming language. Prerequisite: How to Build Computer Games (MAC 3014) (every third year)

Prerequisite: MAC.3014: Building Computer Games

MAC 3020: Intro to Operating Systems (3 cr.)
The principles of control program function and operation will be studied with examples of one or more specified operating systems. Topics covered include storage management, processor management, device management, file management, system management and system configurations.

Prerequisite: MAC.2010: Programming and Multimedia in Java

MAC 3021: Intro to FPL Using Haskell (1.5 cr.)
Functional programming language gives a simple model of programming: one value, the result, is computed on the basis of others, the inputs. Because of the simplest foundation, functional language gives the clearest possible view of the central idea in modern computing, including abstraction (data abstraction), polymorphism, and overloading. Functional programs are shorter, cleaner and faster to develop than their imperative counterparts because of the high level of abstraction. Haskell is not just a good teaching language: it is a practical programming language used in a number of real-world projects. Prerequisite: Programming & Multimedia in Java (MAC 2010)

Prerequisite: MAC.2010: Programming and Multimedia in Java

MAC 3024: Algorithms in Haskell (1.5 cr.)
Functional programs tend to be shorter, cleaner and faster to develop than their imperative counterparts. This contributes to a better understanding of the algorithm being implemented and makes it possible to explore alternative solutions more rapidly. This module covers traditional topics in sorting, searching, graph algorithms, as well as algorithm design strategies: divide-and-conquer and dynamic programming. The emphasis is on intuitive and pragmatic program development techniques. Prerequisite: Intro to FPL using Haskell (MAC 3021)

Prerequisite: MAC.3021: Intro to FPL Using Haskell

MAC 3042: Advanced Topics in Computer Programming (3 cr.)
Course covers advanced features of the Java programming language, taught in Computer Programming I (MAC 1010) and Computer Programming II (MAC 2010). Possible course topics include network (socket-based) programming, concurrent programming, distributed computing, web-based applications, and mobile applications.

Prerequisite: MAC.2010: Programming and Multimedia in Java

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 3062: Bldg Intelligent Software: Knowledge Engineering (1.5 cr.)
Historically, Knowledge Engineering has been one of the most successful areas in the field of Artificial Intelligence. Knowledge Engineering involves the development of intelligent databases (knowledge bases), which can then be used as consultation/help systems (e.g., the infamous MS Office paper clip). Students will be introduced to knowledge engines, which they will then use to build their own custom knowledge bases. Prerequisite: Programming and Multimedia in Java (MAC 2010)

MAC 3065: Intelligent Robots (1.5 cr.)
This course introduces students to programming autonomous, mobile robots. It begins with an introduction to the programming environment, which the students will then use to program the mobile robots. Once students, working in teams of two have developed a program implementing the behavior of the robot, the program is downloaded to the robot via a data connection. The connection is then severed, allowing the robot to autonomously use its programmed behavior to interact with its environment and carry out its predetermined task. Prerequisite: Programming and Multimedia in Java (MAC 2010) (every third year)

MAC 3998: Senior Evaluation (3 cr.)
A Thesis written under the direction of a department member.

Mathematics Courses

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 3062: Bldg Intelligent Software: Knowledge Engineering (1.5 cr.)
Historically, Knowledge Engineering has been one of the most successful areas in the field of Artificial Intelligence. Knowledge Engineering involves the development of intelligent databases (knowledge bases), which can then be used as consultation/help systems (e.g., the infamous MS Office paper clip). Students will be introduced to knowledge engines, which they will then use to build their own custom knowledge bases. Prerequisite: Programming and Multimedia in Java (MAC 2010)

MAC 3065: Intelligent Robots (1.5 cr.)
This course introduces students to programming autonomous, mobile robots. It begins with an introduction to the programming environment, which the students will then use to program the mobile robots. Once students, working in teams of two have developed a program implementing the behavior of the robot, the program is downloaded to the robot via a data connection. The connection is then severed, allowing the robot to autonomously use its programmed behavior to interact with its environment and carry out its predetermined task. Prerequisite: Programming and Multimedia in Java (MAC 2010) (every third year)

MAC 3998: Senior Evaluation (3 cr.)
A Thesis written under the direction of a department member.

Mathematics Courses

MAE 1000: Concepts of Mathematics (3 cr.)
Expand your view of mathematics. Explore a range of basic mathematics concepts and use them to improve your math problem solving. Meets Education Math course prerequisite requirement, but does not meet Manhattanville College Math Science distribution requirements. 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.

MAE 5162: Topics in Calculus Using Graphing Calculator (3 cr.)
This course will investigate in depth topics from differential and integral calculus, using the TI83 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.

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.1030: Calculus I, or placement by the Mathematics department.
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.
Prerequisite: 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.3997: Senior Readings and Seminar prior to, or in the same semester as, Advanced Calculus.
Concurrent: 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.
Concurrent: 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.

MATH 3041: Introduction to Graph Theory (4 cr.)
This course will discuss paths, cycles and properties of trees, planarity and duality, problems relating to the four-color map theorem, digraphs, traversal theory and network flows.
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 implementations 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 secant 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.
Prerequisite: MATH.3997: Senior Readings and Seminar

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, determinants, 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 5041: Introduction to Graph Theory (4 cr.)
This course will discuss path, circuits and properties of trees, planarity and duality, problems relating to the fourcolor 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 macroeconomic 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 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: Options & the Future Markets (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.

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 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 international initiatives face special strategic risks, especially in emerging economies. Prerequisite: MFIN 5105

**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 longrange 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.

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**Physical Education & Sports 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, behavioral/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 terminology, concepts and principles, and their application for effective physical education and sport 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 & 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 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, 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 generating sources. Discusses the 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 developmental management problems, 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.

**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 methods. 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, 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 design 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 I 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: The Business of Baseball (3 cr.)
This course will further develop the understanding of sports economics, finance, marketing, and operations, through an in-depth study of the business of professional baseball. Through the application of concepts introduced in core courses and expanded in this course, students will gain a practical understanding of how these concepts relate to the day-to-day business decisions of running a baseball organization. It is being taught by Vince Gennaro, a former president of Fountain beverage division of PepsiCo, and sport team owner recently completed his book Diamond Dollars -The Economics of Winning in Baseball. Vince consults with MLB and several MLB teams.

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 ecommerce 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 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. Internetwork 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 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.

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 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.

Integrated Marketing Communications (Graduate Program) Courses

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 5015: Entrepreneurship (3 cr.)
Exploration of 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. Consideration is given not only to standalone startups, but also to new business ventures within a large corporation. Focus is on identifying promising ideas, developing a business plan and securing financing, as well as on the overall outlook, knowledge and skills required for effective entrepreneurial leadership in today’s highly competitive and global e-commerce marketplace. The team-based case study method is employed, and successful entrepreneurs and corporate leaders who foster innovations are invited as guest speakers to address key topics.

MSCI 5018: Strategic Negotiation (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).

MSCI 5022: Critical Thinking & Creativity (3 cr.)
This course examines creativity and innovation in organizations. Particular emphasis is placed on work environments. Interwoven components focus upon self-management strategies, critical thinking, learning styles, and motivation of oneself and others. A variety of teaching strategies are employed, including class 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.

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 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).

International Management (Graduate Program) Courses

MSIM 5001: Understanding Global 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 & 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 & 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 environmental 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 5005: Build a Global Culture (3 cr.)
Examines how to bring together into a cohesive whole the many factors involved in operating internationally. Besides obvious national cultural differences, there are different approaches to operations and sales and service. Examines leadership styles in other cultures and under other value systems. Focuses on effective management techniques and the importance of cultural sensitivity in making decisions and in communicating with customers and employees, and between Headquarters and subsidiaries. Examines theories of culture and diversity as they affect leadership style and practices. Stresses the importance of a 'global mindset' (while recognizing national and regional cultures) in the areas of team building, motivation, project management and conflict resolution. Company cases are studied to identify companies that have successfully established global cultures and those that have failed in the attempt. The cost of failure is analyzed in detail. Offers students the opportunity to participate in an intercultural self-assessment.

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 5022: Leading Change Across Borders (3 cr.)
Provides insights into how to approach change in the light of different country cultures and the potential for interpersonal conflict and resistance. Includes discussion of communication programs to deflect cultural misunderstanding and union difficulties due to salary and wage differences. Explores the challenges associated with integrating corporate and country cultures into a productive work environment and with implementing new practices and new ways of operating. Stresses the importance of patience and understanding in leading change in a diverse global environment.

MSIM 5031: Entrepreneur: Entering Markets (3 cr.)
Examines the characteristics of the successful entrepreneur and the resources and planning required to operate a successful entrepreneurial business, including franchising. Explores how entrepreneurship plays out in the international arena with emphasis on the risks involved. Also explores cost benefits, decision tree models, ethics and dealing with bribery and corruption, and the need for clarity in goal setting strategies with tactical flexibility. Focuses on the production and presentation of a business plan for starting a business in an emerging market as a key activity of the course.

MSIM 5032: Consumer Behavior (3 cr.)
Examines consumer behavior from a cross-cultural perspective. Focuses 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. Explores consumer characteristics, the influences of perceptions and attitudes on consumer choice, and the influence of culture, family and situation on consumer choices within the global marketplace.
behavior. Also examines the varying power of the consumer by law or by public opinion (e.g., genetically modified foods).

MSIM 5033: Outsourcing/Offshoring (3 cr.)
Explores the pros and cons of moving work outside the company to other organizations. Gives special attention to moving work to offshore locations and the economic, social and political risks in doing so, both in the home and host countries. Examines the advisability of joint venture and equity arrangements for outsourcing work to other countries.

MSIM 5041: Information Technology Management (3 cr.)
Studies the effective use of technology in competing globally today. Provides an understanding of the use of enterprise systems such as SAP and Oracle, and the issues surrounding cross-border data flow and the expanded use of Internet applications in managing an international business. Analyzes the innovation process, including the roles of corporate research and development, government technology policies, and linkages with universities. Discusses national and European Union laws governing privacy, control over Internet content and fraudulent activities.

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. Orient 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 5043: Supply Chain Management (3 cr.)
Examines how an organization can identify, develop and manage products and logistics for global markets. Issues include the product development cycle, the need and value of innovation, and the common barriers encountered in product development. Focuses on the design, control and improvement of manufacturing and service production systems and includes discussion of quality and productivity improvement, resource allocation, the transfer of production technology to developing countries, and global supply chain management. Explores the techniques and procedures involved in carrying out export and import transactions. Discusses factors such as payment terms, trade barriers, licensing, transportation and collections, and taxation. Examines import and customs clearance procedures along with the documentation and other legal requirements of import/export operations. Other topics include foreign product sourcing, international purchasing, and alternatives to exporting such as licensing, foreign manufacturing and joint ventures.

MSIM 5044: Regional Business Operations (3 cr.)
Studies the membership and worldwide impact of the European Union and other regional trading blocs, and the integration of social and economic policies. Provides comparisons between the blocs with emphasis on the approach and involvement of the United States in each bloc. Stresses the European Union’s efforts to align taxation, monetary and economic policies as well as agricultural policy. Examines the origins and future of regional agreements. Special attention is given business competitiveness, marketing success, and effective company management in emerging markets: Pan-Asia, Eastern Europe, Latin America, the Middle East and Africa. Compares emerging markets to established markets in the United States, Europe and Japan. Attention is given business strategies for addressing economic growth and market opportunities and threats in these markets as well as the economic, social and political history of each geographic region. Analyzes sources of rapid growth, including market liberalization, investment incentives, export promotion, infrastructure investments, and technology development. Discusses country infrastructures, internal market rules, trade issues, and cultural differences as well as the roles of business, government, and global markets. Analyzes case examples of successes and failures in those markets and offers students the opportunity to develop an independent research proposal for a current or future business opportunity in a region.

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.

Integrated Marketing Communications (Graduate Program) Courses

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 ecommerce 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, organization 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 underway 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
Museum Studies Courses

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.

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.

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.

Prerequisite: MSTUD.1001: Intro to Museum Studies

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 1009: Piano Class Instruction (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. Prerequisite: MUA 1009. Class is limited to 10 students. Cannot be taken with MUA 4434 or MUA 4472. Form required.

Prerequisite: MUA.1009

MUA 1010: Piano Class for Beginners 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.

Prerequisite: MUA.1009

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 4475: Performance Project/Music Theater (2 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.

MUA 4475A: Performance Project/Music Theater (2 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)
MUA 4475B: Performance Project/Music Theater (2 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 scheduled class times for this performance. (Spring)

MUA 4479A: 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 of 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) (Summer)

MUA 4479B: 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 of 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) (Summer)

MUA 4480A: 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 musical understanding through experience in a public concert. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4480B: 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 musical understanding through experience in a public concert. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4481A: 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 knowledge within context of live electronic performance. This course is open to students with the permission of the instructor. (Fall) (Spring)

MUA 4481B: MIDI & Electronic Music Band (1 cr.)**
Open to College students interested in electronic and computer-based music by permission of the instructor. In weekly rehearsals, the ensemble collectively creates compositions, improvisations, and arrangements which are performed at the end of the semester concert. Ensemble members also participate in the technological development associated with the performance. Instrumentation varies depending on the students' interest and expertise, but often includes electric guitars and basses, keyboards, electric drums, electric violins and cellos, and wind controller. Software programs incorporated into performance include: Live, Reason, Digital Performer, and Max/MSP. (Fall) (Spring)

MUA 4482A: 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 4482B: 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 4483A: 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 mixed choral repertoire. Public concerts. Prerequisite: Non-majors must audition for the conductor. Extra credit is available for participation in the Manhattanville College Vocal Chamber Ensemble.

MUA 4483B: 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 mixed choral repertoire. Public concerts. Prerequisite: Non-majors must audition for the conductor. Extra credit is available for participation in the Manhattanville College Vocal Chamber Ensemble.

MUA 4484A: Wind Ensemble Laboratory (1 cr.)**
Open to students who play wind, brass, and percussion instruments, and who wish to read, rehearse, and perform literature appropriate for a secondary level wind ensemble. Weekly rehearsals will explore wind ensemble literature, as well as prepare this group for on campus performance. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4484B: Wind Ensemble Laboratory (1 cr.)**
Open to students who play wind, brass, and percussion instruments, and who wish to read, rehearse, and perform literature appropriate for a secondary level wind ensemble. Weekly rehearsals will explore wind ensemble literature, as well as prepare this group for on campus performance. Prerequisite: Admission by audition only. (Fall) (Spring)

MUA 4485A: Jazz Improvisation (2 cr.)**
The course will deal with elements of jazz theory, including chord types, chord changes, scales and modes. These concepts will be explored in improvisations by the students.

MUA 4485B: Jazz Improvisation (2 cr.)**
The course will deal with elements of jazz theory, including chord types, chord changes, scales and modes. These concepts will be explored in improvisations by the students.

MUA 4486A: Small Jazz Ensemble (1 cr.)**
A small ensemble focusing on improvisational techniques, special arrangements, and standard as well as innovative jazz techniques. Normally, enrollment in the course follows completion of MUA 4485: Jazz Improvisation. Experienced performers may be allowed to join the ensemble directly. Weekly rehearsals and public performances will be scheduled. Prerequisite: Permission of instructor. (Fall) (Spring)
MUA 4486B: Small Jazz Ensemble (1 cr.)**
A small ensemble focusing on improvisational techniques, special arrangements, and standard as well as innovative jazz techniques. Normally, enrollment in the course follows completion of MUA 4485: Jazz Improvisation. Experienced performers may be allowed to join the ensemble directly. Weekly rehearsals and public performances will be scheduled. Prerequisite: Permission of instructor. (Fall) (Spring)

MUA 4487A: Musical Theatre Ensemble (1 cr.)**
This ensemble learns and performs ensemble numbers from Broadway shows, as well as close harmony standards. The group has at least one performance at the end of the semester. Open to students interested in musical theatre with the permission of the instructor. Prerequisite: Permission of instructor. (Fall) (Spring)

MUA 4487B: Musical Theatre Ensemble (1 cr.)**
This ensemble learns and performs ensemble numbers from Broadway shows, as well as close harmony standards. The group has at least one performance at the end of the semester. Open to students interested in musical theatre with the permission of the instructor. Prerequisite: Permission of instructor. (Fall) (Spring)

MUAT 2011: Audio Recording Technique I (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 3021: Electronic Music Composition II (3 cr.)
This is a continuation of MUA 2011. Students further develop skills in electronic music, and the important works and composers in the field. No prerequisites. Enrollment is limited.

MUA 4488A: Vocal Chamber Ensemble (1 cr.)**
This course is open to members the Chorus 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 4488B: Vocal Chamber Ensemble (1 cr.)**
This course is open to members the Chorus 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 4489A: 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 multipart 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 4489B: 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 multipart 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 4493A: 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 4493B: 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 4494A: 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)

MUA 4494B: 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 & Audio Production (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 Recording Technique I (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 Recording Technique II (3 cr.)**
This is a continuation of MUAT 2011. Students further develop skills and understanding of ProTools and related products taken up in the fall. Each student is responsible for the complete process of creating at least one track on the class CD. Additionally students create digital signal processors using Max/MSP (as ProTools Plugin), and score a short segment of film as we discuss issues relating to video/audio synchronization. Prerequisite successful completion of MUAT 2011.

MUAT 3021: Electronic Music Composition II (3 cr.)
Students in Electronic Music Composition II will build on skills and knowledge acquired in Electronic Music Composition I, such as an understanding of sound synthesis and signal processing techniques and theory. Using the object-oriented programming environments MaxMSP and SuperCollider, students will create code files or patches to synthesize and process sounds. Students will develop music compositions by incorporating these sounds into DAWs. (Digital
Music Education Courses

MUE 2067: Instrumental Rudiments III: Brass (2 cr.)**
Students may select one of the wind or 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.

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 MUT 2044: Keyboard Harmony IV.

MUE 2090: Instrumental 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: Methods I: Early Childhood/Childhood Music (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/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 flötlein, 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 praxis—focusing on lectures from local traditional artists in the dance, music, and song of such culture areas as Africa (Ghana and Zimbabwe), The Asias (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: Resources, Materials, and Literature for Teaching Instrumental and Vocal Music (3 cr.)**
History and current debates of philosophy, praxis, and materials for the transmission (teaching and learning) of music at elementary and sec-
MUE 5052: Composing & Arranging School Music (3 cr.)**
The purpose of the course is to give those in (or preparing for) the teaching field the ability to compose and to arrange musical scores for their student ensembles. There will be compositional and arranging projects. Prerequisites: Three semesters of theory and orchestration.

MUE 5054: Methods I: Early Childhood/Childhood Music (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—volume, pitch, tone, color, meter/spatial relations, beat/meter/rhythm, melody/intervals/scales, simultaneity, form, quality, dynamics, tempo, duration, pitch, texture, articulation). Curricular 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. Twelve hours of observation of preschool and elementary music 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 hard 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: Methods for Middle Childhood/Adolescent Music (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 music 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/tonal 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 flotelein, sopranino, 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 music educators. Prerequisite: MUE.5054 or permission of the Department. Should be completed as a preparation for EDU.5408: Student Teaching and Seminar: Music Education.

MUE 5058: Teaching Comprehensive Musicianship Through Performance (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 praxis—focusing on lectures from local traditional artists in the dance, music, and song of such culture areas as Africa (Ghana and Zimbabwe), The Asias (China and Japan), The Caribbean, Indonesia (Balinese), 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 learning 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
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>MUH 2012</td>
<td>Survey of Western Music II (3 cr.)</td>
<td>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.</td>
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<tr>
<td>MUH 2016</td>
<td>History of Jazz (3 cr.)</td>
<td>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.</td>
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<tr>
<td>MUH 2018</td>
<td>Music History At the Movies (3 cr.)</td>
<td>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.</td>
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<tr>
<td>MUH 2235</td>
<td>American Musical Theater: Then &amp; Now (3 cr.)</td>
<td>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.</td>
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<tr>
<td>MUH 2239</td>
<td>Musical Theatre Junior Seminar I (2 cr.)</td>
<td>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.</td>
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<tr>
<td>MUH 2240</td>
<td>Musical Theatre Junior Seminar II (2 cr.)</td>
<td>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.</td>
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<td>MUH 3001</td>
<td>Music of the 19th Century (3 cr.)</td>
<td>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. Prerequisite: MUT 1033: Comprehensive Musicianship II, or permission of the instructor.</td>
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<tr>
<td>MUH 3002</td>
<td>History of American Music (3 cr.)</td>
<td>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.</td>
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<td>MUH 3010</td>
<td>Haydn, Mozart, and Beethoven (3 cr.)</td>
<td>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: Survey of Western Music I and II and one year of music theory.</td>
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<tr>
<td>MUH 3011</td>
<td>Music of the 20th Century and Beyond (3 cr.)</td>
<td>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 compositional, 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. Prerequisites: MUH 2012: Survey of Western Music II, MUT 2041: Comprehensive Musicianship III and ability to read scores.</td>
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| 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 semi-
nars 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.

MUMG 3996: Musical Theatre Sen.Sem. II (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 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.

MUMG 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 on line 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 with a concentration in Music Management students respond to a problem set based upon industry challenges. The in class presentations are evaluated based upon a presentation rubric. This course is offered in the Fall.

MUMG 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.

MUMG 4497: Internship (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.

MUMG 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)

Music Theory Courses

MUT 1015: Foundations of Music Theory I (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.

MUT 1031: Comp Musicianship I (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.

Music Business Courses

MUMG 2011: Music Recording & Broadcast Industries (3 cr.)
This course offers an in-depth study of these two major industries in the music business world. Emphasis is on studying the business practices, strategies, and organization of major companies and broadcast venues. Required of music management majors and open to others. This course is offered in the Fall.

MUMG 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.

MUMG 3011: Contracts & Legal Issues for the Music Business (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 1033: Comprehensive Musicianship II (3 cr.)
This is a continuation of MUT 1031. 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. Prerequisites: Successful completion of MUT 1031 or permission of instructor. Corequisite: MUT 1034 and MUT 1041.
Corequisite: MUT.1034

MUT 1034: Keyboard Harmony II (.5 cr.)
This is a continuation of MUT 1032.
Take MUT.1032.
Corequisite: MUT.1033

MUT 1040: Creative Process and Musical Growth (1.5 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.
Corequisites: MUT.1031, MUT.1032

MUT 1041: Creative Process II (1.5 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.
Corequisites: MUT.1031, MUT.1033

MUT 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.
Corequisites: MUT.2041, MUT.2042

MUT 2022: Intermediate Eartraining II (1 cr.)
This is a continuation of MUT 2021.
Take MUT.2021.
Corequisites: MUT.2043, MUT.2044

MUT 2041: Comp Musicianship III (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.
Take MUT.1031, MUT.1033.
Corequisites: MUT.2021, MUT.2042

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.
Take MUT.1032, MUT.1034.
Corequisites: MUT.2021, MUT.2041

MUT 2043: Comprehensive Musicianship IV (3 cr.)
This is a continuation of MUT 2041.
Take MUT.1031, MUT.1033, MUT.2041.
Corequisites: MUT.2022, MUT.2044

MUT 2044: Keyboard Harmony IV (.5 cr.)
This is a continuation of MUT 2042.
Take MUT.2042.
Corequisites: MUT.2022, MUT.2043

MUT 3010: 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.

MUT 3021: Advanced Eartraining I (1 cr.)
This is a continuation of MUT 2022.
Take MUT.2022.

MUT 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.
Take MUT.2043, MUT.2044.

MUT 3043: Orchestration (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.

Organizational Management & Human Resource Development (Graduate Program) Courses

OMHR 5001: Introductory View of Human Resources Field (3 cr.)
A survey of and introduction to the field of Human Resources. The course will provide an overview of contemporary human resource issues and address the role and capabilities required of the Human Resource professional.

OMHR 5002: Financial Aspects of HR Management (3 cr.)
Introduction to the basic accounting and finance principles that are necessary for Human Resource managers. The course provides the student with an understanding of the corporate balance sheet and income statement, familiarization with basic economic concepts and accounting practices, introduction to financial planning and budgeting, cash management and budgeting for personal and organizational use.

OMHR 5006: Legal Issues in HR Management (3 cr.)
Examination of the administrative and institutional aspects of law. This course provides a basic knowledge of the legal environment in which organizations operate. The focus is on the development of informed and just solutions in such areas as affirmative action as it impacts on hiring and promotional practices, privacy rights, personnel record maintenance, OSHA, medical and disability rights and compensation,
OMHR 5007: Research Techniques, Report Writing And Communication Development (3 cr.)
Interpersonal and organizational communication dynamics and skills appropriate to Human Resource development. The following skill areas are examined: written and oral communications, interpersonal managerial situations, effective meeting techniques and participation problem solving. Emphasis is placed on transferring these skills to real-life situations. (Every student is required to consult with the director of the program before completing the first weekend of this course.)

OMHR 5008: Strategic and Global Planning (3 cr.)
Discussion and integration of the relationship between strategic organizational planning and Human Resource management issues. Emphasis is on the importance of the Human Resource role in cross-cultural communication, international business and global issues.

OMHR 5010: Training and Development (3 cr.)
Examination of overall training and development process, identification of training needs, training techniques, presentation skills, evaluation of program effectiveness and management of the training function. Techniques and theories of training and development of personnel in organizational settings are explored.

OMHR 5011: The Diverse Workforce (3 cr.)
The study of the employment relationships of women and racial, ethnic and religious minorities in the workplace. The course will include an analysis of prejudices and discrimination as they exist in contemporary organizations. The potential positive contributions of various groups will be emphasized.

OMHR 5014: Ethical and Societal Issues (3 cr.)
An introduction to the development of skills involved in analyzing business problems from an ethical perspective. Questions to be explored are: What is the role of ethics in business? What are the consequences of unethical but legal decisions made in the name of profit? What is the conflict between the bottom line and ethical practices? How should U.S. companies behave in countries where the acceptable business practices differ from those in the United States?

OMHR 5017: Recruitment and Staffing (3 cr.)
This course will examine factors, both inside and outside the organization, which influence the successful staffing of organizations. The focus is on theory, research, policies and practices related to job recruitment and selection. Topics include staffing strategy, measurement of staffing effectiveness, legal issues in employment, job/competency analysis, human resource planning, recruitment, internal job movement and internal and external selection practices.

OMHR 5026: Total Rewards Management (3 cr.)
An in-depth look at rewarding employees by designing and delivering effective rewards systems within organizations. Focus will be on the theory, concepts and practices of total compensation management with emphasis on current theories of reward and motivation. 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. In addition, recognition, work/life balance, and culture will also be considered in terms of their contribution to the total rewards system.

OMHR 5027: 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.

OMHR 5028: HR Information Systems (3 cr.)
This course is designed for the HR professional who uses and/or manages an HRIS/HRMS system. The focus of the course will be on Web-based HRIS systems that make use of the technology of the Internet. The course will also cover the life cycle of a system, upgrading or replacing the current system, and how to cost and justify the project. Also covered will be comparisons of different software vendors and products, including the strengths and limitations of each. A framework for managing a conversion to new HRMS systems will be provided. Vendor systems that will be reviewed include PeopleSoft, Oracle, Lawson, Genesys, and Cyborg as well as other vendors.

OMHR 5029: Changing HR Roles: Consulting and Outsourcing (3 cr.)
The need for efficiency and strategic relevance has driven the HR function in new directions. More and more organizations are outsourcing HR activities and are hiring consultants both internal and external to align their programs and practices with business strategy. This course provides information on how to become a collaborative partner in developing creative human resource solutions to people-related business issues. An overview of the changing roles of human resource leaders will be presented, the processes employed by successful consultants will be examined and practiced, the history and impact of HR outsourcing will be discussed, and approaches to outsourcing will be explored. Emphasis will be placed on developing consulting and vendor management skills as well as on understanding current trends.

OMHR 5030: HR Metrics (3 cr.)
An invitation to examine and question the current and emerging state of HR metrics and measurement. The course is designed to challenge students to move away from measuring what can be measured easily towards metrics that change organizational behaviors and drive different business decisions. It also looks at emerging efforts to apply more rigor and science to the measurement of what have been historically regarded as HR intangibles. The course affords a basic understanding of trends in HR metrics and measurements; advocates for a coherent HR decision science methodology that is well integrated into the organization’s overall people strategy; overviews technical issues and considerations; promotes best/next practices in HR metrics; examines the role of external/benchmark sources; focuses on organizational commitment and resource requirements; and seeks to establish a strong linkage between workforce measures and organizational success.

OMHR 5098: Thesis: Part I (3 cr.)
This project is the capstone of the program and offers the opportunity for students to demonstrate the knowledge and skills that they have acquired. Students will identify an actual or theoretical problem in the field of Human Resources and formulate a proposed solution. A detailed research outline must be submitted and approved by the faculty advisor and program director.
Prerequisite: OMHR 5007

OMHR 5099: Thesis: Part II (3 cr.)
The results of the findings are to be reported in a critical and analytical final paper.

benefit entitlement including pensions, gifts, rewards and their attendant tax considerations.

OMHR 5008: Strategic and Global Planning (3 cr.)
Discussion and integration of the relationship between strategic organizational planning and Human Resource management issues. Emphasis is on the importance of the Human Resource role in cross-cultural communication, international business and global issues.

OMHR 5010: Training and Development (3 cr.)
Examination of overall training and development process, identification of training needs, training techniques, presentation skills, evaluation of program effectiveness and management of the training function. Techniques and theories of training and development of personnel in organizational settings are explored.

OMHR 5011: The Diverse Workforce (3 cr.)
The study of the employment relationships of women and racial, ethnic and religious minorities in the workplace. The course will include an analysis of prejudices and discrimination as they exist in contemporary organizations. The potential positive contributions of various groups will be emphasized.

OMHR 5014: Ethical and Societal Issues (3 cr.)
An introduction to the development of skills involved in analyzing business problems from an ethical perspective. Questions to be explored are: What is the role of ethics in business? What are the consequences of unethical but legal decisions made in the name of profit? What is the conflict between the bottom line and ethical practices? How should U.S. companies behave in countries where the acceptable business practices differ from those in the United States?

OMHR 5017: Recruitment and Staffing (3 cr.)
This course will examine factors, both inside and outside the organization, which influence the successful staffing of organizations. The focus is on theory, research, policies and practices related to job recruitment and selection. Topics include staffing strategy, measurement of staffing effectiveness, legal issues in employment, job/competency analysis, human resource planning, recruitment, internal job movement and internal and external selection practices.

OMHR 5026: Total Rewards Management (3 cr.)
An in-depth look at rewarding employees by designing and delivering effective rewards systems within organizations. Focus will be on the theory, concepts and practices of total compensation management with emphasis on current theories of reward and motivation. 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. In addition, recognition, work/life balance, and culture will also be considered in terms of their contribution to the total rewards system.

OMHR 5027: 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.

OMHR 5028: HR Information Systems (3 cr.)
This course is designed for the HR professional who uses and/or manages an HRIS/HRMS system. The focus of the course will be on Web-based HRIS systems that make use of the technology of the Internet. The course will also cover the life cycle of a system, upgrading or replacing the current system, and how to cost and justify the project. Also covered will be comparisons of different software vendors and products, including the strengths and limitations of each. A framework for managing a conversion to new HRMS systems will be provided. Vendor systems that will be reviewed include PeopleSoft, Oracle, Lawson, Genesys, and Cyborg as well as other vendors.

OMHR 5029: Changing HR Roles: Consulting and Outsourcing (3 cr.)
The need for efficiency and strategic relevance has driven the HR function in new directions. More and more organizations are outsourcing HR activities and are hiring consultants both internal and external to align their programs and practices with business strategy. This course provides information on how to become a collaborative partner in developing creative human resource solutions to people-related business issues. An overview of the changing roles of human resource leaders will be presented, the processes employed by successful consultants will be examined and practiced, the history and impact of HR outsourcing will be discussed, and approaches to outsourcing will be explored. Emphasis will be placed on developing consulting and vendor management skills as well as on understanding current trends.

OMHR 5030: HR Metrics (3 cr.)
An invitation to examine and question the current and emerging state of HR metrics and measurement. The course is designed to challenge students to move away from measuring what can be measured easily towards metrics that change organizational behaviors and drive different business decisions. It also looks at emerging efforts to apply more rigor and science to the measurement of what have been historically regarded as HR intangibles. The course affords a basic understanding of trends in HR metrics and measurements; advocates for a coherent HR decision science methodology that is well integrated into the organization’s overall people strategy; overviews technical issues and considerations; promotes best/next practices in HR metrics; examines the role of external/benchmark sources; focuses on organizational commitment and resource requirements; and seeks to establish a strong linkage between workforce measures and organizational success.

OMHR 5098: Thesis: Part I (3 cr.)
This project is the capstone of the program and offers the opportunity for students to demonstrate the knowledge and skills that they have acquired. Students will identify an actual or theoretical problem in the field of Human Resources and formulate a proposed solution. A detailed research outline must be submitted and approved by the faculty advisor and program director.
Prerequisite: OMHR 5007

OMHR 5099: Thesis: Part II (3 cr.)
The results of the findings are to be reported in a critical and analytical final paper.
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 examines philosophical 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 requirements will include works by Plato, Aristotle, Aquinas, Michael Loux, and Peter Van Inwagen.

PHL 1010: Truth-Functional Logics (1 cr.)
A logic can be studied as a set of reasoning skills. Truth-functional (t-f) logic is the simplest common part of most logics. Although PHL 1010 covers t-f logic as rules for good reasoning, the emphasis is on studying it as a basic introduction to Logic as a Theory of Truth.

PHL 1013: Informal Fallacies (1 cr.)
Just as there are basic rules of reasoning, so too are there basic mistakes we can make when we reason. This course will cover both the basic forms of deductive and inductive reasoning, and the common fallacies involved in both. Readings include Anthony Weston's Rules a Rule-book for Arguments.

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 1030: Women According to the Philosophers (3 cr.)
What exactly does it mean to be a male, or a female? Philosophers have been puzzled by this question for nearly three thousand years. The ontological status of genderhood (just how one is to define gender metaphorically) is the subject of this course, which will examine the first attempts of Western Philosophers to come to terms with this problem, from the Pre-Socratics to the High Medievals.

PHL 2020: Logic in the 20th Century (3 cr.)*

PHL 2023: Existentialism (3 cr.)
Readings from major existentialist thinkers: Kierkegaard, Nietzsche, Jaspers, Heidegger and Sartre. Comparative interpretations of ontology, religion, knowledge, value and culture. Supported by diverse existential readings drawn from a variety of writers.

PHL 2025: Phil & Lit: Opera and Tragedy (3 cr.)
Our fear and pity are aroused in ancient and modern drama in portrayals of the unequal struggle between flawed humans and gods who use decree destiny to negate our desires and actions. Opera seria uses music and voice to intensify the tragedies of attempting to resolve individual, family and political conflicts. Philosophy, emphasizing reason and control of passions, contests a tragic view of life. The course will examine tragic dramas, readings on tragic theory and philosophy and listen to opera videos like Othello, Don Giovanni, Carmen, and Passion.

PHL 2028: The Logic of Time (3 cr.)
Tense Logic is the branch of philosophical logic (and metaphysics) that studies all known alternative concepts of time, as well as how to codify the definition of truth and the definition of valid reasoning which varies with each concept of time. This course is an introduction to the elementary part of the logic of time and does not presuppose any prior background in philosophy or in logic.

PHL 2050: American Philosophy (3 cr.)
The development of Pragmatism in America, a new philosophy for a new land. Beginning with the Puritan heritage and the Transcendental movement readings from Jonathan Edwards, R.W. Emerson, C.S. Pierce, Wm. James, O.W. Holmes, Josiah Royce, John Dewey, George Santayana and A.N. Whitehead will be examined. In addition, essays by contemporary American philosophers will be read.

PHL 2055: Contemporary Philosophy (3 cr.)**

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 2066: 19th/20th Century Philosophy (3 cr.)**

OMHR 5100: Final Project (3 cr.)
Students will research an area of interest in the field of human resource management that relates to his or her work, write an essay summarizing his or her investigation, and make an oral presentation on what was learned. The project will be conducted under the guidance of the Program Director and a faculty advisor. The oral presentation will be made to the Program Director, faculty, and, as appropriate, a member or members of the student's work organization.

prerequisite: OMHR 5007

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.

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PHL 2055: Contemporary Philosophy (3 cr.)**

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 2066: 19th/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 2073: Ethical Continuations (3 cr.)
Ethics, or how to live your life, was to Socrates the basic aspect of philosophy. Socrates fought the sophists, and debates about knowledge and conduct have remained a staple of Western philosophy. This seminar class will deal with major approaches to the issues of ethics:
Socrates and Plato, Aristotle, Epicetetus and Stoicism, Spinoza, Scottish moral sense theorists like David Hume, Kant's practical reason, Fichte, William James, Utilitarians, Sartre, Foucault and current debates. Basic concepts to be investigated are virtue ethics, the ethics of principle of duty, how to determine the good, post-modern views of self-creation as ethical agent, freedom versus determinism, relation between the individual and the society.

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 between man and God? Are human beings free? This course is an introduction to these problems, and to the great 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 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 3006: Hegel (3 cr.)
This course studies the post-Kantian development of German idealism in Fichte and Schelling and makes a detailed analysis and critique of Hegel's Absolute Idealism as expressed and dramatized in Phenomenology of Mind and selections from other works.

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 philosophical definitions of being via readings from Descartes, Hume, Kant, Schelling, Hegel, Marx, Heidegger, Jaspers, Wittgenstein and Derrida.

PHL 3014: Descartes (3 cr.)
Rene Descartes is known as the Father of Modern Philosophy. This course is designed to introduce Descartes' major ideas in the context of a discussion of how to read and evaluate a philosophical text.

PHL 3020: Bertrand Russell (3 cr.)
Twentieth-century philosophy is already being called the: Age of Rus sell. Reading Russell (1872-1970) is probably the best possible prepa ration for studying most of the work that has been done in the past 100 years on logic, ethics, theory of knowledge, metaphysics, political philosophy, metaphilosophy, and the history of philosophy. Russell is the last major philosopher who contributed to virtually every aspect of philosophy, thus to study Russell is to come to know a good bit about the other players in world philosophy in the 100 years since 1875.

PHL 3021: Existentialism (3 cr.)
Readings from major existentialist thinkers: Kierkegaard, Nietzsche, Jaspers, Heidegger and Sartre. Comparative interpretations of ontology, religion, knowledge, value and culture. Supported by diverse existential readings drawn from a variety of writers.

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 3030: Philosophy of Religion (3 cr.)
PHL 3031: Godel (3 cr.)
Kurt Godel (1906-1978) is one of the most powerful minds of the twentieth century. Aristotle invented logic, but Godel invented the logic of logic. This course serves as an introduction to Godel's work in logic and philosophy, and is also designed to serve as an introduction to metaphysics and to the philosophy of logic and the philosophy of
mathematics. We shall pay particular attention to ideas of Godel that sharpen our understanding of these three concepts: Truth, Proof, and Infinity. We will also study provability logic, which is useful for its characterization in an elementary setting of Godel's most famous work, its results on the incompleteness of logic and mathematics.

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 irreducible division between good and evil, to evil as the absence of good and the condition of human freedom, to theologies 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 dealt 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) can man 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 4020: Honors Logic Seminar (3 cr.)
Introduces candidates for Honors in Logic both to the study of logic at the graduate level and to the art of original research in logic. Topics to be covered vary, and the course may be repeated for credit given sufficient change in research topics.

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 dialogue, 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 5006: Hegel (3 cr.)
This course studies the post-Kantian development of German idealism in Fichte and Schelling and makes a detailed analysis and critique of Hegel's Absolute Idealism as expressed and dramatized in Phenomenology of Mind.

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 5009: 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-apparenting “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 5012: Kant and the Enlightenment (3 cr.)
This course offers an extensive analysis and criticism of Kant's Critique of Pure Reason. Emphasis will be on arguments in the aesthetic and transcendental analytic, with selections from the transcendental dialectic. Students will outline text prior to class discussion and prepare a class presentation of a scholarly interpretation of Kant's doctrine.

PHL 5013: Freud and Marx (3 cr.)
This class will analyze Freud and Marx's claims to offer a scientific and philosophical interpretation of human culture and behavior. Contemporary critiques and modifications of psychoanalysis and Marxism will be examined.
PHL 5014: Descartes (3 cr.)
Rene Descartes is known as the Father of Modern Philosophy. This course is designed to introduce Descartes’ major ideas in the context of a discussion of how to read and evaluate a philosophical text.

PHL 5020: Bertrand Russell (3 cr.)
Twentieth-century philosophy is already being called the Age of Russell. Reading Russell prepares one for studying most of the work that has been done in the past 100 years on logic, ethics, theory of knowledge, metaphysics, political philosophy, metaphilosophy, and the history of philosophy.

PHL 5021: Existentialism (3 cr.)
Readings from major existentialist thinkers: Kierkegaard, Nietzsche, Jaspers, Heidegger and Sartre. Comparative interpretations of ontology, religion, knowledge, value and culture. Supported by diverse existential readings drawn from a variety of writers.

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PHL 5032: Nietzsche/Kierkegaard (3 cr.)
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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 the Philosophy of Law (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 eschatologically 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) Can man know God? (3) How does faith alter rational systems? (4) What is the human person? (5) What is the will?

Physics Courses

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.

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.

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 upon 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.

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 instru-
ments; 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 a level beyond the general physics survey. Topics include: Electrostatics and magnetostatics, Laplace's equation and boundary-value problems, electromagnetic 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: Thermodynamics & 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 3030: Electrodynamics (4 cr.)**
This course offers a rigorous treatment of classical electromagnetism 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.

**PHY 3080: Research Internship (3 cr.)**
This course provides opportunities for students to engage in actual research at neighboring research institutes/facilities to supplement the academic-year theoretical course and to fulfill the experimental training needed for physics majors. Prerequisites: PHY 2010, 2020, 2030, & 2040, or by the Department.

Take PHY.2010, PHY.2030, PHY.2040.

**PHY 3090: Senior Research Project & Seminar (3 cr.)**
This course is for physics majors to be taken either in one semester or one year. Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor. Presentation and discussion of the motivation and techniques, results obtained to the present, as well as difficulties and unsolved problems. Prerequisite: Written permission of the faculty member who agrees to act as supervisor and the permission of the department.

**PHY 5030: Electrodynamics (4 cr.)**
This course offers a rigorous treatment of classical electromagnetism 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 5040: 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 minorin 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, International 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 (eg. 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 2013: Women & Politics (3 cr.)
This course will acquaint students with theoretical as well as empirical analyses of the role of women in the political system. One of the main areas of emphasis is the relationship between women's roles in the private sphere, and their integration into the public sphere, Special attention will be given to women's lobbying groups and political participation, as well as voting patterns (gender gap). The impact of the feminist movement in the United States and its effect on women's political consciousness, discourse, and political action will be addressed in considerable detail. (Fall)

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: Nonwestern (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 (eg. 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 2022: Government and Politics in the Middle East (3 cr.)
After considering the geography, religion and history of the region, the course will cover the government and politics of the major countries and the Arab-Israeli conflict, including the role of the United States and the U.S.S.R. Finally, there will be a survey of the Persian Gulf war and future prospects.

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 2031: Presidential Elections (3 cr.)
An in-depth and hands-on study of the presidential election campaign. An analysis of the campaign nomination process, political conventions, political advertising, presidential debates. The role of the Electoral College and the Supreme Court will also be studied in light of the events of the 2000 Presidential election. The impact of PACs (political action committees and so-called issue-ads) will be given a major focus. An analysis of the Campaign Finance Reform and the FEC (Federal Election Commission) will also be a focus of this course.

POS 2033: Interest Groups & Social Movements (3 cr.)
This course will study the political dynamics of social movements including: the sources of social movements, the process of mobilization, the rise of counter-movements and the relationship that exists among social movements, political parties and interest groups. The course will focus on major U.S. movements including: the peace (anti-war) movement, the civil rights movement, the environment movement, the labor movement and the feminist movement.

POS 2038: American Presidency (3 cr.)
Trends and shifts in the American Presidency, Imperial vs. Diminished, Foreign vs. Domestic, Mythic vs. Real will be analyzed. The modern campaign and nominating and election processes will be considered with particular emphasis on the changes in these processes brought about by the electronic media. The President's interaction with Congress and use of political capital and persuasion will be studied in order to understand the dynamic and changing nature of Presidential politics. Lastly, Presidential roles and responsibilities, both formal and informal, will be analyzed to gain a further understanding of the complexities involved in decision making in the development of public policy.

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 2051: Law & Politics of International Trade (3 cr.)
This course studies the evolution of the global trade regime from the GATT (General Agreement on Tariffs and Trade) to the WTO (the World Trade Organization), set against the recurring conflicts between free trade and protectionist forces. It is focused on the extension of the principles of liberal trade in goods and services worldwide and its outcome-the growth of rule-oriented international trade practices based on most-favored-nation treatment and national treatment. Included in the subject matter of the course are the barriers to free trade, tariff and non-tariff, the dispute settlement procedure under the WTO, the emergence of new protectionist tendencies in Europe and the Western Hemisphere. Students in this course learn the legal framework of the WTO, economic policies of major trading nations, and the status of the developing countries and former communist countries (economies in transition.) within the WTO and the impact of the Organization on their political and economic development of these countries.

POS 2069: The New International Security (3 cr.)
What is the New International Security? This course's primary objective is to examine questions and issues surrounding international security. While we will begin by thinking about traditional security questions, we will also ask if the growth of globalization and changes in the role of the nation-state has altered the way that we think and respond to problems of security. The course will first discuss the role of power and the projection of power in creating insecurity; then we will move on to newer types of threats, like weapons of mass destruction and terrorism. We will also examine the problems of ethnic conflict, migration and environmental changes as potential security threats. Finally, we will discuss the possible responses available to the United States and the international community in dealing with these new problems leading to insecurity in the global society.

POS 2072: International Law (3 cr.)
This course introduces students to the principles and rules of international law-the normative aspects of international relations that serve as a foundation of world peace. Emphasis throughout the course is placed on the historical and political context in which international law (a work in progress) has evolved as well as on the analysis of law itself. The subject matter of the course includes: state sovereignty, state jurisdiction, the roles of international organizations, nationality, the position of individuals and trans-national actors (e.g. multinational corporations) under international law, the protection of human rights, the law of war and war crimes, the protection of the environment and rule-oriented international trade. This course may be taken as an elective for Legal Studies or Criminal Justice concentration.

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.)
A capstone seminar for invited seniors (based on academic performance in the major), this is an intensive survey of the primary topics studied in political science from political philosophy and theory to United States political institutions and patterns of dependent industrialization. Strong emphasis is placed on the writing of critical essays based on assigned readings.

POS 3007: Religion and Politics (3 cr.)
This course will examine the relationship between religion and politics from the perspective of the politics of mass movements. It will pay particular attention to the role played by religion in the formation of political culture, the formulation and direction of public policy, the pace and scope of modernization and the distribution of social and economic resources. The course will also seek to outline the essential aspects of the relationship between religion and politics itself. This theoretical component of the course will be informed by historical and philosophical analysis; it will focus on the paradigm offered by the Greek Tragedian Aeschylus in his work, the Orestia. We will also consider the philosophical tension that exists between competing ideals of the democratic state and perhaps ideology. More importantly, we will look at what this says about the role of religion in shaping political ideology.

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 ongoing 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 3067: Power, Politics & Passion: Women of the 21st Century (3 cr.)
This course will explore many of the cutting edge issues facing women towards century's end. As women face the new millennium, is it still possible to speak of women and politics, or does the evolving political agenda require an even more complex approach to coalition politics? How will issues such as reproductive rights, violence against women, emerging technological changes (pornography in cyberspace), workplace issues, sexual harassment be formulated and addressed approaching the 21st century. Ethical issues raised by advancing technologies, especially in the area of the politics of reproduction will be covered, as well as trends and shifts in affirmative action programs. The course will also address generational changes concerning women in public office and labor union activity.

POS 3070: State and Local Government (3 cr.)
It was Tip O'Neill, Speaker of the House of Representatives, who after a lifetime of public life noted that all politics is local. With New York serving as a backdrop, the course will probe the network of local ties - formal and informal - which bind political actors and communities together. It will consider the financing and function of state, county, and municipal governments. It will review polling and survey techniques and how they can be used in the study of state and local government.

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 3093: The US As a Pacific Power (3 cr.)
This seminar examines the conduct of United States foreign policy in East Asia in war and in peace. After a rapid survey of US expansion in the Pacific through World War II, the focus of inquiry will be on the Korean War and the Vietnam War, the two major wars the United States fought in the Pacific region in the post-World War II, followed by a study of the Asian economic crisis of 1997 and its sequel, political and economic reforms of the countries in the Asian and Pacific Rim. May also be taken to as part of International and Comparative Politics studies.

POS 3096: Honors Seminar II (3 cr.)
A year-long capstone seminar for invited seniors (based on academic performance in the major), this is an intensive survey of the primary topics studied in political science - from political philosophy to American and/or comparative political institutions and development. Strong emphasis is placed on the writing of critical essays.

POS 3097: African Politics (3 cr.)
This course focuses contemporary politics in continental Africa including: theoretical debates on methodology and contending definitions. It includes case studies of selected African countries with a focus on intricate webs of social relations, political struggles and change, political economy, international relations, colonialism and neocolonialism.
POS 3098: Africa in World Politics (3 cr.)
This course focuses on the foreign policies of major African states; their relationships with industrialized countries in Western Europe and North America; their relationships with other developing countries in the Third World; their intra-regional conflicts; and their participation in global affairs through the United Nations and its specialized agencies for the promotion of human rights, economic and social development of the third World nations.

POS 3104: Radical Political Thought (3 cr.)
This course examines the leading theorists of the radical tradition in political thought and why they continue to exert such lasting influence on politics. It will examine the theoretical foundations of communism, socialism and anarchism through a detailed reading of original texts. Emphasis will be on the two major developments in contemporary political thought Critical Theory and Postmodernism, with a focus on two major thinkers in each of these schools of thought, Herbert Marcuse and Michael Foucault. The course will consider: the role of the family in political socialization, political psychology, alienation and the political order, the roots of political violence and the postmodern debate in political theory. Effort will be made to develop the skills involved in the study of political theory critical thinking and political analysis.

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 3114: Great Cities, Ideas and Law (3 cr.)
This course looks at three great capital cities in history—ancient Athens, ancient Rome, and London—and examines the interplay between law, politics, and culture in those cities at different times in the past. Readings in the history of law, politics, art and architecture, literature, philosophy, and music. Satisfies perspective requirement for Legal Studies and Criminal Law.

POS 3116: Feminist Political Thought (3 cr.)
This course will examine recent developments in feminist political thought through an analysis of both primary and secondary sources in the feminist theory tradition. Issues to be covered are: the state of the category woman, the social construction of gender, the politics of the body and gender, essentialism, identity politics, movement activity, the intersection of race, class and gender, theories of the self, nature and the environment.

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 3119: Law and the Presidency: an Historical Perspective (3 cr.)
This seminar takes an historical look at the American Presidency in relation to the American Constitution and the American system of law. After an introduction on the perils and challenges of the Presidency today, it looks back at the sources of the framers’ ideas of executive power in the writings of statecrafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and the colonies. It then focuses on the creation of the Presidency in the Constitutional Convention of 1787 and moves on to consider the contributions of several of our Presidents—Washington, Jefferson, Jackson, Lincoln, TR, Wilson, FDR, Truman, Nixon, and Reagan. Emphasis on presidential personality, war powers, presidential elections. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors.
POS 3127: Congress/Legislative Process (3 cr.)
This course is for the study of the US Congress; as an institution with its history and powers, and also as a political space where the elected representatives of the American people grapple with national issues. Included in the subject matter of the course are: the structure of legislative committees; legislative oversight of, and interaction with, the Executive branch; the interaction between the House and the Senate; party and other legislative caucuses; the involvement of special interest groups in lobbying; and, finally, the challenges that face the Congress in discharging its responsibilities in the 21st century.

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 5007: Religion and Politics (3 cr.)
This course will examine the relationship between religion and politics from the perspective of the politics of mass movements. It will pay particular attention to the role played by religion in the formation of political culture, the formulation and direction of public policy, the pace and scope of modernization and the distribution of social and economic resources. The course will also seek to outline the essential aspects of the relationship between religion and politics itself. This theoretical component of the course will be informed by historical and philosophical analysis; it will focus on the paradigm offered by the Greek Tragedian Aeschylus in his work, the Orestia. We will also consider the philosophical tension that exists between competing ideals of the democratic state and perhaps ideology. More importantly, we will look at what this says about the role of religion in shaping political ideology.

POS 5012: 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 they serve 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 ongoing 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 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.

POS 5035: 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 5067: Power, Politics & Passion: Women in the 21st Century (3 cr.)
This course will explore many of the cutting edge issues facing women towards century's end. As women face the new millennium, is it still possible to speak of women and politics, or does the evolving political agenda require an even more complex approach to coalition politics? How will issues such as reproductive rights, violence against women, emerging technological changes (pornography in cyberspace), work place issues, sexual harassment be formulated and addressed approaching the 21st century. Ethical issues raised by advancing technologies, especially in the area of the politics of reproduction will be covered, as well as trends and shifts in affirmative action programs. The course will also address generational changes concerning women in public office and labor union activity.

POS 5081: 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 5097: African Politics (3-4 cr.)
This course focuses contemporary politics in continental Africa including: theoretical debates on methodology and contending definitions. It includes case studies of selected African countries with a focus on intricate webs of social relations, political struggles and change, political economy, international relations, colonialism and neocolonialism.

POS 5098: Africa in World Politics (3 cr.)
This course focuses on the foreign policies of major African states: their relationships with industrialized countries in Western Europe and North America; their relationships with other developing countries in the Third World; their intra-regional conflicts; and their participation in global affairs through the United Nations and its specialized agencies for the promotion of human rights, economic and social development of the Third World nations.

POS 5104: Radical Political Thought (3 cr.)
This course examines the leading theorists of the radical tradition in political thought and why they continue to exert such lasting influence on politics. It will examine the theoretical foundations of communism, socialism and anarchism through a detailed reading of original texts. Emphasis will be on the two major developments in contemporary political thought Critical Theory and Postmodernism, with a focus on two major thinkers in each of these schools of thought, Herber Marcuse and Michael Foucault. The course will consider: the role of the family in political socialization, political psychology, alienation and the political order, the roots of political violence and the postmodern
debate in political theory. Effort will be made to develop the skills involved in the study of political theory/critical thinking and political analysis.

POS 5108: 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 5114: Great Cities, Ideas & Law (3 cr.)
This course looks at three great capital cities in history - ancient Athens, ancient Rome, and London - and examines the interplay between law, politics, and culture in those cities at different times in the past. Readings in the history of law, politics, art and architecture, literature, philosophy, and music. Satisfies perspective requirement for Legal Studies and Criminal Law.

POS 5116: Feminist Political Thought (3 cr.)
This course will examine recent developments in feminist political thought through an analysis of both primary and secondary sources in the feminist theory tradition. Issues to be covered are: the state of the category woman, the social construction of gender, the politics of the body and gender, essentialism, identity politics, movement activity, the intersection of race, class and gender, theories of the self, nature and the environment.

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 problems-solving techniques, culminating in the writing of a Memorandum of Law.

POS 5119: Law and the Presidency: an Historical Perspective (3 cr.)
This seminar takes an historical look at the American Presidency in relation to the American Constitution and the American system of law. After an introduction on the perils and challenges of the Presidency today, it looks back at the sources of the framers ideas of executive power in the writings of statecrafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and the colonies. It then focuses on the creation of the Presidency in the Constitutional Convention of 1787 and moves on to consider the contributions of several of our Presidents Washington, Jefferson, Jackson, Lincoln, TR, Wilson, FDR, Truman, Nixon, and Reagan. Emphasis on presidential personality, war powers, presidential elections. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors.

Psychology Courses

PSY 1004: Fundamentals of Psychology (3 cr.)
It constitutes a series of lectured discussions designed to acquaint students with the major ideas in psychology. Prior knowledge of psychology is not expected, but students should expect to do considerable reading and studying for tests.

Class lectures are not repetitions of the textbook material, and are deliberately designed to present additional and more advanced material. Students are responsible for assigned readings and lecture/class discussion material. Topics include the history of psychology, sensation and perception, brain and behavior, learning and memory, intelligence, developmental, personality theories, social psychology, and psychopathology. Other topics may include altered states of consciousness, cognition, language, motivation, or emotions.

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: Infant/Late Child (3 cr.)
This course is a survey of the existing evidence on systematic, stable changes that occur from conception through late childhood. We will explore the current theories about child 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 children's characteristics, and influences of children on their own environments and development. Recommended: PSY 1004: Fundamentals of Psychology.

PSY 2002: Developmental Psychology: Early/Late Adolescence (3 cr.)
This course takes a developmental approach to the study of theories and research about identity, intimacy, effects of school, factors affecting academic performance, and peer and parent relationships. Prerequisites: PSY 2001: Developmental Psychology Infancy Through Late Childhood.

PSY 2004: Physiological Bases of Behavior (4 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 will be examined. Recommended: Fundamentals of Psychology.

PSY 2006: Industrial/Organizational Psychology (3 cr.)
This course will introduce students to the study of industrial/organizational psychology, the branch of psychology that is concerned with the study of human behavior in work settings. Through lectures, case studies, and group exercises, students will learn to apply psychological principles to understand human behavior at work and how to change it to meet individual and group objectives. Topics covered in the course will include: job analysis, personnel selection, performance appraisal, assessment validity, the legal context for personnel decisions, work motivation, work attitudes, leadership, and occupational health. Recommended: PSY 1004: Fundamentals of Psychology.
PSY 2008: Sensation & Perception (4 cr.)
Sensation and Perception provides for the study of the anatomy and functioning of the sense organs and their associated neural structures. It also examines the adaptability of the organism in acquiring and using information from the environment. The major theories in the fields of sensation and perception will be considered. Recommended: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology.

PSY 2009: Social Psychology (3 cr.)
This course studies how other people affect individuals’ behaviors, thoughts, and feelings. Social psychology focuses on the situational, social, and interpersonal factors that affect the individual. Questions to be addressed include the following: How do people influence one another? How can we understand prejudice? What makes people obey or resist authority? How do people form impressions of one another? How accurate are people in their judgment of others? Recommended: PSY 1004: Fundamentals of Psychology.

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.

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, and tests of proportionality). Recommended: PSY 1004: Fundamentals of Psychology.

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 include: crack/cocaine, amphetamines, nicotine, caffeine, alcohol, inhalants, marijuana, anabolic steroids, hallucinogens, antidepressants, antipsychotics, and antianxiety agents. Issues related to drug tolerance and dependence, and substance abuse treatment and prevention will also be discussed. Recommended: PSY 1004: Fundamentals of Psychology.

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 theoretical approaches to personality, critically evaluating their assumptions and ideas, relevant research, and clinical implications. Emphasis is placed on the value of alternative viewpoints. The appreciation of various personality theories provides a solid foundation for exploring issues of assessment, psychopathology, and behavior change. Recommended: PSY 1004: Fundamentals of Psychology.

PSY 2040: Research Methods in Psychology (4 cr.)
This course introduces students to research designs and methodologies used to answer questions in various areas of psychology. These include: experiments, quasi-experiments, alternate designs (e.g., case studies, interrupted time series, etc.), correlation, anonymous surveys, and naturalistic observations. Important issues such as generation of hypotheses, theory building, randomization, sampling, scales of measurement, matching, validity, reliability, confounds, controls, searching and reading the scholarly literature, and research ethics will also be covered. Students will also learn how to select and apply appropriate statistical analyses to particular sets of data, interpret the statistical findings, and relate them to the empirical question under investigation. Finally, students will be taught how to present their research data in manuscript form according to the stylistic guidelines of the American Psychological Association. Prerequisites: PSY 2012: Statistics for the Social Sciences.

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. Recommended: PSY 1004: Fundamentals of Psychology.

PSY 2044: Cognitive Psychology (3 cr.)
Historical and contemporary approaches to the study of the mind including developmental theorists will be surveyed. Topics may include: consciousness, attention, memory, perceptual processes, emotion, information processing, imagery, concepts, language, problem solving, reasoning, intelligence, and creativity. Recommended: PSY 1004: Fundamentals of Psychology.

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 maturation, and the importance of social construction, as well as an examination of the linkage between development of identity and sociocultural contexts. Recommended: PSY 1004: Fundamentals of Psychology.

PSY 2049: Health Psychology (3 cr.)
This course is designed to provide students with a general introduction to the field of Health Psychology. A variety of topics will be included, amongst them: 1) compliance with the medical system, 2) stress and its relationship to illness, 3) stress and its relationship to pain, 4) causes, treatment, and prevention of a number of diseases, 5) sociocultural factors in disease, and 6) coping with illness. Recommended: 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. This course will explore the current theories about adult development and examine what current research can tell us about: adults’ capabilities and the changes that occur over time, influences of the environment, and how we influence our own environments and development. In this course, students will learn to separate the evidence about adult development from opinions and stereotypes, to identify the bases for false conclusions about adult development, and to compare different perspectives on and conclu-
sions about development during adulthood. Students will use the principles of the scientific empirical approach to evaluate the evidence about development during adulthood. In addition, we will explore what is known about continuities in development from childhood and adolescence through adulthood.

**PSY 2055: Sport Psychology (3 cr.)**
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.

**PSY 2056: Death, Dying and Bereavement (3 cr.)**
The course will offer opportunities to understand the changing demographics of death and terminal illness in the America; to compare cultural and developmental differences in approaches to death and dying; to explore some highly controversial current topics in the field; to become acquainted with resources in this area and to recognize and appreciate one's own attitudes and reactions to death and dying. This will be accomplished through lectures, videos, class discussions, and presentations. Lectures from individuals "on the front line" who work in various related fields may also be incorporated.

**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. Within a social psychological framework, we will explore such topics as compliance, conformity, obedience, destructive cults, propaganda, subliminal persuasion, social epidemics, and the use and abuse of persuasion. The emphasis of this course will be on reading, discussion, critical thinking, oral communication, and the application of knowledge about persuasion and attitude change to real world phenomena.

**PSY 3004: History and Systems of Psychology (3 cr.)**
Although psychology as a formal discipline is little more than a century old, psychological questions and phenomena have been the source of curiosity for millennia. This lecture/discussion course is designed to trace the intellectual roots of psychology, beginning with the early Greeks, examining persistent ideas, methods of inquiry, significant individuals, and events that have conspired to produce psychology as we know it today. Prerequisite: PSY 1004: Fundamentals of Psychology (for juniors and seniors only).

**PSY 3006: Psychopathology of Adulthood (3 cr.)**
**PSY 3007: Human Development (3 cr.) Accelerated BS Course Only**
A survey of developmental psychology from birth through adulthood, with an emphasis on infancy, childhood, and adolescence. Consideration will be given to developmental theories, to research investigating psychological, social and biological factors and their interactions within a cultural framework.

**PSY 3008: Elements of Psychopathology (3 cr.) Accelerated BS Course Only**
This course examines the major syndromes of psychological disorders. Research and theory about the mechanisms, development, and modification of psychopathology are emphasized.

**PSY 3010: Psychology of Self (3 cr.)**
As a complement to Psychology of Relationships, this seminar will deal with the growth of the Self and how it is conceived and constructed. This material will be examined from historical, developmental, therapeutic and physiological perspectives and will bring in the subjective experience of the infant and of the person who is developing. Thus, it will contain an experiential appreciation of the self and its conceptualization. This will include material from Developmental Psychology, Social Analysis, and Neuroscience. Readings from Erich Fromm, Mihaly Csikszentmihalyi, William James, Ronald. D. Laing, Ulric Neisser, and Daniel Stern. Secondary material deals with Mary Calkins, George Herbert Mead Erik Erikson, Carl Rogers, Antonio Damasio, Jaak Panksepp and Social Constructionism. Recommended: Fundamentals of Psychology.

**PSY 3013: Psychology of Relationships (3 cr.)**
Persistent patterns of dealing with significant others are examined from birth through adulthood. John Bowlby, Ronald Laing, Carl Rogers, Jean Baker Miller, and other topical writers are assigned. Topics include: roles, attachment, love, commitment, symbiosis, autonomy, mutuality, and intimacy. This course will make use of group interaction. Recommended: PSY 1004 Fundamentals of Psychology.

**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.

Take PSY 3000.

**PSY 3020: Cross-Cultural Psychology (3 cr.)**

**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 2004: Physiological Bases of Behavior.

**PSY 3025: Psychology of Experience (3 cr.)**
Early psychologists including Wundt and William James presumed that psychology meant a psychology of experience (which they called consciousness). This was also true of Freud and Psychoanalysis. It was not true for many years in America thanks to the popularity of John B. Watson and all those who were swayed by the school of Behaviorism. Besides Psychoanalysis, Experience was only readmitted to American Psychology after WWII when Humanistic Psychology and the Cognitive Revolution made it fashionable again. This is a seminar-discussion course considering several major sources in Early Psychology, William James, Humanistic Psychology, Psychoanalysis, and Csikszentmihalyi. Recommended: PSY.1004: Fundamentals of Psychology.
PSY 3035: Biopsychology Seminar (3 cr.)
This course will focus on a single contemporary topic in neuroscience. Students will be required to read, discuss, and critique literature focusing on common themes. Examples of themes are the biopsychology of learning and memory, the nature of recovery from brain damage, drug dependence, Alzheimer's disease, and Parkinson's disease. Prerequisite: PSY 2004: Physiological Bases of Behavior.

PSY 3037: Folk Psychology (3 cr.)
Psychology of everyday assumptions: what seems to be immediately given. Jerome Brunet writes ‘Folk Psychology...is a culture's account of what makes human beings tick.’ Both Dilthey and Wundt looked to a cultural basis for understanding the human as a decision maker who lived in social relationships that sought meaning in life. This course will assess assumptions that seem immediately given (normality, health, relationships, self, gender identity, morality, etc.) and which provide the cultural structure of Folk Psychology. Topics also include Cognitive Science, Cultural Psychology, Social Constructionism, and narrative as a vehicle for Folk Psychology. Recommended: Fundamentals of Psychology.

Recommend to take PSY.1004.

PSY 3042: Clinical Psychology (3 cr.)
This seminar course is intended to introduce students to the field of clinical psychology. The course begins with an examination of the historical development, philosophical issues and theoretical bases pertinent to the study of clinical psychology. Using an integrative theoretical framework, the course examines a broad sampling of current topics and controversies in the field of clinical psychology, including: the concept of abnormality, assessment, issues of diagnosis and classification, clinical judgment, the nature and evaluation of psychological intervention, and forensic psychology. Prerequisites: PSY 1004: Fundamentals of Psychology or PSY 1017: Introduction to Psychology, PSY: 2036 Personality Psychology, and PSY 2011: Abnormal Psychology. (Offering is tentative based on student interest.)


PSY 3043: The Individual and Society (3 cr.) Accelerated BS Course Only
This course presents an overview of social psychology, the study of how people influence one another. Topics include social perception, social cognition, attitudes, prejudice, attraction, social influence, altruism, aggression, and group behavior.

PSY 3047: 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.

PSY 3049: Health Psychology (3 cr.)

PSY 3055: Social Development and Attachment (3 cr.)
The development of attachments and their importance to later development will be covered. The various theories of attachment will then be used to help explain how other types of social behaviors, such as sharing, caring, empathy, and aggression develop.


PSY 3058: Qualitative Approaches to Psychology (4 cr.)
This course introduces students to the theory and practice of qualitative research methods. Qualitative and quantitative approaches to research will be discussed as different, not opposing, approaches, influenced and driven by different theoretical perspectives, assumptions, and research questions. Students will acquire knowledge about the historical context of qualitative research. In addition, students will gain specific knowledge and practice in the major qualitative research approaches including interview and ethnography. Methods of analysis for qualitative data will also be examined and utilized. Writing skills will be emphasized. Prerequisite: PSY 1004: Fundamentals of Psychology.

PSY 3090: Social Statistics (3 cr.) Accelerated BS Course Only
An overview of the logic, skills, and methods used in Social Science research. Topics include: techniques for organizing and displaying data (tables and graphs), statistical techniques for describing data, (percentages, averages and variability), and statistical techniques for determining relationships or differences (correlation, probability, tests of differences between performances of groups, and tests of proportionality).

PSY 3333: Psychology of Emotion (3 cr.)
Emotions are considered as adaptive mechanisms that are part of human functioning and human experience. The history of attempts to understand emotions in Western Society and the theories developed in Psychology will be studied. The physiological mechanisms underlying emotions will be stressed including the debate on emotional expression. The primary emotions of joy, distress, anger, fear, surprise, and disgust will be presented and compared with the secondary, social and higher cognitive emotions such as embarrassment, love, guilt, shame, pride, jealousy, etc. The relations between emotions and feelings and consciousness will be explored. Selections from the work of James, Cannon, Arnold, Ekman, LeDoux, Lewis and Damasio. Prerequisite: Psychological Bases of Behavior (PSY.3000 prior to Fall 2007, PSY.2004 Fall 2007 and later). Take PSY.2004 or PSY.2008;

PSY 4015: Topics in Cultural Psychology (3 cr.)
This upper level seminar course will delve into some of the specific areas of theory and research in cultural psychology. For example, we will look more closely at some of the theoretical work of Lev Vygotsky on the role of culture in development, the influences of Richard Shweder on the theories providing the foundations for cultural psychology, and the influences of culture on concepts of the self. We will be using primary sources to evaluate these theories and research and focus on current research in the area. Recommended: Fundamentals in Psychology, Culture, Ethnicity, Race and Identity. Prerequisite: PSY 1004 Also take PSY 2001 or PSY 2042 or PSY 2056

PSY 4020: Writing Review Articles in Psychology (3 cr.)
Papers in the professional literature that thoroughly review and integrate previous research findings and speculate about their implications are referred to as review articles. In consultation with and under the direction of a faculty member, students will write a review article on a well-defined topic in Psychology. The student's finished product should resemble articles published in the journal Psychological Bulletin. Take PSY.1004, PSY.2012, PSY.2040.
PSY 4025: Research & Writing Experience (3 cr.)
In consultation with and under the direction of a full-time faculty member within the Psychology Department, students in this course will work independently on a well-defined empirical research project. Students will be required to complete all aspects of the research process including generating a research hypothesis and surveying the literature, constructing the study’s methodology, collecting and statistically analyzing data, and writing the results up in manuscript form according to the stylistic guidelines of the American Psychological Association. Prerequisites: PSY 1004: Fundamentals of Psychology, PSY 2012: Statistics for the Social Sciences, PSY 3001: Research Methods in Psychology.

PSY 4030: Field Work Experience (3 cr.)
Students who have arranged an acceptable field work placement and who wish to obtain course credit and supervision should sign up for this course. Weekly meetings with the faculty supervisor and a paper including a description of the institution and the work experience, personal insights and benefits, and a connection to the research literature in Psychology are required. Prerequisite: PSY 1004 and four psychology electives.

Take PSY. 1004: Fundamentals of Psychology, and four psychology elective courses.

PSY 4495: Independent Study (1-3 cr.)

PSY 5008: Psychology of Relationships (3 cr.)
Persistent patterns of dealing with significant others are examined from birth through adulthood. John Bowlby, Ronald Laing, Carl Rogers, Jean Baker Miller, and other topical writers are assigned. Topics include: roles, attachment, love, commitment, symbiosis, autonomy, mutuality, and intimacy. This course will make use of group interaction. Recommended: PSY 1004 Fundamentals of Psychology.

PSY 5015: Topics in Cultural Psychology (3 cr.)
This upper level seminar course will delve into some of the specific areas of theory and research in cultural psychology. For example, we will look more closely at some of the theoretical work of Lev Vygotsky, Jean Baker Miller, and other topical writers are assigned. Topics include: roles, attachment, love, commitment, symbiosis, autonomy, mutuality, and intimacy. This course will make use of group interaction. Recommended: PSY 1004 Fundamentals of Psychology.

PSY 5017: Psychopharmacology (3 cr.)
This course provides an in-depth presentation of basic scientific principles in psychopharmacology, followed by a scientifically oriented consideration of various drugs of abuse and drugs that are used to treat mental illnesses and disorders. Topics include the history of psychopharmacology, neurochemistry of brain function, general pharmacology principles, and methodologies employed in psychopharmacological research. Additionally, drug treatments for a variety of mental diseases and disorders including: anxiety, psychosis, depression, mania, dementia, epilepsy, and obsessive-compulsive behavior; and drugs of abuse such as: amphetamines, alcohol, the opiates, and THC will be examined. Prerequisite: PSY 1004: Fundamentals of Psychology.

PSY 5020: History & Systems of Psychology (3 cr.)
Although psychology as a formal discipline is little more than a century old, psychological questions and phenomena have been the source of curiosity for millennia. This lecture/discussion course is designed to trace the intellectual roots of psychology (beginning with the early Greeks) by examining persistent ideas, methods of inquiry, significant individuals, and events that have conspired to produce psychology as we know it today. Prerequisites: PSY 1004: Fundamentals of Psychology (for juniors and seniors only).

PSY 5025: Psychology of Experience (3 cr.)
Early psychologists including Wundt and William James presumed that psychology meant a psychology of experience (which they called consciousness). This was also true of Freud and Psychoanalysis. It was not true for many years in America thanks to the popularity of John B. Watson and all those who were swayed by the school of Behaviorism. Besides Psychoanalysis, Experience was only readmitted to American Psychology after WWII when Humanistic Psychology and the Cognitive Revolution made it fashionable again. This is a seminar-discussion course considering several major sources in Early Psychology, William James, Humanistic Psychology, Psychoanalysis, and Csikszentmihalyi.

PSY 5037: Folk Psychology (3 cr.)
Psychology of everyday assumptions: what seems to be immediately given. Jerome Brunet writes ‘Folk Psychology...is a culture's account of what makes human beings tick. Both Dilthey and Wundt looked to a cultural basis for understanding the human as a decision maker who lived in social relationships that sought meaning in life. This course will assess assumptions that seem immediately given (normality, health, relationships, self, gender identity, morality, etc.) and which provide the cultural structure of Folk Psychology. Topics also include Cognitive Science, Cultural Psychology, Social Constructionism and narrative as a vehicle for Folk Psychology.

PSY 5042: Clinical Psychology (3 cr.)
This is a seminar course intended to introduce students to the field of contemporary clinical psychology. The course begins with general consideration of historical perspectives, philosophical issues, and theoretical bases of the study of clinical psychology. Using an integrative theoretical framework, the course examines a broad sampling of current topics and controversies in the field of clinical psychology, including the concept of abnormality, issues of diagnosis and classification, forensic psychology, as well as the nature and evaluation of psychological intervention.

Take PSY. 1004, PSY. 2011,

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.

PSY 5055: Social Development & Attachment (3 cr.)
The development of attachments and their importance to later development will be covered. The various theories of attachment will then be used to help explain how other types of social behaviors, such as sharing, caring, empathy, and aggression develop.


PSY 5056: Death, Dying and Bereavement (3 cr.)
The course will offer opportunities to understand the changing demographics of death and terminal illness in the America; to compare cultural and developmental differences in approaches to death and dying; to explore some highly controversial current topics in the field; to become acquainted with resources in this area and to recognize and
will be emphasized. Prerequisite: PSY 1004: Fundamentals of Psychology. The historical and cultural development of science and technology will be discussed as different, not opposing, approaches, influenced and driven by different theoretical perspectives, assumptions, and research questions. Students will acquire knowledge about the historical context of qualitative research. In addition, students will gain specific knowledge and practice in the major qualitative research approaches including interview and ethnography. Methods of analysis for qualitative data will also be examined and utilized. Writing skills will be emphasized. Prerequisite: PSY 1004: Fundamentals of Psychology.

PSY 5333: Psychology of Emotion (3 cr.)
Emotions are considered as adaptive mechanisms that are part of human functioning and human experience. The history of efforts to understand emotions in Western Society and the theories developed in Psychology will be studied. The physiological mechanisms underlying emotions will be stressed including the debate on emotional expression. The primary emotions of joy, distress, anger, fear, surprise, and disgust will be presented and compared with the secondary, social and higher cognitive emotions such as embarrassment, low guilt, shame, pride, jealousy, etc. The relations between emotions and feelings and consciousness will be explored. Selections from the work of James, Cannon, Arnold, Ekman, LeDoux, Lewis and Damasio.

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 we 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.
An examination of major social issues from a sociological perspective. 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 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 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 2030: 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 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 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 3051: Mass Media & Society (3 cr.) Accelerated BS Course Only
An examination of the social, political and economic contexts in which American mass media have developed and operate today. Topics may 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 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; 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.
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.

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.

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.

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.

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.

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 political, and economic life of cities in the context of North/South inequality. New directions in urban thought and social theory will be explored.

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.

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.

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.

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; antiglobalization movements, and case studies of how media can be used for social change.

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.

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.

An exploration of how images of women in popular culture both perpetuate stereotypes and, at the same time, create new images which maintain deceptive distinctions. This course will look at women in the workplace, in the media and in the arts, using both traditional and non-traditional approaches.

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.

Spanish Courses

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.

Continuation of SPN 1005.
Writing skills and acquiring new vocabulary. The aim of the course is to work about social, political and cultural issues, while improving writing. 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 like language, structure, voice, point of view, dialogue, in order to find and create their own style and voice when writing in Spanish.

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 audiovisual materials also complement the language lab. (Fall) (Spring)

Prerequisite: SPN.1010 or placement by 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 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 like 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: Spanish for Native & Heritage 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: Spanish for Native & Heritage 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 2030: 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 the short stories.

SPN 2032: Analysis of Spanish American Literary Texts (3 cr.)
Introduction to literary analysis through close readings of texts from the early to modern periods of Latin American literature to the present. It engages students in the practice of textual criticism, provides basic theoretical background to develop critical skills and encourages reflection on literature as a system. Prerequisite: Advanced Spanish Review and Written Contemporary Spanish or equivalent and approval by the Director of the Latin American Studies Program.

SPN 2055: 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 Muñoz 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 the short stories.
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, Rulfo, Bioy 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 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 3016: 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 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 masterpieces of Celdos 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 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 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 an understanding of the Latinos' complex social experience in a multiracial 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 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 spectators. 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 surrealism 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: Cuban Literature and Film (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 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 & backgrounds 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, while also being...
exposed to a wealth of new Spanish vocabulary, which they will use in oral presentations and writing assignments.

**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 bilinguism, 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 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 Carpentier, García Márquez, Borges, Cortázar, Quiroga, F. Hernandez, Rufio, Biy 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 avantgarde authors and the integration of the cinematic apparatus in the text.

**SPN 5014: Gabriel García Marquez & Magic Realism Writers (3 cr.)**
The course explores the concept of Magic Realism as a narrative tendency in the works of Gabriel García 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 audiovisual 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, 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 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 discourses 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 Latin 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 multicultural 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) (Spring)

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-poiesis 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 Muts.

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: Cuban Literature and Film (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 Humberto 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.
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 Religions 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, ecclesiology 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 (3 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 as students learn to do exegesis.

WREL 1019: Biblical Hebrew (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: Biblical 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 criticize 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 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.

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 others 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.)
Al-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 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 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.

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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 Studies Courses

WST 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 handicap.

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 her or his 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 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. Completed Test Optional Policy Supplement, as well as standardized test scores (ACT or SAT), if applicable.
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 for the upcoming four years

Admissions Interview

A personal interview is strongly 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 throughout Monday through Friday and on several 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 may 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:
  a. Performance of three pieces from different musical periods, and
  b. Test of general musicianship
- Bachelor of Arts candidates who wish to specialize in Dance, Theatre or Theatre Education 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 submit slides or DVD recordings.

Interview

A personal interview is strongly 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 throughout Monday through Friday and on several Saturday dates during the academic year. Tours of the campus are also available.

International Applicants

Manhattanville College is extremely proud of its long-standing history of having international students as active members of our community. Students in any of the following categories must apply for admission by completing special supplemental application forms available from the Manhattanville College Office of Admissions and the Financial Planning Office:

- Non-United States citizens living abroad;
- Non-resident aliens temporarily living in the United States.

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. All international/foreign applicants must also supply documented proof of their ability to meet the full cost of attendance. 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 take the TOEFL (Test of English as a Foreign Language). The minimum score required for consideration is a 550 on the paper-based exam or 80 on the internet-based. Test results should be sent to Manhattanville. Information concerning this test may be obtained directly by writing to the Program Director, TOEFL Institutional Programs, Box 6155, Princeton, NJ 08540, or by logging onto www.ets.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 it receives all supporting documents. 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.

Physically Challenged Applicants

Admission requirements and academic standards for physically challenged students are the same as those for other candidates. They are expected to integrate fully into the student body and to meet the academic standards required of all students. Although some forms of assistance are available, students with disabilities are encouraged to be as independent as possible. Applicants are encouraged to have a personal interview with a member of the admissions staff and tour the campus.

Individuals With Special Needs

Manhattanville’s ADA Committee is composed of faculty and administrators who provide support to people with special needs. Special needs include, but are not limited to, those individuals with learning disabilities, hearing and sight impairment, and physically handicapping
conditions. The ADA Committee meets regularly to review College policies and students’ requests for accommodations, and to ensure that reasonable accommodations are provided. Refer to the ADA brochure for a list of reasonable accommodations. Students requesting accommodations should contact Director of Disability Services, at (914) 323-7127.

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. Besides the required academic credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a statement from a dean or other appropriate official stating that the student is in good academic and social standing. 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. After acceptance, a candidate for advanced standing will receive a letter from Manhattanville indicating the amount of previous academic work which will be credited toward a degree. 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 Decision & Regular)

**Early Decision:** Manhattanville College offers an Early Decision option for students who have decided that Manhattanville is their first choice.

- Application must be received by December 1 of your senior year in secondary school.
- To apply, check off the Early Decision box on the application.
- Submit all Admissions Requirements via your guidance counselor.
- You will be asked to sign a statement that confirms that if you are accepted by Manhattanville you will withdraw any applications for admission from other colleges, and that you will file no additional applications.
- Your guidance counselor must co-sign the statement.
- A response will be submitted on or around December 30

If you are offered admission, you must submit a non-refundable deposit confirmation of $300 (resident) or $200 (commuter) by May 1, unless the acceptance letter states another due date. Deposit fees are not refundable after May 1.

**Regular Decision:** Manhattanville’s Admissions Office will process applications throughout the year, as long as enrollment space remains available.

- Students should submit all Admissions Requirements prior to the deadlines:
  - March 1 for all applicants;
  - January 1 for spring applicants

Under the Regular Admission Plan, candidates will receive an acceptance, denial or deferment on a rolling basis beginning in January once the candidate’s file is complete. (Only Early Decision applicants will receive notification of their admission status prior to January 1.) Accepted students must confirm their intention to attend by submitting their acceptance deposit fee ($350 for residents; $250 for commuters) by May 1, unless the acceptance letter states another due date.

**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 toward their Manhattanville degree. If students wish to use these credits toward fulfillment of major or minor requirements, they should consult the appropriate department chair. Students who have taken college courses while in high school may receive credit if the course was given by college faculty and is reported by college transcript at a level of B or better. 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).

**Transcript of Record**

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.

**Graduate & Professional Studies**

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).

**Graduate & Professional Studies 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 typewritten 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 M.A. 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 $70
- 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, grades, 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 tuition 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 2011 – 2012 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>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Deposit (resident students)</td>
<td>$400</td>
</tr>
<tr>
<td>Admissions Deposit (non-resident students)</td>
<td>$270</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>$7,170</td>
</tr>
<tr>
<td>Tuition (per semester)</td>
<td>$17,010</td>
</tr>
</tbody>
</table>

**Credit Overload**

For Full-Time students, tuition covers 19 credits (except in Music and Dance & Theatre, where 21.0 is the maximum). In addition, active Castle Scholar students can register for a maximum of 21 credits. Credits in excess of these amounts will be billed per credit.

#### Part-Time Undergraduate Students Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</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>$790</td>
</tr>
<tr>
<td>Tuition: Bachelor of Science (per credit)</td>
<td>$635</td>
</tr>
</tbody>
</table>

#### Graduate Students Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</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>
<tr>
<td>Tuition: Master of Professional Studies (per credit)</td>
<td>$895</td>
</tr>
</tbody>
</table>

**Tuition: Master of Science (per credit)**: $785

**Certificate in Non-Profit Leadership (per credit)**: $785

#### Teacher Education Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</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>$270</td>
</tr>
</tbody>
</table>

**Student Teaching Tuition and Fees**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</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>
</tr>
</tbody>
</table>

#### Music Lessons Tuition and Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</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>Fee Type</th>
<th>Amount</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>10 Meals Per Week (per semester)</td>
<td>$2,810</td>
</tr>
<tr>
<td>13 Block Meal Plan (per semester)</td>
<td>$2,810</td>
</tr>
<tr>
<td>Room (per semester)</td>
<td>$4,340</td>
</tr>
<tr>
<td>Key Replacement Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Lock Change Fee</td>
<td>$100</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>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Spring Term to beginning of Summer 1 Term</td>
<td>$560</td>
</tr>
<tr>
<td>End of Summer 2 Term to beginning of Fall Term</td>
<td>$560</td>
</tr>
</tbody>
</table>

#### Summer Room Rates

**Manhattanville Students**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I or II</td>
<td>$825</td>
</tr>
<tr>
<td>Session I and 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>$570</td>
</tr>
</tbody>
</table>

#### Miscellaneous Fees

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</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>Fee Type</th>
<th>Amount</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

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late registration before add/drop</td>
<td>$245</td>
</tr>
<tr>
<td>Late registration after add/drop</td>
<td>$415</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$500</td>
</tr>
<tr>
<td>ID Card Replacement</td>
<td>$35</td>
</tr>
</tbody>
</table>
Parking Fee

- Residents (per year) $100
- Full-time Commuters (per year) $50
- Graduate and part-time students (per semester) $15
- Transcript Fee (per copy) $8

Refund Policy

The following refund schedules apply to all students who officially withdraw from full-semester classes. Full-time undergraduate students must receive authorization from the Academic Advising Office in order to officially withdraw. Graduate and part-time undergraduate students must submit to the Registrar’s Office a withdrawal application signed by their academic advisor in order to officially withdraw. Refunds are computed as of the official withdrawal date. Refunds for courses that do not run for a full semester will be computed in proportion to the length of the then current regular semester. Eligible full-time undergraduate students will receive refunds of appropriate portions of tuition, fees and, if applicable, room and board charges. These refunds will be reduced by appropriate portions of financial aid, scholarships and loans previously applied. Eligible graduate and part-time undergraduate students will receive refunds of only appropriate portions of tuition charges, net of applicable portions of financial aid, loans and scholarships. Fees are not refundable.

Withdrawal date is when approved by either Academic Advising or Registrar’s Office, as appropriate:

- On or before first day of classes 100%
- First two weeks of classes 80%
- Third week of classes 60%
- Fourth week of classes 40%
- Fifth week of classes 20%
- No refund after fifth week of classes

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.

To obtain a copy of the Bursar Tuition Appeal Form visit the student accounts website or contact the office directly at 914-323-5266.

Residence Halls Fees

Room and board charges for the Fall and Spring semesters apply for the two periods beginning when the residence halls open at the beginning of each semester through the end of each final exam period. Students wishing to remain in the residence halls beyond the Fall and Spring semesters, most notably during the Intersession period and during the summer, must obtain permission from and register with the Office of Residence Life and pay additional fees. All students residing in the residence halls during the Fall and Spring semesters must participate in the College’s board program. All first-time freshmen students residing in the residence halls must participate in the 19-meal plan during their first year of residence.

Admissions Deposit

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.

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 replaced 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:
1. Be U.S. Citizens or permanent resident aliens;
2. Be formally accepted as degree candidates;
3. Maintain satisfactory academic progress;
4. Not owe a refund of any Title IV funds;
5. 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 Drivers License
- Other documents, as requested

Graduate and Bachelor of Science Degree candidates must complete a Manhattanville Financial Aid form in addition to the FAFSA, annually. The form is available directly from the Financial Aid Office in Reid Hall, by mail upon request, and on our website.

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
All students receiving any of the forms of financial aid listed below are required to maintain satisfactory academic progress in order to continue to receive financial aid in subsequent semesters:
- Federal Supplemental Education Opportunity Grants
- Federal Perkins Loans
- Federal Work Study
- Federal Pell Grants
- Tuition Assistance Grants
- Aid for Part-time Study
- One or more of the Federal Family Education Loan Programs including Stafford Student Loans and Parent PLUS loans.

A school’s satisfactory academic progress policy must 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</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>96</td>
</tr>
<tr>
<td>5</td>
<td>2.0</td>
<td>120</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 re-
A student whose eligibility has been suspended may not receive any financial assistance 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 Work-Study. 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 Work-Study
- 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.

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**Freshman Awards**

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman Award</td>
<td>$21,000</td>
</tr>
<tr>
<td>Board of Trustees Scholarship</td>
<td>$20,000</td>
</tr>
<tr>
<td>President’s Scholarship</td>
<td>$17,000</td>
</tr>
<tr>
<td>McCormack Scholarship (All students must file FAFSA)</td>
<td>Meets a student’s demonstrated financial need, less any applicable government grants, provides an opportunity grant of $4,000, and mentorship</td>
</tr>
<tr>
<td>Today’s Students, Tomorrow’s Teachers</td>
<td>Half Tuition Scholarship for New York State students based on mentorship</td>
</tr>
</tbody>
</table>
### 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:

<table>
<thead>
<tr>
<th>GPA</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.70 - 4.0</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>9 credits</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>3.50 - 3.69</td>
<td>Presidents</td>
</tr>
<tr>
<td>9 credits</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>3.20 - 3.49</td>
<td>Merit Award</td>
</tr>
<tr>
<td>6 credits</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Dual-degree (BA/MAT, BA/MPS) students are not eligible for any of the above discounts or scholarships.</td>
<td></td>
</tr>
</tbody>
</table>

### District Partnerships and 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 the institution.

Faculty in districts where Manhattanville maintains a professional development school are eligible for a 30% 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.

### Transfer Awards

<table>
<thead>
<tr>
<th>Program/Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockland C.C. Honors Program Scholar</td>
<td>$15,000</td>
</tr>
<tr>
<td>Westchester Community College Scholar</td>
<td>$13,000</td>
</tr>
<tr>
<td>Phi Theta Kappa Scholarship</td>
<td>$13,000</td>
</tr>
<tr>
<td>President’s Scholarship</td>
<td>$12,000</td>
</tr>
<tr>
<td>Humanities Scholarship</td>
<td>$10,000</td>
</tr>
<tr>
<td>Science/Math Scholarship</td>
<td>$10,000</td>
</tr>
<tr>
<td>Merit Award</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

### Freshman and Transfer Awards

<table>
<thead>
<tr>
<th>Program/Scholarship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manhattanville Advancement Program (MAP)</td>
<td>Meets a student’s demonstrated financial need and provides supplemental academic advising – student’s family income must fall within listed financial guidelines, less any applicable government grants</td>
</tr>
<tr>
<td>Alumni Award</td>
<td>$2,000 (son/daughter of alums)</td>
</tr>
<tr>
<td>Duchesne Center Scholarship</td>
<td>$2,000 Community Service Award</td>
</tr>
<tr>
<td>Dance and Theatre Scholarship</td>
<td>Amount depends on audition</td>
</tr>
<tr>
<td>Music Scholarship</td>
<td>Amount depends on audition</td>
</tr>
<tr>
<td>Art Scholarship</td>
<td>Amount depends on portfolio</td>
</tr>
</tbody>
</table>

Dual-degree (BA/MAT, BA/MPS) students are not eligible for any of the above discounts or scholarships.
What Determines the Amount of TAP that I receive?

For a complete, current list of specific districts, consult the college website or the Office of Graduate Advising.

Faculty who teach in accredited religiously-affiliated institutions, at Churchill School, Summit School, or at Keio Academy are also eligible for a tuition discount.

Those claiming eligibility for a discount must complete a “tuition verification form,” available from Graduate Advising and must annually submit proof of employment, at the time of registration and no later than the official ADD/DROP deadline.

For further information, see Admissions & Financial Aid websites.

Manhattanville Grants

Consideration for this need-based award is determined through the FAFSA process. The applicant must display financial need, be enrolled as a full-time matriculated student, and be a U. S. Citizen or Permanent Resident Alien. For Returning Students: The returning student must continue to make satisfactory academic progress toward a degree and must continue to display a similar amount of financial need from year-to-year in order for a Manhattanville Grant to be renewed.

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.

Calendar: Semester 2010-2011 and thereafter (non-remedial students)

<table>
<thead>
<tr>
<th>Before being certified for this payment:</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>
</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 (b) 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 makes a decision and informs the student in writing. The decision is also shared with the Registrar’s office who notifies the Office of the New York State Tuition Assistance Program (TAP) which processes the application. 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 four years of aid at full-time).

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 Office of Vocational and Educational Services for Individuals with Disabilities (VESID), NYS Education Department, Albany, NY 12234. They provide funds to be used for tuition, fees, etc., as well as for note takers and interpreters in the instance of a blind or deaf student. Eligibility is determined by VESID.

Aid programs for the visually impaired are available through the Commission for the Blind and Visually Impaired, Department of Social Services, Albany, NY 12243.

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 a 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 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 electronically 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 student 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 student’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 contingent upon a successful credit check. Loan proceeds (minus a 3% origination fee) are disbursed directly to your account, half in each semester. Please log onto www.HESC.com to complete the PLUS loan preapproval 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 Office of Center for Career Development is responsible for the administration of the Student Employment Program. The Federal Work-Study (FWS) program and Campus Employment (CE) are the two programs at the College, which make up Student Employment. All jobs on campus in both of these programs are listed with the Center for Career Development and students may use the Job Board to review available opportunities.

FWS is a financial award and is given as part of the financial aid package. It is not an outright gift, but an amount that can be earned by working in jobs on or off-campus. Money earned is to be used at the student’s discretion. It may be used to pay for books, living expenses, or other college costs. Students are encouraged to utilize this financial aid funding wisely. If a student does not find suitable employment and cannot earn the amount of the financial aid award, the student will not receive the money allotted.

FWS can be earned on campus and from off-campus jobs if the positions are in service to the community and are in the public interest. There are strict rules governing these off-campus opportunities, and a special section of the Job Board lists available jobs.

Students who do not have a FWS award may apply for jobs on campus under the Campus Employment Program.

Students seeking employment in both of these programs should come to the Center for Career Development to consult the boards and binders. Students will be required to complete registration papers and an Employment Agreement for each position obtained. Jobs are available for the fall and spring semesters in FWS and CE.

The Center for Career Development is open during posted times and by appointment. Van transportation is available to transport students to community service jobs and internships.
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, bill-payers, 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 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

6. The student also has a right to obtain a copy of this policy. The publication of this FERPA statement within Manhattanville's annual College catalog serves as yearly notification of our FERPA policy.

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,
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, FB-6
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, at 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 and programs and schedules are subject to change, as are New York State Education Department requirements. Students are advised to consult the latest Course Schedule on our website at www.mville.edu. For further information about NYS certification requirements, please contact Graduate Advising.

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 ethnically and socially responsible, caring and competent teachers.

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.

For processes for the Physical Education Internship certificate program, please consult the director of Physical Education.

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 for a second year under the internship certificate are required to be mentored by the college and must pay the mentorship fee.

Jump Start students who do not or cannot complete their teaching placements will be required to join a regular Masters program and will follow the coursework and student teaching schedule, and must 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.

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 PostMasters certification program. Students begin as a cohort with intensive Spring and Summer coursework. Over the Spring and Summer, they conduct a job search with college guidance and may begin paid full-time teaching usually in New York City or another high-needs school district under a NYS internship certificate in the Fall. They complete all other requirements for degree or post-masters program and for certification during the Fall and the following Spring and Summer.

The program is available in the areas of Childhood, Mathematics, Biology, Chemistry, Social Studies, and English, Physics, Spanish, Visual Arts, TESOL and Physical Education and for dual certification in Childhood and Special Education or a Secondary subject and Special 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.

Certification Through Individual Evaluation

For those who are already certified and who wish to become certified in another area or additional grade levels, 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 teaching certification areas that we offer are available to these candidates. This route to certification may be subject to NYSED deadlines for completion. In addition to graduate coursework, additional Liberal Arts requirements and additional testing may be required.

Careful advising and specific choices of courses is required for such certification and interested students are advised to consult closely with the Graduate Advising Office or NYSED at www.nysed.gov. Responsibility for certification resides strictly with NYSED. Thus, we can advise candidates to the best of our ability, but NYS ED is the final arbiter.
Master of Educational Studies

The M.ED. program offers opportunities for individuals with a baccalaureate degree who are seeking a master’s degree in Education and are interested in career advancement in such education-related fields as publishing, journalism, counseling-related positions, museums, government, higher education, summer camps and youth sports, private school teaching, private industry, working with students on the autism spectrum, and other for-profit and not-for-profit organizations.

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.

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 2009-2010.

Eligibility for Admission

Persons who may be eligible to matriculate in any graduate program include those who:

- 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 typed 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 or Literacy.
- Complete Music audition and examination, for admission to programs in Music Education
- 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. 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.
- 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. Holders of F or J-class visas are not eligible for admission into the following programs: Churchill School, Teacher Leader at the Edith Winthrop Teacher Center, or Education Leadership programs at the White Plains Staff Development Center.

Program Sequence and Length

Once students have passed the required entry-level coursework or its equivalent, including the NYS LAST exam and the Manhattanville Writing Assessment (see Policies, Procedures & Examinations section), they enter intermediate level courses. These courses serve as foundations for capstone courses, which include seminars, practica and/or student teaching experiences.

All students matriculated into degree or Advanced Certification programs must take the NYS TEST OF WRITING SKILLS 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.
Candidates have up to five years from the date of matriculation to complete their programs. A time extension, typically of two years, may be granted at the discretion of the Associate Dean for Graduate Advising. In such cases, additional courses may be required to update the student's program, as determined by the relevant department of the School of Education.

Student or supervised teaching is a culminating experience, only undertaken when essentially all coursework and other requirements have been completed.

Rate of Work
Nine (9) credits is considered full-time attendance. A student enrolled for six (6) credits for student teaching is also considered full-time.

Additional Program Requirements for Certification
Specific coursework required for teacher certification is described in each program plan. This coursework must be essentially completed by the end of the semester prior to student teaching. No more than two such courses may be outstanding.

In certain certification areas, Manhattanville may have more rigorous course requirements for the content core 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 Chairperson of the Art Department and/or the Director of Music, on the basis of the required portfolio review or audition.

Manhattanville College requires a course in Child or Adolescent Developmental Psychology as appropriate, for graduation and for certification. This requirement must be satisfied prior to or during 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.

Transfer Credits
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 institutions will be considered in very limited instances at the discretion of the college.

Candidates must file a written request to have course credits approved for transfer. If possible, approval for coursework to be transferred should be received from Graduate Advising before the course is taken. It is the student's responsibility to verify that the coursework will earn 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 promptly upon completion of the 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.

Credit for student teaching cannot be transferred from another institution.

Transfer credits must be approved by the Office of Graduate Advising of the School of Education.

Policies, Procedures & Examinations
The College provides, insofar as is consistent with New York State certification 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 also responsible for meeting all relevant deadlines.

Advising and Registration
All graduate registrations must be approved by a full-time faculty member or a member of the Graduate Advising Office, by signature or electronically. Registration for student teaching courses must also be approved by a member of 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 Liberal Arts and some Education courses, including some methods courses, practica, seminars, and technology courses, are capped 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 online or by completing a form. No courses may be added after this period. Students may withdraw from courses up to a specified date near the end of each semester/session. Withdrawal from a course requires approval by the Associate Dean for Graduate Advising. Withdrawal 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; if they do not do so, courses will remain on transcripts with a grade of "F."

All students who drop or withdraw from courses are strongly urged to consult with the Office of Financial Aid.

Refund Policy
Refunds of tuition in cases of dropping or withdrawing from courses are prorated downward beginning on the first day of the semester. Refunds of tuition charges are computed as of the date the student officially dropped the course. Refunds are prorated downward in steps beginning on the first day of classes for the semester. 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.

Communications
All graduate students are given a Manhattanville e-mail address. All official communications with graduate students will occur through e-mail to that e-mail address. All forms are available online or through...
Graduate Advising. Registration can be carried out online through WebAdvisor on the college website, once a graduate student has contacted his/her advisor. Grades will be available through WebAdvisor as well.

Field Experiences
All programs leading to New York State certification must provide 100 hours of field experience for candidates for degrees or advanced Certification programs. At Manhattanville, the 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 experiences cannot be passed unless the field experience hours are successfully completed. Field experience hours must be completed at the 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.

Manhattanville Writing Assessment
All degree or Advanced Certification candidates must complete a writing assessment within the first six required education credits. Arrangements to complete the assessment can be made at the Graduate Advising Office. On the basis of the results, students may be required to successfully complete the Graduate Education Writing Tutorial, before continuing or while they pursue the degree or program, or the tutorial may be recommended. Offered twice each semester, the Graduate Education Writing Tutorial is a noncredit bearing work-shop; students register for the Tutorial through the Office of Graduate Advising. If there are exceptional extenuating circumstances, the results may be appealed once, only with the approval of the student’s advisor, who will contact the Chair of the Writing Committee. 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/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 methods courses, a Child or Adolescent Development course, and most NYS liberal arts requirements for certification, and almost all other graduate coursework must be completed before student/supervised teaching, except in exceptional circumstances. The required New York State Teacher Certification exams must be successfully completed prior to student teaching. Candidates to student teach in Physical Education must have completed all but two of all certification and degree courses.

The creation of a Professional Portfolio is an integral part of the student/supervised teaching seminar. From the beginning of their programs, students are, therefore, advised to collect copies of their work: lesson and unit plans; assessments; photographs; and other evidence that they will build upon as they prepare the Professional Portfolio. Beginning with the Spring 2014 semester, for students completing a program or completing certification requirements in or after May 2014, an electronic portfolio will be required for certification. It will be completed during the student teaching semester in lieu of the paper portfolio. Students may still want to prepare some hard copy portfolio materials to take on job interviews.

Student teaching can be completed only in the Fall or Spring semesters; rare exceptions for 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, the weekly seminar and field experience 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.

Independent Study
Courses in independent study format may be available in programs with smaller enrollments where courses may not be offered with regularity or in other programs 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. No more than two independent studies are allowed in a degree or certificate program.

Grade Requirements
Students in all programs must maintain a minimum average of B (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 3.0 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 the course at the college or elsewhere or complete an equivalent course or be denied permission to register for further study in the School of Education. Grades below C will not count towards a degree or Post-masters Certification Program. If a student receives a C or below in any student teaching course or practicum, the course may be repeated only once, should approval be granted.
Repeating A Course
Graduate courses in which a grade above C has been earned may not be retaken for credit towards graduation. A student who earns a grade of C or below must retake the same course or an approved equivalent course for completion of a graduate program or masters degree. 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, with approval by the course instructor, for extraordinary reasons only 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. 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.

Professional Development Credit
Courses taken for 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. 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. Courses taken for professional development credit will not be reported on an official college transcript. Participants should verify with their schools or school districts whether such credit is acceptable towards professional development requirements.

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.

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 only. 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 only once and may be required to successfully complete the graduate education writing tutorial in the interim. 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 Childhood programs will be due during the semester prior to student teaching, except in limited cases where students have not completed all prerequisite courses.

Candidates in Teaching Languages Other Than English must also complete the ACTFL 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.

For further information on requirements, content, due dates, and timing, students are strongly advised to contact the chair of their department and to consult the “program” pages on the School of Education website.

Students who do not successfully meet these requirements will not graduate and will not be recommended for certification.

Note that the Student Teaching Portfolio completed during the student/supervised teaching semester or the CER required for degree in Childhood programs is not the certification portfolio required by NYS ED.

Intent to Graduate
It is the responsibility of students in all degree or advanced certification programs to notify the School of Education of their intent to graduate, by the beginning of the semester of graduation. “Intent to Graduate” forms are available in the Graduate Advising Office and due dates are posted in many locations.

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 Associate Dean. 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 detailed 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.

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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.

1. 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.

2. 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 present the material to the Graduate Academic Standards Committee, which will consult all parties, collect information, and seek a solution. The Associate Dean 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 Associate Dean. 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 Act of 1990, 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 a documented disability should register with the Director of Disability Services and must provide documentation. Documentation must date no more than three years prior to matriculation. Students should consult the Director of Disability Services at 914 323-7127 on acceptable documentation. All documentation is confidential.

At the beginning of each semester, a student who is registered with the Office of Disability Services should request in writing from the Director the accommodations that he/she needs to be successful in coursework. The Director provides each of the students' professors a letter outlining the appropriate 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.

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, by means other than coursework, may satisfy these prerequisites. A minimum of thirty credits in Liberal Arts is required.

New York State considers Liberal Arts courses to be those that are of a general and/or theoretical nature, and designed to develop understanding about one’s relationship to the social, cultural and natural facets of the total environment. Working corollaries for counting liberal arts courses are:

1. Independent of specific application
2. Theoretical understandings as opposed to practical application
3. Breadth and scope in principle covered
4. Not definitely directed toward particular career or specific professional objectives
5. Not chiefly “how to” in manipulative skills or techniques
No courses graded Pass/Fail can be accepted toward coursework requirements, unless the credit-granting 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 Advising, 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 Natural Science departments or under the heading of Natural or Physical Science are acceptable. APPLIED courses (i.e., engineering, resource management, or animal husbandry) are NOT generally acceptable.
- Literature – Most courses taught by an English department are acceptable, EXCLUDING composition. Courses in world literatures, foreign languages and comparative literature are generally acceptable.
- Foreign Languages - Any language other than English, including American Sign Language, is acceptable. Six credits or the equivalent 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 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 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 prerequisite. This will be possible only in those three areas. The petition will consist of an essay of 3-5 pages and documentation of the experience. This material will be evaluated 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 writing, recommendation by a mentor, published reviews, published work, 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 another college does NOT automatically qualify.

For ALL Secondary subjects, Art, and Music, the candidate must present at least 30 credits in the area of certification. Specific content requirements for each secondary area are specified in the relevant program plan.

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 and must submit a portfolio electronically to NYS ED.

SPECIFIC EXAM REQUIREMENTS ARE CHANGING FOR ALL THOSE APPLYING FOR CERTIFICATION AFTER FEBRUARY 2014. For further information on specific tests for all certification titles, students can consult http://www.highered.nysed.gov/tcert and the Graduate Advising Office.

Child Abuse Identification and Reporting and School Violence Prevention

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 and a two-hour seminar on school violence prevention and intervention. The seminars are offered in the Fall and Spring semesters, only for students who are completing student teaching or the literacy practicum in that semester, 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 Student/Supervised Teaching. Fingerprint information and required forms are available at www.nysed.gov. Applications for clearance must be filed and a fee paid electronically with NY State.

Application for Certification

The School of Education will submit a recommendation to NYS ED for those who have met all requirements for certification through the college, only in the area of the degree or program. Those seeking professional certification must notify the Certification Officer in the School of Education.

NYS ED accepts only online certification applications. After the recommendation has been submitted by the college, the student must apply online at www.nysed.gov and pay the required 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 recommendation AT ITS DISCRETION.
Program Costs & Refund Policy

Tuition Costs 2011-2012

GRADUATE COURSE TUITION (per credit)

- $1,542.00
- $3,424.00
- $4,745.00
- $5,115.00
- $5,510.00

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Tuition Costs 2011-2012

GRADUATE COURSE TUITION (per credit)

- $1,542.00
- $3,424.00
- $4,745.00
- $5,115.00
- $5,510.00

Student Teaching Supervision Fee

- $550.00

Registration Fee (Per semester/session)

- $60.00

Culminating Experience Fee

- $350.00

Late Registration Fee (after Add/Drop)

- $245.00

Writing Tutorial Fee (if required)

- $35.00

Late Payment Fee (per month)

- $50.00

Late Registration Fee (after Add/Drop)

- $245.00

Culminating Experience Fee

- $350.00

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 prorated downward in steps beginning on the first day of the semester. 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.

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 the 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, current list of specific districts, consult the college website or the Office of Graduate Advising.

Faculty who teach in accredited religiously-affiliated institutions, at Churchill School, or at Keio Academy are also eligible for a tuition discount.

Those claiming eligibility for a discount must complete a “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 Associate Dean for Graduate Advising.

Alumni & Graduate Scholarships

Manhattanville alumni 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 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.

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.

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 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.

From the South: Hutchinson River Parkway to Exit 27 Route 120/Purchase St. (not Exit 27 Route 120A in Connecticut) turn right onto Purchase St. to college entrance on right.

From the West: Cross Westchester Expressway 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 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.

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.

Manhattanville College
2900 Purchase Street
Purchase, New York 10577
(914) 694-2200
School of Education
(914) 323-5214
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

**Prerequisites**  ___Bachelors Degree

**Program and Certification Requirements:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level</td>
<td>EDU 5017</td>
<td>Foundations of Early Childhood Education</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<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. State WRITING SKILLS test</td>
<td>___ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Fingerprinting</td>
<td>___ Fingerprinting</td>
<td></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 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

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Level</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 5217</td>
<td>Working with Parents in Inclusive Schools</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5413</td>
<td>Early Literacy</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<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></td>
<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></td>
<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></td>
<td>EDU 5452</td>
<td>Strategies for Teaching Young Children and Guiding their Behavior</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5477</td>
<td>Research Seminar in Early Childhood Education</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<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 for Early Childhood

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Level</td>
<td>EDU 5425</td>
<td>Student Teaching and Seminar: 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:
- ___ Child Abuse Seminar
- ___ Violence Prevention Seminar
- ___ NYS Certification e-Portfolio
## 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 OR EDU 5211</td>
<td>Foundations of Education OR 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>
<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>
</tbody>
</table>

**Entry Level**

- Take N.Y. State WRITING SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting

**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
- A course in Science
- Study of Written Analysis and Expression
- A course in Mathematics
- Study of Communication
- One year or the equivalent of coursework in a Language other than English
- A course in History
- 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</td>
<td>Prerequisite: one semester of college mathematics</td>
<td>FA SP SU</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>
</tr>
<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</td>
<td>Prerequisite: EDU 5367</td>
<td>FA SP SU</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

**Capstone 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</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>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
# MAT (E103) Early Childhood (Birth-Grade 2) & Childhood Ed (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>
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</thead>
<tbody>
<tr>
<td><strong>Entry Level</strong></td>
<td></td>
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<td></td>
</tr>
<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>
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<td></td>
<td>___ Take N.Y. State WRITING SKILLS test</td>
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<td></td>
<td>___ Fingerprint</td>
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<tr>
<td></td>
<td>___ Take Manhattanville Writing Assessment</td>
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<tr>
<td></td>
<td><strong>Intermediate Level</strong></td>
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<tr>
<td></td>
<td>To be completed (at the college level) during the first 18 credits of the program:</td>
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<tr>
<td></td>
<td>___ Complete EDU 5344 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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<td></td>
<td>_ ___ Study of the Visual or Performing Arts</td>
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<tr>
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<td>_ ___ Study of Communication</td>
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<td></td>
<td>_ ___ A course in History</td>
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<td></td>
<td>___ A course in Literature</td>
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<tr>
<td></td>
<td>___ A course in Science</td>
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<tr>
<td></td>
<td>___ A course in Mathematics</td>
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<tr>
<td></td>
<td>___ Study of Written Analysis and Expression</td>
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<td>___ One year or the equivalent of coursework in a Language other than English</td>
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<tr>
<td></td>
<td>___ 18 credit concentration in a single liberal arts area</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 5367</td>
<td>Methods for Teaching Literacy and Language Arts I</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>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 Education</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 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 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>
</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 5590</td>
<td>Masters Comprehensive Exam for Early Childhood (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5477</td>
<td>Research Seminar in Early Childhood Education</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591</td>
<td>Culminating Experience Report for Childhood (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</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>
<tr>
<td></td>
<td>___ Take NYS EDUCATING ALL STUDENTS test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Take NYS CONTENT SPECIALTY tests for Childhood and Early Childhood</td>
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</tr>
<tr>
<td></td>
<td><strong>Capstone Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5452</td>
<td>Strategies for Teaching Young Children and Guiding their Behavior</td>
<td>FA SP</td>
<td>3</td>
</tr>
<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>
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<td>To be completed by the end of student teaching semester:</td>
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<tr>
<td>--------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>__ Child Abuse Seminar</td>
<td>__ Violence Prevention Seminar</td>
<td>__ NYS Certification e-Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

# 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. State WRITING SKILLS test</td>
<td>___ Fingerprinting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___Take Manhattanville Writing Assessment</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
- A course in Science
- A course in Mathematics
- Study of Written Analysis and Expression
- Study of Communication
- Study of the Visual or Performing Arts
- Study of Communication
- A course in History

<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>
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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 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5407</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>
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<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>ENO/ENE 5 ___</td>
<td>English/English Ed Elective</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>

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 English

<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</td>
<td>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
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</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></td>
<td>__ Take N.Y. State WRITING SKILLS test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>__ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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 course in adolescent development
- 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</td>
<td>Problem Solving in Mathematics</td>
<td>FA 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>MAE 5162</td>
<td>Topics in Calculus Using Graphing Calculator Prerequisite: A Calculus course</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>

**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 Math

<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 SF</td>
<td>6</td>
</tr>
</tbody>
</table>

**Capstone Level**

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
MAT (E201, E202, E212) MIDDLE CHILDHOOD/ADOLESCENCE Ed SCIENCE (Bio or Chem 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.

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</td>
<td>foundations of education or introduction to the</td>
<td>fa sp su</td>
<td>3</td>
</tr>
<tr>
<td>edu 5211</td>
<td>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>
</tbody>
</table>

__ take n.y. state writing 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 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

edu 5374 curriculum and methods in middle childhood and adolescence education - general fa su 3
edu 5387 fundamentals of middle childhood education fa sp su 3
edu 5026 literacy in the content areas fa sp su 3
edu 5377 science curriculum and methodology in middle childhood and adolescence education prerequisite: edu 5374 sp su 3
edu 5359 problem-based learning fa su 3
sce 5030 the nature of science 3
sce 5192 science and society 3
sce 5___ science elective 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>

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 biology, chemistry, or physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</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>
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</tbody>
</table>

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
# MAT (E205) Middle Childhood/Adolescence Ed (Grades 5-12) Social Studies 39 Credits

## Prerequisites
- Bachelor's 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

### Course Descriptions and Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
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</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>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</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 5375</td>
<td>Teaching Economics in the Social Studies Classroom</td>
<td>FA SU</td>
<td>1.5</td>
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<td>SSE 5</td>
<td>Cultural Geography</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SSE 5</td>
<td>Science and Social Issues</td>
<td></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>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence</td>
<td>FA SP</td>
<td>6</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 Social Studies

- To be completed by the end of student teaching semester:
MAT (E206, E209, E207, E208)
ADOLESCENCE ED (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</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>
</tbody>
</table>

**Entry Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5344</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
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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>
<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 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>FA</td>
<td>3</td>
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<tr>
<td>EDU 5390</td>
<td>Graduate Foreign Language</td>
<td>FA SP SU</td>
<td>9</td>
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<tr>
<td>EDU 5592</td>
<td>Masters Comprehensive Exam (Semester before student teaching) OR Final Project</td>
<td>FA SP</td>
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</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</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</td>
<td>FA SP</td>
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</table>

To be completed by the end of student teaching semester:

___ Child Abuse Seminar  ___ Violence Prevention Seminar  ___ NYS Certification e-Portfolio

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5245 (for extension only)</td>
<td>Methods of Teaching Foreign Language in Elementary School (For those who wish to apply independently for Extension to Grades K-6)</td>
<td>FA</td>
<td>3</td>
</tr>
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</table>
# MAT (E301) Visual Arts Education (All Grades) 39 Credits

**Prerequisites:**
- Bachelor's 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</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>
| OR
| EDU 5211     | Introduction to the Multicultural Classroom           | FA SU    |    |
| EDU 5393     | Foundations of Special Education                      | FA SP SU | 3  |

- Take N.Y. State WRITING SKILLS test
- Fingerprinting
- Take Manhattanville Writing Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5391</td>
<td>Aesthetic Literacy</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5379</td>
<td>Art Education Workshop - Early Childhood Through Adolescence</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td></td>
<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>
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<tr>
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<td>ART 5</td>
<td>Art Elective</td>
<td>FA SP SU</td>
<td>12</td>
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<td>ART 5</td>
<td>Art Elective</td>
<td>FA SP SU</td>
<td></td>
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<td>ART 5</td>
<td>Art Elective</td>
<td>FA SP SU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU 5</td>
<td>Education Elective</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
<td>0</td>
</tr>
</tbody>
</table>
|       | OR
|       | EDU 5592                | Final Project                                                    |          |    |

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5412</td>
<td>Student Teaching and Seminar: Art Education 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:
- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
# 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, one in brass instrument performance, one in stringed instrument performance, one course in conducting.

*Notes 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</td>
<td>Foundations of Education OR</td>
<td>FA SP SU</td>
<td>3</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>__ Take N.Y. State WRITING SKILLS test</td>
<td>__ Take Manhattanville Writing Assessment</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 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__

<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>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5367</td>
<td>Methods for Teaching Literacy &amp; Language Arts I Aesthetic Literacy</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5391</td>
<td>Literacy</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>MUE 5051</td>
<td>Resources, Materials &amp; Literature for Teaching Instrumental &amp; Vocal Music</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>MUE 5055</td>
<td>Technology for Music Educators</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>MUE 5054</td>
<td>Methods for Early Childhood/ Childhood Music Prerequisite: All music prerequisites must be completed</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>MUE 5057</td>
<td>Methods for Middle Childhood/ Adolescence Music Prerequisite: All music prerequisites must be completed</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>MUE 5058</td>
<td>The Teaching of Comprehensive Musicianship through Performance</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>MUA 5 _</td>
<td>Instruction on Major Performing Medium</td>
<td>FA SP SU</td>
<td>4</td>
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<tr>
<td>EDU/MUE 5 _</td>
<td>Education or Music Education Elective</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5590 OR</td>
<td>Masters Comprehensive Exam (Semester before student teaching) OR</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5592</td>
<td>Final Project</td>
<td></td>
<td></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 Music__

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5408</td>
<td>Student Teaching &amp; Seminar: Music Education 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:
  - __Child Abuse Seminar__
  - __Violence Prevention Seminar__
  - __NYS Certification e-Portfolio__
## MAT (E303) Physical Education and Sport Pedagogy (All Grades) 39 Credits

### Prerequisites: ___Bachelor's 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><strong>Entry Level</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 State WRITING SKILLS test</td>
<td>___ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Fingerprinting</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

And the following courses for a first certification:

- Study of the Visual or Performing Arts
- Study of Communication
- 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>
</tr>
</thead>
<tbody>
<tr>
<td>MPE 5532</td>
<td>Principles of Individual, Dual, and Leisure Sports</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>MPE 5535</td>
<td>Sport Law and Safety Practices</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>MPE 5536</td>
<td>Play, Games, and Sports in Historical and Cultural Contexts</td>
<td>FA SP SU</td>
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</tr>
<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>
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<tr>
<td>MPE 5539</td>
<td>Instructional Planning and Curriculum Models for Secondary School Physical Education</td>
<td>FA SP SU</td>
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<tr>
<td>MPE 5540</td>
<td>Instructional Planning for Inclusion in Physical Education and Sport OR</td>
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</tr>
<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
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</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:

- Child Abuse Seminar
- Adventure Education
- Violence Prevention Seminar
- First Aid/CPR
- NYS Certification e-Portfolio
# MPS (E402) SPECIAL EDUCATION: EARLY CHILDHOOD (BIRTH-GRAGE 2) 38 CREDITS

**Prerequisites:**
- Bachelor's 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>
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<tr>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take N.Y. State WRITING 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 Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
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</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 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>
<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 5367</td>
<td>Methods for Teaching Literacy and Language Arts I</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>
</tbody>
</table>

- Take NYS EDUCATING ALL STUDENTS test
- Take 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>

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
## 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 Prerequisite: EDU 5088</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>__ Take N.Y. State WRITING SKILLS test</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>
</tr>
<tr>
<td></td>
<td>__ Take Special Ed Comprehensive Exam before completion of 18 credits</td>
<td></td>
<td></td>
</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>
<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 5032</td>
<td>Consultation and Collaboration in Inclusive Settings</td>
<td>FA SP</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 5013</td>
<td>Mathematics for the Learning Disabled Student</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5402</td>
<td>Language, Literacy and Culture (BirthGr. 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>
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</tbody>
</table>

**Entry 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 Special Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</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>
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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>
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</table>

**Capstone Level**

To be completed by the end of student teaching semester:

- __ Child Abuse Seminar
- __ Violence Prevention Seminar
- __ NYS Certification e-Portfolio
MPS (E403) SPECIAL ED EARLY CHILDHOOD AND CHILDHOOD (BIRTH – GRADE 6) 41 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>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>
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<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>Prerequisite: EDU 5088</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Take N.Y. State WRITING SKILLS test</td>
<td></td>
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<tr>
<td></td>
<td>___ Take Manhattanville Writing Assessment</td>
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<tr>
<td></td>
<td>___ Fingerprinting</td>
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<td></td>
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<tr>
<td></td>
<td>___ Take Special Education Comprehensive Exam before completion of 18 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam</td>
<td>FA SP</td>
<td>0</td>
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<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 5013</td>
<td>Mathematics for the Learning Disabled Student</td>
<td>FA</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>
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<tr>
<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
<td>SP</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>EDU 5217</td>
<td>Working with Parents in Inclusive Schools</td>
<td>FA SU</td>
<td>3</td>
</tr>
</tbody>
</table>

**Entry 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 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>
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<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>
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</tbody>
</table>

**Capstone Level**

To be completed by the end of student teaching semester:
- ___ Child Abuse Seminar
- ___ Violence Prevention Seminar
- ___ NYS Certification e-Portfolio
# MPS (E406) Special Education: Grades 7-12 Generalist  35 Credits

**Prerequisites:**
- A Bachelor's Degree
- Evidence of Prior Certification at the Middle Childhood, Adolescence 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>
<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>Pre-requisite: EDU 5088</td>
<td>FA SP SU</td>
</tr>
</tbody>
</table>

- Take N.Y. State WRITING SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting
- Take Special Ed Comp exam before completion of 18 crs.

### Entry Level

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>
<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>
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</tr>
<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12</td>
<td>Prerequisite: EDU 5077</td>
<td>FA SP SU</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>
</tr>
<tr>
<td>EDU 5406</td>
<td>Language, Literacy and Culture (Gr. 5-12)</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5490</td>
<td>Literacy Development in Grades 5-12</td>
<td>SP</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

### Intermediate Level

<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>
<td>FA SP</td>
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<tr>
<td>EDU 5563</td>
<td>Student Teaching and Seminar: Special Education: Gr 7-12</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>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:
- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
**MPS (E701) CHILDLHOOD EDUCATION (GRADES 1-6) AND SPECIAL EDUCATION: CHILDLHOOD (GR 1-6) 48 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 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 5083</td>
<td>Assessment of Students with Learning and Behavior Problems Prerequisite: EDU 5088</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5380</td>
<td>Curriculum, Management and Assessment in Childhood Education Prerequisites: EDU 5108 or 5112</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. State WRITING SKILLS test  
___Take Manhattanville Writing Assessment  
___Fingerprinting  
___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:

___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  
___One year or the equivalent of coursework in a Language other than English  
___18 credit concentration in a single liberal arts area  
___A course in Literature

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</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 Prerequisite: EDU 5088</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 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</td>
<td>Childhood Science Methods</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>
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<tr>
<td>EDU 5295A</td>
<td>Childhood Drug Ed Methods 1-6</td>
<td>FA WI SP SU</td>
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<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA SP SU</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5032</td>
<td>Collaboration and Consultation in Inclusive Settings</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5350</td>
<td>Research Seminar in Special Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5591</td>
<td>Culminating Experience Report for Childhood</td>
<td>FA SP</td>
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</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 tests in Childhood and Special Education

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 5432</td>
<td>Student Teaching and Seminar: Childhood 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>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:

___Child Abuse Seminar  
___Violence Prevention Seminar  
___NYS Certification e-Portfolio
**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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
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</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>
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</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 Preerequisite: 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 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 Prequisite: EDU 5077</td>
<td>FA SP</td>
<td>3</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>
<td><strong>Entry Level</strong></td>
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<tr>
<td><strong>Intermediate Level</strong></td>
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<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Pre-requisites: 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 Pre requisite 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>ENE 5005</td>
<td>Literature for Adolescents</td>
<td>FA</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</td>
<td>English Curriculum and Methodology in Middle Childhood/Adolescence Education Prerequisite: EDU 5374</td>
<td>SP SU</td>
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</tr>
<tr>
<td>EDU 5134</td>
<td>Transition from School to Adult Life</td>
<td>FA</td>
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<tr>
<td>ENE 5516</td>
<td>The Linguistics of English</td>
<td>FA 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>
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<tr>
<td><strong>Capstone Level</strong></td>
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<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 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>
<td>6</td>
</tr>
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</table>

To be completed by the start of semester prior to student teaching:

- Take NYS EDUCATING ALL STUDENTS test
- Take NYS CONTENT SPECIALTY tests in Special Ed

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS NYS Certification e-Portfolio
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.

<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</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>
</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>
<td>3</td>
</tr>
<tr>
<td>EDU 5093</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077</td>
<td>FA SP</td>
<td>0</td>
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<tr>
<td>EDU 5134</td>
<td>Transition from School to Adult Life</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5237</td>
<td>Problem Solving in Mathematics</td>
<td>FA SU</td>
<td>3</td>
</tr>
<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 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>
<td>6</td>
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</table>

To be completed by the end of student teaching semester:

<table>
<thead>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>FA SP</td>
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</table>

To be completed by the start of semester prior to student teaching semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5093</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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</table>

To be completed by the start of the fall semester of student teaching:

<table>
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<th>Course</th>
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<th>Semester</th>
<th>Cr</th>
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<tbody>
<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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</tr>
</tbody>
</table>
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>
<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 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 Prerequisite: 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>___ Take N.Y. State WRITING SKILLS test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Pass NYS CONTENT SPECIALTY test in Biology or Chem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Fingerprinting</td>
<td></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:
___ Study of the Visual or Performing Arts
___ Study of Communication
___ 6 Credits in Social Studies
___ 6 Credits in Mathematics
___ Study of Written Analysis and Expression
___ One year or the equivalent of coursework in a Language other than English
___ 30 credits in Science: See Note above
___ Take Special Ed Comp exam before completion of 18 credits

EDU 5593     | Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5130, EDU 5083, EDU 5077 | FA SP    | 0  |
<p>| EDU 5565     | Content Strategies SE Gr 7-12 Prerequisite EDU 5077       | FA SP SU | 3  |
| EDU 5371     | Technology in Special Education                            | FA SP SU | 2  |
| EDU 5374     | Curriculum and Methods in Middle Childhood/Adolescence – General | FA SU    | 3  |
| EDU 5387     | Fundamentals of Middle Childhood Education                 | FA SP SU | 3  |
| EDU 5026     | Literacy in the Content Areas                              | FA SP SU | 3  |
| EDU 5377     | Science Curriculum and Methodology in Middle Childhood / Adolescence Education Prerequisite: EDU 5374 | SP SU    | 3  |
| EDU 5134     | Transition from School to Adult Life                       | FA       | 3  |
| EDU 5359     | Design Based Learning: Projects in Math, Science and Technology | FA SU    | 3  |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>To be completed by the start of semester prior to student teaching semester:</td>
<td></td>
<td></td>
</tr>
<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 Special Education</td>
<td></td>
<td></td>
</tr>
<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 5571</td>
<td>Student Teaching and Seminar: Adolescence and Special Education Prerequisite:</td>
<td>FA SP</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>completion of all undergraduate and graduate coursework and approval by the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director of Field Placement and Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To be completed by the end of student teaching semester:</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>__ NYS Certification ePortfolio</td>
<td></td>
<td></td>
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</tbody>
</table>
**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
- ___ U.S. Government
- ___ Intro to Psychology
- ___ Sociology

- ____ 18 credits in History & Geography including:
  - ___ US History
  - ___ Non-Western History

**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>
<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 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>
<td>3</td>
</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5565</td>
<td>Content Strategies Gr 7-12 Prerequisite</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>
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<tr>
<td>EDU 5411</td>
<td>Social Studies Curriculum and Methodology in Middle Childhood/Adolescence Education</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5134</td>
<td>Transition from School to Adult Life</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5339</td>
<td>Teaching Geography in the Social Studies Classroom</td>
<td>FA SU</td>
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<tr>
<td>EDU 5375</td>
<td>Teaching Economics in the Social Studies Classroom</td>
<td>FA SU</td>
<td>1.5</td>
</tr>
<tr>
<td>EDU 5590</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
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</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 tests in Special Education

To be completed (at the college level) during the first 18 credits of the program:
- 6 Credits in Science
- 6 Credits in Mathematics
- Study of the Visual or Performing Arts
- Study of Communication

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5550</td>
<td>Research Seminar in Sp. Education and Literacy</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5571</td>
<td>Student Teaching and Seminar; Adolescence and Special Education</td>
<td>FA SP</td>
<td>6</td>
</tr>
<tr>
<td>To be completed by the end of student teaching semester:</td>
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<tr>
<td>--------------------------------------------------------</td>
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<td></td>
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<tr>
<td>__Child Abuse Seminar</td>
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<tr>
<td>__Violence Prevention Seminar</td>
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</tr>
<tr>
<td>__NYS Certification e-Portfolio</td>
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</tbody>
</table>
# MPS (E602) TSEOL - Teaching English as a Second Lang (All Grades) 39 credits

## Prerequisites
- Bachelor's 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</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
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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 5016</td>
<td>Foundations of ESL/Bilingual Education</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td><strong>Take N.Y. State WRITING SKILLS test</strong></td>
<td><strong>Take Manhattanville Writing Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fingerprinting</strong></td>
<td><strong>Study of Written Analysis and Expression</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Study of a Language other than English</strong></td>
<td><strong>12 credits in a Language other than English</strong></td>
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### Entry Level

<table>
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<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5100</td>
<td>Structure of English</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5101</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5102</td>
<td>Introduction to Linguistics</td>
<td>SU</td>
<td>3</td>
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<tr>
<td>EDU 5104</td>
<td>Methods and Materials for Second Language Instruction</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>EDU 5105</td>
<td>Teaching ESL through the Content Areas</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5106</td>
<td>Cultural Perspectives for Educators</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5107</td>
<td>Teaching Literacy in ESL</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5108</td>
<td>Testing and Evaluation in Second Language</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5109</td>
<td>Masters Comprehensive Exam (Semester before student teaching)</td>
<td>OR</td>
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<tr>
<td>EDU 5110</td>
<td>Final Project</td>
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### Intermediate Level

<table>
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<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5430</td>
<td>Student Teaching and Seminar: TESOL</td>
<td>FA SP</td>
<td>6</td>
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</tbody>
</table>

### Capstone Level

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
**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>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5200</td>
<td>Structure of English</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>EDU 5201</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</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 5216</td>
<td>Cultural Perspectives for Educators</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5245</td>
<td>Methods of Teaching Foreign Language in Elementary School</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5439</td>
<td>Teaching English in Adult and International Settings</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td><em><strong>5</strong></em></td>
<td>Graduate Course in American/Global Studies</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td><em><strong>5</strong></em></td>
<td>Graduate Course in American/Global Studies</td>
<td>FA SP SU</td>
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</table>

**Intermediate Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5___ TESOL elective</td>
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<td>FA SP SU</td>
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**Capstone**

<table>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDU 5238</td>
<td>Internship and/or Practicum in Teaching English to Speakers of Other Languages</td>
<td>FA SP SU</td>
<td>6</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**  
- Bachelors 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>
</tr>
</thead>
<tbody>
<tr>
<td>___ Take N.Y. State WRITING SKILLS test ___ Take Manhattanville Writing Assessment ___ Fingerprinting</td>
<td></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>EDU 5618</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>
<td>3</td>
</tr>
<tr>
<td>EDU 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites EDU 5402 and EDU 5413)</td>
<td>FA SP</td>
<td>0</td>
</tr>
<tr>
<td>EDU 5494</td>
<td>Literacy Development in Grades 3-6</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction Prerequisites: EDU 5402 and EDU 5413</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</td>
<td>3</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 5617</td>
<td>New Technologies and Critical Literacies</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5615</td>
<td>Global and Multicultural Readings in Children’s Literature (Birth-Gr.6)</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5503</td>
<td>Literacy Research Seminar Prerequisites: EDU 5402, EDU 5413, EDU 5612</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>To be completed by the start of semester prior to capstone level semester:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Take NYS EDUCATING ALL STUDENTS test ___ Take NYS CONTENT SPECIALTY test in Literacy</td>
<td></td>
<td></td>
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</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 5414</td>
<td>Organizing and Leading Literacy Programs May be taken concurrently with EDU 5098, the Literacy Practicum</td>
<td>SP</td>
<td>3</td>
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</tbody>
</table>

**Intermediate Level**

**Capstone Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Child Abuse Seminar ___ Violence Prevention Seminar ___ NYS Certification e-Portfolio</td>
<td></td>
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</tbody>
</table>
### 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. State WRITING SKILLS test</td>
<td>___</td>
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<tr>
<td>___</td>
<td>Take Manhattanville Writing Assessment</td>
<td>___</td>
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</tr>
<tr>
<td>EDU 5610</td>
<td>An Arts Approach to Literacy</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDU 5618</td>
<td>Fostering Literacy through Storytelling and Drama</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>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 taking Prerequisites EDU 5406 and EDU 5026)</td>
<td>FA SP</td>
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**Entry Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</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 Prerequisites: EDU 5406 and EDU 5026</td>
<td>FA SP SU</td>
<td>3</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 5611</td>
<td>Literacy Instruction of English Language Learners in the Classroom</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5614</td>
<td>Writing Workshop for Teachers and Young People</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5617</td>
<td>New Technologies and Critical Literacies</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5503</td>
<td>Literacy Research Seminar Prerequisites: EDU 5406, EDU 5026, EDU 5612</td>
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**Intermediate Level**

To be completed by the start of the 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>0</td>
</tr>
<tr>
<td>____</td>
<td>Take NYS CONTENT SPECIALTY test in Literacy</td>
<td>____</td>
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</table>

**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 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 5414</td>
<td>Organizing and Leading Literacy Programs May be taken concurrently with EDU 5098, the Literacy Practicum</td>
<td>SP</td>
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To be completed by the end of 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>Child Abuse Seminar</td>
<td>____</td>
<td></td>
</tr>
<tr>
<td>____</td>
<td>Violence Prevention Seminar</td>
<td>____</td>
<td></td>
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<tr>
<td>____</td>
<td>NYS Certification e-Portfolio</td>
<td>____</td>
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</tbody>
</table>
# 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:

<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 Pre-requisite: EDU 5088</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 5402</td>
<td>Language, Literacy and Culture (Birth-Gr.6)</td>
<td>FA SP</td>
<td>3</td>
</tr>
</tbody>
</table>

- ___ Take N.Y. State WRITING SKILLS test
- ___ Take Manhattanville Writing Assessment
- ___ Fingerprinting
- ___ 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:

- ___ Take N.Y. State WRITING 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 5594</td>
<td>Literacy Midpoint Comprehensive Exam (Semester after taking Prerequisites: EDU 5610 and EDU 5402)</td>
<td>FA SP</td>
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<tr>
<td>EDU 5413</td>
<td>Early Literacy</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>
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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 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>
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<tr>
<td>EDU 5085</td>
<td>Instructional Strategies</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5564</td>
<td>Teaching Writing/Thinking B6</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>
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</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 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 5427</td>
<td>Student Teaching &amp; 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>3</td>
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</table>

To be completed by the end of the program:

- ___ Child Abuse Seminar
- ___ Violence Prevention Seminar
- ___ NYS Certification e-Portfolio
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>
</thead>
<tbody>
<tr>
<td>EDU 5077</td>
<td>Adolescents with Learning and Behavioral Problems</td>
<td>FA, SU</td>
<td>3</td>
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<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems - Prerequisite: 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, SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5160</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</td>
<td>3</td>
</tr>
</tbody>
</table>

**Entry Level**

To be completed (at the college level) during the first 18 credits of the program:
- ___ Take N.Y. State WRITING 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 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 5393, 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, SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5371</td>
<td>Technology in Special Education</td>
<td>FA, 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 5402 and EDU 5413</td>
<td>FA, SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite EDU 5077</td>
<td>FA, SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA, 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>
</tr>
</tbody>
</table>

**Intermediate Level**

To be completed (at the college level) during the first 18 credits of the program:
- ___ Take Literacy Comps (Prerequisites EDU 5406 and EDU 5610)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction Prerequisites: EDU 5610, EDU 5402 and EDU 5413</td>
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<tr>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite EDU 5077</td>
<td>FA, SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5613</td>
<td>Teaching Writing/Thinking 5-12</td>
<td>FA, 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>
</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 5098</td>
<td>Literacy Practicum - You must notify your advisor the semester before you plan to take this course</td>
<td>FA, SP</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>
<td>FA, SP</td>
<td>3</td>
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</tbody>
</table>

**Capstone Level**

To be completed by the end of the program:
- ___ Child Abuse Seminar
- ___ Violence Prevention Seminar
- ___ NYS Certification e-Portfolio
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>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5017</td>
<td>Foundations of Early Childhood Education</td>
<td>FA SU</td>
<td>3</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>
<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 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>
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</tbody>
</table>

__ Take N.Y. State WRITING 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
__ 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

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:

__ Child Abuse Seminar
__ Violence Prevention Seminar
__ NYS Certification ePortfolio
# M.Ed. (E010) Educational Studies  30 Credits

*Note: This program does not lead to NYS classroom teaching certification.*

**Prerequisites:**  ___Bachelors Degree

**Program 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>
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<tr>
<td>EDU 5211</td>
<td>Introduction to the Multicultural Classroom</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5344</td>
<td>Child Development and Learning</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5008</td>
<td>Ethics and Social Responsibility</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<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>
<td>3</td>
</tr>
<tr>
<td>EDU 5___</td>
<td></td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>EDU 5___</td>
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<td></td>
<td>3</td>
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<tr>
<td>EDU 5529</td>
<td>Teaching with Technology</td>
<td>FA SP</td>
<td>2</td>
</tr>
<tr>
<td>EDU 5536</td>
<td>Action Research/Internship/ Culminating Experience</td>
<td>FA SP</td>
<td>4</td>
</tr>
</tbody>
</table>
CERT (E020) CERTIFICATE OF ADVANCED STUDY: 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>
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<tr>
<td>EDU 5569</td>
<td>Critical Pedagogy of Place: Curriculum &amp; Instruction for a sustainable future Prerequisites: Education for Sustainability and Earth Citizenship</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>
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5000 OR EDU 5211</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
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<tr>
<td>EDU 5393</td>
<td>Introduction to the Multicultural Classroom</td>
<td>FA SU</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>_Take N.Y. State WRITING SKILLS test</td>
<td></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 N.Y. State WRITING 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>ENE 5005</td>
<td>Literature for Adolescents</td>
<td>FA</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>
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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>
<td>3</td>
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<tr>
<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>
<td>FA</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:

- Complete EDU 5344 or adolescent development
- A course in Science
- A course in Mathematics
- Study of the Visual or Performing Arts
- One year or the equivalent of coursework in a Language other than English
- Study of Written Analysis and Expression
- A course in History

To be completed during the first 18 credits of the program:

- Take the NYS CONTENT SPECIALTY test in English
- Take NYS EDUCATING ALL STUDENTS test

<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>

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
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

| Entry Level | EDU 5000 OR EDU 5211 | Foundations of Education OR Introduction to the Multicultural Classroom | FA SP SU | 3 |
| Entry Level | EDU 5393 | Foundations of Special Education | FA SU |
| Entry Level |  | ___ Take N.Y. State WRITING SKILLS test OR Take Manhattanville Writing Assessment | ___ Fingerprinting |

| Intermediate Level | 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 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 Mathematics (see note above) |

| Intermediate Level | To be completed during the first 18 credits of the program: |
| | ___ Take the NYS CONTENT SPECIALTY test in Mathematics |
| Intermediate Level | EDU 5374 | Curriculum and Methods in Middle Childhood and Adolescence Education - General | FA SU | 3 |
| Intermediate Level | EDU 5387 | Fundamentals of Middle Childhood Education | FA SP SU | 3 |
| Intermediate Level | EDU 5026 | Literacy in the Content Areas | FA SP SU | 3 |
| Intermediate Level | EDU 5403 | Mathematics Curriculum and Methodology in Middle Childhood and Adolescence Education Prerequisite: EDU 5374 | SP SU | 3 |
| Intermediate Level | EDU 5237 | Problem Solving in Mathematics | FA SU | 3 |
| Intermediate Level | MAE 5 ___ | Math Ed Elective | FA SP SU | 3 |
| Intermediate Level | OR | |
| Intermediate Level | EDU 5013 | Mathematics for the Learning Disabled Student | FA |

| Capstone Level | To be completed by the start of semester prior to student teaching semester: |
| Capstone Level | ___ Take NYS EDUCATING ALL STUDENTS test |
| Capstone Level | EDU 5404 | 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 | FA SP | 6 |

| Capstone Level | To be completed by the end of student teaching semester: |
| Capstone Level | ___ Child Abuse Seminar OR Violence Prevention Seminar ___ NYS Certification e-Portfolio |
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

<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>
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</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>__ Take N.Y. State WRITING SKILLS test</td>
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<td></td>
</tr>
<tr>
<td>__ Take Manhattanville Writing Assessment</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>__ Fingerprinting</td>
<td></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 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.

To be completed during the first 18 credits of the program:
- Take the NYS CONTENT SPECIALTY test in Biology, Chemistry, Physics or Earth Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</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</td>
<td>SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5359</td>
<td>Design-based Learning: Projects in Math, Science, Technology</td>
<td>FA SU</td>
<td>3</td>
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<tr>
<td>SCE 5030</td>
<td>The Nature of Science</td>
<td>FA SP 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>FA SP</td>
<td>6</td>
</tr>
</tbody>
</table>

To be completed by the end of student teaching semester:
- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
## 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
  - U.S. Government
  - Intro to Psychology
  - Sociology
  - 18 credits in History & Geography including
    - U.S. History
    - Non-Western History
  - 9 credits of Non-Western History

### Course Description and Semester Cr

<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><strong>Take N.Y. State WRITING SKILLS test</strong></td>
<td>Fingerprinting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Take Manhattanville Writing Assessment</strong></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:

- 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

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>
<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 Prerequisites: 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>
</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 Prerequisites: College Level Economics Course</td>
<td>FA SU</td>
<td>1.5</td>
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</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</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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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>
<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:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
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

<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>__ Take N.Y. State WRITING 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>__ Fingerprinting</td>
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</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
  - A course in Communication
  - A course in Literature
  - A course in Science
  - A course in Mathematics
  - Study of the Visual or Performing Arts

#### 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>
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<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>
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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>
</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>

#### Capstone Level
- To be completed by the start of semester prior to student teaching semester:
  - Take NYS EDUCATING ALL STUDENTS test

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 5404</td>
<td>Student Teaching and Seminar: Middle Childhood and Adolescence  Prerequisite: completion of all coursework and approval by the Director of Field Placement and Certification</td>
<td>FA SP</td>
<td>6</td>
</tr>
<tr>
<td>__ Child Abuse Seminar</td>
<td>__ Violence Prevention Seminar</td>
<td>_ NYS Certification e-Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

#### 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

**Prerequisites**  Masters Degree or above in a functionally related area.

**Program and Certification Requirements**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Semester</th>
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</tr>
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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>OR</td>
<td></td>
<td>FA SU</td>
<td></td>
</tr>
<tr>
<td>EDU 5211</td>
<td>Introduction to the Multicultural Classroom</td>
<td></td>
<td></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. State WRITING SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting

**Entry Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5334</td>
<td>Study of the Visual or Performing Arts</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5393</td>
<td>Study of Communication</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Study of History</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5379</td>
<td>Art Education Workshop - Early Childhood Through Adolescence</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5316</td>
<td>Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take NYS CONTENT SPECIALTY test in Visual Art
- Take the NYS EDUCATING ALL STUDENTS Elementary test
- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio

**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>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5391</td>
<td>Aesthetic Literacy</td>
<td>FA</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 5379</td>
<td>Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher</td>
<td>FA SP</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5379</td>
<td>Beyond Teaching: Organization and Management Strategies for the Beginning Art Teacher</td>
<td>FA SP</td>
<td>3</td>
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</table>

**Capstone Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5412</td>
<td>Student Teaching and Seminar: Art Education</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>
<td></td>
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</tbody>
</table>

- To be completed by the end of student teaching semester:
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, one in brass instrument performance, one in stringed instrument performance, one course in 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</td>
<td>Foundations of Education</td>
<td>FA SP SU</td>
<td>3</td>
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<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>__ Take N.Y. State WRITING SKILLS test</td>
<td>__ Fingerprinting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ Take Manhattanville Writing Assessment</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 other child development course
- __ A course in Science
- __ Study of 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

Intermediate Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5367</td>
<td>Methods for Teaching Literacy and Language Arts I Aesthetic Literacy</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5391</td>
<td></td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5387</td>
<td>Fundamentals of Middle Childhood Education</td>
<td>FA SP SU</td>
<td></td>
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<tr>
<td>MUE 5054</td>
<td>Methods for Early Childhood/ Childhood Music Prerequisite: All music prerequisites must be completed</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>MUE 5057</td>
<td>Methods for Middle Childhood/ Adolescence Music Prerequisite: All music prerequisites must be completed</td>
<td>SP</td>
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</table>

To be completed by the start of semester prior to student teaching semester:
- __ Take NYS EDUCATING ALL STUDENTS Elementary test

Capstone Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5408</td>
<td>Student Teaching and Seminar: Music Education 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:
- __ Child Abuse Seminar
- __ Violence Prevention Seminar
- __ NYS Certification e-Portfolio
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>Entry Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 5200</td>
<td>Structure of English</td>
<td>FA</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>___ Take N.Y. State WRITING SKILLS test</td>
<td>___ Fingerprinting</td>
<td></td>
<td></td>
</tr>
<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
___ 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>Intermediate level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>EDU 5201</td>
<td>Principles of Language Learning and Teaching</td>
<td>SP</td>
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<tr>
<td></td>
<td>EDU 5202</td>
<td>Introduction to Linguistics</td>
<td>SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 5204</td>
<td>Methods and Materials for Second Language Instruction</td>
<td>FA SP</td>
<td>3</td>
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<td></td>
<td>EDU 5215</td>
<td>Teaching ESL through the Content Areas</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 5216</td>
<td>Cultural Perspectives for Educators</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDU 5365</td>
<td>Teaching Literacy in ESL</td>
<td>SP</td>
<td>3</td>
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</tbody>
</table>

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>Capstone Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 5430</td>
<td>Student Teaching and Seminar: TESOL</td>
<td>FA SP</td>
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</tr>
</tbody>
</table>

Prerequisite: 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:
___ Child Abuse Seminar
___ Violence Prevention Seminar
___ NYS Certification ePortfolio
# 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>Prequisite: EDU 5088</td>
<td>FA SP SU</td>
</tr>
</tbody>
</table>

- Take N.Y. State WRITING SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting
- 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:

- 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</td>
<td>Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
<td>FA SP</td>
</tr>
<tr>
<td>EDU 5085</td>
<td>Instructional Strategies</td>
<td>Prerequisite: EDU 5088</td>
<td>FA SP SU</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>

## 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 5426</td>
<td>Student Teaching and Seminar: Special Education: Early Childhood</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>
</tr>
</tbody>
</table>

## Capstone Level

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
# 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>
<tr>
<td></td>
<td><strong>Entry Level</strong> way** Take N.Y. State WRITING SKILLS test**</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Take Manhattanville Writing Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fingerprinting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Take Special Ed Comp exam before completion of 18 credits</strong></td>
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</table>

<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</td>
<td>FA SP SU</td>
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</tr>
<tr>
<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites</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>
<tr>
<td></td>
<td><strong>Take NYS EDUCATING ALL STUDENTS test</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Take the NYS CONTENT SPECIALTY test in Special Education</strong></td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<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>
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To be completed by the end of student teaching semester:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Child Abuse Seminar</td>
<td>Violence Prevention Seminar</td>
</tr>
</tbody>
</table>
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>
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<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. State WRITING 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 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 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
<td>SP</td>
<td>3</td>
</tr>
</tbody>
</table>

- Complete EDU 5344 or other child development course

**Intermediate Level**

- 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>
</tr>
</thead>
<tbody>
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<td>EDU 5593</td>
<td>Special Education Midpoint Comprehensive Exam Prerequisites: EDU 5393, EDU 5088, EDU 5130, EDU 5083</td>
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<td>Instructional Strategies Prerequisite: EDU 5088</td>
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<td>EDU 5298</td>
<td>Inclusive Practices in Early Childhood Education</td>
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</tr>
</tbody>
</table>

**Capstone Level**

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio

- Take NYS EDUCATING ALL STUDENTS test
- Take the NYS CONTENT SPECIALTY test for Special Education

- Complete EDU 5344 or other child development course

- Take N.Y. State WRITING SKILLS test
- Take Manhattanville Writing Assessment
- Fingerprinting
- Take Special Ed Comp exam before completion of 18 credits

- Complete EDU 5393 Foundations of Special Education or equivalent course

- 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
**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</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
</tbody>
</table>

- Take N.Y. State WRITING SKILLS test
- Fingerprinting
- Take Manhattanville Writing Assessment
- 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>
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<tbody>
<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 5130</td>
<td>Classroom Management in Special Education</td>
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<tbody>
<tr>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
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</table>

**Course Description Semester Cr**

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>EDU 5077</td>
<td>Adolescents w/ Learning and Behavioral Problems</td>
<td>FA SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5130</td>
<td>Classroom Management in Special Education</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 5083</td>
<td>Assessment of Students with Learning and Behavior Problems</td>
<td>FA SP SU</td>
<td>3</td>
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</tbody>
</table>

- Take N.Y. State WRITING SKILLS test
- Fingerprinting
- Take Manhattanville Writing Assessment
- 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 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>
</tr>
</tbody>
</table>

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 Social Studies
- 6 Credits in Math

<table>
<thead>
<tr>
<th>Intermediate level</th>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<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></td>
<td>EDU 5565</td>
<td>Content Strategies SE Gr 7-12 Prerequisite: EDU 5077</td>
<td>FA SP SU</td>
<td>3</td>
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<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 5134</td>
<td>Transition from School to Adult Life</td>
<td>FA</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 the 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>
</thead>
<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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<tr>
<td></td>
<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>
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</table>

To be completed by the end of student teaching semester:

- Child Abuse Seminar
- Violence Prevention Seminar
- NYS Certification e-Portfolio
CERT (E502) LITERACY (BIRTH-GRADE 6) 25 CREDITS

**Prerequisites:**
- Masters Degree in a functionally related area
- Evidence of Prior Certification in Early Childhood, Elementary, Childhood, Middle Childhood, TESOL and/or Special Ed

**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 5402</td>
<td>Language, Literacy, and Culture (Birth-Gr.6)</td>
<td>FA SP</td>
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</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 5413</td>
<td>Early Literacy</td>
<td>FA SP SU</td>
<td>3</td>
</tr>
<tr>
<td>___ Take N.Y. State WRITING SKILLS test</td>
<td>___ Take Manhattanville Writing Assessment</td>
<td>___ Fingerprinting</td>
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**Entry Level**

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<th>Description</th>
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<tbody>
<tr>
<td>EDU 5412</td>
<td>Assessment and Intervention in Literacy Instruction</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5615</td>
<td>Global and Multicultural Readings in Children’s Literature</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5614</td>
<td>Writing Workshop for Teachers and Young People</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Teaching Writing/Thinking B-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5564</td>
<td></td>
<td>FA SU</td>
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**Intermediate Level**

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<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 You must notify your advisor the semester before you plan</td>
<td>FA SP SU</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>to take this course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5414</td>
<td>Organizing and Leading Literacy Programs</td>
<td>SP</td>
<td>3</td>
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</table>

**Capstone Level**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<td></td>
<td>NYS Certification e-Portfolio</td>
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</table>
CERT (E504) LITERACY (GRADES 5-12) 25 CREDITS

Prerequisites: ___Masters Degree in a functionally related area
___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>
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</thead>
<tbody>
<tr>
<td>EDU 5406</td>
<td>Language, Literacy and Culture (Gr. 5-12)</td>
<td>FA SP SU</td>
<td>3</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>
</tr>
<tr>
<td>EDU 5026</td>
<td>Literacy in the Content Areas</td>
<td>FA SP SU</td>
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___ Take N.Y. State WRITING SKILLS test
___ Take Manhattanville Writing Assessment
___ Fingerprinting

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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5612</td>
<td>Assessment and Intervention in Literacy Instruction</td>
<td>Prerequisites: EDU 5406 and EDU 5413</td>
<td>FA SP SU</td>
</tr>
<tr>
<td>EDU 5614</td>
<td>Writing Workshop for Teachers and Young People</td>
<td>OR Teaching Writing/Thinking 5-12</td>
<td>SU</td>
</tr>
<tr>
<td>EDU 5613</td>
<td></td>
<td></td>
<td>FA SU</td>
</tr>
<tr>
<td>EDU 5616</td>
<td>The Study of Literature (5-12)</td>
<td>FA</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 5098</td>
<td>Literacy Practicum</td>
<td>You must notify your advisor the semester before you plan to take this course</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5414</td>
<td>Organizing and Leading Literacy Programs</td>
<td></td>
<td>SP</td>
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---

_ Child Abuse Seminar
_ Violence Prevention Seminar
_ NYS Certification e-Portfolio
ADV CERT (E909) ADMINISTRATION OF PHYSICAL EDUCATION, ATHLETICS AND SPORT PEDAGOGY 12 CREDITS

Note: This program does not lead to 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>
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<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>
</tr>
<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

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>
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<tbody>
<tr>
<td>HLT 5050</td>
<td>Human Sexuality</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>HLT 5100</td>
<td>Drug and Substance Abuse</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>HLT 5150</td>
<td>Advanced Personal 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 5300</td>
<td>Mental Health &amp; Emotional Well-being</td>
<td>SU</td>
<td>3</td>
</tr>
</tbody>
</table>
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
- 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

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>EDAD 5000</td>
<td>Schools as Learning Organizations</td>
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<td>FA or SP</td>
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<tr>
<td></td>
<td>EDAD 5200</td>
<td>Issues and Trends in Curriculum, Instruction and Supervision</td>
<td>EDAD 5000, EDAD 5200</td>
<td>FA or SP</td>
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<table>
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<tr>
<th>Additional Required Courses</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>EDAD 5100</td>
<td>Improving Student and Teacher Performance: Assessment in the Learning Organization</td>
<td>EDAD 5000 and EDAD 5200</td>
<td>FA or SU</td>
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<td></td>
<td>EDAD 5220</td>
<td>School Law</td>
<td>EDAD 5000, EDAD 5200</td>
<td>SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDAD 5221</td>
<td>School Finance and Personnel Management</td>
<td>EDAD 5000, EDAD 5200</td>
<td>SP</td>
<td>3</td>
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<tr>
<td></td>
<td>EDAD 5222</td>
<td>Practical Leadership Skills in Learning Organizations</td>
<td>EDAD 5000, EDAD 5200, EDAD 5100, EDAD 5220</td>
<td>FA or SP</td>
<td>3</td>
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<tr>
<td></td>
<td>EDAD 5009</td>
<td>Technology for Administrators</td>
<td>EDAD 5000, EDAD 5200, Technology Pre-assessment</td>
<td>SP or SU</td>
<td>3</td>
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<tr>
<td></td>
<td>EDAD 5008</td>
<td>Ethics and Social Responsibility</td>
<td>EDAD 5000</td>
<td>FA or SP, SU</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Required Internships</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Semester</th>
<th>Cr</th>
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<tbody>
<tr>
<td></td>
<td>EDAD 5501</td>
<td>Community Internship</td>
<td>EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</td>
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<td>EDAD 5502</td>
<td>School Internship I</td>
<td>EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</td>
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<td>EDAD 5502</td>
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<td>SP or SU</td>
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<td>EDAD 5596</td>
<td>Leadership Portfolio Review</td>
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Final Program Completion Requirements:
(Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)
- Child Abuse Seminar
- Violence Prevention Seminar
- Exit Interview
- Final Leadership Portfolio Review
- Take NYS CONTENT SPECIALTY test for SBL
# Professional Diploma (E905)

**Educational Leadership (SDL, District Athletic Dir.) 39 credits**

**Leading to Certification in School District Leadership**

**Program Prerequisites:**
- Minimum of 3 years classroom teaching experience and initial certificate in classroom teaching or pupil personnel services
- Masters 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 of 400 hours).
- Mandatory New Leadership Student Orientation
- A passing score on the New York State SDL Content Specialty Test is a completion requirement.

## Course Description Table

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5000</td>
<td>Schools as Learning Organizations</td>
<td>FA or SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5200</td>
<td>Issues and Trends in Curriculum, Instruction and Supervision</td>
<td>FA or SP</td>
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<tr>
<td>EDAD 5052</td>
<td>Understanding and Using Research</td>
<td>FA or SP</td>
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<tr>
<td>EDAD 5100</td>
<td>Improving Student and Teacher Performance: Assessment in the Learning Organization Prerequisites: EDAD 5000 and EDAD 5200</td>
<td>FA or SU</td>
<td>3</td>
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<td>EDAD 5220</td>
<td>School Law Prerequisites: EDAD 5000, EDAD 5200</td>
<td>SU</td>
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<tr>
<td>EDAD 5221</td>
<td>School Finance and Personnel Management Prerequisites: EDAD 5000, EDAD 5200</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5222</td>
<td>Practical Leadership Skills in Learning Organizations Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</td>
<td>FA or SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5009</td>
<td>Technology for Administrators Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</td>
<td>SP SU</td>
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<td>EDAD 5050</td>
<td>Resource Management and Fiscal Accountability</td>
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<td>3</td>
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<td>EDAD 5008</td>
<td>Ethics &amp; Social Responsibility Prerequisite: EDAD 5000</td>
<td>FA or SP</td>
<td>3</td>
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<tr>
<td>EDAD 5051</td>
<td>Communications and Public Relations</td>
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**Leadership Institutes (Required: 3 out of 4, for 3 credits)**

<table>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<td>MPE 5560</td>
<td>Issues and Trends in Athletic Administration</td>
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<tr>
<td>MPE 5562</td>
<td>Technology for Athletic Administration</td>
<td>SU</td>
<td>1</td>
</tr>
<tr>
<td>MPE 5563</td>
<td>School Health Promotion for Athletic Directors</td>
<td>WI</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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**Additional Required Courses**

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<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
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<td>EDAD 5501</td>
<td>Community Internship Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</td>
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<td>EDAD 5503</td>
<td>District Internship Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</td>
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<td>EDAD 5504</td>
<td>Athletic Director Internship Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</td>
<td>FA SP SU</td>
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</tr>
</tbody>
</table>

**Required Internships**

- Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)
- Permanent/Professional certification in a teaching field or pupil personnel service

- Submission of internship proposals (Contact Educational Leadership Department for portfolio guidelines prior to beginning of internship semester.)

- Permanent/Professional certification in a teaching field or pupil personnel service
Program Completion Requirements: (Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)

<table>
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<tr>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>__ Child Abuse Seminar</td>
<td>__ Exit Interview</td>
</tr>
<tr>
<td></td>
<td>__ Violence Prevention Seminar</td>
<td>__ Final Leadership Portfolio Review</td>
</tr>
<tr>
<td></td>
<td>__ Successfully complete CST-SDL</td>
<td>__ Pass NYS CONTENT SPECIALTY test for SDL</td>
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</table>
## Professional Diploma (E907)  
**Educational Leadership (SDL) 36 credits**

**Leading to Certification in School District Leadership**

### Program Prerequisites:
- Minimum of 3 years classroom teaching experience and initial certificate in classroom teaching or pupil personnel services
- Masters degree
- Two letters of recommendation, one from a school leader
- Writing Assessment
- 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 400 hours of internships.

Mandatory New Leadership Student Orientation

A passing score on the New York State SDL Content Specialty Test is a completion requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 5000</td>
<td><em>Schools as Learning Organizations</em></td>
<td>FA or SP</td>
<td>3</td>
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<tr>
<td>EDAD 5200</td>
<td><em>Issues and Trends in Curriculum, Instruction and Supervision</em></td>
<td>FA or SP</td>
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<tr>
<td>EDAD 5052</td>
<td><em>Understanding and Using Research</em></td>
<td>FA or SP</td>
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**Entry Level**

<table>
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<td>EDAD 5100</td>
<td><em>Improving Student and Teacher Performance: Assessment in the Learning Organization</em></td>
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<td><em>School Law</em></td>
<td>SU</td>
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<td>EDAD 5221</td>
<td><em>School Finance and Personnel Management</em></td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5222</td>
<td><em>Practical Leadership Skills in Learning Organizations</em></td>
<td>FA or SP</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5009</td>
<td><em>Technology for Administrators</em></td>
<td>SP SU</td>
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**Additional Required Courses**

<table>
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<th>Course</th>
<th>Description</th>
<th>Semester</th>
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<tr>
<td>EDAD 5500</td>
<td><em>Resource Management and Fiscal Accountability</em></td>
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<td>EDAD 5008</td>
<td><em>Ethics and Social Responsibility</em></td>
<td>FA or SP</td>
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<tr>
<td>EDAD 5053</td>
<td><em>District Leadership Institute</em></td>
<td>SU</td>
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<tr>
<td>EDAD 5051</td>
<td><em>Communications and Public Relations</em></td>
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**Required Internships**

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<tr>
<td>EDAD 5501</td>
<td><em>Community Internship</em></td>
<td>SU</td>
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<tr>
<td>EDAD 5503 (1)</td>
<td><em>District Internship</em></td>
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<td>EDAD 5503 (2)</td>
<td><em>District Internship</em></td>
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<td>EDAD 5596</td>
<td><em>Leadership Portfolio Review</em></td>
<td>FA SP SU</td>
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**Final Program Completion Requirements:**

(Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)

- Child Abuse Seminar
- Violence Prevention Seminar
- Exit Interview
- Final Leadership Portfolio Review
- Pass NYS CONTENT SPECIALTY test for SDL
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
- 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 400 hours of internships.

- Mandatory New Leadership Student Orientation
- A passing score on the New York State SDL Content Specialty Test is a completion requirement.

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<tbody>
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- Formal matriculation must be completed

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<tr>
<td>EDAD 5100</td>
<td>Improving Student and Teacher Performance: Assessment in the Learning Organization</td>
<td>FA or SU</td>
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<td>EDAD 5220</td>
<td>School Law Prerequisites: EDAD 5000, EDAD 5200</td>
<td>SU</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 5221</td>
<td>School Finance and Personnel Management Prerequisites: EDAD 5000, EDAD 5200</td>
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<td>3</td>
</tr>
<tr>
<td>EDAD 5222</td>
<td>Practical Leadership Skills in Learning Organizations Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200</td>
<td>FA or SP</td>
<td>3</td>
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<tr>
<td>EDAD 5009</td>
<td>Technology for Administrators Prerequisites: EDAD 5000, EDAD 5200, Technology pre-assessment</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td>EDAD 5050</td>
<td>Resource Management and Fiscal Accountability</td>
<td>SU</td>
<td>3</td>
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<tr>
<td>EDAD 5008</td>
<td>Ethics and Social Responsibility Prerequisite: EDAD 5000</td>
<td>FA or SP; SU</td>
<td>3</td>
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<tr>
<td>EDAD 5053</td>
<td>District Leadership Institute</td>
<td>SU</td>
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<tr>
<td>EDAD 5051</td>
<td>Communications and Public Relations</td>
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<tr>
<td>EDAD 5501</td>
<td>Community Internship Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220</td>
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<td>EDAD 5502</td>
<td>School Internship Prerequisites: EDAD 5000, EDAD 5100, EDAD 5200, EDAD 5220, EDAD 5221</td>
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<td>EDAD 5503</td>
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<td>SP or SU</td>
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<td>EDAD 5596</td>
<td>Leadership Portfolio Review</td>
<td>FA SP SU</td>
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Final Program Completion Requirements: (Contact Graduate Advising Office to arrange exit interview and contact Educational Leadership Department to review portfolio guidelines.)
<table>
<thead>
<tr>
<th>Child Abuse Seminar</th>
<th>Exit Interview</th>
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<tbody>
<tr>
<td>Violence Prevention Seminar</td>
<td>Take NYS CONTENT SPECIALTY test SBL</td>
</tr>
<tr>
<td>Final Leadership Portfolio Review</td>
<td>Pass NYS CONTENT SPECIALTY test SDL</td>
</tr>
</tbody>
</table>
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.
4. In addition, please see “Eligibility for Admission” in the front of the Graduate Catalog

Program Prerequisites:
_Provisional Teacher Certification

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDAD 5002*#</td>
<td>Teacher Leader within the Learning Organization</td>
<td>FA or SP</td>
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<tr>
<td>EDAD 5005*#</td>
<td>Supporting Student Learning as a Teacher Leader</td>
<td>FA or SP</td>
<td>3</td>
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<tr>
<td>EDAD 5003*</td>
<td>Communicating Effectively as a Teacher Leader</td>
<td>SP or SU</td>
<td>3</td>
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<tr>
<td>EDAD 5010*#</td>
<td>Monitoring Student Learning as a Teacher Leader</td>
<td>FA or SP</td>
<td>3</td>
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<tr>
<td>EDAD 5011*</td>
<td>The Teacher Leader: Making Effective Decisions and Solving Problems</td>
<td>SP or SU</td>
<td>3</td>
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</table>

*Complete Exit Interview

*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 5100 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*

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.

Program-Specific Admissions Requirements:  
Individuals must meet the following Admissions requirements:
Hold a masters degree in the field of education from an accredited college
Submit proof of SAS or SBL certification
Substantiate leadership potential or leadership roles through two letters of recommendation, one from a current school leader
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

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDAD 5050</td>
<td>Resource Management and Fiscal Accountability</td>
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<td>EDAD 5013</td>
<td>Collective Bargaining</td>
<td>FA or SP</td>
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<td>EDAD 5019</td>
<td>Human Resource Issues</td>
<td>FA or SP</td>
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<tr>
<td>EDAD 5595</td>
<td>School Law (Independent Study) or EDAD 8195 Financial and Legal Issues</td>
<td>SU</td>
<td>1-3</td>
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<tr>
<td>EDAD 5595</td>
<td>Curriculum Development (Independent Study) or EDAD 8055 Curricular and Pedagogical Quality</td>
<td>FA or SP</td>
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<td>Communications and Public Relations</td>
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<td>EDAD 5053</td>
<td>District Leadership Institute - Governance</td>
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<td>EDAD 5503</td>
<td>District Internship</td>
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<tr>
<td>EDAD 5596</td>
<td>Leadership Portfolio Review</td>
<td>FA SP SU</td>
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Additional Completion Requirements:
__Complete Exit Interview __Pass NYS CONTENT SPECIALTY test SDL

Optional alternatives:
EDAD 8055 Curricular and Pedagogical Quality
EDAD 8195 Emerging Financial and Legal Issues in Education

Additional electives
EDAD 8058 Community Relations
EDAD 8056 Culture, Politics and Educational Change
CERTIFICATE OF ADVANCED STUDY (E604)  
BILINGUAL EDUCATION (CHILDHOOD/Spanish)  
15 CREDITS

Leads to Bilingual 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 O.P.I.

Program and Certification Requirements:
___ Manhattanville Writing Assessment

<table>
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<tr>
<th>Course</th>
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<th>Semester</th>
<th>Cr</th>
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<tr>
<td>EDU 5016</td>
<td>Foundations of Bilingual Education</td>
<td>FA SP</td>
<td>3</td>
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<tr>
<td>EDU 5216</td>
<td>Cultural Perspectives for Educators</td>
<td>FA SU</td>
<td>3</td>
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<tr>
<td>EDU 5365</td>
<td>Teaching Literacy for English Language Learners</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>EDU 5554</td>
<td>Teaching in a Bilingual Context</td>
<td>FA SU</td>
<td>3</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
___ School Violence Prevention
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

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<td>EDAD 5200</td>
<td>Issues and Trends in Curriculum, Instruction and  Supervision</td>
<td>FA or SP</td>
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Additional Required Courses
- Formal matriculation must be completed

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<tr>
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<td>Improving Student and Teacher Performance: Assessment in the Learning Organization</td>
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<td>School Law</td>
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<td>School Finance and Personnel Management</td>
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<td>3</td>
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<td>EDAD 5009</td>
<td>Technology for Administrators</td>
<td>SP SU</td>
<td>3</td>
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<tr>
<td>EDAD 5008</td>
<td>Ethics and Social Responsibility</td>
<td>FA or SP; SU</td>
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Required Internships
- Submission of internship proposals
- Permanent certification in a teaching field or pupil personnel service

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<tr>
<td>EDAD 5501</td>
<td>Community Internship</td>
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<td>EDAD 5502</td>
<td>School Internship I</td>
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<tr>
<td>EDAD 5502</td>
<td>School Internship II</td>
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Elective Courses: Select 6 credits

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<td>EDAD 5__</td>
<td>Other Educational Leadership Course (with department chair’s approval)</td>
<td>FA SP SU</td>
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<tr>
<td>EDU 5__</td>
<td>Other Education Course (with department chair’s approval)</td>
<td>FA SP SU</td>
<td></td>
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<tr>
<td>EDU 5393</td>
<td>Foundations of Special Education</td>
<td>FA SP SU</td>
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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.

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 participating 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 5006: 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 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 also 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's financial and resource support systems. Case study analysis will provide a primary tool to support fiscal accountability.

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: Understanding and Using Qualitative And Quantitative Research in Schools (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 Institutes. 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, and the alignment and integration of 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 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 5222: Practical Leadership Skills in Learning Organizations (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 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: School 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 lead-
We will look at the debates, issues, and efforts to change education in America on three levels. At the national/international level, use case studies to explore the education policy landscape of contemporary America. 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 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 8050: 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 (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. By the end of the course, students will be able to analyze qualitative research data, relate it to a problem of classroom practice, and problems of learning in classrooms will increase the likelihood that course participants will appreciate the relationships 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:

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 & Pedagogical Quality (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 relationships 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 8170: Conference and Research (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 doctoral 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.

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 law 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 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.

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 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.
**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 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 student's 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 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 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 differental 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 indi-
will be discussed in terms of the effect of the drug on the body and while learning appropriate reinforcement and prevention strategies.

EDU 3295: 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)

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. 

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 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.

Corequisite: EDU.3375

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 3278: Literacy in the Content Areas (3 cr.)**
Focus on the strategies needed to improve the listening, 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 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 independent 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 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/Adolescent 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 music educator-teachers (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 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 praxis, 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 core 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.

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

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 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)

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 understanding 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**
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**
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, middle-level 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 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 & Materials Sec Lang I (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 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)

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, 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.

Conquisite: 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 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 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 bridg-es(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 adolescent 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 adolescent 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 musicians-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 (4-6 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)

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/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-
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. (Literacy and Special Ed Course)

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, silkscreen 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 ongoing 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 5522. 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 ongoing 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 5522. 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 ap-
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 out 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 (2 cr.)**
This course will cover the principles of functional assessment, functional analysis, and development of interventions and behavior support plans. As functional behavioral assessment is required by IDEA in any situation in which a student's behavior interferes with learning (or may result in suspension or change in placement), this course will give the teacher the related knowledge in order to assess and evaluate a student's interfering behavior and/or another's behavior support plan. (This course should be followed by the practicum, EDU 5545, in which the participants will complete their own functional behavior assessments on identified students.)

**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.

**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 curriculum, applying interdisciplinary problem-based, inquiry-based, constructivist
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 lifelong 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 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 EIS 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 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 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 re-
search 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 communicating 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 curriculum 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 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 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, countrieff off-shoot 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-speaking 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 standpoints, and religious views of drug use and abuse. Various perspectives on the care of drug depended 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 participate 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.

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 TI83 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.

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 5543: Play, Games, and Sports in Historical And Cultural Contexts (3 cr.)
Includes consideration of play, 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 5544: 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 5545: Applied Exercise Physiology for Physical Education and Sport Performance (3 cr.)
Individuals 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 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 5547: 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 5548: 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 5549: 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 5550: 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 5551: 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, 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 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, suicide, drug abuse, as well as high student absenteeism and the dropout rate through successful athletic and afterschool programming are also included.

MUE 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.

MUE 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.

MUE 5058: Teaching Comprehensive Musicianship Through Performance (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 may select one of the wind or 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.

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 MUT 2044: Keyboard Harmony IV.

MUE 2090: Instrumental 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: Methods I: Early Childhood/Childhood Music (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—voice (folk) music and dance leading to music 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). 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: Methods for Middle Childhood/Adolescent Music (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 and performance of the recorder chest available for the classroom [Garkein flötelein, 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: Resources, Materials, and Literature for Teaching Instrumental and Vocal Music (3 cr.)**


MUE 5054: Methods I: Early Childhood/Childhood Music (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—voice (folk) music and dance leading to music 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 or 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: Methods for Middle Childhood/Adolescent Music (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 [Garkein flötelein, 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: Astrosience (3 cr.)
Astrosience 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 extraterrestrial 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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